

Английский для юристов

English
for lawyers



МОСКОВСКИЙ УНИВЕРСИТЕТ МВД РОССИИ

АНГЛИЙСКИЙ ДЛЯ ЮРИСТОВ

Под редакцией
заслуженного работника высшей школы РФ,
кандидата юридических наук, профессора *И.А. Горшеневой*

Второе издание,
переработанное и дополненное

*Рекомендовано Министерством образования
Российской Федерации в качестве учебного пособия
для студентов высших учебных заведений,
обучающихся по специальности «Юриспруденция»*

*Допущено Министерством внутренних дел
Российской Федерации в качестве учебного пособия
для образовательных учреждений высшего
профессионального образования МВД России*

*Рекомендовано Учебно-методическим центром
«Профессиональный учебник» в качестве учебного пособия
для студентов высших учебных заведений,
обучающихся по специальности «Юриспруденция»*



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Учебник предназначен для студентов юридических вузов и факультетов, в том числе системы Министерства внутренних дел. Содержание и структура учебного пособия проектируют элементы будущей профессиональной деятельности студентов. Комплекс лексико-грамматических упражнений направлен на формирование у студентов как языковых, так и профессиональных знаний.

В учебнике широко представлена разнообразная тематика: юридическое образование; государство и система уголовного правосудия России и стран изучаемого языка; работа полиции в современном обществе; организация и деятельность правоохранительных органов в России и за рубежом; типология преступлений; формы и задачи международного сотрудничества в сфере правопорядка. Учебник содержит большой объем аутентичных текстов и оригинальную документацию полицейских служб. Дополняют учебное пособие тексты для дополнительного чтения, грамматический комментарий, глоссарий основных юридических терминов.

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От авторов

Настоящий учебник предназначен для студентов, изучающих английский язык в юридических вузах, а также для будущих сотрудников органов внутренних дел, получающих образование в вузах системы МВД РФ. Содержание учебника, его структура проектируют элементы будущей профессиональной деятельности обучающихся и основаны на требованиях государственных стандартов высшего профессионального образования нового поколения.

Цель учебника — подготовка лингвокомпетентного специалиста на материалах в большинстве своем аутентичных текстов и комплекса лексико-грамматических упражнений, направленных на формирование речевых навыков и умений в рамках социокультурной, общеполитической и профессиональной тематик. Авторы видят одной из главных задач создание оптимальных условий для формирования у обучающихся как собственно языковых, так и профессиональных знаний. Формируя логику юридического мышления, учебник предоставляет студентам возможность развития способности соотносить свои личностные качества и требования будущей профессии.

Учебник построен на основе коммуникативно-функционального принципа и включает в себя 20 автономных уроков, отражающих следующую тематику: юридическое образование, первые шаги в будущей профессиональной деятельности; страны изучаемого языка, их государство; работа полиции в современном обществе, организация и деятельность зарубежных правоохранительных органов, система уголовного правосудия США и Великобритании в сравнении с российскими правовыми реалиями; типология преступлений, организация пенитенциарной системы стран изучаемого языка; формы и задачи международного сотрудничества в сфере правопорядка.

Содержание и компоновка учебных материалов исходят из принципа последовательности представления нового и учета ответственности программ «школа — вуз».

В учебнике соблюден принцип соотнесения обучению всем видам речевой деятельности — чтению, говорению, аудированию, письму. Блоки упражнений предусматривают введение профессионально ориентированного вокабуляра; отработку лексико-грамматических элементов; систему творческих заданий, развивающих креативность мышления и познавательную активность обучающихся. Текстовый материал находится в строгом соответствии с указанным тематическим профилем, упражнения, базирующиеся на когнитивном подходе, нацеливают студентов на самостоятельное, критическое осмысление прочитанного, развитие аналитического мышления.

В учебнике представлен большой объем визуальных опор, оригинальная документация полицейских служб, таблицы, схемы.

Lesson 1

LET ME INTRODUCE MYSELF

Starting up

Exercise 1 Read these international words and translate them. What parts of speech are they: verbs, adjectives or nouns?

active, airport, amnesty, autonomous, basic, centre, college, computer, conference, conflict, control, convention, crime, criminal, dictator, distance, disqualify, document, international, internet, jurisdiction, legal, national, organize, person, police, politics, precedent, president, principle, program, regulate, social, standard, structure, student, tennis, television, universal.

Exercise 2 Make notes about your personal profile. Use the notes to tell you groupmates about yourself.

A. Personal details

first name _____

surname/family name _____

date of birth _____

B. Nationality and home

1. nationality _____

2. your home town/city _____

3. your family _____

4. brothers and sisters _____

C. School

5. name/number _____

6. your favorite subjects _____

7. subjects you don't like _____

D. Hobbies and interests

8. main hobby _____

9. favourite sports _____

10. sports you don't like _____

Grammar: The article (артиклъ)

1. **Артикли** употребляются перед существительными и, как правило, на русский язык не переводятся.

2. **Неопределенный артиклъ *a*** употребляется:

- только с существительными в единственном числе: *a book*
- в тех случаях, когда человеку или предмету дается общая характеристика: *I am a student*. Я студент.
- перед существительными, начинающимися с гласной буквы, неопределенный артиклъ имеет форму ***an***: *an apple*

3. **Определенный артиклъ *the*** употребляется тогда, когда речь идет об определенном человеке или предмете: *Read the following words*.

4. Артиклъ **не употребляется** (так называемый нулевой артиклъ, *zero article*)

- с существительным во множественном числе, когда дается общая его характеристика: *We are students*. Мы студенты.
- перед неисчисляемыми существительными.
- если после существительного стоит числительное (означающее номер): *This is Lesson Three*. Это урок 3.
- с именами собственными: *I live in Moscow*. Я живу в Москве.
- в заголовках перед существительными: *Law and Order*

The Indefinite Article (неопределенный артиклъ)	The Definite Article (определенный артиклъ)	No Article (артиклъ отсутствует)
<i>a lesson</i>	<i>the lesson</i>	___ <i>Lesson One</i>
<i>an introduction</i>	<i>the lessons</i>	___ <i>lessons</i>

Exercise 1 **Read and translate these sentences.**

1. This is Lesson One.	6. The criminal case is clear.
2. This is Text One.	7. I am not a teacher.
3. This is a rule.	8. I am a student of this group.
4. We are future lawyers.	9. Marriage is not a word, it is a sentence.
5. It is a death sentence.	Crime rate is high.

Exercise 2 Translate these sentences from Russian into English.

1. Это урок 1. Урок не очень большой.
2. Санкт-Петербург — это город в России.
3. Упражнение очень 2 трудное.
4. Предметы в университете интересные.
5. Он преподаватель, он работает в университете.
6. Футбол — это международный спорт.
7. Он — менеджер, у него интересная работа.
8. Информация об этом деле старая.
9. Новые машины очень дорогие.
10. Дом 3 не здесь. Это дом 5.

Grammar: The personal pronouns (личные местоимения)

Singular (Единственное число)		Plural (Множественное число)	
Nominative case (именитель- ный падеж)	Objective cases (косвенные падежи)	Nominative case (именитель- ный падеж)	Objective cases (косвенные падежи)
I — я you — ты he — он she — она it — он, она, оно (неоду- шевленные предметы)	me you him her it	we — мы you — вы they — они	us you them

Exercise 1 Read and translate these sentences with the personal pro- nouns.

1. He is a student of our group.
2. Is she a student of your group too?
3. They are very good students.
4. Let me introduce my friend.
5. Are they in Moscow now?
6. It is a very difficult problem.
7. Text 1 is difficult. Read it, please.
8. See you later.

Exercise 2 Complete these sentences.

1. **I** believe Tom. — Tom doesn't believe ____ (*мне*).
2. **We** believe Tom. — Tom doesn't believe ____ (*нам*).
3. **You** believe Tom. — Tom doesn't believe ____ (*тебе*).
4. **You** believe Tom. — Tom doesn't believe ____ (*вам*).
5. **He** Believes Tom. — Tom doesn't believe ____ (*ему*).
6. **They** believe Tom. — Tom doesn't believe ____ (*им*).
7. **She** believes Tom. Tom doesn't believe ____ (*ей*).
8. I don't want **this book**. You can take ____ (Ты можешь *ее* взять).

Exercise 3 Complete the sentences. Use // *me / you / etc.*

1. **They** like **me** but ____ don't like ____.
2. **She** likes **me** but ____ don't like ____.
3. **We** like **him** but ____ doesn't like ____.
4. **He** likes **us** but ____ don't like ____.
5. **They** like **her** but ____ doesn't like ____.
6. **I** like **them** but ____ don't like ____.
7. **You** like **her** but ____ doesn't like ____.

Exercise 4 Complete these sentences.

1. I want this book. Can you *give it to me*?
2. He wants this document. Can you _____?
3. She wants this letter. Can you _____?
4. They want this computer. Can you _____?
5. We want the photograph. Can you _____?

Exercise 5 Complete these sentences with appropriate pronouns.

1. Do you know that man? — Yes, I work with ____.
2. We are going to the cinema. Will you go with ____?
3. Let ____ introduce myself. My name is Oleg.
4. They are at home now. Call ____.
5. I don't believe _____. He always tells lies.
6. This letter is not for _____, don't read it!
7. He wants to come to the party. Let's invite _____.

Grammar: The simple tenses of the verb *to be* (Времена группы *Simple*: глагол *to be*)

Глагол **to be**, в отличие от всех других глаголов, изменяется по лицам и числам в простом настоящем времени (The Present Simple Tense) и в простом прошедшем времени (The Past Simple Tense).

The Present Simple Tense	The Past Simple Tense	The Future Simple Tense
Утвердительная форма		
I am a student.	I was in Kiev last year.	I will be happy to see you.
You are a student.	You were in Kiev last year.	You will be happy to see Mary.
He/she/ is a student.	He/she was in Kiev last year.	He/she will be happy to see Mary.
We are students.	We were in Kiev last year.	We will be happy to see you.
They are students.	They were in Kiev last year.	They will be happy to see you.
Отрицательная форма		
I am not a teacher.	I was not in Minsk last year.	I will not be very happy to see her.
You are not a teacher.	You were not in Minsk last year.	You will not be very happy to see him.
Вопросительная форма		
Are you a student?	Were you in Sochi last year?	Will you be happy to see her?

*See Grammar reference

Exercise 1 **Read and translate these sentences into Russian.**

1. — Are you a student? — Yes, I am.
2. — Are you a teacher? — No, I am not.
3. — Is he a general? — No, he is not.
4. — Is she a cadet? — Yes, she is.
5. — Is this Lesson One? — Yes, it is.
6. Were you born in Moscow? — Yes, I was.
7. Will you be at home tomorrow? — No, I won't.

Exercise 2 Complete the sentences. Use *am / is / are* or *am not / are not / is not*.

1. Jim _____ interested in football. His favorite football club _____ Arsenal.
2. The founder of the British police _____ Robert Peel.
3. You _____ wrong, 5+5 is 10, not 25.
4. Too many chocolates _____ good for your health.
5. All the shops _____ closed today.
6. _____ you at home now?
7. The duties of the policemen _____ very complex.
8. We _____ really busy, we have a lot of work.
9. New York _____ the capital of the USA.
10. Simon _____ happy today, it's his birthday.

Exercise 3 Complete the sentences. Use *I / she was* etc. or *we / they were* etc.

1. Anna studied very much last night. *She was* tired.
2. Jack lost his wallet yesterday. _____ very angry.
3. Yesterday was a beautiful day. _____ sunny.
4. We saw a comedy last Sunday. _____ funny.
5. I had a wonderful holiday last year. _____ happy.
6. The students had a lot of work to do. _____ busy.

Grammar: The prepositions of time (предлоги времени)

in	2002 November summer	at	5 o'clock night
on	Monday weekdays	by	Sunday (к воскресенью) 5 o'clock (к 5 часам)
since	morning (с утра)	during	the lesson (во время урока)
in	3 days (через 3 дня)	for	an hour (на час, за час)
from...to (till) — from sunrise to sunset (от рассвета до заката)			

Exercise 1 Complete these sentences so that they are true for you.

Example: At 7 o'clock yesterday *I was at home.*

1. At 6 p.m. last night _____.
2. In half an hour _____.
3. At 12 a.m. tomorrow _____.
4. Next Saturday _____.
5. Last weekend _____.
6. After 16.00 today _____.
7. Ten minutes ago _____.

Exercise 2 Translate from Russian into English.

а) во время урока; в 1990; ночью; по выходным; с утра; к понедельнику; через 2 дня; с пятницы до воскресенья; на 2 часа; во время семинара

- б) 1. Вы не были в спортзале в понедельник.
2. Экзамен будет после обеда.
3. Соревнования были в воскресенье.
4. Он в библиотеке с утра до вечера — наверное, он хороший студент.
5. Я буду свободен к 4 часам.
6. Он был на конференции в прошлом году.
7. Он вернется через 5 минут.
8. В прошлом месяце курсанты были на каникулах.

Reading

Before you read, translate these international words and word combinations.

police academy	training program	Justice Institute	instructors
bus	services	public transportation	training
phase	to focus	professionalism	to practice
regular	services	to provide	safe
officer	to use	friendly	to travel

Exercise 1 Read the text.

A day in the life of an international student

I am in Canada on a one-year training program in Police Sciences at Justice Institute of BC — Police Academy. I have come here from Saudi Arabia and I am a police officer. I was chosen to come to Canada to take this training program offered at the Justice Institute of BC Police Academy. I am very happy to be taking training in Canada since Canada is a very safe and friendly place.

I live with a Canadian family as a homestay the student. It gives me the opportunity to practice my English with the family members. I pay a monthly fee for homestay of about \$700 per month. I have my own bedroom and desk.

I use public transportation to reach Justice Institute of BC, I take the bus. I use a bus pass and I also use the same bus pass to travel around Vancouver to learn more about the city and the nice people who live there.

The first phase of this training is ESL which means English as a Second Language. This is not regular ESL training, it is focusing on the terms used in policing. I am really enjoying the ESL training! In addition to ESL, I am taking other police related courses too.

I am happy with the professionalism of the JIBC instructors and student services provided to me. The instructors all have a background in policing. I really have been having an unforgettable experience learning in Canada!

Vocabulary

**Justice Institute of BC
(British Columbia)**

Институт юстиции Британской Колумбии (Британская Колумбия — провинция Канады)

**ESL (English as a second language)
in addition to**

английский как иностранный язык
в дополнение к ...

Exercise 2 Find in the text the English equivalents for these word combinations.

годовая программа подготовки; правоохранительные дисциплины; иностранный студент, проживающий в семье; дать возможность; вносить ежемесячную плату за обучение; общественный транспорт; проездной на автобус; сосредоточиться на терминах,

используемых в полицейской работе; предметы, связанные с работой полиции; стаж (опыт) работы в полиции; опыт

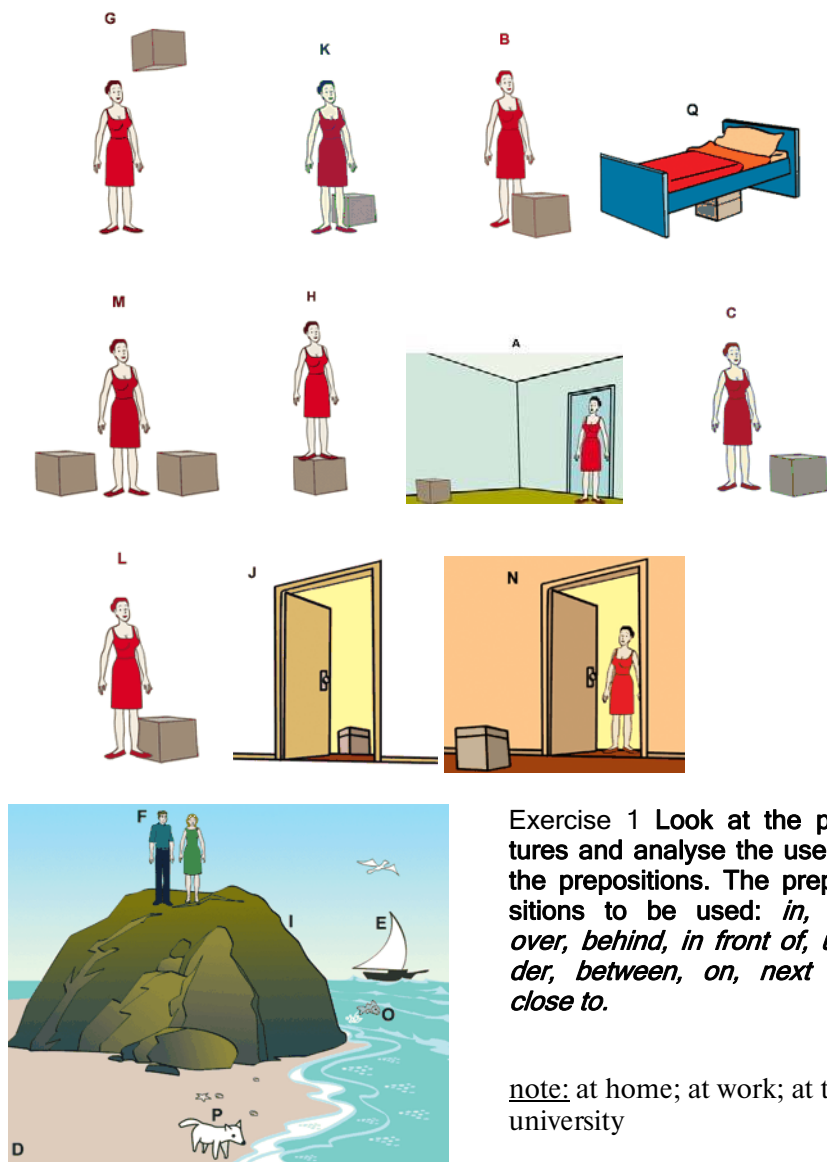
Exercise 3 Insert appropriate prepositions.

1. I am ____ Canada on a one-year training program.
2. I was chosen to come ____ Canada to take this training program.
3. I live ____ a Canadian family as a homestay student.
4. It gives me the opportunity to practice my English ____ the family members.
5. I pay a monthly fee ____ homestay of about \$700 per month.
6. The first phase ____ this training is ESL which means English as a Second Language.
7. I am very happy ____ the professionalism ____ my instructors.
8. The instructors have ____ background ____ policing.

Exercise 4 Answer these questions.

1. Where is the student from?
2. What is his job?
3. Why is the student in Canada now?
4. Where does he live in Canada?
5. Is his homestay free?
6. How much is the fee?
7. What is ESL?
8. What is the background of the JIBC instructors?
9. What other courses is he taking?
10. Is he happy studying in Canada?

Grammar: The prepositions of place (предлоги места)



Exercise 1 Look at the pictures and analyse the use of the prepositions. The prepositions to be used: *in, at, over, behind, in front of, under, between, on, next to, close to*.

note: at home; at work; at the university

Exercise 2 Match the phrases 1–17 and the pictures A-Q.

1. above _____	2. behind _____	3. below _____	4. between _____
5. in front of _____	6. inside _____	7. near _____	8. next to _____
9. opposite _____	10. outside _____	11. under _____	12. at the top _____
13. at the bottom _____	14. in the middle _____	15. in the corner _____	16. on the foreground _____
17. on the background _____			

Exercise 3 Translate these sentences into English. Use the verb *to be*.

1. Все книги лежат на столе. 2. Ручка — в кармане. 3. Лекции по истории — в синей тетради. 4. Сквер находится перед кинотеатром. 5. Парковка (parking lot) расположена за университетом. 6. Наша аудитория находится на третьем этаже. 7. Друг рядом. 8. Лампа расположена над столом. 9. Новое здание находится рядом со старым. 10. Я — среди друзей. 11. Перерыв между уроками очень короткий. 12. Спортзал находится на 2 этаже.

Предлоги осуществляют связь между словами в предложении. Они показывают, в каком **падеже** следует поставить следующее существительное (группу существительного):

of — кого? чего? *to* — кому? чему? *by* — кем? чем?

with — с кем? с чем? *about* — о ком? о чем?

Существительные с **предлогами места, направления и времени** отвечают на вопросы:

in, on, at — где? когда? *to (into)* — куда? *from* — откуда?

Запомните также перевод следующих **предлогов**:

against — против *without* — без *within* — в, внутри

after — после *before* — до *for* — для, за

under — под, при, по

Exercise 4 Translate these word combinations into Russian.

on a one-year training program; at Justice Institute of BC; from Saudi Arabia; with a Canadian family; a fee for homestay; Justice Institute of BC; to learn more about the city; the first phase of this training; focus on the terms used in policing; the professionalism of the JIBC instructors

Exercise 5 Read the text.

I am a student

I am a student at the Law University. My name is Nick Petrov. I was born in Saint Petersburg. My birthday is on May, 12, 1990. I like sport, especially football, and I am fond of playing computer games.

I am a first year student now. I will study at the University for five years. I will be a lawyer. I will work for the militia and will keep public order.

Exercise 6 Read and translate these numerals.

one	six	eleven	sixteen
two	seven	twelve	seventeen
three	eight	thirteen	eighteen
four	nine	fourteen	nineteen
five	ten	fifteen	twenty

Exercise 7 Read and translate these numerals, pay attention to the words *hundred, thousand, million*.

thirty	seventy	two thousand
forty	eighty	seven million
fifty	ninety	nineteen ninety nine
sixty	two hundred	two thousand and one

Exercise 8 Make sentences and translate them into Russian.

He ... a student of	the Moscow Law University
She ...	the University of the Ministry of the Interior of the Russian Federation
We ... students of	the University of the Internal Affairs of the Russian Federation
They ...	the Higher School of Law in...
	the Militia College in...
	the Justice Institute

Exercise 9 Read and translate these sentences into Russian.

1. My hobby is reading.	6. I like b.a.s.e. — jumping.
2. His hobby is street racing.	7. We are fond of mountain climbing.
3. My favorite sports are rafting and scuba diving.	8. I like playing computer games.
4. His hobby is parachuting.	9. The hobby of my brother is driving.
5. She is fond of shopping.	10. All my friends like dancing.

Exercise 10 Study the pattern.

Let me introduce myself.

Позвольте представиться. меня зовут Олег.

Let me introduce you to Mr. Black.

Позвольте мне представить Вас мистеру Блэку.

Let him introduce his friends to us.

Пусть он представит нам своих друзей.

Use the pattern to make as many sentences as possible.

Let	me	introduce	Mr. Ivanov	to	you
	you		you		my friend
	him		him		our guests
	us		myself		
			my colleague		

Exercise 11 Practice the pattern: introduce yourself, your friends and teacher.

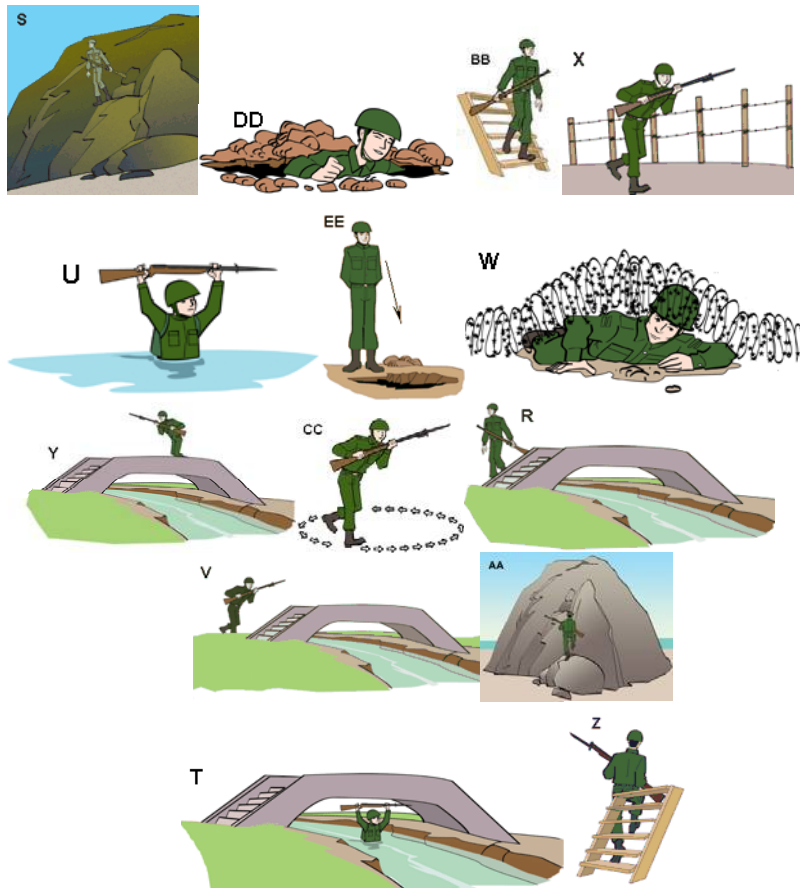
Exercise 12 Ask your friend the following questions. Work in pairs.

1. What is your name?
2. What is your family name?
3. What is your date of birth?
4. What is your place of birth?
5. What city are you from?
6. What is your address?
7. What is your telephone number?
8. What faculty are you a student of?
9. What are your hobbies?
10. What are your favorite sports?

Grammar: The prepositions of movement (предлоги направления)

Exercise 1 Match the pictures below and the prepositions.

1. across _____	8. past _____	6. out of _____
2. along _____	9. round _____	7. over _____
3. down _____	10. through _____	13. up _____
4. downstairs _____	11. to _____	14. upstairs _____
5. into _____	12. under _____	



Exercise 2 Translate these word combinations into English.

через дорогу, мимо парка, вокруг университета, вниз по лестнице, войти в министерство, через лес, по улице Волгина, к метро Коньково, под крышей, из гаража, вниз по течению реки, через забор.

Exercise 3 When foreign students come to live and study abroad, they have to fill in a personal information form. Study the form below and complete it as if you are a student in another country.

Name _____	Address _____
Date of birth _____	Place of birth _____
Marital status	single ☐ married ☐ separated ☐ divorced ☐ widowed ☐
Occupation _____	
Passport _____	Passport number _____
Sex	male ☐ female ☐
Visa _____	Signature _____

Vocabulary

marital status	семейное положение
single	не женат / не замужем
separated	не проживает вместе с супругом / супругой
divorced	разведен (а)
widowed	вдовец / вдова
occupation	род занятий
signature	подпись

Over to you

Write a few sentences about your friend.

He/She is _____

His/Her name is _____

His/Her marital status is _____

His/Her family is _____

He/She is from _____

He/She works/studies _____

His/Her hobby is _____

He/She is fond of _____

Add any information that you think is important.

Lesson 2

CAREER STEPS

«The only place where success comes before work is in the dictionary»

Vidal Sassoon (b.1928), a hairstylist

«A man can succeed at almost anything for which he has unlimited enthusiasm»

Charles Schwab (b.1937), the founder and CEO of the Charles Schwab Corporation

Starting up

Study the following.

career 1) карьера; достижение, успех <i>to enter on a career</i> — начать подъем по служебной лестнице <i>brilliant, distinguished career</i> — блестящая карьера <i>successful career</i> — удачная карьера <i>diplomatic career</i> — успехи на дипломатическом поприще 2) род деятельности, профессия	(to have) career opportunities — (иметь) возможности карьерного роста (to climb) career ladder — (подниматься) по карьерной лестнице

Exercise 1 Translate these examples into Russian.

1. The accident cut short her *career*.
2. In some companies it can take many years to climb *a career ladder*.
3. Ambitious people often decide on *a career plan* while they are at University or even at school.
4. Both the Law Enforcement and Criminal Justice industries offer exciting and fulfilling *career opportunities*.
5. *A career* in criminal justice or law enforcement will truly be the experience of a lifetime.

Exercise 2 Read and translate these words.

family	police	nationality
number	policeman	university
favorite	militia	occupation
subject	address	department

Exercise 3 Insert the articles where necessary.

1. My friend's apartment is very comfortable; there are ____ 3 rooms and ____ balcony in ____ it.
2. Do you speak ____ English?
3. For ____ breakfast I have ____ coffee with ____ milk and ____ sugar.
4. My brother comes from ____ school at ____ half past ____ three.
5. We don't go to ____ University on Sundays.
6. Now he is ____ student. After graduation he wants to become ____ investigator.
7. I think that is ____ good idea!
8. Can I ask ____ question? — Of course! What do you want?
9. Our classroom is on ____ forth floor.
10. Russia is ____ very big country. ____ capital of Russia is Moscow. ____ center of Moscow is rich in sights.

Reading

Before you read, match the questions and the correct replies.

1. Where are you from?	a) How do you do?
2. How do you do?	b) Yes, I am.
3. What do you do?	c) I'm from China. And you?
4. Are you Russian?	d) No, I'm American.
5. When is it?	e) It is in the centre of Moscow.
6. Where is it?	f) It's at 7 p.m.
7. Are you a student?	g) I'm fine, thanks.
8. Are you OK?	h) I'm a policeman.

Exercise 1 Complete this dialogue.

A new student

Paul: _____

Nick: Hi!

Paul: _____

Nick: Fine, thank you. And you?

Paul: _____. Meet our new cadet, Mike.
By the way, he is interested in computer games, as you are!

Nick: How do you do?

Mike: _____. Glad to meet you.

Nick: Welcome to our group! _____?

Mike: I was born in Moscow. Then my family moved to Klin.
And now I'm in Moscow again.

Nick: _____?

Mike: I'm nineteen. By the way, I have got an elder brother. He
was a student of the Correspondence department of the
University. He graduated from the University five years
ago, if I am not mistaken.

Vocabulary

Hi! / Hello!

Привет!

How are you?

Как поживаете/Как дела?

How do you do?

Здравстуй (те)!

meet...

Познакомься, это...

Glad to meet you!

Рад познакомиться!

to move to

переехать в/на

by the way

между прочим

correspondence department

заочное отделение

if I am not mistaken

если я не ошибаюсь

to graduate from

заканчивать учебное заведение

Exercise 2 Put this conversation into the correct order.

Elaine: Please call me Elaine.

Kate: Morning, Oleg. How are you?

Oleg: Yes, it is. Let me introduce you... Excuse me, Mrs Redfold. May I introduce you to Kate Johnson, our expert?

Oleg: Good morning, Kate! (1)

Kate: Pleased to meet you, Mrs Redfold.

Oleg: Fine, thanks, and you?

Kate: And please call me Kate.

Elaine: How do you do?

Kate: Fine. Is that Mrs Redford there?

Exercise 3 Act out the dialogue above or make up your own ones.

Reading

Before you read, answer this question.

What do you know about Margaret Thatcher?

Exercise 1 Read the career history of one of the most famous woman politicians.

Margaret Thatcher

- (1925) Born in Grantham, Lincolnshire. Daughter of a grocer. **Attended** Grantham Girls' School. **Studied** Chemistry at Oxford.
- (1947—1951) **Worked** as a research chemist.
- (1951) **Married** Denis Thatcher, a business executive.
- (1951—1954) **Studied** Tax Law.
- (1953) **Had** twins, a son and a daughter, Mark and Carol.
- (1954) **Qualified** as a lawyer.
- (1959) **Elected** Member of Parliament.
- (1970—1974) Secretary of State for Education and Science in the Cabinet.
- (1975) **Elected** leader of the Conservative party.



- (1979) Conservative party **won** General Election. **Became** Prime minister (1st woman)
- (1983) **Won** a General Election
- (1987) **Won** a Third General Election
- (1990) **Replaced** as Prime Minister by John Major
- (1992) **Became** a life peer
- (1993) **Published** a book, *The Downing Street Years 1979—1990*

Exercise 2 Study the following verbs.

- to attend — attended — attend (s) — will attend — *посещать*
- to work — worked — work (s) — will work — *работать*
- to marry — married — marri (es) — will marry — *выходить замуж*
- to replace — replaced — replace (s) — will replace — *заменять*
- to become — became — become (s) — will become — *становиться*
- to publish — published — publish (es) — will publish — *публиковать*
- to have — had — has — will have — *иметь*
- to qualify — qualified — qualifi (es) — will qualify — *получать диплом (квалификацию)*
- to elect — elected — elect (s) — will elect — *избирать*

Exercise 3 Say whether these statements are true or false.

1. Margaret Thatcher was born in London.
2. Margaret Thatcher studied in Cambridge.
3. Margaret Thatcher got married in 1951.
4. Margaret Thatcher qualified as a lawyer.
5. Margaret Thatcher became Prime Minister in 1975.
6. Margaret Thatcher was a 53d Prime Minister in Great Britain.

Exercise 4 Answer these questions about Margaret Thatcher.

1. What is her qualification?
2. Is she a member of the British Parliament?
3. Is she the leader of the Conservative or the Labour party?
4. What is the name of her book?

Exercise 5 Sum up what you know about Margaret Thatcher and her career, use the verbs of exercise 3.

Grammar: The simple tenses (времена группы Simple)

Времена группы Simple используются для выражения регулярно повторяющихся, однократных действий или постоянного признака. Они констатируют факт совершения действия, без указания на характер его протекания.

The Present Simple Tense	The Past Simple Tense	The Future Simple Tense
Утвердительная форма		
I often translate texts.	I translated the text yesterday.	I will translate the text tomorrow.
He/she often translates texts.	He/she translated the text yesterday.	He/she will translate the text tomorrow.
They often translate texts.	They translated the text yesterday.	They will translate the text tomorrow.
Отрицательная форма		
I do not often translate texts.	I did not translate the text yesterday.	I will not translate the text tomorrow.
He/she does not often translate texts.	He/she did not translate the text yesterday.	He/she will not translate the text tomorrow.
They do not often translate texts.	They did not translate the text yesterday.	They will not translate the text tomorrow.
Вопросительная форма		
Do you often translate texts?	Did you translate the text yesterday?	Will you translate the text tomorrow?
Does he/she often translate texts?	Did he/she translate the text yesterday?	Will he/she translate the text tomorrow?
Do they often translate texts?	Did they translate the text yesterday?	Will they translate the text tomorrow?

*See Grammar reference

Exercise 1 Fill in the irregular verbs chart in Appendix 1 with these verbs in the past simple form.

was/were, wrote, began, knew, paid, put, left, went, gave, broke, built, could, did, chose, bought, fell, felt, cost, heard, kept, forgot, found, sent, spoke, slept, took, told, thought, sold, spent, lost, saw, said, made

Exercise 2 Read and translate these sentences into Russian.

1. I read the article about Margaret Thatcher yesterday.
2. I did not know much about her.
3. Did you read this book yesterday?
4. Did you write anything yesterday?
5. Margaret Thatcher studied Law.
6. Did she become a life peer?
7. She won general election two times.
8. In 1979 Thatcher became a Prime Minister.
9. She didn't continue working as a research chemist, she qualified as a lawyer.

Grammar: Types of questions (типы вопросов)

He likes reading.

What	does he like reading?					Общий вопрос
	does he like?					Специальный вопрос
	He likes reading, doesn't he?					Разделительный вопрос
	Does he like reading or watching TV?					Альтернативный вопрос
Who			likes	reading?		Вопрос к подлежащему

Question words (вопросительные слова)

what — что, какой	who — кто
which — какой, который из	how much/many — сколько
when — где	how — как
where — где	why — почему

Exercise 3 A police officer is asking information about a missing person. Complete these questions, reading the information of the answers.

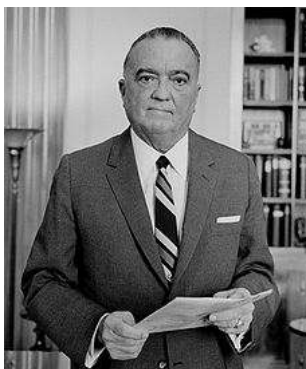
1. *When* _____ ?
I phoned her yesterday afternoon.
2. *Why* _____ ?
She left because we quarreled.
3. *Where* _____ ?
She went to London.
4. *Did* _____ ?
No, I didn't see her yesterday.
5. *What* _____ ?
She took only a briefcase with her.
6. *Who (m)* _____ ?
I didn't tell anyone about it.
7. *When* _____ ?
I called the police at midnight.

Reading

Before you read, say what parts of speech these international words are.

university	professional	special	testing
reorganization	agency	interview	interest
bureau	assistant	agent	talent
discipline	general	physical	director

Exercise 1 Read the text and complete it, use the verbs in brackets in the form of past simple.



John Edgar Hoover, FBI Director

John Edgar Hoover was born in Washington, D.C., in 1895.

He _____ (to complete) high school and _____ (to begin) working at the Library of Congress and attending night classes at George Washington University Law School. Working days and attending school at nights, Hoover _____ (to earn) his Bachelor of Law degree with honors from George Washington University in 1916.

In 1917 he _____ (to earn) a Master of Law degree and _____ (to get) a job in the Department of Justice in 1917. He _____ (to rise) quickly in government service. Hoover started in a minor position, but his intelligence, energy, and mastery of detail were quickly noticed. He began a reorganization of the bureau, imposing strict discipline on his employees. Hoover's goal was to establish a professional law enforcement agency.

Hoover led the Department's General Intelligence Division and in 1918 he was named Assistant to the Attorney General. Then the Division was moved in the Bureau of Investigation in 1921. In 1924 the twenty-nine year old Hoover _____ (to become) Director of the Bureau of Investigation. When Hoover took over the Bureau of Investigation, it had 650 employees, including 441 Special Agents. As Director, Mr. Hoover _____ (to put) into effect a number of changes. Director Hoover _____ (to fire) a number of Agents whom he _____ (to consider) to be unqualified to be Special Agents. He _____ (to order) background checks, interviews, and physical testing for New Agent applicants, and _____ (to require) legal training. Under Director Hoover, the Bureau _____ (to grow) in responsibilities and importance. When Mr. Hoover died in his sleep in 1972, he had led the FBI for 48 years. A lifetime bachelor with few nonprofessional interests, Hoover devoted his considerable talents to furthering the power of the FBI.

Exercise 2 Find in the text the English equivalents for these words and word combinations.

окончить школу; посещать занятия в вечерней школе; бакалавр/магистр права; диплом с отличием; департамент (министерство) юстиции; ум, энергия и внимание к деталям; полная реорганизация; установить строгую дисциплину среди подчиненных; правоохранительное учреждение; бюро расследований; внедрить, воплотить; неквалифицированный; проверки биографических данных; вопросы; проверка на физическую выносливость; кандидаты, претенденты (абитуриенты); расширять возможности; холостяк.

Exercise 3 What do these numbers and dates refer to in the text above?

1895	650	1921	1917
441	1916	48	

Exercise 4 Say whether these statements are true or false.

1. John Hoover was born in New York.
2. He was an excellent student.
3. Hoover studied Economics at University.
4. His intelligence and energy helped him to climb a career ladder.
5. Hoover was 40 years old, when he became Director the Federal Bureau of Investigation.
6. He completely reformed the Bureau.
7. It was not necessary for the new agents to have legal training.
8. His wife worked with him.

Exercise 5 Ask questions to the text. Use the words in brackets.

1. When _____? (to be born)
2. What _____? (degrees, have)
3. Did _____? (study well)
4. When _____? (get a job in the Department of Justice)
5. What kind of employee _____? (to be)
6. How _____? (to reorganize the Bureau)
7. When _____? (to become the director of the FBI)
8. Which agents _____? (to fire)
9. What testing methods _____? (to introduce)
10. How long _____? (to lead the FBI)

Exercise 6 Sum up what you know about Edgar Hoover.

Exercise 7 What are these people famous for? Say what you know about them.

Martin Luther King

Winston Churchill

Theodore Roosevelt

Bill Gates

Mikhail Gorbachev

Boris Yeltsin

Indira Gandhi

Grammar: The possessive pronouns (притяжательные местоимения)

Singular (единственное число)	Plural (множественное число)
my мой, моя, мое, <i>my name</i> МОИ	our наш, наша, <i>our teacher</i> наши
your твой, твоя, твое, <i>your name</i> ТВОИ	your ваш, ваша, <i>your teacher</i> ваши
his ее <i>his name</i>	their их <i>their teacher</i>
her его <i>her name</i>	
its ее, его, их (о неодушевленных предметах)	

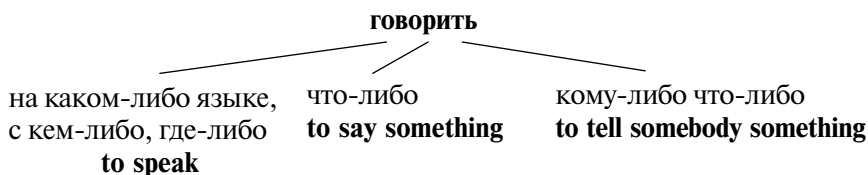
Exercise 1 Translate these word combinations into English.

его имя	ее слово	наш юрист
ее фамилия	моя ошибка	наша работа
их преподаватель	наш университет	его преступление
наш урок	их пример	их безопасность
мой диплом	мой друг	наши тексты
ее компьютер	его телефон	их книга
его ум	наши абитуриенты	его бюро
его обязанности	его подчиненные	его ФБР

Exercise 2 Insert appropriate possessive pronouns.

- ___ auditorium is on the ground floor.
- We are going to have a party and want to invite all ___ friends.
- John is a police officer. He enjoys ___ his job, he says it is exciting.
- I really like mountain climbing, it is ___ favourite sport.
- I live with ___ mother and father.
- Give me ___ copy-book, please.
- The number of ___ apartment is 112.
- Do you like ___ job?
- I like tennis. It is ___ hobby.
- I want to phone the Jacksons. Do you know ___ phone number?

Exercise 3 Study the following verbs.



a. Read and translate these sentences.

1. Do you speak English?
2. He can speak English.
3. She does not speak German.
4. He said a few words.
5. She did not say her name.
6. He says that he likes French.
7. He told me about it.
8. She told me her name.
9. He told us that he did not know that man.

b. Translate these sentences into English. Use the verbs *to speak*, *to say*, *to tell*.

1. Маша сказала коллегам, что у нее диплом с отличием.
2. Она не говорит по-английски.
3. Что она сказала?
4. Она говорит, что учится в университете.
5. Что он сказал полиции?
6. Мы рассказали все.
7. Расскажи мне, что случилось.
8. Мы с ними не разговариваем.
9. Директор говорил о полной реорганизации бюро.
10. Она сказала нам, что посещает занятия в вечерней школе.

Exercise 4 Answer these questions.

1. What is your name, please?
2. How old are you?
3. Where were you born?
4. When did you finish school?
5. When will you graduate from the University?
6. Have you got any brothers or sisters?

Exercise 5 You came to study to a police academy in Great Britain. Complete a compulsory (обязательная) form with your personal information.

ALL THESE QUESTIONS MUST BE ANSWERED

Surname _____ Forename _____
Nationality _____ Place of Birth _____
Date of Birth _____ Sex Male Female

CONTACT DETAILS

UK address _____
_____ Postcode _____
Telephone Number _____ Email address _____
Address in Home Country _____

WHY ARE YOU IN THE UK

Are You a Student YES/NO OR WORK PERMIT HOLDER

Name of University or College _____
Type of Course (circle) BA Bsc BEng MA Msc MEng Med MPhil PhD Other
Name of Course _____
Student ID Number _____
Who is paying for you to study _____
When do you finish your studies _____

WHAT DID YOU DO IN YOUR HOME COUNTRY
(if studying, just write Student)

Are you married YES/NO
Is your Spouse with you YES/NO
Do you have Children? YES/NO

IF MARRIED COMPLETE BELOW

Husband/Wife Surname _____ Forename _____
Nationality _____ Place of Birth _____
Date of Birth _____

Exercise 6 Translate the following text into English.

Я родился в Москве. Я не женат, моя семья небольшая — я живу с родителями и братом. Мне нравится заниматься спортом. Я студент 1 курса Московского университета. В университете мы изучаем право и другие предметы. Через 5 лет я получу диплом. Я хочу стать юристом и сделать успешную карьеру. Работа юриста очень ответственна и важна и, к тому же, интересна.

Over to you

Have you got a favourite politician, statesman, actor or sportsman? Do you know anything about their life and career? Speak about their biography and career steps.

Lesson 3

WE AND POLICE

«Bravery is being the only one who knows you're afraid»

Franklin P. Jones (1774—1848),
an English engineer and publisher

Starting Up

Study the following.

brave мужественный, отважный, смелый, храбрый	bravery бесстрашие, отвага, смелость, храбрость <i>to demonstrate, display, show bravery—</i> проявлять мужество, проявлять отвагу

Exercise 1 Translate these examples into Russian.

1. None but *the brave* deserve the fair.
2. The *brave* person thinks of themselves last of all. (J.F.von Schiller, 1759—1805, a German poet and philosopher)
3. Fortune and love favor *the brave*. (Ovid, 43 BC — AD 17, a Roman poet)
4. True *bravery* is shown by performing without witnesses what one might be capable of doing before all the world.

Exercise 2 Read these words.

justice	power	department	public	simply
bureau	elder	degree	mistake	happy
ago	brother	division	practice	any
special	sister	detail	police	during
importance	service	reorganisation	position	assistant

Exercise 3 Complete these sentences with appropriate forms of the verbs in brackets.

1. We _____ (study) Criminalistics next year.
2. The cadets _____ (to have) a meeting yesterday.
3. _____ you (to study) English or German?
4. My father _____ (to read) newspaper every day.
5. John Hoover _____ (to work) in the Library of Congress and _____ (to attend) night classes at Law School.
6. He _____ (to become) Director of the Bureau of Investigation when he was 29 years old.
7. Next year my friend _____ (to graduate) from the University and (to get) a job in an investigation department.
8. I _____ (to want) to get a diploma with honors.
9. All the instructors of this Police Academy _____ (to have) a background in policing.
10. In summer he _____ (to go) to England and _____ (to live) as a homestay student with an English family.

Exercise 4 Put all possible questions to this sentence.

After 20 years of service my father retired.

Word formation: The negative prefixes

(приставки с отрицательным значением)

Отрицательное значение прилагательным придают следующие префиксы:

un-	stressed — unstressed	ir-	regular — irregular
in-	definite — indefinite	dis-	organized — disorganised
	im-	personal — impersonal	

Exercise 1 Make the corresponding positive words and translate them into Russian.

unhappy	disorientated	inadequate
disorientating	unusually	unconscious
disconnecting	irrational	unfortunate
unable	unarmed	irrelevant
unbelievable	irresponsible	unacceptable

Grammar: The plural of the nouns (множественное число существительных)

Множественное число существительных образуется добавлением к ним окончания **-s**:

lesson — lessons

text — texts

day — days

Если существительное оканчивается на **-y** с предшествующей согласной, то **-y** меняется на **i** и добавляется окончание **-es**:

dictionary — dictionaries

Некоторые существительные образуют множественное число не по правилам:

man — men

woman — women

Множественное число английских слов иностранного происхождения следует уточнить в словаре. Например:

referendum — referenda

bureau — bureaux

matrix — matrices

diagnosis — diagnoses

Exercise 1 Give the singular form of the following nouns.

rules

bureaux

countries

positions

diagnoses

crimes

students

certificates

sentences

teachers

people

laws

words

lawyers

sciences

Exercise 2 Give the plural form of the following nouns.

university

passenger

ministry

degree

department

example

matrix

mistake

word

family

officer

address

language

expression

week

Reading

Before you read, answer these questions.

1. Have you ever helped people in an accident?
2. Do you know what to do if you see an accident?

Exercise 1 Read the text.

A brave Woman

A sergeant from Arizona police department:

«Helen Presley rescued three people from a burning car. That is how it all happened. One evening she went out with her friend Jack for a meal in a small quiet restaurant. They left at 9 pm and Helen offered to take Jack home. They were driving along when, suddenly, a car drove past them out of control. The car crashed and after that it burst into flames.

First they ran to the burning car. When they got there, they saw three people trapped inside. The people were screaming and Helen knew they had to get them out. It was incredibly hot when Helen and her friend managed to open the doors.

The driver was sitting inside, unconscious. They got him out and then went back for the other two passengers. Helen had to climb over the front seats to get to them. Surprisingly, the passengers were able to walk away from the car. Meanwhile, some people who were watching from a nearby campsite, called the emergency service. We came as soon as possible.

The brave woman was standing there in a state of shock when I asked her for her name and address. She couldn't remember!

She says she didn't do anything extraordinary but our police department presented them with certificates for their bravery! But I think its nice feeling to know you've helped to save someone's life!

Vocabulary

rescue	спасти
crashed (to crash)	разбиться, потерпеть аварию
burst into flames	вспыхнуть
scream	кричать
emergency service	скорая помощь
burning car	горящая машина
trapped in the car	заблокированные в машине
unconscious	без сознания
in a state of shock	в состоянии шока
certificate for bravery	грамота за храбрость

Exercise 2 Insert appropriate prepositions.

1. Helen rescued three people ____ a burning car.
2. She went out ____ her friend ____ a meal ____ a small quiet restaurant.
3. A car drove ____ to them ____ ____ control.
4. Helen had to climb ____ the front seats to get ____ the passengers.
5. People ____ a nearby campsite called the emergency service.
6. The brave woman was ____ a state ____ shock when the policeman asked her ____ her name and address.

Exercise 3 Answer the questions to the text.

1. What were Helen and Jack doing when the other car crashed?
2. What they did when the other car crashed?
3. What were the people in the car doing when Helen and Jack got there?
4. What did they do when they got into the car?
5. What did the people around do when they saw the accident?

Over to you

Use the following phrases to write a letter of gratitude to Helen Presley from the captain of Arizona police department.

Dear Madam...

We are writing this letter...

We are grateful for ...

We would like to decorate you for bravery...

Could/Would you come to the police station at ...

We are going to give you a certificate...

We are looking forward to...

Best regards...

Yours sincerely...

Grammar: Pronouns

many /much little /a little few /a few

с исчисляемыми существительными		
many	<i>много</i>	many trials, many people
few	<i>мало</i>	few trials, few people
a few	<i>несколько, немного</i>	a few trials, a few people
с неисчисляемыми существительными		
much	<i>много, большой</i>	much difference, much evidence
little	<i>мало</i>	little difference, little evidence
a little	<i>немного, небольшой</i>	a little difference

Exercise 1 Translate these word combinations into English.

много преступлений	много времени
много аргументов	большая разница
мало юристов	мало проблем
мало судей	мало адвокатов
некоторые трудности	несколько целей
немного случаев	несколько человек

Exercise 2 Make short sentences with these words.

much news	much information
much evidence	much knowledge
much advice	many pieces of advice
a few pieces of advice	

Grammar: The progressive tenses

(продолженные времена)

The Present/Past/Future Progressive Tenses употребляются, чтобы подчеркнуть, что данное действие происходит/происходило/будет происходить в какой-либо момент в настоящем, прошлом или будущем.

The Present Progressive Tense	The Past Progressive Tense	The Future Progressive Tense
Утвердительная форма		
I am reading now.	I was reading at that moment.	I will be reading at eight tomorrow.
He/she is reading now.	He/she was reading at that moment.	He/she will be reading at eight tomorrow.
They are reading now.	They were reading at that moment.	They will be reading at eight tomorrow.
Отрицательная форма		
I am not writing now.	I was not reading at that moment.	I will not be reading at eight tomorrow.
Вопросительная форма		
Are you reading now?	Was he reading at that moment?	Will you be reading at eight tomorrow?

* See Grammar reference

Exercise 1 Read and translate these sentences, say what tenses they are used in.

1. My friend is reading a book in French now.
2. Listen! He is crying!
3. We are doing a grammar exercise now.
4. I was reading a detective story when you phoned me yesterday.
5. What will you be doing tomorrow at this time?
6. I will be doing my homework.
7. Two men were robbing a bank when a policeman saw them.
8. The people were screaming in the burning car
9. The police officer was rescuing the passengers.

Exercise 2 Use the verbs in brackets in the correct form (the past progressive, the past simple) to make sentences.

Example: (walk along the street/see an accident) — *I **saw** an accident when I **was walking** along the street.*

1. (meet an old friend/have lunch in a cafe).
2. (somebody, steal a wallet/shop).

3. (hear a crash/sleep).
4. (talk on mobile/walk into a tree).
5. (drop a key/open a door).

Exercise 3 Complete these sentences.

1. She _____ (see) a police car when she _____ (go along the street).
2. I _____ (sleep) when my mobile _____ (ring) loudly.
3. She _____ (hear) the people screaming when she _____ (look out of) the window.
4. Two thieves _____ (get out of the house) when a patrolman _____ (notice) them.
5. The teacher _____ (come) into the room when we were _____ (cheat).
6. I _____ (walk) my dog when it _____ (rain).
7. The robber _____ (get caught) in the revolving door as he _____ (escape).

Exercise 4 Answer these questions.

1. What were you doing when the teacher came into the classroom?
2. What is your friend doing now?
3. What was your friend doing at 8 p.m. yesterday?
4. What did you do when you came to the University today morning?
5. What was your family doing when you came home last evening?
6. What will you be doing tomorrow at 10 a.m.?
7. What are you doing now?

Exercise 5 Insert appropriate articles.

____ English language is really very popular. Many students of ____ University of ____ Ministry of the Interior of ____ Russian Federation are studying ____ English. But ____ number of hours of ____ studies is different at ____ different departments. ____ full-time students have ____ many more lessons in ____ academic year. By ____ way, some students of ____ University are learning ____ German language. But ____ number of ____ students learning ____ English is much higher. ____ English Language is ____ most popular because it is ____ language of international communication.

Grammar: The degrees of comparison (adjectives)

(степени сравнения прилагательных)

The positive (простая)	The comparative (сравнительная)	The superlative (превосходная)
<i>long</i>	<i>longer</i> более длительный	<i>longest</i> самый длительный
<i>popular</i>	<i>more popular</i> более популярный	<i>most popular</i> самый популярный

Одно- и двусложные прилагательные образуют степени сравнения с помощью суффиксов **-er**, **-est**, многосложные прилагательные — с помощью слов **more** и **most**.

И с к л ю ч е н и я :

good — better — the best *bad — worse — the worst*
much — more — the most *many — more — the most*
little — less — the least

Note: *far — farther — the farthest* (о расстоянии)
far — further — the furthest (о времени)

Сочетание **many/much** + прилагательное в сравнительной степени переводится как *намного*:

many more books — намного больше книг
much more popular — намного более популярный
many fewer people — намного меньше народа

* See Grammar reference

Exercise 1 Give the comparative and the superlative forms of these adjectives.

short	young	popular
firm	high	serious
simple	essential	fast
happy	different	reliable
rational	intensive	peaceful
easy	important	big

Exercise 2 Read and translate these word combinations.

1. many more students	8. much firmer
2. many more lessons	9. much more dangerous
3. many more changes	10. much more different
4. many more crimes	11. much better
5. many more firearms	12. much worse
6. many more countries	13. much more order
7. many more policemen	14. much more rational

Exercise 3 Translate these word combinations into English.

1. больше законов	5. гораздо труднее
2. меньше преступлений	6. намного больше машин
3. больше возможностей	7. намного меньше работы
4. намного меньше народа	8. больше преподавателей

Exercise 4 Translate these sentences into Russian. Pay attention to the model.

a) You are **older than** me. — Ты *старше, чем* я.

1. You study better than me.
2. She is taller than her friend.
3. We came home earlier than usual.
4. It's colder today than it was yesterday.
5. They have more money than us.
6. My friend is more interested in Civil law than me.

b) My problems are **more important than** yours. — Мои проблемы *важнее, чем* твои.

1. The entrance exams were very difficult. They were more difficult than we expected.
2. This student is more hardworking than his group-mate.
3. He doesn't know much. I know more than him.
4. The subjects at the University are more interesting than at school.
5. After graduation from the University we will be more experienced than freshmen.
6. Petrol now is more expensive than it was last year.

c) I am sorry I am late. I got here *as fast as* I could. — Извините за опоздание. Я добрался *так быстро, как* только смог.

1. I don't know as much about politics as you do.
2. He is not as brave as his colleague.
3. This patrolman is as experienced as his colleague.
4. My friend didn't do as well at the exam as he hoped.
5. I need the information quickly. Please let me know as soon as possible.
6. After graduation from the University we will be as qualified as our professors, won't we?

Exercise 5 Translate these sentences into English.

1. Предметы в университете более трудные, чем в школе.
2. Мне кажется, что английский язык не такой трудный, как русский.
3. Сегодня занятия закончились позже, чем обычно.
4. Сейчас у меня больше друзей, чем было раньше.
5. Лекции этого профессора более интересные.
6. Результаты твоего теста не очень хорошие. Я уверен, ты можешь написать лучше.
7. Я думал, эта машина стоит дороже.
8. Я просматриваю свою почту теперь гораздо реже, потому что у меня нет времени.
9. Он знает это так же хорошо, как и ты.

Grammar: The demonstrative pronouns (указательные местоимения)

Singular (единственное число)	Plural (множественное число)
this это, эта, этот	these эти
that то, та, тот	those те

За местоимениями **this**, **that** следует существительное в единственном числе. Эти местоимения также могут употребляться самостоятельно, без существительных:

***This/that** rule is clear.* — Это/то правило понятно.

*I know **this**.* — Я знаю это.

*Who is **that**?* — Кто это?

***These/those** rules are clear.* — Эти/те правила понятны.

Exercise 1 Translate these sentences into English.

1. Этот человек не очень честный.
2. Мне нравится этот предмет.
3. Этот экзамен очень трудный.
4. Он студент этого университета.
5. Эти молодые люди студенты.
6. Эта машина горит!
7. Те люди вызвали полицию.
8. Этот полицейский спасал пассажиров горящей машины.
9. Это свидетели той аварии. (*witnesses* — *свидетели*)
10. Та машина потерпела аварию.

Exercise 2 a. Study the following ranks.

Capt	Captain	Col	Colonel
Cpl	Corporal	Gen	General
Lt	Lieutenant	Maj	Major
Sgt	Sergeant		

B. Discuss these questions.

1. Do we have the corresponding ranks in our militia and Armed Forces?
2. Would you like to make a career in law enforcement? Do you want to be a general?
3. Is it easy to be promoted to the rank of a general?
4. What qualities are necessary for a successful career in law enforcement?

Exercise 3 Translate these sentences into English.

1. Я все видел! Грабитель (*the robber*) вышел из черной машины, перешел дорогу и вошел то здание.
2. Капитан ходил по комнате, обдумывая проблему.
3. Иди по этой тропинке через лес, и через час подойдешь к реке.
4. Оперативники опросили всех в этом районе. Они хотели найти свидетелей той аварии.
5. Малолетний правонарушитель (*juvenile offender*) перепрыгнул через забор и побежал по улице, потом повернул за угол и исчез.

6. Пройдите прямо по коридору, поверните за угол. Кабинет генерала — в конце коридора.
7. Через 5 минут все уже сидели в зале и слушали доклад министра. Министр говорил о том, как важна для милиции помощь граждан.
8. Эти молодые лейтенанты — наши выпускники.

Exercise 4 Reproduce the following text in English. Use a dictionary to look up the words you do not know.

Людская отвага

Начальник УВД г. Москвы вручил студенту московского вуза Сергею Иванову ценный подарок и благодарность за помощь в раскрытии преступления.

Именно благодаря Сергею был задержан преступник, который украл из церковного магазина в одном из районов Москвы золотые и серебряные изделия.

В критической ситуации Сергей поступил как герой. Он услышал крики о помощи и бросился на выручку. Юноша попытался остановить преступника, но тот не собирался сдаваться и несколько раз ударил Сергея, началась борьба. Но на помощь Сергею подоспели милиционеры.

«Последнее время граждане часто помогают милиции в поиске и задержании преступников», — сказал начальник УВД. — «Пример тому — наш сегодняшний герой, двадцатилетний Сергей Иванов».

Радует то, что есть люди, равнодушные к чужой беде. Ведь иногда для того, чтобы спасти чью-то жизнь, достаточно всего лишь набрать «02».

Over to you

Comment on the Arabian proverb, «Bravery without intelligence is not bravery». Do you agree with this idea? Write a paragraph expressing your opinion.

Lesson 4

LAW ENFORCEMENT EDUCATION

«An investment in knowledge always pays the best interest»

Benjamin Franklin (1706—1790), one of the Founding Fathers of the USA

Starting up

Study the following

law	law enforcement	lawful	lawyer
1) закон <i>just law</i> — справедливый закон <i>unwritten law</i> — неписанный закон	1) правовое принуждение; правоприменение; применение закона 2) обеспечение правопорядка; деятельность правоохранительных органов	законный law and order правопорядок	юрист; адвокат <i>practicing lawyer</i> практикующий юрист, адвокат
2) право; правоведение, юриспруденция			
3) профессия юриста	law-enforcement правоохранительный		

Exercise 1 Translate these examples into Russian.

1. It is against *the law* to smoke in a lift.
2. There are *laws* against drinking in the street.
3. She's going to study *law* at University.
4. All citizens are equal before *the law*.
5. She is *lawful* owner of the property.
6. In its early days, the American West was full of *lawless* men.
7. *Law enforcement* agency is an agency responsible for insuring obedience to the laws.
8. If you want to make your will (*завещание*), consult *a lawyer*.

Exercise 2 Read and translate these words.

captain	to include	concerned	computer
colonel	justice	country	practice
correspondence	dictionary	detective	correctional
education	curriculum	activity	current
correct	common	certain	complete
public	criminal	college	police

Exercise 3 Form the plural of these words.

chance	bureau	lawyer
agent	system	gymnasium
passenger	dictionary	party
sergeant	degree	minister
rank	service	sentence
question	answer	science

Exercise 4 Make these word combinations plural.

this tea-cup	that city	that freshman
this woman	this police	this matrix
a hero	this diagnosis	that library
our gymnasium	this memorandum	their child

Exercise 5 Translate from Russian into English.

а) через 2 дня; с прошлого года; вечером; зимой; к завтрашнему дню; в двадцать минут третьего; через дорогу; по улице; над столом; перед домом; с утра до вечера; среди друзей; за гаражом; через лес; писать ручкой; памятник Пушкину; ниже нуля

- б) 1. Он перешел через дорогу и вошел в здание института.
2. Она ходила по комнате.
3. Мы окончим университет через 4 года.
4. Днем я занят с двух часов до трех.
5. Патрульная машина проехала мимо банка и повернула за угол.

Exercise 6 Complete these sentences with appropriate forms of the verbs in brackets.

1. I _____ (to attend) my classes at the University every day.
2. My father _____ (to work) as a detective and (to retire) two years ago.
3. A policeman _____ (to rescue) two people from a burning car.
4. Some people _____ (to see) the accident yesterday and _____ (to call) the police.
5. _____ you (to see) him next Saturday?
6. We _____ (to take) the exams in three days.
7. All students _____ (to focus) on police-related sciences, when they (to study) at the Police Academy.
8. This your freshmen _____ (to graduate) from the University in 5 years.

Grammar: Noun suffixes

(суффиксы существительных)

Многие существительные, обозначающие профессию или исполнителя какого-либо действия, а также прибор, приспособление, образуются от глаголов без частицы *to* с помощью суффикса **-er**

to teach — **teacher** учить — учитель, преподаватель

to learn — **learner** учить — учащийся

Exercise 1 Translate these words.

inspector	operator	detector	informatory
mixer	photographer	corrector	New-Yorker
lawyer	prisoner	offender	embezzlement

Многие существительные образуются от глаголов без частицы *to* с помощью суффикса **-tion**. Варианты этого суффикса: **-ation**, **-cation**, **-sion** (discussion - дискуссия, обсуждение). Существительные с этими суффиксами, а также с суффиксами **-ence**, **-ance**, обозначают действие, процесс, состояние.

Exercise 2 Translate these nouns.

identification	arbitration	sanction	jurisdiction
subordination	distance	residence	correspondence
alliance	jurisprudence	license	influence
finance	ambulance	importance	conference

Существительные с суффиксом **-ity** имеют значение состояния, положения, свойства, качества (equality — равенство)

Exercise 3 Translate these nouns.

stability	reality	identity	individuality
popularity	regularity	activity	criminality
responsibility	legality	authenticity	formality
quantity	radioactivity	quantity	nationality

Существительные с суффиксом **-ment** обозначают действие или событие (movement — движение)

Exercise 4 Translate these nouns.

government	development	appointment	improvement
establishment	achievement	agreement	punishment
confinement	infringement	judgment	harassment

Exercise 5 Make the corresponding verbs from these nouns.

writer	doer	reader	traveler
translator	investigator	robber	constructor

Exercise 6 Make the corresponding nouns using one of the suffixes above. Sometimes more than one variant is possible.

to work	to investigate	to assist	to associate
to manage	to qualify	to apply	to enforce
to administrate	to include	to educate	to form
to govern	to recruit	to achieve	to appoint

Reading

Exercise 1 Read the text.

Many law enforcement agencies encourage applicants to complete either a two-year associate program or a four-year bachelor's program in a criminal justice-related area. Knowledge of a foreign language and being physically fit will also help you. Once you are accepted by a law enforcement agency, you'll receive 12 to 14 weeks of training in a police academy. Training includes classroom instruction in constitutional law and civil rights, state laws and local ordinances, and accident investigation. Recruits also receive, training in patrol, traffic control, firearms usage, self-defense, first aid, and emergency response. Continuing education is a necessary requirement for police officers and detectives. Many agencies pay all or part of the tuition for officers to earn a degree in criminal justice, justice administration or public administration, and pay higher salaries to those, who earn such degree.

Vocabulary

to encourage applicants	побуждать, стимулировать кандидатов
associate program	программа профессиональной подготовки
bachelor's program	программа подготовки бакалавров
a criminal justice-related area	сфера, относящаяся к уголовному правосудию
local ordinance	распоряжение местных органов власти
emergency response	реагирование в чрезвычайных ситуациях
requirement	требование
salary	зарплата
tuition	плата за обучение

Exercise 2 Say whether these statements are true or false.

1. Law enforcement applicants complete either a year associate program or a two-year bachelor's program in a criminal justice-related area.
2. Knowledge of a foreign language and being physically fit is a plus.
3. A police recruit receives 10 weeks of training in a police academy
4. Training includes constitutional law and civil rights, state laws and local ordinances, and accident investigation.
5. It is not necessary for police officers and detectives to continue education.

Over to you

Do you know the requirements for the people who want to become militiamen in Russia? What training should they have? Why is higher education necessary for law enforcement activities? Write a short essay on the topic.

Grammar: Construction *there is / there are*

Конструкция *there is / there are* употребляется, когда в предложении называется что-либо или кто-либо и одновременно указывается на их местонахождение. На русский язык такие предложения обычно переводятся с конца.

<i>There is a fitness center at John Jay College.</i>	В Джон Джей колледже есть фитнес-центр.
<i>There are 7 branches at our University.</i>	В нашем университете 7 филиалов.
<i>There were eleven students in our group last year.</i>	В прошлом году в нашей группе было одиннадцать студентов.
<i>I don't know how many students there will be in our group next year.</i>	Я не знаю, сколько студентов будет в нашей группе в следующем году.

* See Grammar reference

Exercise 1 Translate these sentences into Russian.

1. There are a few police officers near the car.
2. There are a few people who will be questioned.
3. There is a very important question he would like to ask.
4. There will be many problems with this young man.
5. I am sure there were some witnesses.
6. There can be a few witnesses who saw all that.

Exercise 2 Translate these sentences into English.

1. В университете Оксфорда в учебном году 3 триместра.
2. В Московском университете МВД России 35 кафедр.
3. В нашем университете 7 филиалов.

4. Здесь много специально оборудованных лабораторий, спортзал и библиотека.
5. В 1924 году, когда Гувер стал директором ФБР, в этой организации было 650 сотрудников.
6. Существует много специальных программ подготовки полицейских.
7. В университете есть много возможностей для занятий спортом.

Reading

Before you read, answer and debate the following questions.

1. Do you know how and where police recruits are trained in the US and Russia? How many weeks of instruction do they get? What skills are trained?
2. Do police officers have an opportunity to receive higher education? Where?

Exercise 1 Read the text.

John Jay College of Criminal Justice

John Jay College of Criminal Justice of The City University of New York is a liberal arts college dedicated to education, research, and service in the fields of criminal justice, fire science, public safety and public service.

The College of Police Science was established in September 1965. Originally housed at the New York City Police Academy the College soon moved to the new Tenth Avenue Building, which has a more spacious library, an arts theater, lecture halls, and a greater variety of classrooms and seminar areas. It provides complete physical education and sports facilities, including a swimming pool, a fitness center, two gymnasiums, racquetball courts, and a running track.

John Jay College offers baccalaureate degrees—the Bachelor of Arts and the Bachelor of Science—in majors that focus on criminal justice, police studies, correctional studies, criminal justice administration, criminology, deviant behavior, government, public administration, legal studies, fire science, fire and emergency service, forensic science, security management, and computer information systems applied to criminal justice and public administration.

The graduate program at John Jay College offers five master's degree programs and the doctoral program in criminal justice.

An applicant for freshman admission must present evidence of having received a high school diploma from an accredited high school, or having passed a General Education Development examination.

Departments of Sciences; Law, Police Science and Criminal Justice; Anthropology; Philosophy; Physical Education and Athletics; Foreign languages and literatures, History, Psychology offer various courses: American Government and Politics, Systems of Law, Culture and Crime, Police Ethics, Victimology, Jurisprudence, Rehabilitation of the Offender, Criminalistics, Criminal Investigation, Terrorism, Accounting, Toxicology, Drug and Alcohol Use and Abuse, Juvenile Delinquency and others.

Financial aid is available to matriculated students in the form of grants, loans, scholarships, and part-time student employment.

The College's Health Office provides health counseling, basic first aid. The Student Activities Office assists campus groups in organizing extracurricular activities, such as free film series, parties, day trips, fairs, lectures, social occasions, and cultural presentations.

Student organizations at the College include academic clubs: Computer Science Association, Debate Club, Economics Club, Forensic Science Society, Law Society, numerous cultural and social clubs.

Students are expected to attend all class meetings as scheduled. The diploma is granted upon graduation. Students qualifying for honors will receive recognition at the commencement ceremony.

Exercise 2 Find in the text the English equivalents for these words and word combinations.

уголовное правосудие; общественная безопасность; помещения для занятий спортом; спортзал; степень бакалавра/ магистра/ доктора; специальность; служба быстрого реагирования в чрезвычайных ситуациях; абитуриент; предоставить свидетельство; сдать экзамен; финансовая помощь; зачисленные студенты; займы; стипендия; частичная занятость; первая медицинская помощь; внеаудиторная деятельность; дискуссионный клуб; выдать диплом; церемония выпуска

Exercise 3 **Insert appropriate prepositions.**

1. The College ____ Criminal Justice is a liberal arts college dedicated ____ education, research, and service ____ the fields ____ criminal justice.
2. The College offers baccalaureate degrees — the Bachelor ____ Arts and the Bachelor ____ Science- ____ various majors.
3. An applicant ____ freshman admission must present evidence ____ having received a high school diploma ____ an accredited high school.
4. Financial aid is available ____ students ____ the form ____ grants, loans, scholarships, and part-time student employment.
5. Students qualifying ____ honors will receive recognition ____ the commencement ceremony.

Exercise 4 **Answer these questions.**

1. What is John Jay College of Criminal Justice of The City University of New York dedicated to?
2. When was the College of Police Science established?
3. Where is the College housed?
4. Which facilities does the College provide to its students?
5. What baccalaureate and master's degrees John Jay College offer?
6. What must an applicant for freshman admission present to enter the College?
7. What departments are there un the college?
8. Which courses are offered to students?
9. Is financial aid available to matriculated students?
10. Which extracurricular activities are organized for campus groups?
11. What is granted upon graduation?

Exercise 5 **Match these terms to their definitions, use a dictionary to help you.**

1. Victimology	4. Forensic science	6. Jurisprudence
2. Criminalistics	5. Accounting	7. Toxicology
3. Juvenile delinquency		

a) the application of a broad spectrum of sciences to answer questions of interest to the legal system. This may be in relation to a crime or to a civil action.

b) the scientific study of victimization, including the relationships between persons injured or killed as a result of a crime, and offenders, the interactions between victims and the criminal justice system, and the connections between victims and other social groups and institutions, such as the media, businesses, and social movements.

c) the application of various sciences to answer questions relating to examination and comparison of biological evidence, trace evidence, impression evidence (such as fingerprints, footwear impressions, and tire tracks), ballistics, firearm and toolmark examination in criminal investigations.

d) the study of the effect of drugs and poisons on/in the human body.

e) the theory and philosophy of law.

f) criminal acts performed by young persons who are not yet adult.

g) the system of recording, verifying, and reporting of the value of assets, liabilities, income, and expenses in the books of account.

Exercise 6 Read these numerals in English.

a. E x a m p l e : *in 1975 — in nineteen seventy five*
 in 2000 — in two thousand

in 1941 in 1999 in 2001 in 1917 in 1990 in 1995 in 2005

b. E x a m p l e : *in the 90ies — in the nineties*

in the 80ies in early 60ies in late 70ies in mid 20ies

Exercise 7 Choose the correct preposition, translate the sentences.

1. Some students specialize (*at/in*) law.
2. Others specialize (*at/in*) crime detection or crime investigation.
3. We hope they will cope (*in/with*) all the tasks they may face (*at/in*) future.
4. Some special training is usually offered (*to/with*) full-time students.
5. We hope they will cope (*in/with*) all the tasks they may face (*at/in*) future.
6. Some special training is usually offered (*to/with*) full-time students.
7. If I am not mistaken, the University was founded (*at/in*) 2002.
8. Various subjects are taught (*into/at*) the University.
9. My friend graduated (*from/out of*) the University last year.
10. He is (*at, into*) the University now.

Grammar: The passive voice (simple forms)

(пассивный залог: простые формы)

Пассивный залог образуется с помощью вспомогательного глагола **to be** в соответствующем времени и **3-й формы основного глагола** (Participle II).

Criminalistics is studied at this university.

Криминалистика изучается в этом университете.

Criminalistics was studied at our University.

Криминалистика изучалась в этом университете.

Criminalistics will be studied at our University.

Криминалистика будет изучаться в этом университете.

* See Grammar reference

Exercise 1 Translate these sentences into Russian, say in what tenses the verbs are used.

1. The examination was passed yesterday.
2. A statement is usually made the same day.
3. A few bad mistakes were made in the investigation.
4. A meeting will be arranged tomorrow.
5. The list of the wanted criminals will be completed next week.

6. The children were saved by the policeman.
7. The road is closed.
8. It is prohibited to cross a street in a wrong place.
- 9 The report must be written immediately.

Exercise 2 Translate these sentences into English.

1. На английском говорят во многих странах мира.
2. Московский университет МВД РФ образован в 2002 году.
3. Эти компьютеры сделаны в Корею.
4. Бумага была изобретена в Китае во 2 веке до нашей эры (2 nd century BC).
5. Документы доставят после двух часов.
6. Радио было изобретено А. Поповым в 1895 году.
7. Джон Джей колледж был основан в 1965 году.
8. По окончании колледжа выдается диплом.
9. В колледже предлагаются программы бакалавриата и магистратуры.
10. Студентам может быть предоставлена материальная помощь.

Reading

Before you read, answer these questions.

1. Did you take entrance exams to our University in August?
2. What requirements did you meet to enter our University?
3. How many exams did you pass?
4. Which one was the most difficult?
5. Was there a strong competition?
6. Did you file any application form?

Exercise 1 Read the text.

Moscow University of the Interior of the Russian Federation.

Moscow University of the Interior was established in 2002. It provides effective training for militia staff of Moscow, Moscow region and other regions of the Central Federal Area of Russia, and for the CIS countries.

Educational process is conducted by 35 chairs, which provide training on more than 240 subjects. There are 7 branches in the cities of Russia. The training at the University is conducted at 13 faculties.

The University is a large scientific centre which studies theoretical and practical problems of law enforcement agencies. There are more than 150 doctors of science and more than 570 candidates of science at the University.

Post-graduate education in 15 scientific specializations is available at the Doctor and Post Graduate Courses.

The University has all facilities including the necessary number of lecture, assembly and reading halls, classrooms, computer classes, training grounds, laboratories, gymnasiums and sport grounds, shooting ranges and a swimming pool, libraries with more than 1 million books.

Great attention at the University is paid to physical training and sports. The students and the University staff participate in competitions and games. Every year there is a competition in different sports at the University; there are judo, self - defense, boxing, football, skiing sport clubs.

Student scientific conferences provide the opportunity to meet leading Russia scientists — lawyers, practical specialists from the Ministry of the Interior, well - known Russian public representatives and politicians.

The University develops close relationships with foreign scientific and educational institutes.

Lots of international conferences, seminars and round tables are organized annually. The law enforcement officers from different countries and representatives from international organizations are invited there. Professors and students of the University take part in the scientific conferences held by foreign partners in other countries.

Graduates of the Moscow University of the Ministry of the Interior of Russia successfully use their knowledge in different Departments of the Ministry.

Exercise 2 Find in the text the English equivalents for these words and word combinations.

обеспечивать эффективную подготовку; осуществлять образовательный процесс; филиалы; кандидаты и доктора наук; кафедра; участвовать в соревнованиях; быть в наличии; предоставить возможность; представитель зарубежных организаций; выпускники университета

Exercise 3 What do these figures in the text refer to?

1. 2002	3. 35	5. 1 million	7. 570
2. 15	4. 13	6. 7	8. 150

Exercise 4 Agree or disagree with the statements below.

The following may help you:

To my mind,...

I think...

It seems to me...

I believe...

1. It is difficult for everybody to pass entrance exams.
2. It is always difficult to combine studies with work.
3. Full-time students have to study hard.
4. All the graduates of the University become lawyers.
5. Moscow University of the Interior was established in 2003.
6. Moscow University provides effective training for militia staff of Moscow only.
7. If you know a foreign language, you can participate in international seminars.

Exercise 5 Read this text using a dictionary, answer the questions.

1. Where do militia officers work?
2. What special sciences do they have to get knowledge of?

Militia officers

Militia officers work as detectives, operatives and investigators at the agencies of the Ministry of Internal Affairs. Their specialties are law, crime detection and crime investigation. They are to deal with various problems of life and perform well under operational conditions. Their work is not easy, so they are to be ready for it and to study many different sciences at the Higher Militia Schools in order to get good professional training. Thus they study Crime Detection, Criminal Law, Criminal Procedure, Criminology, Criminalistics, Legal History, Civil Law and others. Besides they are to drive a car, to use the weapon, to interview witnesses and to interrogate criminals, to search crime scene.

Over to you

Use the information above to make a presentation about your University. These phrases may be of help:

Moscow University of the Interior was established.....

The University is dedicated to ...

The University provides facilities for ...

There are 13 faculties at the University:.....

Moscow University of the Interior has 7 branches in the cities of...

35 departments of the University (Chairs) offer the following courses

An applicant for freshman admission must...

Upon graduation the students....

Exercise 6 **Study the following resume (CV), use the vocabulary below.**

Sample Police Officer Resume

John T. Policeman Chief of Police / Law Enforcement Officer

123 Main Boulevard

Your City, NY 10000

(212)555—1212

Education and Training

University of Pittsburg — 1997

Bachelors of Arts — Criminal Law

Law Enforcement Academy Graduate — 1999

Field Training Program

Plainfield, Indiana

Law Enforcement Skills / Knowledge

• Criminal Law	• Traffic Law
• Human Behavior	• Accident Investigation
• Domestic Violence Investigation	• Crime Prevention
• Evidence Collection	• Vehicle Operation
• Firearms	• Community Policing
• Defensive Tactics	• Hazardous Material Response

Career Achievements

- Elected as Area Representative to the State Police Association in 2002. In 2004 elected as state representative to National Police Association.
- Founding member of Sober — a community supported organization dealing with the personal tragedies associated with drinking and driving.
- Acting project manager for the integration of GIS and 911 into existing emergency telephone network at the municipal and county level.

Law Enforcement / Career Experience

Westwood Police Department, Westwood, NY 10/2002 — present

Sergeant

Maintained computer applications and geographic systems for Westwood Police Department including those used for fingerprinting, crime pattern analysis and traffic safety. Departmental speaker to local community organizations explaining programs dealing with drug abuse, driving under the influence of alcohol and petty theft among juveniles. Directly responsible for the supervision and the training of three junior officers in the skills areas of crime prevention and evidence collection. Elected and served as departmental representative to municipal and county Hazardous Materials team.

Bridgewater Police Department, Bridgewater, NY 11/1997—10/2002

Traffic Officer

Responsible for maintaining township strategy and the analysis of traffic patterns during the morning rush hour. Maintained scheduling for traffic control department

Vocabulary

integration	интеграция, объединение
existing emergency telephone network	существующая телефонная сеть для приема звонков о чрезвычайных ситуациях
to maintain computer applications	заниматься специальными компьютерными программами
fingerprinting	снятие отпечатков пальцев
crime pattern analysis	анализ моделей преступлений

traffic safety	безопасность дорожного движения
dealing with drug abuse	иметь дело со злоупотреблением наркотиками
responsible for the supervision	ответственный за надзор
crime prevention	предотвращение преступлений
evidence collection	сбор улик
morning rush hour	утренний час пик
scheduling	составление графика

Exercise 7 Give the written translation of the law enforcement skills, presented in the CV above.

Exercise 8 Answer these questions.

1. What position does this person apply for?
2. What career experience is mentioned in the CV?
3. Why do you think this experience is important for a law enforcement expert?
4. What were the responsibilities of this policeman, when he started his law enforcement career?
5. What is the current position of this candidate?
6. What are his responsibilities at his current position?

*** JUST FOR FUN: Real resumes.**

These are taken from real resumes and cover letters and were printed in the July 21, 1997 issue of Fortune Magazine:

- I demand a salary commiserate with my extensive experience.
- Wholly responsible for two (2) failed financial institutions.
- Failed bar exam with relatively high grades.
- Marital status: single. Unmarried. Unengaged. Uninvolved. No commitments.
- I have an excellent track record, although I am not a horse.
- As indicted, I have over five years of analyzing investments.
- Marital status: often. Children: various.
- Reason for leaving last job: They insisted that all employees get to work by 8:45 am every morning. I couldn't work under those conditions.
- References: none. I've left a path of destruction behind me.

Over to you

What job or position can you apply for now? Write your CV.

Lesson 5

GETTING TO KNOW THE WORLD

«The limits of my language are the limits of my world»

Ludwig Wittgenstein (1889—1951),
an Austrian philosopher

Starting up

Study the following.

capital столица (syn. — metropolis) capital главный, основной, капитальный; важнейший, ведущий <i>capital letter</i> — большая буква <i>capital city</i> — столица, столичный город	metropolis 1) столица (syn. capital) 2) метрополия 3) центр, средоточие какой-либо деятельности (культурной, деловой, политической и т.д.)	the metropolis столица Великобритании Лондон <i>a great business metropolis</i> — крупный деловой центр <i>the world's great metropolises</i> — ключевые города мира	metropolitan 1) столичный 2) центральный; находящийся в эпицентре <i>the metropolitan area</i> — площадь города с пригородами metropolitan житель столичного города, житель метрополии

Exercise 1 Translate these examples into Russian.

1. Paris is *the capital* of France.
2. THESE ARE *CAPITAL* LETTERS / *CAPITALS*.
3. There are a significant number of countries that have multiple *capital* cities. For example, the legal (de jure) *capital* of the Netherlands is Amsterdam, though the factual (de facto) seat of government and residence is The Hague.
4. London is England's *metropolis*.
5. A metropolitan is a person who lives in a *metropolis*.

Exercise 2 Say which verbs these nouns are formed from.

regulation	simplification	correction
location	foundation	description
detection	administration	operation

Exercise 3 Make the comparative and the superlative forms of these adjectives.

old	near	late	bad
popular	large	expensive	much
wonderful	busy	numerous	little

Reading

Before you read, answer these questions.

1. How long have you lived in Moscow?
2. Do you think you know Moscow?
3. Why is Moscow called the capital of the Russian Federation?

Exercise 1 Read the text.

Moscow

Moscow is the capital and the largest city of Russia. It is also the largest metropolitan area in Europe, and ranks among the largest urban areas in the world. Moscow is a major political, economic, cultural, religious, financial, educational, and transportation centre of Russia and the world, a global city. It is also the seventh largest city in the world, a megacity. Population of Moscow with Moscow Region is 17,001,292 (as of the 2002 Census).

It is located on the Moscow River in the Central Federal District, in the European part of Russia. It is the site of the Moscow Kremlin, one of the World Heritage listed places in the city, which serves as the residence of the President of Russia. The Russian parliament and the Government of Russia also sit in Moscow. The Federal Budget's transfers to be made for performing metropolis functions are spelled out in the Act on the Capital Status. Roughly 10 billion rubles was annually appropriated for this purpose from early 1990s.

Moscow is a major economic centre and is home to one of the largest numbers of billionaires in the world; in 2008 Moscow was named the

world's most expensive city for foreign employees for the third year in a row.

It is home to many scientific and educational institutions, as well as numerous sport facilities. It possesses a complex transport system, that includes 3 international airports, 9 railroad terminals, and the world's second busiest (after Tokyo) metro system which is famous for its architecture and artwork. Its metro is the busiest single-operator subway in the world.

The entire city of Moscow is headed by a mayor. It is divided into ten administrative okrugs and 123 districts. All administrative okrugs and districts have their own coats of arms, flags, and elected head officials. There are no ethnic-specific regions in Moscow, as in the Chinatowns that exist in some North American and East Asian cities.

Vocabulary

to rank among	стоять в ряду
urban area	городская территория
population	население
the site of	местоположение, местонахождение
heritage	наследство, наследие, сокровища культуры
budget transfers	перечисление денежных средств из бюджета
to perform metropolis functions	осуществлять функции столицы
are spelled out	разъяснены
for the third year in a row	третий год подряд
annually	ежегодно
roughly	приблизительно
expensive	дорогой
coat of arms	герб

Exercise 2 Insert appropriate prepositions.

1. Moscow is the capital city ____ Russia.
2. Moscow is the largest metropolitan area ____ Europe, and is one ____ the largest urban areas in the world.
3. Moscow is located ____ the Moscow River ____ the Central Federal District.
4. Moscow is the site ____ the Moscow Kremlin, the residence ____ the President ____ Russia.

5. The Russian parliament and the Government of Russia also sit ____ Moscow.
6. Moscow is home ____ many scientific and educational institutions, as well as numerous sport facilities.
7. The entire city ____ Moscow is headed ____ one mayor.
8. Moscow is divided ____ ten administrative okrugs and 123 districts.

Exercise 3 Answer these questions.

1. What is the position of Moscow among the other big cities in Europe and the world?
2. What is the population of Moscow?
3. Where is Moscow located?
4. What is the residence of the President of Russia? Where is it situated?
5. What other government bodies are located in Moscow?
6. How much money does Moscow get annually to perform metropolis functions?
7. Moscow is a major economic centre, isn't it? Why can we say so?
8. What can you tell about the transport system of Moscow? What do you know about Moscow subway?
9. Who is the head of the city? What can you say about the administrative division of the capital?

Exercise 4 Use the information below to make a short story about Moscow.

Moscow

area — 1,081 km	founded — before 1147
population — 10,514,400 inhabitants	became the capital of Russia — 1426
<u>Moscow government:</u>	capital moved to Saint Petersburg — 1712
head — mayor	capital moved back to Moscow — 1918
legislative body — City Duma	

Exercise 5 Open-ended question: Moscow executes the functions of the capital. How do you understand the expression «functions of the capital»? What does it mean?

Study the following chat comments.

Leadership of the country:

«The leading center of all Russia»;

«Managing functions for all the country»

Residence of power and structures of authority:

«That is the concentration of power in Moscow»;

«The centralization of different power structures»

Collection and distribution of finance:

«The entire Russian budget is distributed: first they take everything and then give it back to us»; «Moscow draws all our money, doesn't give anything back»;

«All our savings go to Moscow»;

The main city, center of the country's life:

«The heart of the country»;

«The main city of the country, everything goes from there»;

Negative estimations:

«That is lack of rights between the capital residents and the regions»;

«It lives for itself; the whole country gives food to it»

Ratification of laws:

«Creates decrees and laws»

«All laws go from the capital»

Center of cultural life:

«Concentration of science, monuments of culture, museums»;

«All our culture is here, great people»

Face of the country:

«A face, visiting card of the state, symbol of Russia»;

«Representative functions for foreigners»

Creates working conditions for state regulatory bodies.

The city that is most organized, fit for life:

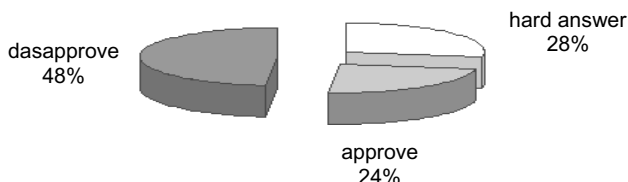
«Care for the town all the time: planting, cleaning in winter, taking care about parking of cars»;

«Construction of housing, roads, bringing order to the territory»

Do you agree with the comments about each point?

Over to you

An idea has been recently voiced to transfer some of Moscow's functions to St. Petersburg. Do you approve or disapprove of this idea?



Reading

Before you read, answer these questions.

1. What cities are famous in your country?
2. Why are they famous?

Exercise 1 Read the following descriptions. Which cities are these? Choose the correct answer.

Famous cities

This beautiful city in north eastern Italy is built on about 120 small islands. The city has no roads. Instead, people use boats to travel along the canals. Flat bottomed boats called gondolas were once the main means of transportation, but today motorboats are more popular. You should see St. Mark's Square the center of activity in this city. It has wonderful Renaissance buildings. *Which city is it: Paris, Venice or Rome?*

This American city is the main business and cultural center of the Midwest. It is famous for its music, opera, and theater. It also has excellent museums. When shopping in this city, you can visit a long, row of fashionable stores on North Michigan Avenue. This area is called the Magnificent Mile. One of the world's tallest buildings, the John Hancock Center, is also on this avenue. *Which city is it: New York, San Francisco or Chicago?*

Travelers use many words to describe this South American city: beautiful, glamorous, sunny, friendly, and exciting. It is the city of the Carnival, when everyone dances the samba in the streets. Tourists also love to visit its fabulous beaches and mountains. You shouldn't miss the National Park of Tijuca, one of the largest city parks in the world. *Which city is it: Mexico, Rio de Janeiro or Havana?*

This city is considered one of the oldest cities of Russia. It was first mentioned in written papers in 1147. Like many other big cities it is situated on the banks of a river. It is the largest city of Russia with the population of about 9 million people. It is the seat of the federal and regional governments. The historical centre of the city is Red Square and the Kremlin. It is interesting to note that in the Old Slavic language the word «red» meant «beautiful». The impressive cathedrals of the Kremlin and Red Square were built during the period between the 15th and the 17th centuries. *Which city is it: St Petersburg, Moscow or Kiev?*

The life of this city began as a Roman fortification in A.D. 43. It is located on the River Thames which flows into the North Sea. The city has a number of centers, each with a distinct character: the financial and business centre called the City (spelt with a capital «C»), the shopping and entertainment centre in the West End, the government centre in Westminster, the East End with numerous factories and residential homes for middle class people, and other residential areas. Most historical places are located in Westminster and the City. *Which city is it: London, Oxford or Liverpool?*

This city occupies the whole of the area of District of Columbia. It borders on the Pacific Ocean. The city was laid out by a French architect in the late eighteenth century. It was built in 1790—1800 and took its name after the nation's first president. The famous buildings are: the White House, the residence of the President, the Capitol, where Congress meets, Pentagon, the seat of the military administration, and many other buildings of political, historical and cultural value. It is a very green city situated on the Potomac River. *Which city is it: San Francisco, Washington or Seattle?*

Exercise 2 Sum up the information about one of these cities, use the following plan.

1. Where is this city?
2. What is special about this city?
3. What should visitors do there?
4. Which city would you like to visit? Why?

Exercise 3 Study this table.

adjective	(about a person)	(about a nationality)
Russian	He is Russian .	the Russians
English	He is English / an Englishman .	the English/ Englishmen.
British	He is British .	the British
American	He is American / an American .	the Americans
French	He is French / a Frenchman .	the French/ Frenchmen.
Italian	He is Italian / an Italian .	the Italians
German	He is German / a German .	the Germans

Exercise 4 Complete the gaps with the information from the table above.

1. I am a foreigner. I am from _____. I am American.
2. She is British, she is from _____.
3. Is he Italian? — No, he _____. He is from Germany.
4. Are you French? — Yes, _____.
5. The Americans speak _____ language.
6. The _____ speak German.
7. They are _____, they are from Great Britain.
8. The official language of the USA is _____.

Exercise 5 Complete the sentences.

Famous landmarks

1. The Great Wall of China _____ (begin) in 214 B.C. It is the largest structure in the world.
2. The Colosseum in Rome _____ (open) in 80 A.D. It was sometimes filled with water for ship battles.
3. The Taj Mahal in India _____ (built) between 1630 and 1652. It is a tomb for the wife of an Indian prince.
4. The Statue of Liberty in New York _____ (open) in 1886. It was a gift to Americans from the people of France.
5. The Eiffel Tower in Paris _____ (complete) in 1889. It _____ (build) for the 100th anniversary of the French Revolution.

Exercise 6 Answer these questions.

1. Have you seen any of these landmarks? Do you know anyone who has?
2. What else do you know about these places?
3. What are the three most famous landmarks in Russia?
4. Describe the city you have been to recently. What did you like there? What didn't you like there? What sights did you see?

Grammar: The perfect tenses (времена группы Perfect)

Сказуемое в форме Perfect выражает действие, которое уже закончено к определенному моменту или до определенного действия в настоящем, прошедшем или будущем.

The Present Perfect Tense	<i>He has already gone to work.</i>	Он уже ушел на работу.
The Past Perfect Tense	<i>When I called him, he had already gone sightseeing.</i>	Когда я ему позвонил, он уже ушел на экскурсию осматривать достопримечательности.
The Future Perfect Tense	<i>The entrance exams will have finished by Tuesday next week.</i>	Вступительные экзамены закончатся ко вторнику на следующей неделе.

* See Grammar reference

Exercise 1 Translate these sentences into Russian.

1. He has not phoned the lieutenant yet.
2. When I came to the office he had already left.
3. I have not read his statement yet.
4. Before my chief invited me to his office I had read the brief.
5. Have you ever been to Westminster?
6. What sights have you visited in Washington?
7. They left yesterday but they had not studied all the materials.
8. I have never been to Venice.
9. Have your colleagues from LAPD visited the Red Square?
10. The guide will have finished the excursion by 5 o'clock.

Exercise 2 Open the brackets, use the verbs in the present/ past perfect.

1. I _____ (*to read*) these stories.
2. He _____ (*to see*) this detective film yet.
3. Another law school _____ (*to found*) in this city this year.
4. You _____ (*to visit*) this beautiful city in north eastern Italy?
5. I heard that he _____ (*to promote*).

Exercise 3 Translate these sentences into English.

1. Они уже уехали из Москвы.
2. Я слышал, что он уехал из Вашингтона.
3. Он еще не прочел уголовное дело.
4. Когда мы вернулись, капитан уже написал рапорт.
5. Я не знал этого человека. Я никогда не видел его раньше.
6. Когда курсант пришел, урок уже начался.
7. Вчера они пришли на работу и увидели, что кто-то ограбил их офис ночью.
8. Матч закончится к 5 часам.
9. Мы уже осмотрели все достопримечательности в этом городе и собираемся уезжать.

Exercise 4 **Open the brackets using the verbs in appropriate forms.**

1. Moscow _____ (*to consider*) one of the oldest cities of Russia.
2. The city _____ (*to found*) by Prince Yuri Dolgoruky.
3. It _____ (*to mention*) first in written papers in 1147.
4. In 1918 Moscow _____ (*to become*) the capital of Russia.
5. All the time since 1918 it _____ (*to be*) the capital of the Moscow region.
6. In 2008 Moscow _____ (to name) the world's most expensive city.
7. Moscow (to possess) a complex transport system, that _____ (to include) 3 international airports, 9 railroad terminals, and the world's second busiest metro system.
8. The Moscow subway _____ (to be) famous for its architecture and art-work.
9. The city of Moscow _____ (to head) by one mayor.
10. The Moscow Kremlin _____ (to serve) as the residence of the President of Russia.

Grammar: The Articles (артикли)

Артикль, как правило, не употребляется перед именами и фамилиями людей, перед названиями городов, многих стран, улиц и площадей, учебных заведений. Остальные случаи запоминать отдельно.

* See Grammar reference

Exercise 1 **Read these proper names paying attention to the article.**

the United Kingdom of Great Britain and Northern Ireland

the United States of America

the Netherlands

Europe

Greater London

the Philippines

Westminster

the Thames

the City

the North Sea

the London Regional Transport

the Alps

the London Underground

Washington

the Potomac River

Chicago

the Pacific Ocean

Exercise 2 Do you know what countries these places are located in?

the Hudson River

the Great Lakes

the Cordilleras

Mount Everest

the Baltic Sea

the great Barrier Reef

Exercise 3 Complete questions 1–4 with the comparatives and 5–8 with the superlatives. Then ask and answer these questions. Check your answers in Appendix 4.

1. Which country is _____, Vatican City or Monaco? (*small*)
2. Which city is _____, Cairo or Hong Kong? (*crowded*)
3. Which waterfall is _____, Angel Falls or Niagara Falls? (*high*)
4. Which lake is _____, the Caspian Sea or Lake Superior? (*large*)
5. What is _____ ocean in the world, the Atlantic or the Pacific? (*deep*)
6. Which mountain is _____: Mount Everest, Fujiyama, or Mount Mc Kinley? (*tall*)
7. What is _____ river in the world, the Amazon or the Nile? (*long*)
8. Which country is _____ with tourists: Russia, France, or Brazil? (*popular*)

Exercise 4 Translate these word combinations into English.

центр города; в начале XVII века; Кремль; в конце XIX века; столица государства; в середине века; улица Волгина; сердце Москвы; Московский Университет Министерства внутренних дел РФ; говорить по-французски; понимать итальянский; читать по-английски

Exercise 5 Insert appropriate articles.

1. Moscow is ____ largest city of Russia.
2. According to ____ latest figures its population is about 9 million people.
3. ____ total area of Moscow is about 900 square kilometers.
4. Like many other big cities Moscow is situated on ____ banks of ____ river.
5. ____ name of ____ river is ____ Moskva River.

6. London is ____ capital of Great Britain and ____ seat of ____ Gov-
ernment.
7. London began its life as ____ Roman fortification.
8. It is located on ____ banks of ____ River Thames.
9. ____ Thames is about 210 miles long.
10. ____ population of London is about 8 million people.
11. ____ metropolis of Greater London covers about 1580 square miles.
12. London has ____ few centres.

Exercise 6 Choose the correct preposition.

1. The City, a financial and business centre of London, is always spelt *in/with* a capital letter «C».
2. The shopping and entertainment centre of London is *in/at* the West End.
3. The government centre of London is *in/at* Westminster, which is the name *at/of* the palace where the government sits.
4. Londoners and tourists can travel around London *by/in* bus or *by/in* underground.
5. Moscow is the seat *in/of* the federal and regional governments.
6. The historical centre *at/of* Moscow is Red Square and the Kremlin.
7. *In/On* the Old Slavic language the word «red» meant «beautiful».
8. Most cathedrals were built *in/during* the period between the 15th and 17th centuries.
9. Twenty towers of the Kremlin were constructed *in/at* the end of the 17th century.

Exercise 7 Read these sentences and make your comments. Do you agree?

1. I don't think that many tourists are now coming to Moscow.
2. To my mind, many people come for sightseeing.
3. Moscow has changed greatly for the last 5 years.
4. There are very many places of interest for foreign and our own tourists to see in Moscow and its suburbs.
5. The Tsar Cannon and the Tsar Bell of the Moscow Kremlin usually attract tourists.

Exercise 8 **Complete this dialogue.**

- I don't think many tourists..... And it's a pity. Though tourist industry..... and good earnings.....
- Let's hope for the better. It seems to me you cannot deny the fact..... to do some sightseeing.
- It's true but the number.....
- And what places of interest do you think.....
- To my mind.....
- I agree with you here. There are..... masterpieces... And I would also say..... suburbs..... estates..... famous people.

Over to you

Tell you groupmates about your home town. Use the following words in your story:

...is located...

...was built in ...

...the population is ...

It is famous for...

The popular tourist attractions are...

Lesson 6

CROSS-CULTURAL COMMUNICATION

«We have two ears and one mouth so that we can listen twice as much as we speak»

Epictetus (55—135 AD), a Greek stoic philosopher

«The way we communicate with others ourselves ultimately determines the quality of our lives»

Anthony Robbins (b.1960), an American writer

Starting up

Study the following.

authority 1) власть <i>to delegate authority</i> — передавать власть <i>authority of Parliament</i> — власть парламента 2) власти, администрация 3) полномочие 4) авторитет	authorize 1) уполномочивать; поручать 2) разрешать, санкционировать authoritative 1) официальный 2) влиятельный, авторитетный; надежный	authorization 1) санкционирование, разрешение 2) санкция, утверждение, одобрение, разрешение <i>to give authorization</i> — одобрить, дать санкцию/разрешение

Exercise 1 Translate these examples into Russian.

1. A commanding officer has complete *authority* over her personnel.
2. By what *authority* do you do these things, and who gave you this authority?
3. Do you have the owner's *authorization* to drive this car?
4. Who *authorized* this meeting?
5. This source of information is *authoritative*.

Word formation: Formation of adverbs (образование наречий)

1. Большинство наречий образуется добавлением суффикса **-ly** к прилагательному. Если прилагательное оканчивается на *-le*, буква *e* заменяется на букву *-y*.

personal (личный) *personally* (лично)

simple (простой) *simply* (просто)

2. Некоторые наречия образуются не по правилам:

good — well *early — early* *late — late*

hard — hard *fast — fast* *bad — badly*

right — right *wrong — wrong*

Exercise 1 Form the corresponding adjectives.

fully	usually	actively
shortly	essentially	passively
clearly	intensively	naturally
fortunately	rationally	widely
quickly	slightly	friendly

Exercise 2 Form adverbs and make short sentences with them.

first	second	unfortunate
irregular	continuous	probable
punctual	perfect	fundamental
extreme	appropriate	polite

Reading

Before you read, answer and debate these questions.

1. What do you know about business etiquette?
2. Do etiquette rules depend on the place of work?
3. Have you already learnt any militia etiquette rules?

Exercise 1 Read the text.

Business etiquette for police executives

By Juanita Ecker and Robert Wolfgang Chief of Police, Albany, New York
Police Chief Magazine

You started your career at a young age. Over the years, you diligently worked your way up through the organization. You perfected your skills as an officer. You may have had training in defensive tactics, weapon use, witness protection, officer survival, domestic violence, and alcohol abuse. Now, however, you are a police officer — and that requires a whole new set of skills.

You have to be concerned about the image you project in the community you serve. Police executives need to understand the fundamentals of business etiquette. Here are some tips.

Image shouldn't matter...but it does. Psychologists tell us it takes less than 15 seconds for others to form an impression of us. You represent the department. Your appearance must reflect that at all times.

Just as there are strict regulations as to how your uniform should be worn, there are guidelines for projecting a professional image in business attire as well.

For the Male Police Executive: Your shirt collar should lie flat and touch the top of your belt. Your socks should cover your calves. Your shoes should be polished at all times. Do not carry your pens or cell phone in your front shirt pocket. The best place for these items is the inside pocket of your suit jacket or an envelope-style leather portfolio.

For the Female Police Executive: The matched suit is the most appropriate clothing choice, and solids are more authoritative than light colors, and soft fabrics. If you are not wearing a matched suit, combining a jacket with slacks or a skirt is your next best choice. Avoid sling-backs and extremely high-heeled shoes.

Vocabulary

diligently	прилежно, старательно
defensive tactics	оборонительная тактика
witness protection	защита свидетелей
survival	выживание
domestic violence	домашнее насилие

alcohol abuse	злоупотребление алкоголем
attire	одежда
guidelines	инструкции
matched suit	костюм
sling-backs	босоножки

Exercise 2 **Answer and debate these questions.**

1. Why does a police officer have to be concerned about his image in the community?
2. Do policemen wear uniform all the time?
3. What are the tips suggested for the male police executive?
4. How should female police officers look like?
5. Do you agree with the ideas of the article? Why, or why not?
6. Should, in your opinion, etiquette be taught at Police Academies?

Over to you

There is an old saying, «*Actions speak louder than words*». Develop this idea and write a paragraph about militia etiquette.

Reading

Before you read, answer these questions.

1. What is cultural diversity?
2. What is the difference between multiculturalism and cultural assimilation?

Exercise 1 **Read the text.**

Policing a culturally diverse society

Cultures provide people with ways of thinking — ways of seeing, hearing, and interpreting the world. Thus the same words can mean different things to people from different cultures, even when they talk the «same» language.

Each culture has its own rules about proper behavior which affect verbal and nonverbal communication. Whether one looks the other person in the eye-or not; whether one says what one means overtly or talks around the issue; how close the people stand to each other when

they are talking — all of these and many more are rules of politeness which differ from culture to culture.

Different cultures regulate the display of emotion differently. Some cultures get very emotional when they are debating an issue. Other cultures try to keep their emotions hidden. Policing a culturally diverse society has problems and challenges. Some areas of concern include prejudicial attitudes of police officers, lack of competency in the official language of a country by some members of ethnic communities, their different perception of the role of the police and their lack of understanding of country's law.

Multiculturalism should become a deliberate policy, the antithesis to assimilation, which is a form of racism, a denial of social justice, cultural equity and self-identification of groups and individuals. Police officers must not display prejudice and discrimination towards members of particular community groups and must apply the same standards strictly to everyone regardless of background or position.

The key to effective cross-cultural communication is knowledge. The law enforcement agencies in many countries include cross cultural and ethnic affairs perspectives within its pre-service education at the Police Academy.

Exercise 2 Find in the text the English equivalents for these word combinations.

общество с разнообразием культур; относиться с предубеждением; недостаточное знание языка; различное восприятие; осознанная политика; противопоставление; проявлять дискриминацию по отношению к кому-либо; применять единые стандарты; независимо от

Exercise 3 Insert appropriate prepositions.

1. Police officers must not display discrimination ____ members ____ particular community groups.
2. Police officers must apply the same standards ____ everyone regardless ____ background.
3. Ways ____ thinking and rules ____ proper behavior differ ____ culture ____ culture.
4. Rules ____ politeness define whether one looks the other person ____ in the eye-or not, how close the people stand ____ each other, etc
5. The key ____ effective cross-cultural communication is knowledge ____ cross — cultural and ethnic affairs perspectives.

Exercise 4 **Complete these sentences.**

1. Problems and challenges in policing a culturally diverse society are.....
2. Assimilation is
3. Police officers must not display.....
4. Each culture has its own rules about.....
5. The key to effective cross-cultural communication is.....
.....

Exercise 5 **Answer and debate the following questions.**

1. Do you agree with the opinion, expressed in the text?
2. Culture regulates rules of people's behavior, verbal and nonverbal communication, doesn't it?
3. Can you think of any examples to illustrate cultural differences?

Exercise 6 **Complete this chart.**

verb	noun	adjective	adverb
to discriminate			
	culture		
		polite	
			differently
	behavior		
		emotional	
			deliberately
to perceive			
		effective	
to diversify			

Grammar: **The imperative mood** (повелительное наклонение)

Повелительное наклонение (The Imperative Mood) в утвердительной форме совпадает с инфинитивом (без частицы *to*).

Повелительное наклонение в отрицательной форме образуется следующим образом:

do + not + инфинитив без частицы to.

Конструкция **let us do smth** переводится как *давайте делать что-либо*. Конструкция **let me do smth** переводится как *разрешите мне сделать что-либо*. Инфинитив после глагола *to let* употребляется без частицы *to*.

Repeat it, please.	Повторите, пожалуйста.
Don't speak Russian, please.	Не говорите, пожалуйста, по-русски.
Let us hope it will change soon.	Давайте надеяться, что скоро это изменится.
Let me express my opinion.	Разрешите мне выразить свое мнение.

* See Grammar reference

Exercise 1 Translate these sentences into English.

1. Позвольте мне задать вопрос.
2. Разрешите мне ответить еще раз.
3. Повторите, пожалуйста, как читается это слово.
4. Напишите, пожалуйста, эти слова.
5. Пусть коллега встретит меня в аэропорту.
6. Пусть он пригласит нас на спортивное мероприятие.
7. Давайте найдем решение быстрее.
8. Не позволяйте студентам пользоваться мобильным телефоном во время контрольной работы.
9. Не разговаривайте громко.
10. Не курите на территории учебного заведения.

Reading

Before you read, answer these questions:

1. Have you ever lost your way in another country? If yes, than what did you do in that situation? Did you ask a policeman for help?
2. Do policemen often help people to find the way?

Exercise 1 Read this dialogue and role-play it.

Asking the way

- Foreigner:* Excuse me, do you speak English?
- Militiaman:* Yes, I do, a little. How can I help you?
- Foreigner:* Will you tell me the way to the Bolshoy Theatre? I'm afraid I'm lost here.
- Militiaman:* Go straight on. Then turn left round the first corner and go forward again. Then take the second left turning. To your left you will see a high white building with columns. This is the Bolshoy Theatre.
- Foreigner:* Should I go this way and then make two left turnings?
- Militiaman:* Yes, you should go this way, turn left once, go straight on and then take the second, but not the first left turning.
- Foreigner:* Let me repeat it, the first turning left and then the second left.
- Militiaman:* Yes, you are right. But if after your first turning you are not sure, you may ask anyone for help. Many people speak English here.
- Foreigner:* That's very kind of you. You are very helpful. Thank you.
- Militiaman:* You are welcome.

Exercise 2 Give the English equivalents for these expressions.

1. Боюсь, что я заблудился.
2. Идите прямо. Затем поверните за угол налево и снова идите прямо.
3. Затем поверните на вторую улицу налево.
4. Слева вы увидите высокое белое здание с колоннами.
5. Это и есть Большой театр.
6. Не могли бы Вы мне сказать, как пройти до...
7. Попросите кого-нибудь помочь вам.
8. Спасибо, вы очень добры!

Exercise 3 **Make sentences and translate them into Russian.**

Should I	go this way	to get to	
	turn left/right once		
	make two left/right turnings		Red Square
	take the second left/right turning		the Maly Theatre
	take the second street on the left/right		the museum
	take the first right/left		
	go straight forward and turn left/right		

Exercise 4 **Complete this dialogue.**

- Excuse me, do you.....
- Yes... How..... help.....
- Will you tell me.....
- Go straight..... Then turn round..... Then take the second..... To your left..... This is.....
- Should I go this way and then.....
- Yes, you should..... turn left once, go..... and then take the second.....
- Let me repeat it.....
- Yes, you are..... But if..... you may ask anyone..... Many people.....
- That's very..... helpful.....
- welcome.

Exercise 5 **Act out a few dialogues using some of these words and expressions.**

1. — Excuse me, where is the nearest... please?	cinema/ cafe/ bank/ currency exchange	is?
2. — Could you tell me where the closest... Tell me where a ...	police station/ chemist's	
3. — It is...	book shop/ public toilet	
	not far from here/ over there/ next to.../ just opposite/ just round the corner/ between...	

Grammar: Modal verbs

Модальные глаголы выражают отношение говорящего к действию, само действие выражается последующим инфинитивом.

can	мочь, уметь	<i>He can do this job himself.</i> Он может сделать эту работу. (он умеет/знает/в состоянии)
may	мочь, иметь разрешение; иметь вероятность	<i>He may go to the international conference next month.</i> Может быть, он поедет на международную конференцию в следующем месяце. <i>May I take your mobile? —</i> Можно мне взять твой мобильный телефон.
must	должен, обязан; должно быть.	<i>I must interrogate him now.</i> Я должен допросить его сейчас. <i>They must know the victim of the crime very well.</i> Должно быть, они очень хорошо знают жертву преступления.
should (ought to)	должен, следует, рекомендуется	<i>He should be more confident during the interrogation.</i> Ему следует быть более уверенным во время допроса.
to be (to...)	должен (согласно плану, графику и т.д.)	<i>When is the conference to start?</i> Когда должна начаться конференция?
to have (to...)	должен (вынужден, приходится)	<i>I have to interrogate many unpleasant people.</i> Мне приходится допрашивать много неприятных людей.

Exercise 1 Translate these sentences into Russian.

1. Police may face great challenges during the Olympic Games.
2. Police must keep public order.
3. How can I help you?
4. Could you tell me the way to the stadium?
5. You should call the Embassy.
6. The Ceremony is to start at 7pm.
7. Foreigners have to obey our rules.

Exercise 2 Translate these sentences into English.

1. Она должна окончить университет в следующем году.
2. Чтобы быть здоровым, следует заниматься спортом.
3. Я, наверное, не смогу приехать вовремя.
4. Может быть, он сейчас дома, позвони ему.
5. Он должен быть сейчас в университете, занятия еще не закончились.
6. Вам следует поговорить со своим адвокатом.
7. Я должен допросить обоих свидетелей.
8. Она умеет писать по-немецки?
9. Можно посмотреть на этот документ?
10. Ему пришлось работать две недели без выходных.

Reading

Exercise 1 Read this dialogue.

Asking the way (to go by underground)

- Visitor:* Excuse me, please. Can you tell me how to get to Buckingham Palace?
- Policeman:* Well, Baker Street station is just across the road, and Buckingham Palace is near St. James's Park station.
- Visitor:* Thank you very much.
- Policeman:* If you have any doubt, consult the underground map. There is one on the wall at every station, usually near the ticket box.

<i>Visitor:</i>	Thank you very much. May I ask you another question?
<i>Policeman:</i>	Why, certainly.
<i>Visitor:</i>	How much can it take me to get to St. James's Park station?
<i>Policeman:</i>	About twenty minutes.
<i>Visitor:</i>	Thank you. You are very helpful.

Exercise 2 Answer these questions.

1. Who do you think the visitor is?
2. What famous English detective is Baker Street associated with?
3. Why do you think the visitor wanted to see Buckingham Palace?
4. Where could he see underground maps of London?

Exercise 3 Study this pattern and translate the sentences into English.

It will take you 20 minutes to get to the city center — У вас уйдет 20 минут, чтобы добраться до центра города..

1. У вас уйдет примерно полчаса, чтобы добраться до центра.
2. У вас уйдет сорок минут, чтобы добраться до университета на автобусе.
3. У вас уйдет максимум час, чтобы добраться до вокзала на троллейбусе.
4. У вас уйдет не более 10 минут, чтобы добраться до метро на такси.
5. У вас уйдет 15 минут, чтобы дойти до музея от метро.

Exercise 4 Complete and act out the dialogue between a foreigner and a militia officer.

- Excuse me, please. Can you.....
- Well, Okhotny Rjad is..... and Kropotkinskaja
- Is the line.....from Konkovo?
- No, ... Chistie Prudy. Then change... Turgenevskaja
- Thank...
- If... the underground map and information boards. There is one....
- Thanks..... May I.....

- Why.....?
- How much.....?
-
- helpful.

Exercise 5 Read this dialogue.

Asking the way (to go by bus)

- Visitor:* Excuse me. Can you tell me where to get a bus to Greenwich, please?
- Policeman:* Certainly! First, cross the road. Can you see the cinema on the opposite side over there? The bus stop is next to it
- Visitor:* Do you know the number of the bus?
- Policeman:* I think it's thirty-nine. Don't forget to ask the driver to tell you where to get off.
- Visitor:* Excuse me, do you know the fare? I have got only ten pounds banknotes.
- Policeman:* The fare is about a pound. The driver will give you the change, if you have no smaller notes. It is not very convenient, so you'd better change your notes. The bank is over there.

Vocabulary

Greenwich	Гринвич (пригород Лондона на берегу Темзы, где проходит Гринвичский меридиан и находятся музей обсерватории, морской музей)
fare	плата за проезд на транспорте
convenient	удобный
on the way to	по дороге к.../в.../на...

Exercise 6 Say whether these statements below are true or false.

1. The visitor wants to get to Greenwich by tram.
2. The bus stop is next to the bank.
3. The fare is about a pound.
4. Bus number 36 goes to Greenwich.

Exercise 7 Translate these sentences into English.

1. Скажите, пожалуйста, где останавливается автобус до Гайд Парка?
2. Какой это номер автобуса?
3. Сколько стоит проезд?
4. Вы должны перейти на другую сторону улицы.
5. Остановка автобуса сразу за кинотеатром.
6. Попросите водителя сказать вам, где выходить.

Exercise 8 Study these patterns and translate the sentences into English.

It is prohibited to litter here / No littering here
It is not allowed to smoke here / No smoking here

1. Здесь нельзя парковать машину..
2. Нельзя курить в метро.
3. На Красной площади запрещено распивать спиртные напитки.
4. В театре нельзя громко разговаривать.
5. Запрещено переходить улицу в неположенном месте
6. В этом музее запрещается фотографировать.
7. В нашем кинотеатре запрещается производить видеосъемку.
8. К этому экспонату запрещено подходить близко.

Use your own ideas and make as many sentences as you can with the patterns above.

Exercise 9 Complete these sentences with the English translation of the word combinations in brackets.

1. Will you show me (ваше удостоверение)?
2. (Скажите, пожалуйста, как добраться) to the stadium?
3. The stadium (расположен) not far from metro station Sportivnaya.
4. (Запрещено) to take pictures here.
5. You will be refused entry if you come to the stadium (в состоянии алкогольного опьянения).
6. Penalties for (наркотики) are severe.
7. It is prohibited to (распивать спиртные напитки на стадионе).

Exercise 10 When you are visiting a foreign country, do you know their rules and laws? Are you sure you know the laws of Russia? Give recommendations to a foreign tourist in Moscow during the World Football Cup.

Don't:

- smoke and drink in the Red Square! Its illegal and you will be arrested!
- come to the stadium in a drunken state — you will be refused entry!
- do drugs during your visit! Penalties are severe and can result in long-term jail sentences!

Do:

- make a note of the embassy's phone number and carry it with you in case you need it.
- if you are arrested or detained, insist on contacting the Embassy!
- if you are seriously ill or injured — contact the Embassy, they will help to inform your family and travel insurance company.

Can you add anything to the list?

Over to you

Read the situation. Then use the information to complete the chart. Write the name of each reporter and each country.

Five reporters — two women and three men — arrived for an international conference on Sunday, Monday and Tuesday. No more than five people came on the same day. The reporters came from five different countries.

The women: Ms. Anders and Ms. Benson

The men: Mr. Jason, Mr. Morgan and Mr. Swiss

The countries: Austria, Canada, Spain, Singapore and the USA.

The order of arrivals:

1. Mr. Swiss arrived late at night. No one else had arrived that day.
2. Ms. Anders and Mr. Morgan arrived on the same day.

3. The man from Singapore had arrived the day before.
4. The reporters from Spain and Austria arrived on the same day.
5. Mr. Jason and the woman from Spain arrived on Tuesday, after Mr. Morgan.
6. The reporter from Austria had arrived the day after the person from the USA.
7. Mr. Morgan is from North America but not from the United States.

Reporters' Countries and Arrival Days

Sunday Name: _____ Name: _____

Country: _____ Country: _____

Monday Name: _____ Name: _____

Country: _____ Country: _____

Tuesday Name: _____ Name: _____

Country: _____ Country: _____

Lesson 7

GOVERNMENT SYSTEM OF THE RUSSIAN FEDERATION



«Man, his rights and freedoms shall be the supreme value. The recognition, observance and protection of human and civil rights and freedoms shall be an obligation of the state»

Constitution of the Russian Federation

Starting up

Study the following.

government 1) правительство <i>to dissolve a government</i> — расформировывать правительство <i>to head a government</i> — возглавлять правительство 2) форма правления <i>state government</i> — система власти штата 3) руководство, управление <i>local government</i> — органы местного самоуправления	to govern править, управлять governor 1) правитель, тот, кто управляет 2) губернатор <i>to appoint smb. governor</i> — назна- чить кого-л. губернатором <i>to elect smb. governor</i> — выбрать кого- л. губернатором — <i>governor general</i> — генерал — гу- бернатор

Exercise 1 Translate these examples into Russian.

1. The system of *government* in which everyone in the country can vote to choose the government is called democracy.
2. Constitution is a formal set of rules that provides rights for all citizens, and stops *governments* from using power unfairly.
3. The Labour Party *has governed* Great Britain for many years now.
4. British colonies were ruled by *governors*.
5. Democratic *government* has now replaced military rule.

Word formation: Conversion (конверсия)

Конверсия (Conversion) — широко используемый способ образования слов в английском языке.

Как правило, существительные (в единственном числе) и глаголы (без частицы *to*), образованные по способу конверсии, пишутся и произносятся одинаково.

Некоторые существительные и соответствующие им глаголы, хотя и пишутся одинаково, но произносятся по-разному, или имеют разные ударения:

export — *to export*

import — *to import*

Exercise 1 Make the verbs from the nouns below and translate them into Russian.

visit	note	doubt	sentence
request	practice	face	order
turn	list	border	import

Exercise 2 Make the nouns from the verbs below.

to border	to place
to value	to fine
to change	to number

Reading

Before you read, name the capital city and the official language of the following countries.

The Russian Federation

The United Kingdom of Great Britain and Northern Ireland

The United States of America

Canada

Australia

France

Spain

Italy

Germany

Exercise 1 Read this text and complete the profile of Russia below.

General information: the Russian Federation

The Russian Federation is by far the largest country in the world, covering more than an eighth of the earth's surface, extending over much of northern Eurasia. Its total area is more than 17 million square kilometers.

Russia is washed by twelve seas and three oceans. The country shares land borders with 14 countries. It also has maritime borders with 5 countries.

With 142 million people, it is the ninth largest by population.

The country spans 11 time zones and incorporates great range of environments and landforms. From north to south the East European Plain is clad in tundra, coniferous forest (taiga), mixed and broad-leaf forests, grassland (steppe), and semi-desert as the changes in vegetation reflect the changes in climate. The enormous size of the country result in the dominance of the humid continental and subarctic climate.

Russia has the world's greatest reserves of mineral and energy resources, and is considered an energy superpower. It has the world's largest forest reserves and its lakes contain approximately one-quarter of the world's unfrozen fresh water.

The Russian Federation is a federal presidential republic comprising 83 federal subjects.

Country profile

Name: _____

Territory: _____

Capital: _____

Type of government: _____

Head of state: _____

Official language: _____

Exercise 2 Answer these questions.

1. What seas and oceans is the Russian Federation washed by?
2. What countries does the country border upon?

3. How many climate zones does Russia span?
4. What can you say about the climate of the country?
5. Why is Russia considered a superpower?
6. How many federal subjects does the Russian Federation comprise?

Grammar: The noun group (группа существительного)

В английской группе существительного, состоящей из нескольких слов, на русский язык существительным переводится лишь последнее слово. Все предыдущие слова будут определяющими его:

criminal procedure legislation — уголовно-процессуальное
законодательство

Часто в английской группе существительного в качестве определения выступает другое имя существительное. На русский язык такое существительное переводится либо прилагательным, либо существительным в косвенном падеже:

a court sentence — судебный приговор, приговор суда

Exercise 1 Define the main word in each noun group and translate these word combinations into Russian.

friendly contacts	the Moscow Duma
crime prevention	crime prevention service
peace initiatives	a research institute
Federation Council	criminal law cases
a militia station	legal system
terrorist tactics	state body

Note: 17 million square kilometer territory

a criminal war	a war criminal
a prison life	a life imprisonment
a property dispute	a disputed property
program implementation	implementation program
the information department	the department information
the Supreme Court of Arbitration Judges	

Reading

Before you read, debate the following questions.

1. What do you know about the system of government in the Russian Federation?
2. Why do you think the separation of power into legislative, executive and judicial exists?

Exercise 1 Read the text.

State system of the Russian Federation

The Russian Federation is set up by the Constitution of 1993.

Under the Constitution Russia is a presidential republic. The federal government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President.

The legislative power is vested in the Federal Assembly. It consists of two chambers. The Upper Chamber is the Council of Federation; the Lower Chamber is the State Duma.

Each chamber is headed by the Speaker. The members of the Federal Assembly are elected by popular vote for a four-year period.

Legislation may be initiated in either of the two Chambers. But to become a law a bill must be approved by both Chambers and signed by the President. The President may veto the bill.

The President is commander-in-chief of the armed forces; he makes treaties, enforces laws, and appoints ministers to be approved by the Federal Assembly.

The executive power belongs to the Government which is headed by the Prime Minister. The first action of the Prime Minister on appointment is to form the Cabinet.

The judicial branch is represented by the Constitutional Court, the Supreme Court, the Supreme Court of Arbitration, and the regional courts.

The flag of Russia is a tricolor of three equal horizontal fields, white on the top, blue in the middle and red on the bottom. The national anthem of Russia is composed by Alexander Alexandrov. The hymn was adopted in late 2000 by President Vladimir Putin

A new State Emblem of the Russian Federation consists of a black two-headed eagle crowned with two imperial crowns, over which the same third crown, enlarged. It is the most ancient symbol of Russia. All these symbols are official. They have been approved by the Federal Assembly.

Exercise 2 Find the in the text the English equivalents for these words and word combinations.

учредить согласно Конституции; президентская республика; законодательная/исполнительная/судебная власть; система сдержек и противовесов; возложить на; Федеральное собрание; Совет Федерации; Дума; избирать всеобщим голосованием; одобрить/подписать закон; наложить вето на законопроект; Верховный Главнокомандующий; назначать министров; возглавлять правительство; Верховный суд; государственный/ гимн/флаг/герб

Exercise 3 Complete these sentences.

1. Under the Constitution Russia is....
2. The federal government consists of three branches:...
3. The legislative power is vested in...
4. The Federal Assembly consists of...
5. To become a law a bill must be....
6. The executive power belongs to...
7. The judicial branch is represented by....
8. State symbols of the Russian Federation are

Exercise 4 Sum up what you know about the political system of the Russian Federation. Answer and discuss the following questions.

1. What kind of political system does Russia have?
2. Is Russia a presidential or parliamentary republic?
3. What are the advantages and disadvantages of the both forms of government?
4. What is the highest legislative body of Russia? How is it elected?
5. Who can initiate legislature?
6. What stages must a Bill pass to become a law?
7. What are the President's responsibilities?
8. Who is the head of the executive power? Is the Government elected or appointed?
9. Which courts is the judicial branch represented by?
10. What are the official symbols of the Russian Federation?

Grammar: The system of verb tenses (Active voice) (система времен: активный залог)

	Simple	Progressive	Perfect	Perfect Progressive
Present	elect (s)	am are electing as	have elected has	have been electing has
Past	elected	was electing were	had elected	had been electing
Future	will elect	will be elect- ing	will have elected	will have been electing

Study these examples:

- 1. The citizens elect the President every 6 years.*
- 2. The citizens elected the President last year.*
- 3. The citizens are electing the President today.*
- 4. The citizens were electing the President yesterday from 7am to 10pm.*
- 5. The citizens have already elected the President.*
- 6. The citizens had elected the President yesterday by 10 pm.*
- 7. The citizens will have elected the President tomorrow by 22.00.*
- 8. The citizens have been electing the President for almost three centuries.*
- 9. The citizens hadn't been electing the President until 1787.*

Exercise 1 Translate these sentences into Russian, pay attention to the form of the verbs.

1. The Constitution sets the basic form of government, specifies the powers and duties of each federal branch of power.
2. They have repeatedly amended the Constitution to meet the changing needs of the nation.
3. The Parliament passed about a hundred laws indirectly.
4. Whilst a law is still going through the Parliament, it is called a Bill.
5. When will they introduce the Bill in the Lower House?
6. The Prime Minister has been forming his Cabinet for a month.

7. The Act of Parliament will have been published in Statute form by the end of the week.
8. On that day the nation was electing the President for a term of six years.

Exercise 2 Translate these sentences into English.

1. Конституция Российской Федерации 1993 года устанавливает президентскую форму правления.
2. Законодательная власть принадлежит Федеральному Собранию.
3. Президент будет избираться на шестилетний срок.
4. К установленному законом сроку Президент назначил главу Правительства.
5. Обсуждение законопроекта продолжается уже 3 часа.
6. Вероятно, что этот проект закона не будет одобрен депутатами к завтрашнему дню.
7. Представители высшей судебной власти будут рассматривать данное дело в Верховном суде 17 мая с 10.00 до 15.00.
8. В настоящее время закон находится на подписи у Президента.

Reading

Before you read, guess the meaning of these words.

judicial, court of first instance, case of major importance, sit in public, higher court, lower court, district court, regional court, city court, right to defense, examine, appeal, protest, basis, criminal, civil, activity, public, collegium, military, period, material

Exercise 1 Read part 1 of the text. Find the definition of «court». Explain the difference between judicial appeal and judicial review.

Court system of the Russian Federation: part 1

In all legal systems there are institutions for creating, modifying, abolishing and applying the law. Usually these take the form of courts. The court is a state body that administers justice on behalf of the state.

There are courts of first instance (original jurisdiction) and second instance (appellate jurisdiction) A court in which a case is first heard is called the court of first instance. Court of original jurisdiction is one

which first examines a case in substance and brings in a sentence or decision. Any court, from the district court to the Supreme Court of the state may sit as a court of first instance. In almost all cases it is possible to appeal to higher court for reconsideration of the decision of the original court. A court of second instance is one which examines appeals and protests against sentences and decisions of courts of first instance.

According to the Constitution of the Russian Federation, the Russian judiciary has judicial appeal and judicial review at the level of the Supreme Court. Constitutional Court, Supreme Court, and Supreme Court of Arbitration judges are appointed by the Federation Council of Russia on the recommendation of the president of Russia, whereas other judges for all federal courts are appointed simply by the president. In order to become a judge a person must attain the age of 35, have legal education and 10-years length of service. Only nationals of Russia can serve as judges.

Vocabulary

to abolish decisions	отменить решения
on behalf of	от чьего-либо имени
original jurisdiction	юрисдикция суда первой инстанции
to examines a case in substance	рассмотреть дело по существу
reconsideration of the decision	пересмотр дела
to bring in a sentence, decision	выносить приговор, решение
reconsideration	повторное рассмотрение

Exercise 2 Say whether these statements are true or false according to the information in the text above. Correct the wrong ones.

1. Court of original jurisdiction is one which first examines a case in substance.
2. The Supreme Court of the state may not sit as a court of first instance.
3. It is impossible to appeal to higher court for reconsideration of the decision of the original court.
4. The Russian judiciary has judicial appeal and judicial review at the level of the Supreme Court.
5. Constitutional Court, Supreme Court, and Supreme Court of Arbitration judges are elected by popular vote.
6. In order to become a judge a person must attain the age of 35.
7. Only nationals of Russia can serve as judges.

Exercise 3 Insert appropriate prepositions.

1. The court is a state body that administers justice ___ behalf ___ the state.
2. A court ___ which a case is first heard is called the court ___ original jurisdiction.
3. Any court, ___ the district court ___ the Supreme Court ___ the state may sit ___ a court ___ first instance.
4. A court ___ second instance examines appeals and protests ___ sentences and decisions ___ courts ___ first instance.
5. Supreme Court, Constitutional Court, Supreme Court, and Supreme Court ___ Arbitration judges are appointed ___ the Federation Council ___ Russia ___ the recommendation ___ the President.
6. ___ order to become a judge a person must attain the age ___ 35, have legal education and 10-years length ___ service.

Exercise 4 Read part 2 of the text. Explain what «constitutional supervision» means.

Court system of the Russian Federation: part 2

Constitutional Court of Russian Federation is a high court which is empowered to rule on whether or not certain laws or presidential decrees are in fact contrary to the Constitution of Russia. Its objective is only to protect the Constitution (in Russian constitutional law this function is known as «constitutional control» or «constitutional supervision») and deal with a few kind of disputes where it has original jurisdiction.

The Supreme Court of the Russian Federation is the court of last resort in Russian administrative law, civil law and criminal law cases. It also supervises the work of lower courts. The Supreme Court of the Russian Federation has original jurisdiction in certain cases. Those include: challenging of individual acts of the Federal Assembly and decrees of the President of Russia and the Government of Russia; termination of political parties; challenging of actions of Central Electoral Commission of Russia. The Supreme Court may also hear criminal cases against members of the Federation Council of Russia and the State Duma and federal judges at their discretion.

The Supreme Court of Arbitration of the Russian Federation is the court of final instance in commercial disputes in Russia. The basic judicial body is district court. It tries both criminal and civil cases. It

is also the duty of the district courts to protect the electoral rights of citizens. The higher courts of constituent entities of the Russian Federation hear and determine the cases of major importance. They are courts of appellate jurisdiction.

Vocabulary

at discretion	по усмотрению
constituent entity	составная часть самостоятельного образования
disputes	разрешать споры
electoral right	избирательное право
to determine the case	решать дело
appellate jurisdiction	апелляционная юрисдикция

Exercise 5 Translate these word combinations with the noun group into Russian.

суд оригинальной юрисдикции; пересмотр дела судом высшей инстанции; судебный надзор, осуществляемый Верховным судом; судья Высшего Арбитражного суда; кандидат с десятилетним стажем; двадцатистраничный указ Президента; приговор суда низшей инстанции; действия Центральной избирательной комиссии; дело особой важности; защита избирательных прав граждан

Exercise 6 Answer and debate the following questions.

1. What is the role of each court?
2. What is the function of a court of first instance?
3. What is the basic judicial body of state?
4. What is the function of a court of second instance?
5. What cases does a district court consider?
6. What are the functions of the Supreme Court?
7. What is the status of judges?
8. Are judges appointed or elected?
9. What term are the judges appointed for?

Exercise 7 Fill in the gaps with the word combinations from the box.

district court	in substance	termination	sentence
for reconsideration	abolishing	applying	ensures
challenging	final instance	appellate jurisdiction	
a court of original jurisdiction			

1. There are institutions for creating, modifying, _____ and _____ the law.
2. Court of original jurisdiction is one which first examines a case _____ and brings in a _____ or decision.
3. _____ is one, which first examines a case in substance and brings in a sentence.
4. In almost all cases it is possible to appeal to higher court _____.
5. The Constitutional Court _____ that the laws and other normative acts passed or being considered by the supreme and local legislative branches are constitutional.
6. The basic judicial body is _____.
7. The Supreme Court of the Russian Federation has original jurisdiction in cases of _____ of individual acts of the Federal Assembly and decrees of the President of Russia; _____ of political parties.
8. The Supreme Court of Arbitration of the Russian Federation is the court of _____ in commercial disputes.
9. The higher courts of constituent entities of the Russian Federation hear the cases of major importance. They are courts of _____.

Exercise 8 Translate these texts into English.

- 1) Конституционный Суд РФ — судебный орган конституционного контроля, независимо осуществляющий судебную власть посредством конституционного судопроизводства. Суд состоит из девятнадцати судей, назначаемых на должность Советом Федерации по представлению Президента РФ. Полномочия Конституционного Суда не ограничены определенным сроком
- 2) Верховный Суд РФ является высшим судебным органом по гражданским, уголовным, административным делам, подсудным судам общей юрисдикции. Суд осуществляет судебный надзор за деятельностью судов общей юрисдикции. Верховный Суд Российской Федерации рассматривает дела в качестве суда второй инстанции, в порядке надзора и по вновь открывшимся обстоятельствам, а также и в качестве суда первой инстанции. Верхов-

ный Суд является непосредственно вышестоящей судебной инстанцией по отношению к верховным судам республик, краевым (областным) судам, судам городов федерального значения, судам автономной области и автономных округов, военным судам.

3) Высший Арбитражный Суд РФ является высшим судебным органом по разрешению экономических споров, рассматриваемых арбитражными судами, осуществляет судебный надзор за их деятельностью и дает разъяснения по вопросам судебной практики.

Exercise 9 Complete the text below with the words.

Administrative law	Constitutional law	property	status
Criminal law	Labour law	Civil law	established
Criminal Code	state system	safeguard	crimes
administrative activity	Financial law	branches	

Branches of law of the Russian Federation

Law is a system of rules _____ by the state. The main aim of law is to consolidate and _____ the social and state system. The system of law in our country consists of different _____ of law. _____ is a leading branch of the whole system of law. Its principal source is the country's Constitution. It deals with social structure, the _____, organization of state power and the legal _____ of citizens. _____ is closely connected with constitutional law but it deals with legal forms of concrete executive and _____ of the government and ministries. _____ regulates the budget, taxation, state credits and other spheres of financial activity. _____ is connected with relations in the economic sphere of social life, with relations involving, its distribution and exchange. The right of property is the central institution of civil law. The rules of _____ include the legislation on the work of industrial and office employees and regulate matters arising from labour relations. _____ defines the general principles of criminal responsibility, individual types of _____ and punishment applied to criminals. Criminal law takes the form of a _____ consisting of a general and special part.

Exercise 10 Answer the questions.

1. What is law?
2. What is the main aim of law?
3. Which branches of law does the system of law in our country consists of?
4. What matters does the Constitutional law deal with?
5. What does the Administrative law handle?
6. What branch of law regulates different spheres of financial activity?
7. What is the central institution of civil law?
8. Which legislation does the Labour law include?
9. Which branch of law defines the principles of criminal responsibility, types of crimes and punishment?

Exercise 11 Which branch of law do you think these issues and offences belong to?

offence	branch of law
1. termination of political parties 2. property dispute between the shareholders of the company 3. crossing a street in a wrong place 4. selling drugs 5. firing an employee without compensation 6. divorce disputes 7. taxation 8. breach of a contract 9. challenging of individual acts of the Federal Assembly 10. violation of Industrial Safety Regulations	

Exercise 12 Read the text.

The Procurator's Office

The Procurator's Office is a state organ that ensures the correct application and observance of the state's laws by all ministries, organizations, persons in office and all the citizens. It also protects the personal rights

of citizens. It investigates criminal cases, collects evidence against criminals and sees to it that other investigating organs act according to the law.

The procurator has the right to appeal against any unlawful decisions and actions of state organs and persons in office. The procurator maintains prosecution before the court in the name of the state.

Exercise 13 Find in the text the English equivalents for these words and word combinations.

обеспечивать применение и соблюдение законов; защищать права граждан; расследовать уголовные дела; собирать доказательства; действовать в соответствии с законом; обжаловать неправомерные решения; должностное лицо; представлять обвинение; от имени государства

Exercise 14 Complete these sentences.

1. The Procurator's Office ensures.....
2. The Procurator's Office protects.....
3. The Procurator's Office investigates.....
4. The Procurator» has the right to
5. The Procurator maintains

Exercise 15 Answer and debate the questions.

1. What do you think of the role of the Procurator's Office in the judicial system of the Russian Federation?
2. Which qualities should an ideal prosecutor possess?
3. Would you like to work at the Procurator's Office? Why or why not?

Over to you

1. Use the information below to make a presentation about the Court system of Russia. Draw a chart «State system of Russia»
2. Write a paragraph containing 2 arguments for and 2 arguments against this statement, «*It is not constitutions, but politics, that determine citizen's rights*». Discuss your answer with the groupmates.

Supplementary reading

Read and render the text «Branches of law».

Lesson 8

GOVERNMENT SYSTEM OF GREAT BRITAIN



«As long as I have any choice, I will stay only in a country where political liberty, toleration, and equality of all citizens before the law are the rule»

Albert Einstein (1879—1955),
a theoretical physicist

Starting up

Study the following.

legislative 1. законодательный; назначенный законом 2. законодательные органы; власть	legislature законодательная власть <i>bicameral legislature</i> — двухпалатная законодательная власть	legislate издавать законы legislator 1) законодатель 2) правовед, юрист	legislation законодательство, законодательная деятельность; законопроект.

Exercise 1 Translate these examples into Russian.

1. The Senate has *legislated* against the importation of dangerous drugs.
2. The government will introduce *legislation* to restrict the sale of firearms.
3. Policy and *legislative* change can have rapid, powerful and positive results.
4. A *legislature* is a governmental body with the power to adopt laws.
5. In all forms of government the people is the true *legislator*. (E. Burke, Irish philosopher)

Exercise 2 Say what branch of power these institutions belong to.

The House of Lords
 The Crown Court
 Lord Chancellor
 Prime Minister

The House of Commons
 The British Queen
 The Court of Appeal
 the Speaker

Exercise 3 Complete the sentences with appropriate passive voice form of the verb in brackets.

1. The legislature _____ (to compose) of the Parliament, Queen in Parliament.
2. St. Paul's Cathedral _____ (to build) during Norman times.
3. Many foreign guests _____ (to invite) to the international conference.
4. The witnesses _____ (to question) only tomorrow.
5. Great Britain _____ (to compose) of England, Scotland and Wales.
6. The UK _____ (to divide into) counties.
7. British government _____ (to form) of three branches of power.
8. A new law _____ (to pass) in Parliament yesterday.

Word formation: The suffixes of adjectives
(суффиксы прилагательных)

Многие прилагательные образуются от существительных с помощью суффикса **-al** и от глаголов — с помощью суффиксов **-ive**, **-ful**, **-able**. Прилагательные, образуемые от глаголов с помощью суффиксов **-ed**, **-ing**, совпадают по форме с причастиями прошедшего и настоящего времени. В предложении прилагательные, в отличие от причастных оборотов, стоят перед существительными.

-al	<i>person + al = personal</i>
-ive	<i>to impress + ive = impressive</i>
-ful	<i>to help + ful = helpful</i>
-less	<i>fruit + less = fruitless</i>
-able	<i>to comfort + able = comfortable</i>
-ed	<i>to advance + ed = advanced</i>
-ing	<i>to follow + ing = following</i>

Exercise 1 Say what words these adjectives are made from.

divisional	exceptional	practical	accidental
commercial	theoretical	constitutional	meaningless
responsible	lawful	administrative	illegal
legislative	executive	judicial	criminal

Reading

Before you read, give the English equivalents for these word combinations.

государство, конституционная монархия, монарх, король, королева, традиция, правительство, парламент, национальная политика

Exercise 1 Read the following text and complete the profile of Great Britain below.

Great Britain

The official name of Great Britain is *the United Kingdom of Great Britain and Northern Ireland*. Great Britain consists of the following parts: *England, Scotland and Wales*.

The United Kingdom covers over 244,000 square kilometres. Its population amounts to more than 60 million people.

The United Kingdom is a constitutional monarchy, a monarch is its Head of State. The monarch can reign only with the support of the Parliament. Parliament as central government is responsible for deciding national policy. The UK is divided into administrative areas known as «counties» and each county has a county town. Local government is responsible for organising such services as education, libraries, police and fire services, road building and many others.

The British government comprises all the three powers: legislative, executive and judicial. There is no written constitution in Great Britain. The British Constitution consists of:

- the laws passed in Parliament (Acts of Parliament).
- Common Law decisions made by judges in the past (precedents).
- unwritten conventions.

All these things can be changed at any time by new Acts of Parliament, by judicial decisions. Thus the British lawyers rely mostly on customs, traditions and precedents.



Country profile

Name: _____

Territory: _____

Capital: _____

Type of government: _____

Head of state: _____

Official language: _____

Exercise 2 Insert appropriate prepositions.

1. Great Britain is a constitutional monarchy, the power ____ the Queen is limited ____ Parliament.
2. The monarch, a king or a queen, can reign only ____ the support ____ Parliament.
3. Parliament consists ____ two Houses.
4. British lawyers and judges rely mostly ____ customs, traditions and precedents.
5. Parliament is certainly responsible ____ deciding national policy.
6. Many public services are provided ____ local governments throughout the United Kingdom.
7. The UK is divided ____ counties.

Exercise 3 It's interesting to know. The Queen is the head of Great Britain. Are there any other countries where the Queen of Great Britain reigns?



The Monarch in the UK

The Queen's title in the United Kingdom is: «Elizabeth the Second, for the Grace of God the Queen of the United Kingdom of Great Britain and North Ireland and of Her other Realms and Territories.»

Queen Elizabeth II is not only Queen of the United Kingdom but also Queen of Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada, Grenada, Jamaica, New Zealand, Papua New Guinea, St. Christopher-Nevis, St. Lucia, St. Vincent and the Grenadines, the Solomon Islands and of Tuvalu. The majority of the Commonwealth countries are republics, with a president as Head of

State, but like the Commonwealth monarchies all acknowledge the Queen as Head of the Commonwealth.

Exercise 4 Study the functions of the UK Sovereign and compare them to those of the Russian President.

- opening and closing Parliament
- approving the appointment of the Prime Minister
- giving her Royal Assent to bills
- giving honours such as peerages knighthoods and medals
- Head of the Commonwealth
- Head of the Church of England
- Commander-in-Chief of the Armed Forces

Exercise 5 Answer these questions.

1. What is the official name of Great Britain?
2. What four parts does it consist of?
3. What Houses does the British Parliament consist of?
4. What are the responsibilities of the Parliament?
5. What are the responsibilities of the local governments?
6. What kind of constitution does the country have?
7. What do British judges and lawyers rely on in their decisions?



Westminster Abbey

Exercise 6 Use the definite article where necessary.

1. ___ Great Britain	7. ___ Northern Ireland
2. ___ England	8. ___ Scotland
3. ___ Wales	9. ___
4. ___ British Parliament	10. ___ Parliament
5. ___ House of Lords	11. ___ House of Commons

6. ____ United Kingdom 12. ____ United Kingdom of Great Britain
and Northern Ireland

Exercise 7 Read the text.

Parliament

Great Britain is a Parliamentary Democracy. The UK Parliament is divided into two chambers, the House of Lords and the House of Commons, which sit separately.

The House of Commons is an elected body, it consists of 650 Members of Parliament (MPs) who each represent a particular part of the country (a constituency). General Elections are held every five years, though the Prime Minister may call one earlier and if an MP dies or retires a by-election is held in her or his constituency.

After a general election, the leader of the party which has the most seats in the House of Commons becomes Prime Minister and chooses ministers of his Cabinet, which advises the Prime Minister. In the House of Commons they sit on the front bench, and other MPs of the party sit behind them. They are called back-benchers.

The main Opposition party sits in a similar arrangement facing them in the House, with their Leader and his Shadow Cabinet on the front benches. In the center is the Speaker, who keeps order during debates. The House of Lords is the upper house and has around 1200 members, made up of the two Archbishops and twenty-four bishops, hereditary peers and peeresses, who have inherited their titles, and life peers, whose title is only for their lifetime and will not pass to their children. The House of Lords is not elected.

Exercise 8 Answer these questions.

1. What are the chambers of the British Parliament?
2. Which of them is the upper chamber and which of them is the lower?
3. How many members does the House of Commons comprise?
4. How often do the people in the UK elect their MPs?
5. Who forms the Cabinet?
6. What is Shadow Cabinet in Great Britain? Is this status official?
7. How many members are there in the house of Lords?
8. Is the House of Lords an elected body?

Exercise 9 Substitute the underlined verbs with those from the box, and translate the sentences.

head	consist of	consult	select	take place

1. The UK Parliament is divided into two chambers, the House of Lords and the House of Commons.
2. General Elections are held every five years.
3. Prime Minister chooses ministers of his Cabinet, which advises the Prime Minister.
4. The Speaker chairs the Parliament meetings and keeps order during debates.

Exercise 10 Draw the scheme of the legislative branch of power in Great Britain. Make notes to your scheme and be ready to speak on the topic.

Exercise 11 Complete the following text with the words and expressions from the box.

1. a ballot box	4. support	6. polling station	8. candidate
2. election campaign			
3. polling day	5. vote	7. opinion poll	9. predict

Elections

People sometimes try to (a) _____ the result of an election weeks before it takes place. Several hundred people are asked which party they prefer, and their answers are used to guess the result of the coming election. This is called an (b) _____. Meanwhile each party conducts its (c) _____ with meetings, speeches, television commercials, and party members going from door to door encouraging people to (d) _____ their party.

In Britain everyone over 18 is eligible to (e) _____. The place where people go to vote in an election is called a (f) _____ and the day of the election is often known as (g) _____. The voters put their votes in a (h) _____ and later they are counted. The (i) _____ with the most votes is then declared the winner.

Exercise 12 Answer these questions.

1. Have you ever taken part in elections? What are your impressions? Describe the process.
2. Do you think it is important to take part in elections in your country? Why?

Exercise 13 Translate these pairs of words into Russian.

1. to impress — impressive	6. authority — authoritative
2. to attract — attractive	7. attention — attentive
3. to express — expressive	8. legislature — legislative
4. to correct — corrective	9. to protect — protective
5. to compare — comparative	10. history — historic (al)

Reading

Before you read, answer this question.

Which of these people are not elected: a peer, an MP, a civil servant, the Prime Minister, the Queen?

Exercise 1 Read the text.

Making new laws

Every year Parliament passes about a hundred laws directly, by making acts of Parliament. It being a long process, Parliament sometimes passes a very general law and leaves a minister to fill in the details. In this way it indirectly passes about 2000 additional rules and regulations.

In order to be passed a new law is to complete a number of stages in the House of Commons and the House of Lords. The monarch also has to give a Bill his or her Royal Assent which is now just a formality. Since 1707 no sovereign has refused a Bill. Whilst a law is still going through Parliament it is called a Bill. There are two main types of Bills — Public Bills which deal with matters of public importance, and Private Bills which deal with local matters and individuals. Private and Public Bills are passed through Parliament in practically the same way.

The legislative process involves three readings in both Houses. When a Bill is introduced in the House of Commons, it receives a formal

first reading. It is printed and read for the second time, when it is debated but not amended.

After the second reading the Bill is referred to a committee. Here it is discussed in detail and amended, if necessary. The Bill is then presented for a third reading and is debated. If the Bill is passed by the Commons it goes to the Lords, and provided it is not rejected by them, it goes through the same procedure as in the Commons.

The Bill becomes an Act of Parliament after receiving the Royal Assent. In order to be enforced, it must be published in Statute form, becoming a part of Statute Law. The power of the Lords to reject a Bill has been severely curtailed. A money Bill must be passed by the Lords without amendment within a month of being presented in the House. Any Public Bill passed by the Commons in two successive parliamentary sessions and rejected both times by the Lords, may be presented for the Royal Assent, even though it has not been passed by the Lords. The Lords, therefore can only delay the passage of a Public Bill, they cannot reject it.

Exercise 2 Find in the text the English equivalents for these word combinations.

принять закон; отклонить законопроект; выдвинуть законопроект; внести поправку в законопроект; королевское одобрение; обсуждать законопроект; подробно обсудить; передать для доработки в комитет; направить законопроект на рассмотрение; отложить принятие законопроекта

Exercise 3 Explain the meanings of these expressions from the text.

Statute Law; matters of public importance; rules and regulations; to be published in Statute form; to receive a formal reading; to enforce an Act of Parliament; to be severely curtailed; a money Bill

Exercise 4 Answer these questions.

1. What is necessary for a new law be passed by the Parliament?
2. What is the difference between a Bill and an Act of Parliament?
3. What are the two types of Bills?
4. How many readings should a Bill receive to become an Act?
5. What is the role of the House of Lords in law-making process?
6. Which of the two Houses of Parliament has more power?

7. How does a Bill go through Parliament?
- 8 What part does the Monarch play in law-making?

Exercise 5 Sum up what you know about the political system of the United Kingdom. Answer the following questions.

1. What kind of political system does the UK have?
2. How is the government of the country organized?
3. How often are elections held?
4. Who is the head of state?
5. How are new laws made?
6. What is necessary for a bill to become a law?

Grammar: The participle (причастие)

Причастие — это часть речи, которая образуется от глагола и обладает признаками прилагательного. Английское причастие настоящего времени образуется от глагола при помощи окончания *-ing*. Переводится при помощи русского причастия действительного залога с суффиксами *-ущ, -ющ, -ащ, -ящ*.

Английское причастие прошедшего времени образуется при помощи окончания *-ed* для правильных глаголов. У неправильных глаголов она образуется индивидуально. Причастие прошедшего времени соответствует русскому причастию страдательного залога с суффиксами *-нн, -т, -ом, -ем, -вший*.

Active	Passive
hearing the case (слушая дело, слушающий дело)	the heard case (заслушанное дело)
having heard the case (заслушав дело)	the case being heard (слушающееся в данный момент дело)
	the case having been heard (заслушанное ранее дело)

* See Grammar reference

Exercise 1 Read and translate these sentences, pay attention to the forms of the participle.

1. The laws made by the government of one country are often very different from the laws of another country.
2. The legal system of England and Wales is one of the oldest still operating in the modern world.
3. Britons prefer to have judges appointed by the government on the recommendation of the Lord Chancellor.
4. Having arrested someone suspected of committing a crime, the police must decide if they have enough evidence to make a formal charge.
5. Practical results having been achieved, the criminologist proved the method of investigation to be correct.

Exercise 2 Translate these word combinations into English.

принятый закон; назначенные судьи; унаследованный титул; отложенный законопроект; избранный кабинет; подписанный закон; законопроект, одобренный монархом; отклоненный билль; опубликованный законопроект

Exercise 3 Translate these sentences into English.

1. Изучив прецедент, судьи приняли решение по делу.
2. Скандальный законопроект, заслушанный вчера в третьем чтении, не будет принят.
3. Премьер-министр является лидером партии, набравшей большинство в Палате Общин.
4. Будучи назначенными в кабинет, министры сразу начали работать над новой программой правительства.
5. Будучи избранным, новый премьер-министр сразу решил провести реформы.
6. Законопроект, обсуждаемый в данный момент в Парламенте, касается образования.
7. Высшим органом законодательной власти является королева в Парламенте, и Парламент, состоящий из Палаты Лордов и Палаты Общин.
8. Главой исполнительной власти является Кабинет и его министры, определяющие национальную политику.

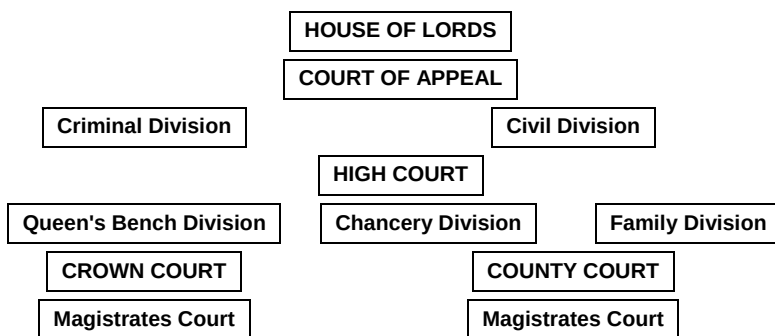
9. Великобритания является единственной страной, которая имеет законодателей, обладающей наследственной властью.
10. Монарх на практике обладает лишь слабым подобием вето, которое на практике давно не применялось.

Reading

Before you read, answer and debate the following questions.

The United Kingdom of Great Britain and Northern Ireland is the only country that has legislative and judicial branches of power joined together. Do you know how? Is this good or bad, in your opinion?

Exercise 1 Analyze the chart below.



Exercise 2 Read the text.

The Courts in the UK

The Crown Courts deal exclusively with criminal matters, the County Courts — with civil. However, the Queen's Bench Division of the High Court considers appeals from lower criminal courts, as well as civil matters, and the Magistrates Courts, while mostly concerned with criminal cases, also deal with some civil matters. The highest court, the House of Lords, deals with all matters (including appeals from Scottish and Northern Irish courts).

A criminal case usually begins in a Magistrates' Court. Each town has a magistrates' court commonly known as a *Police Court*. Such courts consist of two to seven magistrates known as justices of the peace. They are often without legal training and knowledge of the law. In some cases they are advised by a *Clerk of the Court*, a trained lawyer. A Magistrates' Court

is in session twice each week As the lowest criminal court, a Magistrates' Court is empowered to hear certain cases only. Some minor cases, such as parking violations, are dealt with only by the magistrates. Some serious crimes, like murder, must go to the Crown Courts. And there are some offences where the defendant is given the choice of having his case heard in the Magistrates' Court or the Crown Court. In the Crown Court, cases are decided by a jury, that is, ordinary members of the public.

In a Crown Court trial there are twelve jurors. These are ordinary members of the public between the ages of 18 and 70 who are selected at random.

A defendant found guilty may appeal to the local Crown Court or to the Queen's Bench Division. Appeals from the Crown Court go first to the High Court and, in special cases, to the Court of Appeals.

Members of the House of Lords, the Law Lords only, sit as a court of appeal, and their decisions on both criminal and civil matters are binding upon all other courts.

Vocabulary

criminal matters	уголовные дела, вопросы
magistrate	судья
justice of the peace	мировой судья
to advise	советовать
to be empowered	быть уполномоченным
minor cases	незначительные дела, дела малой тяжести
defendant	подсудимый
jurors	члены суда присяжных
at random	случайно
appeal	апелляция
binding	обязательный

Exercise 3 Use the verbs in brackets in appropriate forms.

1. Prosecution in the UK _____ (*to initiate*) and conducted by the police.
2. Police courts in towns _____ (*to hear*) less serious cases.
3. Police courts _____ (*to consist*) of 2—7 justices of the peace who _____ (*to be*) often without legal training.
4. In some cases the magistrates _____ (*to advise*) by Clerks of the Court.
5. A magistrates' court _____ (*to be*) in session two times a week.

Exercise 4 Choose the correct form of the verbs.

1. If a person breaks the law he must *bring/be brought* first before a magistrates' court.
2. A magistrates' court has the power *to fine/to be fined* people up to 100 pounds.
3. A magistrates' court can also *send/be sent* people to prison for up to six months.
4. If a case is too serious it *sends/is sent* to the Crown Court.
5. If there are any appeals they *send/are sent* to the Court of Appeals.
6. Appeals on very serious cases *consider/are considered* by the House of Lords Court of Appeals.

Exercise 5 Insert appropriate prepositions.

1. The Queen's Bench Division of the High Court considers appeals ____ lower criminal courts, ____ civil matters.
2. Minor cases are dealt ____ only ____ the magistrates.
3. In the Crown Court cases are decided ____ a jury.
4. Jurors are ordinary members ____ the public ____ ages 18 and 70 who are selected ____ random.
5. Appeals ____ the Crown Court go first ____ the High Court and, ____ special cases, ____ the Court ____ Appeals.
6. The House ____ Lords decisions ____ criminal and civil matters are binding ____ all lower courts.

Exercise 6 Answer these questions.

1. Which courts deal with criminal matters?
2. Which courts deal with civil cases?
3. What is the highest court of the United Kingdom?
4. What kinds of cases is a Magistrates' Court empowered to hear?
5. In which courts are cases decided by a jury? Where not?
6. How are jurors selected?
7. What can you say about the system of appeals?
8. What is the highest Court of Appeals?
9. What is the function of a Clerk of the Court?

Exercise 7 **Complete this chart.**

Verb	Noun		Adjective / Participle 1,2
	thing	person	
to appeal	appeal	appellant	appealing / appealed
		judge	
	decision		
to murder			
		defendant	

Over to you

«Legal cases are best tried by professional judges, not by ordinary members of the public». Write a paragraph containing two points for and two against this statement. Then discuss your answer with other your groupmates.

Lesson 9

GOVERNMENT SYSTEM OF THE UNITED STATES OF AMERICA



«Americans are a nation born of an idea; not the place, but the idea, created the United States Government.»

Theodore H. White, an American political journalist

Starting up

Study the following.

judicial 1) судебный; законный <i>judicial processes</i> 2) судейский; принятый судом <i>judicial decision</i> — судебный приговор judicial branch of power судебная ветвь власти	judge судья: <i>circuit judge</i> — окружной судья <i>district judge</i> — федеральный районный судья to judge судить, выносить приговор	judgment 1) судебное разбирательство, процесс 2) приговор, решение, заключение суда: <i>judgement for/against (defendant/plaintiff)</i> — решение в пользу/против (ответчика/истца) <i>final judgement</i> — окончательное решение judiciary законный, судебный: <i>judiciary law, federal judiciary</i>

Exercise 1 Translate these examples into Russian.

1. *The judge* sentenced her to 12 months imprisonment.
2. He passed *judgment* on the guilty man.
3. Who will *judge* the next case?
4. Political interference and corruption affected the *judicial* process.
5. *The judge* held that the defendant was innocent.
6. He might bring *judicial* proceedings against you.

7. *Judiciary* is the branch of the central authority that administers justice.

Exercise 2 Form the degrees of comparison of these adjectives.

low	independent	high	faithful
little	sincere	many	complicated

Word formation: Compound words
(составные слова)

Составные слова (существительные, глаголы и др.) образуются сложением двух слов, которые могут быть различными частями речи. Ударение в таких словах обычно падает на первую часть составного слова. Составные слова пишутся в одно слово или через дефис:

birth + day = birthday

down + stairs = downstairs

to pick + pocket = to pickpocket

Exercise 1 Read and translate these compound nouns.

firearms	underground	groupmate
lawmaker	eyewitness	workforce
statesman	sightseeing	mailbox
outlook	skinhead	underground
photograph	breakthrough	income

Exercise 2 Match the words from two columns, translate the compounds into Russian.

1. to examine	a) man
2. defence	b) cross
3. to print	c) pocket
4. state	d) finger
5. care	e) self
6. to pick	f) taker
7. hand	g) port
8. super	h) book

9. note

i) market

10. air

j) bag

Word formation: Prefixes (приставки)

В английском языке часто используются приставки (prefixes) **re-**, **sub-**, **inter-**, **over-**, **under-**, которые имеют следующие значения:

re- *повторность действия (to **rewrite** переписать)*

sub- *под (to **subdivide** подразделять)*

inter- *между (**international** международный)*

over- *сверх, чрезмерно (**overactivity** чрезмерная активность)*

under- *недостаточность, неполнота действия (**underpay** недоплачивать)*

Exercise 1 Read and translate these words into Russian.

to reread

to renew

interdependent

to rename

subtitle

to interact

to rearrange

subsection

interactive

to reconstruct

subway

interchange

to review

subdivision

interchangeable

to rehear a case

subcommittee

overwork

underestimate

overcritical

intergovernmental

overdo

underpopulated

overpressure

Reading

Before you read, answer these questions.

1. When was America discovered?
2. What was the first state of the US?
3. What is the oldest big city in the US?
4. What was the first name of New York?
5. What is the name of the region where the oldest American states are situated?

Exercise 1 Read the text and complete the profile of the country below.

General information about the USA

The territory of the United States of America stretches from the Atlantic coast, across the central plains, over the Rocky Mountains to the densely populated west coast and then to the island state of Hawaii.



*The Capitol, the seat
of the US Congress*

At present the population of the USA is about two hundred and ninety million. The USA is called the «nation of immigrants». The country was settled, built and developed by generations of immigrants and their children. Many different social and cultural traditions, ethnic sympathies, racial and religious groups make up the US people.

The United States of America was founded in 1776. The Constitution was adopted in 1787. Since then more than 25 amendments to the Constitution have been made. The first ten amendments are known as the Bill of Rights. The Constitution defines a federal system of government. Certain powers are given to the national or federal government and all other powers belong to the states.

At present the United States of America is a federal republic, consisting of fifty states each of which has its own state government, its own police and its own laws.

The President is the head of the country; he appoints the ministers and the members of his cabinet forming the executive power. The legislative power is vested in the Congress, consisting of two chambers: the Senate and the House of Representatives. Members of the House of Representatives are called Congressmen and Congresswomen. Members of the Senate are called Senators.

Country profile

Name: _____

Territory: _____

Capital: _____

Type of government: _____

Head of state: _____

Official language: _____

Exercise 2 Insert appropriate prepositions and translate the sentences.

1. The USA stretches ____ the Atlantic coast ____ the island of Hawaii.
2. ____ present the population of the USA is about 290 million people.
3. The USA was founded ____ 1776 and the Constitution was adopted ____ 1787.
4. Since then more than 25 amendments ____ the Constitution have been made.
5. Some powers have been given ____ the Federal government, others ____ the state governments.
6. The country consists ____ fifty states and the District of Columbia.
7. The President is the head ____ the executive power.
8. The legislative power is vested ____ the Congress.

Exercise 3 Answer these questions.

1. When was the country founded?
2. When was the Constitution adopted?
3. Who heads the executive power in the States?
4. How many states make the United States of America?
5. What are the two chambers of the Congress?

Exercise 4 Retell the text using the profile.

Reading

Before you read, answer these questions.

1. Who is the president of the US now?
2. When was he elected?

Exercise 1 Read the text.

US President

President of the United States is the head of state and head of government of the United States. The President leads the executive branch of the federal government and is one of only two nationally-elected federal officers (the other is the Vice President of the United States).

The U.S. Constitution charges the President to execute federal law, makes the President commander-in-chief of the armed forces, allows the President to nominate executive and judicial officers with the advice and consent of the Senate, and allows the President to grant pardons or reprieves. The President appoints federal judges and ambassadors and government officials. He also assigns duties to the elected Vice President.

The President is elected by the people indirectly through the Electoral College to a four-year term. Since 1951, Presidents have been limited to two terms by the Twenty-second Amendment to the Constitution. He must be a native born citizen of at least 35 years old.

Exercise 2 Find in the text the English equivalents for these words and word combinations.

глава государства; являться главой исполнительной власти; избирать общенациональным голосованием; возлагать обязанности; верховный главнокомандующий; вносить кандидатуру; по согласованию с Сенатом; назначать послов; Коллегия выборщиков; уроженец; ограничить двумя сроками

Exercise 3 Complete these sentences.

1. The President is the head of _____
2. The President leads _____
3. The President is one of only two _____
4. The President is to nominate _____
5. The President is to grant _____
6. The President appoints _____
7. The President is elected by _____
8. He must be _____

Exercise 4 Answer these questions.

1. What are the functions of the President in the USA? Compare the functions to those of the Russian President.
2. What is the term of service for the American President? Are there any limitations?
3. What are the main requirements for the President to be elected?

Exercise 5 It is interesting to know.

The President earns \$400,000 per year. The most recent raise in salary was approved by Congress and President Bill Clinton in 1999 and went into effect in 2001. The White House in Washington, D.C. serves as the official place of residence for the President; he is entitled to use its staff and facilities, including medical care, recreation, housekeeping, and security services.

For ground travel, the president uses an armored presidential limousine, built on a heavily modified Cadillac-based chassis.

One of two Boeing VC-25 aircraft serve as long distance travel for the President, and are referred to as *Air Force One* while the president is on board. The president also uses a United States Marine Corps helicopter, designated *Marine One* when the president is aboard. In 1959, all living former Presidents began to receive a pension. Retired Presidents now receive a pension based on the salary of the current administration's cabinet secretaries.



The White House



Air Force One



Presidential State Car



Marine One

Exercise 6 What do these figures refer to in the text?

VC-25 1999 2001 400,000 One 2

Exercise 7 Read the text translating the words and word combinations in brackets into English.

The US Constitution

The (законодательная ветвь) — (Конгресс) — consists of the (Сената) and the (Палаты Представителей). Each (сенатор) is elected for six years and each (представитель) for two years, with no limitation on the number of (сроков).

Each of the 50 states elects two (сенатор) under a system in which one-third of the (Сената) is elected every two years. A (сенатор) must be (старше) 30 years old and must have been an American citizen for (no меньшей мере) nine years.

The (Палата Представителей) has 435 members. Each state is divided into congressional districts of roughly (равное) population, and the (избиратели) of each district elect one (представитель) to (Конгресс). A member must be (старше) 25 years of age and must have been an American citizen for at least seven years.

Both (палата) of (Конгресса) must (одобрить) bills before they become law. The (Сенат) alone (утверждает) the President's (кандидаты) for high-level official positions and (ратифицирует) treaties with other nations.

Exercise 8 Say whether these statements are true or false according to the information in the text above. Correct the wrong ones.

1. The legislative power, the Congress, consists of the Senate and the House of Representatives.
2. Each of the 50 states elects two senators for a term of two years.
3. The House of Representatives has 435 members elected for three years.
4. There is no limitation on the number of terms.
5. Both Senators and Representatives must have been an American citizen for at least nine years.
6. The Senate ratifies international treaties.
7. A bill becomes a law after passing both the Houses of the Congress.

Grammar: Passive voice (пассивный залог)

Глагол-сказуемое в *Passive Voice* показывает, что подлежащее предложения не является действующим лицом, а, наоборот, обозначает лицо или предмет, на который направлено действие, выраженное сказуемым.

I am asked. — Меня спрашивают.

В английском языке все времена страдательного залога образуются по общему правилу:

to be+Participle II

Tense	Simple	Progressive	Perfect
Present	<i>am</i> <i>is</i> heard <i>are</i>	<i>am</i> <i>is</i> <i>being</i> heard <i>are</i>	<i>have</i> <i>been</i> heard <i>has</i>
Past	<i>was</i> heard <i>were</i>	<i>was</i> <i>being</i> heard <i>were</i>	<i>had been</i> heard
Future	<i>will be</i> heard		<i>will have been</i> heard

* See Grammar reference

Exercise 1 Choose the correct verb form in brackets.

1. The president (appoints/is appointed) these judges.
2. The criminal (brought/was brought) to justice.
3. The defendant (found/was found) guilty.
4. The jury (uses/is used) in the most serious cases.
5. The USA (divides/is divided) into twelve judicial circuits
6. The Supreme Court (consists/is consisted) of the Chief Justice of the USA and ten Associate Justices.
7. The Supreme Court has the right to declare unconstitutional some laws the Congress (passes/are passed).
8. Most of the criminal and civil cases (try/are tried) by district courts.
9. The appeal from the lower court (is hearing/is being heard) in the Court of Appeals now.
10. New laws (pass/are passed) by Congressmen.

Exercise 2 Choose the correct verb form to fill in the blanks.

1. The suspect _____ tomorrow.
a) is apprehended; b) was apprehended c) will be apprehended
2. The juvenile delinquent _____ by his parents yesterday.
a) was apprehended; b) is apprehended; c) will be apprehended
3. He often _____ to work by company car.
a) is taken; b) was taken; c) will be taken
4. His choice to become a policeman was _____ by his father.
a) blocked; b) organized; c) issued; d) approved

Exercise 3 Complete the gaps using the verb in brackets in the passive.

1. Much of the legislation _____ (to recommend) to the Congress by the President.
2. Most of the criminal and civil cases _____ (to try) by the district courts.
3. The USA _____ (to divide) into 50 states, each one has its own constitution.
4. The Resolution _____ (to discuss) when the President suddenly entered the Congress hall.
5. The new President _____ (to elect) already.
6. The first ten amendments _____ (to adopt) by Congress in 1791 and (to ratify) by the states.
7. In the USA, elections of the President _____ (to hold) every four years.
8. The decision _____ (to be made) until the next meeting of the Government.
9. This bill _____ (to debate) now in the Congress, but it seems they are not going to adopt it.
10. This decision of the official can't _____ (to be explained).

Exercise 4 Translate the sentences into English:

1. Где его допрашивают?	2. Закон будет принят к 1 июня.
3. Все проблемы уже решены.	4. Его уже арестовали?
5. Была выбрана другая тема для обсуждения.	6. Всех свидетелей уже опросили.
7. Он не будет приглашен на эту встречу.	8. Над этим проектом сейчас работают.
9. Дело будет рассмотрено к 13 сентября.	10. Присяжных выбирали все утро.

Reading

Before you read, translate these words.

federal	resident	district	jurisdiction
supreme	military	justice	appeal

Note: to **appeal** (подавать апелляцию) — **appeal** (апелляция)

Exercise 1 Read the text.

US Federal Court system



*The west front of the United States
Supreme Court building*

Federal Courts

Your chances of going before a federal court judge are slim. Most cases are heard in state courts.

District Courts

The United States is divided into 12 districts, or circuits, and within each are federal district courts, which are trial courts. At least one of the 94 federal district courts is in every state.

They handle both civil and criminal cases, but they have jurisdiction only in certain disputes:

- when a federal law is at issue
- when the United States is a party to the lawsuit
- when one state is suing another state
- when a resident of one state is suing a resident of another state and more than \$50,000 is involved

Federal district court judges are appointed by the president for life, but they can be impeached by the House of Representatives and convicted by the Senate.

There are also four types of limited jurisdiction federal courts: the United States Bankruptcy Courts, the United States Tax Court, the United States Court of Claims (which hears suits against the federal government), and the United States Court of International Trade (which hears disputes relating to tariffs and customs).

United States Circuit Courts of Appeal

There are 12 circuit courts of appeal in the federal system, one for each circuit or district. If a district court issues a ruling against you, you can file an appeal with the appellate court in your circuit. If the court of appeals agrees with the decision of the district court, your last avenue of appeal is to the U.S. Supreme Court. The circuit court of appeals hears cases from the district courts, as well as the special jurisdiction courts.

The Supreme Court

The U.S. Supreme Court, the nation's highest court, has nine justices, each appointed by the president to serve for life. It considers cases from the highest courts of each state, involving a constitutionality question; the U.S. Court of Appeals; and the U.S. Court of Customs and Patent Appeals.

Only two types of cases may originate in the U.S. Supreme Court: those in which a state government is one of the parties and those involving ambassadors and foreign officials. Most of the cases heard before the Supreme Court come by way of a petition from individuals asking that the Court hear arguments for a case previously tried in a lower court. The Supreme Court's decision is final.

The Military Justice System

Members of the armed services who commit a violation of military laws are under the jurisdiction of the military justice system. For example, service people who desert or otherwise disobey orders can be ordered by their commanding officers to face a court-martial. If the violation is also a crime under civilian law, such as murder, service people will be tried in the state or federal court system as well.

Exercise 2 Find in the text the English equivalents for these words and word combinations.

окружной суд; рассматривать дела; явиться предметом спора; преследовать судебным порядком; постоянно проживающий в другом штате; назначать пожизненно; отстранить от должности; суд по делам о банкротстве; окружной апелляционный суд; слушать дело; судья Верховного суда; посол; вооруженные силы; процедура, прописанная в кодексе; не повиноваться приказу; дезертировать; военные/гражданские законы

Exercise 3 Answer and discuss these questions.

1. What cases do federal district courts handle? Is their jurisdiction limited?
2. Who appoints Federal district court judges? Can they be impeached?
3. Which are the four types of limited jurisdiction federal courts?

Exercise 4 Complete these sentences. Use the following words to help you.

unconstitutional Supreme executive Court jurisdiction
appellate Chief Associate officers Justice (s)

1. The head of the judicial power of the USA is the _____.
2. The Court is made up of the _____ and eight _____.
3. If the Constitution does not give Congress the power to pass a certain law, the Court declares the law _____.
4. Unconstitutional laws cannot be enforced by the President and his _____.
5. The Court of Appeals has only _____.

Exercise 5 Use the information above to fill in the chart on the Federal Court System. Show which courts have civil and which have criminal jurisdictions.

Federal Court System

Exercise 6 Fill in the gaps in the text below using the words in the box.

the Supreme Court	the Constitution	the Chief Justice
the Congress	unconstitutional	

The judicial system of the USA

The head of the judicial power is _____. It consists of _____ and eight Associate Justices appointed for life by the President with the approval by the Senate. One of the most important duties of Justices is to decide whether laws passed by _____ agree with the Constitution. If the Supreme Court decides that _____ does not give Congress the power to pass a certain law, the Court declares the law _____. Such a law cannot be enforced by the President and his executive officers.

The Court of Appeals has only appellate jurisdiction. It works in the District of Columbia and ten circuits into which the country has been divided.

Exercise 7 Answer the following questions.

1. What is the head of the judicial power in the US?
2. Who does the Supreme Court consist of?
3. What are the duties of Justices?
4. Is he Chief Justice appointed or elected?
5. What happens if the Supreme Court declares a law unconstitutional?
6. What jurisdiction does the Court of Appeals have?
7. How many Courts of Appeals are there in the US?

Reading

Before you read, answer and debate these questions.

1. Do you think there are only federal courts in the US? What about courts in every state?
2. Are state court systems different or similar in each state?

Exercise 1 Read the text.

State Courts

Court structures vary from state to state, but all states have general trial courts that hear divorce cases, contract disputes, personal injury cases, and criminal cases. Some courts hear only specific disputes — for example, juvenile courts, tax courts, or probate courts.

All states have a «court of last resort», usually their supreme court, to which lower court decisions can be appealed. Some states have an intermediate appellate court just below it.

The U.S. Supreme Court will hear a case that comes from a state supreme court under two conditions: when a state declares a federal treaty or statute to be unconstitutional, or when it is determined by a state supreme court that a particular state law does not contradict a federal law or the U.S. Constitution.

Municipal, town, village, small-claims, or police courts adjudicate local matters. The criminal cases handled by these courts are usually limited to traffic violations. In civil cases these courts usually hear cases involving matters that do not exceed a few thousand dollars in claims or awards.

Vocabulary

to vary from state to state	различаться в зависимости от штата
divorce case	дело о разводе
personal injury case	дело о причинении физического вреда
juvenile court	суд по делам несовершеннолетних
tax court	суд по налоговым делам
probate court	суд по вопросам наследования имущества
to contradict a federal law	противоречить федеральному закону
to adjudicate local matters	выносить решения по вопросам, находящимся в ведении местного самоуправления
not to exceed a few thousand dollars in claims	дела, не превышающие сумму в несколько тысяч долларов

Exercise 2 Complete these sentences using the information from the text above.

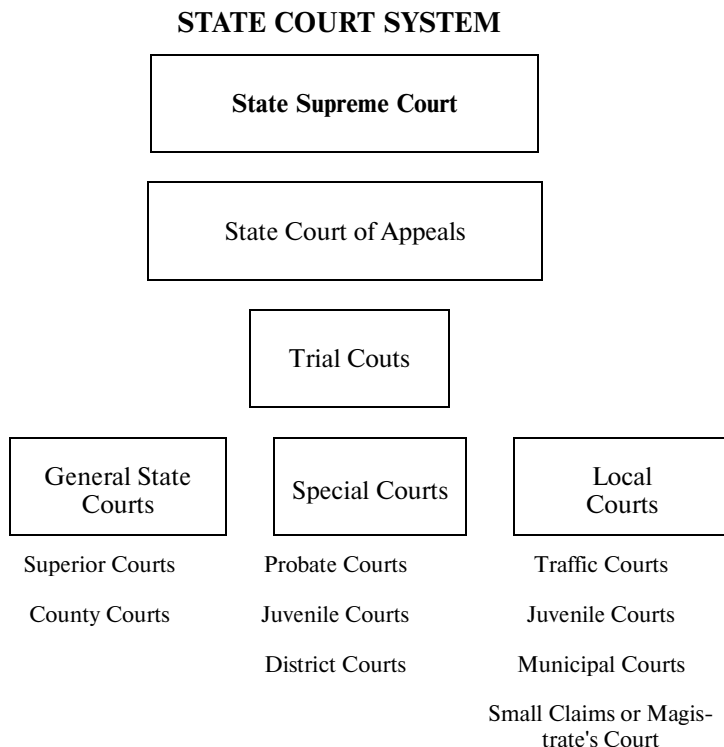
1. General trial courts that hear _____.
2. The courts hearing only specific disputes are _____.
3. A «court of last resort» is _____.
4. The U.S. Supreme Court will hear a case that comes from _____.
5. Local matters are adjudicated by _____.

Exercise 3 What branch of the law do these cases refer to? Which courts are to hear these cases?

legal status of citizens; traffic violation case; divorce case; dispute between the governments; dealing with property after the owner's death; contract dispute case; manslaughter case; taxation or budget issues

Over to you

Describe the structure of the American judiciary. Use this chart.



Exercise 4 Complete the following text with these words.

District Court jury prosecuting the magistrate unanimous decision
 a higher court a judge counsel charged with a trial jury
 a jury guilty the judge civil and criminal cases

Lower courts in the USA

The lowest courts in the federal system are the _____ with about two hundred district judges. These courts handle both _____. By the Constitution they are required to give a jury trial in all except civil cases involving less than twenty dollars.

The district courts have original jurisdiction in all cases. Criminal cases are tried by _____ sitting with _____ whose duty is to hear the evidence, the speeches of _____ and defending _____ and the speech of _____.

Then the jury must reach a unanimous _____ as to whether the accused is _____ or not of the crime he is _____. _____ must consist of twelve persons.

Each state of the USA has at least one district court. And each court has from one to twenty four judges.

Besides, all the states have their own courts, including a Supreme Court, superior courts and local courts. In most states the lowest courts are the magistrates or police courts.

_____ or the police court judge can send a drunk to jail for thirty days, or fine a motorist for speeding, without the aid of _____. The magistrate may also have authority to receive a man accused of murder and decide whether to hold him for trial in _____.

Vocabulary

evidence	показания	defending counsel	защита
prosecuting counsel	обвинение	unanimous	единогласный

Exercise 5 Give definitions of these words.

district judge jury prosecuting counsel defending counsel

Exercise 6 Answer these questions.

1. What is the role of the lowest courts in the federal system?
2. What kinds of cases do they try?
3. Is a jury trial provided in all cases?
4. Why do you think the decision of the jury must be unanimous?
5. What are the duties of the magistrate?

Exercise 7 Read and translate the following text in writing.

The marshals

The marshals are the oldest law enforcement agency in the United States. Each marshal is appointed by the President of the USA with advice and consent of the US Senate. The appointment is for a period of four years. Marshals do not wear uniform. There are about seven hundred US marshals in the United States. The marshals work in federal courts, serve federal processes, transport federal prisoners and have powers to arrest in federal cases. The activities of marshals are supervised and directed by the *Attorney-General*.

The office of the United States Attorney-General was established in 1789. The purpose of the office was to enforce federal laws. The Attorney-General is the head of the US Department of Justice.

Exercise 8 Complete these sentences

1. The word *marshal* means _____.
2. The main responsibilities of marshals in the USA are _____.
3. They do not _____.
4. The marshals work in _____.
5. The work of the marshals is supervised by _____.
6. The marshals are appointed for a term of _____.

Exercise 9 Answer these questions.

1. What do you remember about the first laws?
2. When were they created? Why were they necessary?

Exercise 10 Complete the text, use the verbs in brackets in the proper tense and voice.

History of Law

1. The ancient legal code _____ (to draw up) in 1758 B.C. by Hammurabi, a king of Babylonia. His laws were more extensive than any that _____ (to make) before. They _____ (to deal) with crime, marriage and divorce, inheritance and property contracts, taxes, the rights of slave-owners and slaves. The principle of revenge _____ (to observe), but the penalty _____ (can not) be harder than the crime.

2. In the 17th century B.C. Draco* _____ (to draw up) Greece's first written code of laws. They _____ (to say) to have been written in blood. Death _____ (to be) a penalty for almost all criminal offences.
3. Several decades later Solomon, Athens lawmaker, _____ (to re-vise) Draco's code making it more humane. Enslavement for debt _____ (to prohibit), and citizens _____ (to get) the right to appeal government decisions.
4. The Magna Carta, or Great Charter _____ (to sign) by King John in 1215. This document _____ (to regard) as a cornerstone of British individual freedoms and rights. It _____ (to establish) the principle of limited government — limited power of the monarch. According to the Magna Carta no citizen can _____ (to keep) in jail, _____ (to deprive) of life, liberty, or property without a due process of law.
5. The Habeas Corpus** Act _____ (pass) in Britain in 1679. It _____ (to guarantee) an imprisoned person a speedy trial.

* *Draco* — Драконт, афинский законодатель

** *Habeas Corpus ad subjiciendum (Latin)* — *Let the body be brought before the judge.*

Over to you

Sum up what you know about the political systems of the Russian Federation, the United Kingdom and the USA. Compare the structure of their judicial systems and write a paragraph on the topic. The following questions may help you:

1. What kind of political system does the USA have?
2. How is the government of the country organized?
3. How often are elections held?
4. Who is the head of state?
5. What structure does the judiciary have?

Supplementary reading

Read and render the following texts.

1. «Presidential election campaign»
2. «Presidential election and oath»
3. «Powers and duties»

Lesson 10

POLICE AT WORK 1

«Ignorance of law, which everybody is supposed to know, does not constitute an excuse.»

Legal maxim

Starting up

Study the following.

police 1 а) полиция <i>city police</i> — городская полиция <i>police state</i> — полицейское государство б) отряд по обеспечению безопасности (сформирован на общественных началах, по функциям напоминает полицию) 2) полицейские	to police поддерживать порядок (в стране), обеспечивать безопасность; охранять

Exercise 1 Translate these examples into Russian.

1. *Police* apprehended 20 adults, identified as burglars.
2. Stronger *police* will mean safer neighborhoods. (George W. Bush)
3. The *police* are government organizations who are charged with the responsibility for maintaining law and order.
4. *Policing* is maintaining the security by carrying out a control.
5. There were over 100 *police* on duty at the demonstration.

Note: Слова *police/ militia* относятся к так называемым собирательным существительным (наряду с такими словами, как *government, team* и т.д.) и согласуются с глаголом как в единственном, так и во множественном числе, по усмотрению говорящего. Если эти слова обозначают группу людей, то глагол ставится во множественном числе, например:

The militia/police are concerned with maintaining public order.

В этом случае обычно ставится определенный артикль. Но если речь идет об учреждении, организации, органе, т.е. едином целом, то глагол может стоять в единственном числе. При этом слово обычно пишется с большой буквы, определенный артикль может не употребляться, например:

Police refers to a specific kind of social institution.

Этот вариант характерен для американского варианта английского языка.

Exercise 2 Translate into English.

1. Полиция несет ответственность за охрану общественного порядка.
2. Полиция ведет расследование уже несколько дней.
3. Полиция считает, что находящийся в розыске преступник уже уехал из страны.
4. Милиция знает, где сейчас находится подозреваемый.
5. Милиция надеется, что правонарушитель скоро будет арестован.

Grammar: Sequence of tenses: Indirect statements (согласование времен: утвердительные предложения в косвенной речи)

В английском языке действуют **правила согласования времен (The Rules of the Sequence of Tenses)**: если в главном предложении употребляется прошедшее время, то в придаточном дополнительном предложении (отвечающем на вопрос *что?*) употребляется также одно из прошедших времен. В русском языке в таких придаточных предложениях употребляются настоящее, прошедшее и будущее время.

the tense in the object clause (время в придаточном предложении)	
The Past Indefinite	<i>I knew his name was Michael.</i> Я знал, что его зовут Майкл.
The Past Continuous	<i>I knew he was learning English.</i> Я знал, что он учит английский.
The Past Perfect	<i>I knew he had left Moscow.</i> Я знал, что он уехал из Москвы.
The Future in the Past	<i>I knew he would soon return to Moscow.</i> Я знал, что он скоро вернется в Москву.

* See Grammar reference

Exercise 1 Translate these sentences into Russian.

1. I said that the identity of the criminal needed to be determined.
2. The report stated that the policeman had provided first aid to the victims of the accident.
3. The sergeant told us that he had rescued a trapped animal.
4. The police said they would continue their search for the missing person.
5. The lecturer said that the law enforcement function was concerned with controlling crime.
6. The police confirmed that the law had been violated and measures were being taken
7. The judge answered that he could make a decision only after listening to all the witnesses.
8. The accused claimed that he hadn't been anywhere near the scene of crime.
9. The robber threatened the he would shoot the cashier.
10. The criminal wrote in his letters that he was innocent of all the charges.

Exercise 2 Translate these sentences into English.

1. Свидетель сказал, что не знает подозреваемого (*suspect*).
2. Преступник заявил, что ничего не расскажет полиции.
3. Он объяснил, что в этой ситуации закон не был нарушен.
4. Патрульный сообщил, что преступника обнаружили.
5. Профессор сказал, что поедет на конференцию в следующем месяце.
6. Полицейский объяснил, что эта информация очень важна.
7. Судья подтвердил, что дело будут слушать через неделю.
8. Следователь сказал, что они не могут пока установить личность преступника.
9. Полицейский сообщил врачам, что он уже оказал пострадавшим первую помощь.
10. Журналист сообщил, что свидетелей преступления опрашивают и пока детали происшествия не известны.

Grammar: Indirect questions (вопросы в косвенной речи).

При передаче вопросов в косвенной речи придаточные предложения начинаются с **вопросительного слова**, далее идет подлежащее,

затем — сказуемое (в отличие от обычных вопросов здесь используется *прямой порядок слов*). При передаче в косвенной речи общих вопросов придаточные предложения начинаются с союза **if** или **whether**. Соблюдается правило согласования времен.

<i>I asked her what the title of the book was.</i>	Я спросил ее, как называется эта книга.
<i>I asked him when he had read this book.</i>	Я спросил, когда он читал эту книгу.
<i>I wanted to know what his favorite writer was.</i>	Я хотел знать, кто его любимый писатель.
<i>I wanted to learn what book he was reading.</i>	Я хотел узнать, какую книгу он читает (сейчас).
<i>I did not know how long he had been reading it.</i>	Я не знал, сколько времени он уже читает ее.
<i>I asked him if he read a lot.</i>	Я спросил, много ли он читает.

Exercise 3 Read these sentences and translate them into Russian.

1. We asked the policeman where we could park our car.
2. The detective asked the witnesses what they had seen.
3. He asked me if I knew the suspect.
4. I asked him how long he had been working as an investigator.
5. The detective wanted to know if anyone had seen the robber.
6. The tourist asked the patrolman how far the stadium was.
7. The patrolman asked what hotel the tourist was staying at.
8. The journalists wondered if the missing persons had been found.
9. The policeman wanted to know what property had been damaged during the riots.
10. The woman called 911 and asked if they could help — her cat had got lost.

Exercise 4 Change these sentences into indirect speech, use the verbs in brackets.

1. «Could I see your driving license», said the policeman. (*to ask*)
2. «Don't fire except in self-defence», said the police sergeant. (*to tell*)

3. «Walk along the line of men», said the detective, «and if you recognize your attacker, just nod». (*to ask*)
4. «Follow this way», said the police officer. (*to ask*)
5. «What was she wearing when you last saw her? » the policeman asked me. (*to wonder*)
6. «Who owns this car? » said the detective. (*to ask*)
7. «Open the safe! » the robbers told the bank clerk, «or we will kill you!» (*to order, to threaten*)
8. «Think before you answer», the detective said to us. (*to warn*)
9. «Open your bag, please! » said the patrolman. (*to ask*)
10. «Avoid the downtown area», said the policeman. «There is going to be a big demonstration there». (*to advise*)

Exercise 5 Translate these sentences into English.

1. Он спросил, знаю ли я кого-нибудь из свидетелей.
2. Мы не знали, скоро ли приедет полиция.
3. Детектив хотел выяснить, есть ли у подозреваемого алиби (an alibi).
4. Интересно, сколько человек было арестовано?
5. Полицейский поинтересовался, видели ли мы вчера кого-нибудь подозрительного.
6. Турист спросил у патрульного, как пройти на Красную площадь.
7. Полицейский хотел знать, с какой скоростью мы ехали.
8. Оперативник спросил, кому принадлежит эта машина.
9. Журналисты поинтересовались, задержан ли опасный преступник, который находится в розыске уже 2 месяца.
10. Капитан спросил, установлены ли личности задержанных и допросили ли их.

Reading

Before you read, answer these questions.

1. Have you ever been in a situation, when it was necessary to find someone with the help of militia?
2. Have you ever helped the militia to look for a person?

Exercise 1 Read the dialogue.

A girl missing

Policeman: Hello, Dover Police Station.

Man: Hello. Could you help me? Erm... my daughter hasn't come home.

Policeman: I see, sir. Can I have your name, please?

Man: It's Mr. Black.

Policeman: Mr. Black, your address, please?

Man: 12 Oak Drive.

Policeman: Your telephone number?

Man: 7403170.

Policeman: Got it. When did you last see her, sir?

Man: Well, it must have been eight o'clock. I drove her to the station to catch the train to work and she was due to return home at six, you see. It's now after midnight and we are worried because she always calls home if she is going to stay out with her friends. So I don't know what to do.

Policeman: Can you give me a few details about her? What's her name, sir?

Man: Jane Black. And she's twenty years old.

Policeman: And can you describe her appearance... how tall is she...

Man: She's about five feet ... her hair is blond... I'd say her face is a sort of oval face, and she's got a wide mouth with full lips and upturned nose

Policeman: Ok... Does she wear glasses?

Man: No, no, she doesn't wear glasses.

Policeman: And can you remember what clothes she was wearing?

Man: Well, let me consult me wife.... Yes, she was wearing her light blue dress... dark blue high heels... and... a white-blue scarf...

Policeman: Ok, let's sum it up. Miss. Jane Black, age twenty, height five feet ... light blue dress..., you haven't seen her since eight o'clock this morning and she should have been home by six, is that right?

<i>Man:</i>	Exactly.
<i>Policeman:</i>	Well, it's a bit early to do anything at the moment. What I'm going to ask you to do, sir, is if you could ring tomorrow, if there's still no news... after that she will be registered as a missing person.
<i>Man:</i>	I see... I am going to call you tomorrow to find out if you've got any news.
<i>Policeman:</i>	I'm sure; this incident can be easily explained... Don't worry. I'm sure everything will be all right.
<i>Man:</i>	That's very kind of you...
<i>Policeman:</i>	No, not at all, not at all.

Vocabulary

a person missing	пропавший /исчезнувший человек
to wonder	интересоваться
to catch a train	успеть сесть в поезд
to be due	быть должным
foot, pl. feet	фут (30,48см)
to wear	носить
high heels	туфли на каблуках
height	рост

Exercise 2 Answer these questions.

1. Who was calling the police station?
2. Why did he telephone the police?
3. What time did the officer get the call?
4. When did he last see his daughter?
5. When was she to have returned home?
6. How did the man describe the appearance of his daughter?
7. In what way did the policeman promise to help the family?

Exercise 3 Translate these sentences into English.

1. Сначала полицейский спросил имя, адрес и телефон мужчины, позвонившего в участок.
2. Затем он спросил, что случилось.
3. Мистер Блэк сказал, что его дочь должна была вернуться с работы в шесть часов вечера, а ее до сих пор еще нет.
4. Она всегда звонила матери, если случалось что-то.
5. Мистер Блэк и его жена были очень обеспокоены.
6. Затем он описал внешность дочери, а также во что она была одета.
7. Полицейский попросил отца девушки перезвонить утром.

Exercise 4 a. Act out the telephone conversation between the man and the policeman the next morning.

b. Imagine you are the policeman. Tell your assistant about this call.

Exercise 5 Look at these pictures.

a. Read the description. Guess: Which of the girls is Jane?



A



B

Jane is in her early twenties. She's got an oval face and long blond hair. Her eyes are large and grey and she's got a wide mouth with full lips.

Vocabulary

Face: oval, wide, long, square, round

Hair: long, short, shoulder-length, straight, wavy, curly, black, brown, red, golden, blond / pale, grey

Eyes: large, small, black, green, blue, grey, hazel

Lips: full, thin

Nose: small, large, long, straight, button, hooked, upturned

Complexion: pale, tanned, olive, dark, black, yellow, red

Exercise 6 Fill in this form of the report.

REPORT OF MISSING PERSON	
Name	_____
Age	_____
Sex	_____
Marital Status	_____
Address	_____

Telephone	_____
Features	_____

Last seen: Time	_____
Place	_____
Clothes	_____
Additional Information	_____

	Form M 73



Grammar: *If* and *when* clauses

(предложения с союзами *if* и *when*)

Союзы **if** (*если*) и **when** (*когда*) вводят придаточные предложения условия и времени. Эти придаточные предложения могут также вводиться союзами **provided** (*при условии, если*), **after** (*после того как*), **before** (*до того как*), **while** (*в то время как*).

В придаточных предложениях условия и времени будущее время не употребляется. Вместо него употребляется **настоящее время**.

If *he comes he will speak.*

Если он придет, он выступит.

When *he comes he will speak.*

Когда он придет, он выступит.

Союзы **if** и **when** могут также вводить придаточные предложения *дополнения* (отвечающие на вопрос *что?*). В таких предложениях

будущее время употребляется.

He is wondering if I will come. Он интересуется, приду ли я.

He asks me when I will be back. Он спрашивает, когда я вернусь.

*See Grammar reference

Exercise 1 Translate these sentences into Russian.

1. He will refuse to make a report if he has no time to prepare it properly.
2. If it rains they won't examine the crime scene properly.
3. He will be fined if he drives without a driving license.
4. The jury will listen to all witnesses before they make any decision.
5. If you help the police and tell what you know, they will find the suspect soon.
6. If they find the suspect, they will interrogate him.
7. If foreigners drink alcohol in public places, they will be taken to the militia station.
8. You are sure to be stopped by the road patrol if you exceed the speed limit.
9. The police will test the knife for fingerprints. If your fingerprints are on it you will be charged with murder.
10. If I come across two men fighting with knives on the street I will call the police.

Exercise 2 Translate these sentences into English.

1. Если вы перейдете улицу в неподобающем месте, Вас остановит милиционер.
2. Я подожду вас, пока Вы не будете готовы.
3. Если мы найдем Ваш паспорт, то обязательно Вам позвоним.
4. Дороги могут быть перекрыты, если в центре города будет демонстрация.
5. Если вы припаркуете машину на Красной площади, вас оштрафуют.
6. Если ты скажешь полиции правду, я думаю, тебе поверят.
7. Если вы заблудитесь в незнакомом городе, вы можете спросить дорогу у милиционера.

8. Если случится авария, милиционер может оказать первую медицинскую помощь.
9. Газеты сообщат, если полиция найдет убийцу.
10. Если матч закончится победой другой команды, фанаты могут начать драку прямо на стадионе.

Exercise 3 Complete these sentences.

1. If I hear the fire alarm, I _____.
2. If I see an accident on the road, I _____.
3. If people violate public order, they _____.
4. If I am stopped by a policeman in a foreign country, I _____.
5. When I come across a wanted person, I _____.
6. If I see anyone shoplifting, I _____.
7. If you lose all your money on vacation overseas, you _____.
8. When you see two people fighting in the street, _____.
9. If your friend borrows money from you, _____.
10. If you discover your friend has a drinking problem, you _____.

Exercise 4 a. Answer these questions.

1. Have you ever lost anything valuable? If yes, what was it?
2. Did you go to the militia station to inform them about the loss and fill in a lost property form? Did it help to find your loss?

b. What objects can people lose? What is the plural form of the nouns below?

purse	cheque-book	money
address book	ID card	traveler's cheques
wallet	cell phone	camera
passport	credit card	pass

c. Study this form.

LOST PROPERTY FORM

Roadshow Police Station

Date:

Name of Owner and Contact address:

Object lost:

Where lost:

When lost:

Description of object:

Contents (if any):

Exercise 5 Complete these sentences. Do you know what to do in the following situations?

The police officer's advice:

1. If you lose your credit card, _____.
2. If you lose your traveler's cheques, _____.
3. If you lose your passport, _____.
4. If you don't hear from us after 3 days, _____.

Role-play.

A. You are in Britain. You have lost something. Go to the police station and report it.

B. You are a police officer. Student A comes to you to report a loss. Fill in the lost property form, asking the questions.

Words to help

I've lost my...

Can I help you?

Please, give me the details.

Can you describe it?

We'll call you if it turns up.

Is it likely to turn up?

Please, give me your name.

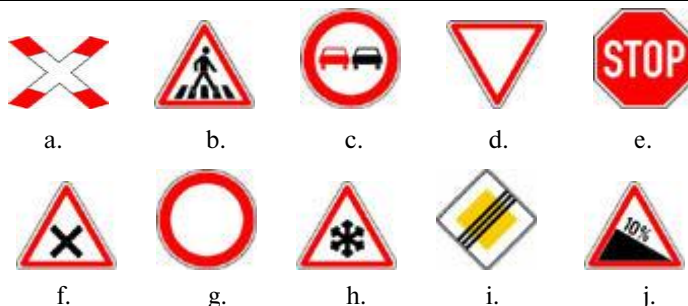
When and where did you lose it?

What was in it?

Exercise 6 Answer and debate these questions.

1. Do you have a driver's license?
2. Do you know traffic rules in Russia?
3. Have you ever violated the traffic rules? Were you somehow penalized for breaking them?
4. Do you think traffic rules differ in other countries? Give your examples to illustrate the differences.

Exercise 7 Do you know what these signs mean? Match the signs and their meaning.



1. end of priority road	6. no passing
2. all vehicles prohibited	7. railroad crossing (no crossing gate)
3. pedestrian crossing	8. intersection with right of way from the right
4. downgrade	9. yield right of way
5. ice danger	10. stop

Exercise 8 Make sentences according to the pattern to explain the meaning of the signs.

It	is	prohibited	to pass here
		not allowed/	
		allowed/	
		dangerous/	
		necessary	

Reading

Before you read, answer these questions.

1. There are many accidents on the roads. Why?
2. Have you ever been in an accident? What did you do? How did you act?

Exercise 1 Read the text.

A car accident

Here is a statement written by a person injured in the accident:

On July 10th I was driving along Birch Street at a reasonable speed when, about twenty meters before the intersection, a pedestrian walking on the pavement suddenly rushed across the road in front of my car. I pressed the pedal as hard as I could. The brakes screeched but the distance was too small. So I had to swerve sharply to avoid the pedestrian. I crashed into another car parked at the left side of the road.

Fortunately, the pedestrian wasn't injured, but I had a bad cut on my face as a result of hitting my head on the windscreen. I hadn't fastened my seat belt. An ambulance took me to hospital where I had got five stitches made. There was a lot of damage to my car; the windscreen was broken and the body of the car was badly dented. I was interviewed by the police in hospital.

Vocabulary

statement	заявление
to injure	повредить, ушибить, ранить
intersection	перекресток
pedestrian	пешеход

pavement	тротуар
brake	тормоз
to screech	завизжать
to swerve	сворачивать в сторону
windscreen	переднее стекло, ветровое стекло
stitch	шов
damage	1) повреждение, 2) убыток, ущерб
body of the car	кузов автомобиля
to dent	вдавливаться, оставлять след, выбоину; вминать

Exercise 2 Answer these questions.

1. When and where did the accident take place?
2. How did the accident occur?
3. What did the driver have to do to avoid the pedestrian?
4. Whose fault was it, in your opinion?
5. How do you think the owner of the damaged car might have reacted?
6. Where was the damaged car parked?
7. Was the driver injured seriously?
8. Which steps do you think a traffic inspector took in case of this car accident?
9. What must drivers do if they got a car accident?
10. Who pays damages if your car is crashed?

Exercise 3 Describe a car accident you have been a witness to using the vocabulary to the text above.

Exercise 4 Imagine you are a policeman. Read this form showing the details of another road accident, and express your opinion on its seriousness.

DETAILS OF TRAFFIC ACCIDENT

Date 24 July

Time 10.15 p.m.

Place Birch Street, Dover, Kent

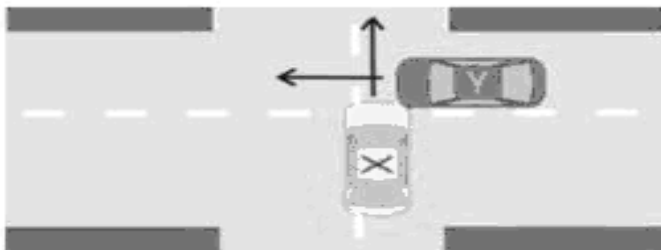
Weather Clear visibility, dry

Vehicles involved Yellow Opel Corsa C 769 JOK

Blue Ford Focus E 411 JKK

Injuries None

Sketch Map of Accident _____



a.m. (ante meridiem) *Lat.* до полудня, утра

p.m. (post meridiem) *Lat.* после полудня, вечера

clear visibility — хорошая видимость

Exercise 5 Have a look at these pictures. Imagine you are one of the drivers involved in this accident. Role-play a conversation with the traffic policeman.



Reading

Before you read, answer the following questions.

1. What is the legal age for getting a driver's license in Russia?
2. What is the penalty for youngsters for driving without a license?

Exercise 1 **Read the text.**

Too young to drive

On Friday, as the Christmas holidays were coming to an end, three teenagers made the fatal decision to take a Range Rover van for a shopping trip.

One of the boys was Oliver Mackerel, 14. The Range Rover van had been parked behind the boy's home in Canfield, Hampshire, and the boy had access to the keys.

Their shopping completed, the boys started homeward along the A3 motorway.

As the boy was driving the 1,5 ton vehicle, it went out of control, smashed into the central reservation and somersaulted in the air before landing on a minibus going in the opposite direction. The boys suffered only minor injuries.

But two passengers in the minibus died at the scene. The minibus driver died in hospital an hour later.

The teenagers were being questioned at Waterloo Ville police station all night. The boy who drove the van could face charges of causing death by dangerous driving while all the three could also be charged with car theft.

The three boys have been bailed to return to the police station on April 3, by which time a decision will have been taken on possible prosecution.

Vocabulary

vehicle	транспортное средство
smash	зд. «вылететь»
central reservation	резервная полоса
to somersault	перевернуться
to land	приземлиться

to face charges
prosecution

быть обвиненным
судебное преследование

Exercise 2 Translate these sentences into English.

1. Полицейский спросил, чей это был фургон.
2. Затем он выяснил, как подростки завладели (get) ключами.
3. Пока не известно, были ли свидетели угона.
4. Один из неудачливых водителей спросили, позвонили ли полицейские родителям.
5. Адвокат поинтересовался, сколько времени продолжался допрос.

Exercise 3 Answer these questions.

1. How old was the boy who drove the van?
2. Where had he got the keys to the van?
3. How did the car accident happen?
4. How many people were killed by the crash?
5. Were the three boys arrested?
6. What do you think the end of the story was?

Exercise 4 Imagine you are the policeman who informed the parents of the teenagers. Role-play the telephone conversation between the policeman and the parents.

Over to you

Were the boys charged and prosecuted? Were the charges dropped, in your opinion, and on what grounds?

Reading

Before you read, answer these questions.

1. Do you like football?
2. Have you ever attended a football match at the stadium? What were your impressions?

Exercise 1 Read the text using a dictionary to help you.

Scottish soccer fans riot after loss

Posted May 15, 08 3:02 PM CDT in World, Sports

(Newser) – Fans of a Scottish soccer team rampaged* in Manchester, England, last night, attacking the police and civilians after their team lost in the final of a European championship match played there. One fan of the winning Russian team was stabbed, the *Times* of London reports; police noted 52 assaults, and more than a dozen officers were treated for injuries.

Prime Minister Gordon Brown, who has been lobbying to bring the World Cup to England in 2018, called the scenes in Manchester a «disgrace» and said he was «disgusted to see people misbehaving.» The European soccer association is now opening an investigation into the violence, which could result in a financial penalty against the Glasgow Rangers club.

Investigations of police brutality may be underway. One female fan has accused police of snatching her digital camera to prevent her filming the scenes of brutality. She claims police were continuing to strike supporters with batons even after they were on the ground covered in blood. And one fan was also struck despite apparently being unconscious. Many supporters needed medical treatment for injuries



A police dog bites a supporter of Scottish soccer team Rangers after the UEFA Cup final in Manchester, England, Wednesday May 14, 2008. Rangers supporters clashed with police after their team were beaten... (AP Photo/Matt Dunham)

SOURCES: Times (UK), Associated Press

*to **rampage** -to rush around violently

Exercise 2 Make short sentences with these word combinations.

soccer (association football)
football stadium

football supporter
football hooligans

football players

football championship

UEFA (United European Football Associations)

Exercise 3 Say whether these sentences are true or false. Correct the wrong ones.

1. Fans of a Scottish soccer team attacked the police and civilians after their team lost.
2. No fans were killed or injured.
3. Prime Minister Gordon Brown called the scenes in Manchester a «disgrace».
4. The European soccer association is opening an investigation into the violence which could result in a financial penalty against the police.
5. Police brutality may be investigated on the basis of numerous complaints.

Exercise 4 Complete the following sentences with these words.

violence

blame

disease

animals

damage

attack

1. In Europe football hooliganism is known as the English _____.
2. Football fans very often _____ trains and property near football grounds.
3. They often _____ supporters of other teams.
4. Many people _____ social problems for this hooliganism.
5. I don't think that newspapers and television encourage _____.
6. People are filled with _____ over the recent riot by fans in this town.
7. They called those rioting drink-crazed football fans _____.

Exercise 5 Translate these sentences into English paying attention to this construction.

The text said that...

1. В статье сказано, что футбольные фанаты часто громят вагоны метро и другое имущество.
2. В статье также сказано, что многие болельщики получили ранения.
3. Газеты сообщили, что этот разгул (riot) вызвал возмущение у Премьер-Министра Великобритании.

4. В те дни газеты писали, что УЕФА начала расследование ночных актов насилия.
5. Одна из болельщиц заявила, что полиция избивала людей дубинками.
6. Свидетели подтвердили, что полицейские использовали собак.

Exercise 6 Say whether these statements are true or false.

1. The majority of young adults and teenagers enjoy fighting and rampaging.
2. A lot of property is damaged on rampage.
3. Many fans are arrested for rioting to be soon released on bail.
4. The police are often injured during such riots.
5. Policemen use excessive force and are often blamed for brutality.

Grammar: Modal verbs + the perfect infinitive

(модальные глаголы с перфектным инфинитивом)

Если за модальным глаголом следует **перфектный инфинитив** (the Perfect Infinitive), то модальные глаголы имеют следующие значения:

may/might	<i>He may have made the report.</i>	Возможно, он уже сделал отчет.
must	<i>He must have made the report.</i>	Должно быть, он уже сделал отчет.
should	<i>He should have made the report.</i>	Ему бы уже следовало сделать отчет.
could	<i>He could have informed us about the accident!</i>	Он мог бы и сообщить нам о несчастном случае.

Exercise 1 Translate these sentences into Russian.

1. He should have explained everything to us.
2. She may have expressed her disagreement.
3. The investigators may have been promoted after successful solution of the case.
4. My wallet must have been stolen in the crowd.

5. The football fans should have had less to drink.
6. The teenagers shouldn't have taken the car without permission.
7. The policeman must have provided first aid.
8. He might have been at the crime scene.
9. The judge should have listened to all witnesses before making a decision.
10. The prisoner must have escaped this way, as there are his footprints.

Exercise 2 What can the following people say in these situations? Complete the sentences, use modal verbs with the perfect infinitives.

1. The football fans crashed everything around the stadium.

Police officer: You _____.

2. Two teenagers were caught drunk driving.

Parents: _____.

Police officer: _____.

3. A pedestrian was injured as a result of crossing the street in the wrong place.

Police officer: _____.

Car driver: _____.

A patrol officer was hit as a result of an accident.

Detective: _____

Witnesses: _____

Exercise 3 Translate these sentences from Russian into English.

1. Возможно, полиция уже приехала.
2. Должно быть, он был первым, кто заметил преступника и сразу позвонил в полицию.
3. Вероятно, машина была повреждена во время беспорядков.
4. Хулиган не мог бы убежать со стадиона, так как был задержан полицией.
5. Ты мог бы позвонить мне и сообщить о том, что случилось!
6. Должно быть, совершено ограбление.
7. Тебе следовало бы быть более осторожным во время футбольного матча.
8. Возможно, он ехал за рулем пьяный, поэтому его права забрали.

9. Авария случилась по твоей вине — тебе не следовало ехать так быстро!
10. Вероятно, полиция ошиблась и задержала не того человека.

Note the model:

can't	<i>Ha can't have robbed a bank!</i>	Не может быть, чтобы он ограбил банк!

Exercise 4 Translate these sentences from English into Russian.

1. He can't have been seen the robbery — he was at work.
2. He can't have been the murderer because he has an excellent alibi.
3. He can't have been the one who started the fighting at the stadium.
4. It can't have been much fun to patrol the streets during the football fans riots.
5. This witness can't have known anything.

Exercise 5 Translate these sentences from Russian into English.

1. Не может быть, чтобы он ехал с превышением скорости — он водит очень осторожно.
2. Не может быть, чтобы студенты принимали участие в беспорядках на стадионе.
3. Он не мог ограбить банк в тот день — у него есть алиби.
4. Не может быть, чтобы следователь ошибся.
5. Не может быть, чтобы полицейский неправильно объяснил нам, как пройти до стадиона.

Exercise 6 Read this dialogue.

Checking papers

Militiaman: Excuse me. Your passport, please.

Foreigner: Pardon? Sorry, I didn't get you. What's wrong?

Militiaman: Can I have a look at your passport? I have to check your papers.

Foreigner: Just a minute, please. Sorry, but I haven't got the papers on me. I must have left my passport at the hotel.

Militiaman: What hotel are you staying at?
Foreigner: At the Metropol hotel.
Militiaman: We'll have to go to the hotel and I'll check your papers.
Foreigner: All right, officer. I have to abide, I'm afraid.

Vocabulary

to stay at a hotel становиться в гостинице
to abide повиноваться, подчиняться

Exercise 7 Complete this dialogue.

- Excuse me. Can I.....
- Pardon? I'm afraid..... understand..... wrong?
- I have to.....
- Just a minute..... haven't got the papers on me..... must have.....
- What hotel.....
- At.....
- We'll have to..... and I'll.....
- All right..... to abide.....

Over to you

Discuss the following: *Do the militia have the right to check the passport of any person?* Refer to the Law «On militia», if necessary.

Exercise 8 Read this dialogue.

A foreigner in trouble

Foreigner: Excuse me, officer. Could you help me?
Militiaman: Certainly, sir! What's the matter with you? Are you all right?
Foreigner: I don't feel well. I'm afraid I may have a heart attack. I've lost my wallet with all the papers and money.
Militiaman: Don't worry, please. Take a seat over there. I'll call an ambulance.

<i>Foreigner:</i>	That's very kind of you. Thank you.
<i>Militiaman:</i>	...The ambulance is on the way. Are you feeling better?
<i>Foreigner:</i>	Oh, no... the papers... the money... What a shock!
<i>Militiaman:</i>	After the first aid, when you feel better, I'll take you to the militia, or police, station to make a statement. We'll do our best to help you.

Vocabulary

a heart attack	сердечный приступ
wallet	бумажник
aid	помощь

Exercise 9 Translate these sentences into English.

1. — Вы можете мне помочь? — Я постараюсь.
2. Боюсь, что у меня плохо с сердцем.
3. Присядьте, пожалуйста.
4. Я вызову скорую помощь.
5. Когда вам будет лучше, я могу отвезти вас в отделение милиции.

Exercise 10 Role-play the dialogue above.

Exercise 11 Read this dialogue.

Traffic violations

<i>Militiaman:</i>	Excuse me, sir. I am traffic officer Smirnov. You are violating the traffic regulations. You have exceeded the speed limit.
<i>Foreigner:</i>	Sorry, but I think I'm not violating any rule! This is the first time I hear about the speed limit on the highway. Come to America and see for yourself.
<i>Militiaman:</i>	But now you are in Russia. And you must follow our rules, I'm afraid. Your license, please!
<i>Foreigner:</i>	Just a minute... Here you are. It's OK, isn't it?
<i>Militiaman:</i>	Follow me, I have to fine you.

Exercise 12 Translate these sentences into English

1. Вы нарушаете правила безопасности дорожного движения.
2. Вы должны соблюдать наши правила.
3. Ваши права, пожалуйста!
4. Вы будете оштрафованы.
5. Правонарушителю придется подчиниться сотрудникам милиции.
6. Вам следует пройти за мной в отделение.

Exercise 13 Reproduce the dialogue above.

Exercise 14 Read and translate the text with a dictionary.

The New York City Police Department would like to make your visit to our exciting city as pleasant and safe as possible. You can help us further by following these simple tips while touring New York City.

Carry your wallet in an inside jacket pocket or side trouser pocket.

Carry credit cards and cash in your pockets.

Leave valuables and important papers, such as jewelry and passports, secured in your hotel's safe deposit box. Never leave these items unattended in your room or carry large sums of cash on your person.

Be wary of unexpected persons coming to your hotel room. Never open the door to unsolicited room service or maintenance people. Contact the front desk if you have any doubts.

If you schedule a meeting with a potential client, research the company and the individual with whom you are meeting. Meet in a public place, such as a restaurant.

If you choose to use a car service, contact a specific company directly. Never enter an unsolicited «car service» vehicle offering to take you to your destination.

When driving, plan your trip in advance and carry a map. Travel on well-lighted, populated roadways and keep the doors of the vehicle locked.

Beware of:

- your surroundings at all times to ensure that you aren't being followed;
- someone helping to «clean off» mustard or ketchup that has been squirted on your jacket as a distraction to remove your wallet or other valuable items.

- theater, music and sporting event tickets sold on street corners that may be counterfeit.
 - persons pointing to money, that you have supposedly dropped, who take your briefcase and luggage when you bend down to pick up the money.
- Finally, if you are in need of immediate police assistance, dial «911».

Over to you

Using the information of the text above, compose the instruction for a foreign tourist visiting Moscow.

Supplementary reading

Read and render the text «Detection methods».

Lesson 11

POLICE AT WORK 2

«If catching a criminal was easy, anyone could do it»

«Suspects may say what they want, but facts speak for themselves»

Burke, a movie character

Starting up

Study the following.

detect 1) замечать, обнаруживать <i>to detect a target</i> — обнаружить цель 2) раскрывать, расследовать преступление detection выявление, обнаружение, расследование	detective 1. агент сыскной полиции, детектив, сыщик <i>private detective</i> — частный детектив 2. сыскной; детективный <i>detective novel</i> — детективный роман, детектив

Exercise 1 Translate these examples into Russian.

1. We *detected* the manager in a lie.
2. Some alcohol *was detected* in his blood.
3. The witness was questioned by *the detectives*.
4. *Detection* is a police investigation to determine the perpetrator.
5. A *detective* is a member of police force who investigates crimes and obtains evidence.
6. There were screening procedures *to detect* suspected human rights violators.
7. Radar and speed *detection* cameras are installed by some traffic lights.

Exercise 2 Make as many words as you can from the following ones. Use different suffixes.

to organize
to violate

to investigate
to prosecute

to interrogate
crime

Exercise 3 Translate these words paying attention to the prefixes.

unofficial

to subdivide

interconnected

irresponsible

to reappeal

to interview

illegal

to reaffirm

to encourage

unacceptable

to discharge

to enact

inactive

to disappear

to enforce

inconvenient

to disapprove

to imprison

Exercise 4 Read and render the text in indirect speech.

A consolation

A man who had been convicted of stealing was brought before a certain judge, well-known for his tenderheartedness, and was going to be sentenced.

«Have you ever been sentenced to imprisonment?» asked the judge, not unkindly.

«Never!» exclaimed the prisoner, suddenly bursting into tears.

«Well, well, don't cry, my man,» said his Honour consolingly; «you're going to be now».

Grammar: The nouns *evidence, news,...*

Существительные *evidence* (показания), *news* (новости), *information* (сведения), *money* (деньги), *advice* (советы), *knowledge* (знания) являются неисчисляемыми и употребляются только **в единственном числе** и согласуются с местоимениями и глаголами в единственном числе.

This evidence/news/information/money/advice/knowledge is...

Exercise 1 Translate these sentences into Russian.

1. The evidence given by the witnesses is very important.
2. The information was easily found in the Internet.

3. This news has been published in every newspaper.
4. He says that all the money has been stolen.
5. His advice was very helpful.
6. His knowledge is simply striking.

Exercise 2 Translate these sentences into English.

1. Показания свидетелей очень важны.
2. Совет адвоката не помог преступнику на суде.
3. Многие современные телепрограммы, например, «Час суда», дают зрителям возможность получить знания в области права.
4. Деньги, которые были украдены из банка, найдены и находятся в полиции.
5. Эти сведения были получены только вчера.

Reading

Before you read, answer this question.

What are the functions of Russian Militia?

Exercise 1 Read and translate the text with a dictionary.

The function of the police is threefold. The law enforcement function is concerned with controlling crime, with situations in which the law has been violated and the identity of the criminal needs to be determined. The order maintenance function is a mandate to prevent behavior that disturbs or threatens to disturb the public peace or that involves face to face conflict among two or more persons. In modern society the police are increasingly called on to perform services for the population. Policemen provide first aid, locate missing persons, stop would be suicides, rescue animals, etc.

Exercise 2 Find in the text the English equivalents for these words and word combinations.

тройная функция; установить личность преступника; обеспечение общественного порядка; поведение, угрожающее общественному спокойствию; оказывать услуги населению; оказывать первую помощь; разыскивать пропавших; предотвращать попытки самоубийства

Exercise 3 Complete these sentences.

1. The law enforcement function is concerned with _____.
2. The order maintenance function is a mandate to _____.
3. Services for the population include _____.

Exercise 4 Make as many sentences as possible, use the pattern below.

The detectives	<i>locate</i>	a suspect
The policemen	<i>identify</i>	a missing person
The patrol officers	<i>apprehend</i>	a fugitive
	<i>detect</i>	a wanted criminal
	<i>catch</i>	
	<i>arrest</i>	
	<i>question</i>	

Exercise 5 Compare the functions of the police and the militia. Are there any differences?

Reading

Exercise 1 Read this dialogue.

Burglary

One day Kate Wolkinson, a switchboard operator at a busy London police station, receives a telephone call.

Kate: Fulham police station. Can I help you?

Man: Yes... look... I don't... I don't know if I'm doing the right thing, but I've just seen two men come out of the house opposite me, carrying a rather large suitcase and I know the Greens, who live at the house, they're away at the moment. Well, I wasn't sure if I should phone you ... well, you see I'm not that sort of person who...

Kate: No, no, that's OK. It is better to be safe than sorry, isn't it? Now, do you think you could give me your name and address?

Man: Yes, it's Mr. Taylor, and I live at number 23 Finlay Street, that's just down the Fulham Palace Road.

Kate: ...23... Finlay Street... Now, you said you saw two men come out of the house opposite you?

Man: Yes, that's right, and then they got into a white van and they drove off.

Kate: Can you tell me, what's the number of the house they came out of?

Man: Number 24. It's the house where the Greens live.

Kate: Right. And can you give me a description of the two men?

Man: I'm afraid I can't. I didn't get a very good look at them, to tell the truth.

Kate: No? Then could you describe the van, please?

Man: Well, I can't say very much about it. It was definitely white. It was large, and it drove off in the direction of the river.

Kate: Did you get the number plate of the van, sir?

Man: No, I'm afraid I didn't.

Kate: Well, how long ago did this happen?

Man: Oh, just a couple of minutes ago. I thought I should phone you straight away.

Kate: Could you hold on, please. I'm just going to contact our patrol cars, then I'll get back to you, is that OK?

Man: Yeah, OK...

Vocabulary

burglary	ночная кража со взломом
switchboard	коммутатор
plate	табличка
couple	пара, два
straight away	сразу
to hold on	не вешать трубку
to keep a look out	посмотреть, последить

Exercise 2 Answer these questions.

1. Why did Mr. Taylor telephone the police station that day?
2. What vehicle did the thieves arrive in?
3. Did Mr. Taylor notice the number?
4. Did he telephone the police station immediately after the thieves left?
5. What did the operator plan to do?

Exercise 3 Insert appropriate prepositions.

1. I've just seen two men come ____ the house opposite me.
2. Then the men got ____ a white van and drove off.
3. The van drove off ____ the direction of the river.
4. Could you hold ____, please? I'll get back ____ you
5. I'll contact our patrol cars and then I'll get back ____ you.

Exercise 4 Act out the telephone conversation above.

Grammar: The infinitive (инфинитив)

Инфинитив — это неличная форма глагола, которая называет действие и отвечает на вопрос «что (с)делать». В предложении перед инфинитивом обычно стоит частица *to*, которая не переводится. Инфинитив может входить в состав сложного сказуемого. При переводе некоторых моделей используется союз «чтобы + инфинитив».

* See Grammar reference

Exercise 1 Make sentences using the patterns with the infinitives. Then add your own ones.

Pattern 1

It is	difficult	for	a police officer	<i>to solve crimes</i>
	important		necessary	<i>to interview witnesses</i>
	not easy		a detective	<i>to question suspects</i>
	important		an investigator	<i>to locate a criminal</i>

Pattern 2

He is	clever	enough	<i>to apprehend the criminal</i>
	experienced		<i>to identify the offender</i>
	strong		<i>to use deadly force</i>
			<i>to report a crime</i>

Pattern 3

She is	too	terrified	<i>to call the police</i>	immediately
		tired	<i>to be interviewed</i>	

nervous *to give testimony*
 to see the crime scene

Pattern 4

He	the	last	person	(I'd expect)	<i>to commit a theft</i>
was					
		only			<i>to be involved in such a crime</i>
		first			<i>to witness against me</i>
					<i>to apprehend the offender</i>

Exercise 2 Translate these sentences into English. Use the infinitive patterns.

1. Следователь последним покинул место преступления.
2. Он не тот человек, чтобы предать (*to betray*) друга.
3. Молодому оперативнику было трудно допрашивать подозреваемого.
4. Полицейский был достаточно опытен, чтобы заподозрить неладное.
5. Жертва была слишком напугана, чтобы опознать грабителя.

Exercise 3 Translate these sentences into Russian. Pay attention to the function of the infinitives in the sentences.

1. To appeal means to take a case to a higher court.
2. The law presumes the accused not to be guilty until his guilt has been proven.
3. The offender is too young to prosecute him.
4. Different methods are used to detect a perpetrator.
5. To make an arrest a police officer is to obtain a warrant first.
6. The job of a judge is to decide questions of law.
7. The Procurator General is hard to please.
8. There is nothing left to do but wait.

Exercise 4 Analyse the infinitive phrases below and translate the sentences into English.

to begin with	начать с того, что...
to cut a long story short	короче говоря
to put it mildly	мягко выражаясь
to tell the truth	по правде говоря

to say the least	чтобы не сказать больше
to say nothing about	не говоря уже о...
to crown it all	в довершении ко всему

1. Начнем с того, судья занят.
2. Мягко выражаясь, милиционер был не очень вежлив.
3. По правде говоря, я не очень силен в криминалистике.
4. Прокурор был очень удивлен, не говоря уже о судьях.
5. В довершение ко всему, следователю пришлось повторно осматривать место преступления.

Exercise 5 Insert “to” before the infinitives where necessary.

1. Governments authorize courts ____ pass sentences ____ punish the guilty.
2. The police may ____ make a decision as to guilt in a driving offence and ____ impose a fine.
3. Let me ____ inform you of you rights.
4. It's strictly prohibited ____ take pictures in this area.
5. The eye-witness noticed the burglar ____ leave the house through the window.

Reading

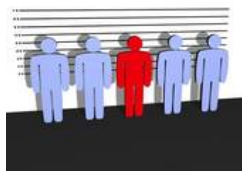
Before you read, answer this question.

Have you ever been invited to identify a suspect?

Exercise 1 Read the text.

Identification of suspects

Sometimes it is impossible to find the suspect for an offence immediately. The police have to look for him using information obtained from the victim or witness.



There are basically four methods of identifying a suspect.

Identification Parade involves the suspect standing in a line of people of similar height and appearance as himself. The witness or victim picks out the person he considers responsible for the crime.

Group Identification — If a Parade is not possible, a group of people including the suspect are placed in a room and the witness or victim picks out the suspect.

Confrontation — Circumstances may prevent an identification parade or group identification, and the senior officer may direct that the suspect be confronted with the victim or witness and asked, «Is this the man?»

Street Identification — This method allows a police officer who receives an allegation of a crime to take the victim or witness to a particular neighborhood or place to look at the people there in an effort to identify the suspect.

Vocabulary

suspect	подозреваемый
offence	преступление
to obtain	получать
to pick out	выбирать
allegation	утверждение
neighborhood	соседство, близость

Exercise 2 Insert appropriate articles.

1. ____ first three methods rely on ____ fact that ____ witness or victim has not seen ____ suspect since his detention.
2. Having received ____ description from ____ witness or victim ____ police do not allow them to see any possible suspect before identification arranged by ____ senior officer.
3. Street Identification allows ____ police officer to take the victim or witness to ____ particular place to look at ____ people there in ____ effort to identify ____ suspect.

Exercise 3 Open the brackets using the *-ing forms* or the *past participles of the verbs*.

1. The police have to look for the suspect (*to use*) information (*to obtain*) from the victim or witness.
2. There are basically four methods of (*to identify*) a suspect.
3. Identification Parade involves the suspect (*to stand*) in a line of people of similar height and appearance as himself.
4. For Group Identification a few people of various appearance (*to include*) the suspect are placed in a room and the witness or victim picks out the suspect.

5. In case of Confrontation the witness or victim (*to confront*) with the suspect is to say if this is the offender.
6. These are the methods (*to supervise*) by a senior officer.

Exercise 4 Complete the sentences with these words.

offence offenders offensive offended

1. Sometimes it is very difficult to find the suspect for an ____ immediately.
2. He was charged with a serious ____.
3. It was a very serious ____ against the law.
4. He ____ against the law.
5. First ____ are people found guilty for the first time.
6. Old ____ are people who have often been found guilty.
7. These are ____ weapons.

Over to you

Which of the identification methods do you find the most/the least useful? Why? Remember a film where identification of suspects is shown, and describe it.

Grammar: The construction *to have something done*

Данная конструкция с причастием II используется для выражения действия, которое выполняется не нами самими, а специально приглашенными, нанятыми работниками. Например:

The policeman had his patrol car washed. Полицейскому помыли машину (на мойке)

They are having their office renovated now. Им в офисе сейчас делают ремонт

You should have your uniform dry-cleaned. Вам следует отдать форму в химчистку

Иногда эта модель используется, чтобы рассказать о чем-то неприятном, что случилось с кем-то. Например:

The tourist had his wallet stolen У туриста украли бумажник.

Apprehending the suspect the police officer had his arm broken in a fight.

Во время задержания подозреваемого у полицейского была сломана рука.

Exercise 1 Translate these sentences into English, use the construction "to have something done".

1. Ему не починят машину до понедельника.
2. Вам следует подстричься.
3. У потерпевшего украли документы и деньги.
4. Как часто патрульные машины проходят техобслуживание?
5. Лейтенанту только что сшили новую форму.
6. Где здесь можно сфотографироваться?

Reading

Exercise 1 Read and translate the text with a dictionary, make a plan of it.

Interviewing a witness

The solution to many cases is obtained as a result of talking to people, obtaining information as to what they saw or heard as well as their knowledge concerning the background of the victim, his habits, associates, enemies, description of cars, objects, suspects, and other pertinent data. During the questioning of witnesses, the officer should anticipate the questions which the defense will put to each witness at the subsequent trial of the case. Questions asked will be directed by the defense at the credibility of the prosecution's witnesses to determine such factors as their physical or mental condition, emotional state, experience, and education.

Basically, an interview is a conversation with a purpose, motivated by a desire to obtain certain information from the person being interviewed as to what he has either done, seen, felt, heard, tasted, smelled, or known. Inasmuch as* interviewing takes place between human beings, it cannot be reduced to a fixed formula nor can rules be made to cover all situations. Each interview is an individual endeavor, a search for the truth. The technique of interviewing can be acquired by careful study and practice. Questions must be asked if information is to be gathered.

Best results are usually obtained by conducting these interviews in a courteous, friendly, sincere, and straightforward way. Knowledge and

confidence are both essential in a successful interview. Every effort should be made to establish as pleasant a relationship as possible. The effective investigator should ask his questions in a probing, penetrative, and exhaustive way so that all pertinent information in possession of the witnesses may be elicited. The value of an officer to himself and to his department is dependent upon his interviewing ability.

The words «interview» and «interrogation» are interchangeable in police work. In an interview, questions are asked for the purpose of securing specific information; there is the implication that the desired data will be voluntarily furnished. Interrogation, on the other hand, goes a step further. Questions are also asked, but there is an implication that resistance will be met in endeavoring to secure the information. Interrogation is a technique of investigation.

* **inasmuch as** — since, because

Exercise 2 Find in the text the English equivalents for these word combinations.

получить информацию; биография жертвы; описание подозреваемого; относящиеся к делу данные; опросить свидетеля; предвидеть вопросы; судебное рассмотрение дела; защита; внушающий доверие свидетель; поиск правды; техника проведения допроса; проводить опрос; необходимый; в распоряжении свидетелей; зависеть от; взаимозаменяемый; подразумевается

Exercise 3 Insert appropriate prepositions.

1. The solution ____ many cases is obtained as a result ____ talking ____ people and obtaining information.
2. _____ the questioning of witnesses, the officer should anticipate the questions which the defense will put ____ each witness ____ the trial ____ the case.
3. Each interview is a search ____ the truth.
4. The technique ____ interviewing can be acquired ____ careful study and practice.
5. Knowledge and confidence are both essential ____ a successful interview.
6. The value ____ an officer depends ____ his interviewing ability.
7. The words «interview» and «interrogation» are interchangeable ____ police work.
8. Interrogation is a technique ____ investigation.

Exercise 4 Say whether these statements are true or false.

1. Investigators can not obtain the necessary information.
2. Questioning the witnesses, the officer should anticipate the questions which the defendant will put to each witness at the case trial.
3. Mental condition and emotional state of the witness is of no importance for the defense.
4. An interview is a conversation with a purpose to obtain certain information from the person.
5. Usually an interview is just a formality.
6. The technique of interviewing can be acquired by careful study and practice.
7. Best results are usually obtained by conducting the interviews in a tough and threatening way.
8. The words «interview» and «interrogation» are interchangeable in police work.

Exercise 5 Answer the following questions.

1. What information should an investigator obtain to solve a case?
2. Why is it important for an investigator to anticipate the prosecution questions while interviewing a victim of a crime?
3. What is an interview? Give a definition.
4. Are there any general rules for an interview?
5. How are interviewing techniques acquired?
6. What is necessary for a successful interview and why?
7. Is there any difference between an interview and an interrogation?
8. What qualities, in your opinion, should an investigator have to be a good interviewer?

Exercise 6 Sum up the information of the text above using your plan and vocabulary notes.

Exercise 7 Study the following letter from a divisional commander to the victim of a burglary.

P. Cook
110 Cranbrook Avenue
Hull
E Yourks
HU6 7ST
17 August 2004

CRIME NUMBER: EE/15998/04
OFFENCE: THEFT — OTHER TYPES
REPORTED ON: 05/07/04

Dear Sir/Madam

I am sorry that you became a victim of a crime recently. I hope that the officer to whom you reported the matter was of some support to you.

Unfortunately, at this stage, no evidence has come to light which would support a prosecution in this case, so the crime remains undetected. Whilst investigation into the crime will continue, you will not automatically receive a visit from the police and the purpose of this letter is to keep you informed of the situation.

If you have, or subsequently discover, any information which you feel may be useful to the enquiry, or if any matter is not clear, please contact the Crime Desk, quoting the crime number.

Yours faithfully,
R Palmer
Superintendent
Divisional Commander

Exercise 8 Give the English equivalents for these words and word combinations.

стать жертвой преступления; сообщить о...; улики; преследование в судебном порядке; преступление остается нераскрытым; обнаружить информацию; расследование; держать в курсе

Exercise 9 Debate these questions.

1. Do they have similar practice in militia?
2. How can a victim of a crime get to know the results of the investigation?

Exercise 10 Make as many sentences as possible using these word combinations with the word "law". The beginning of the sentence is given to you.

to administer		to declare	
to apply		to draft	
to enforce	law	to interpret	law
to annul		to observe	
to violate		to adopt	

1. *Police officers should...*
2. *Police officers shouldn't*
3. *Police officers must...*
4. *Police officers can...*

Exercise 11 Read the following information. Can you remember any unusual law of Russia?

- Arizona:* It is illegal to hunt camels.
- Florida:* It is illegal to doze off under a hair dryer.
- Georgia:* It is against the law to slap an old friend on the back.
- Hawaii:* It is illegal to insert a penny in your ear.
- Kansas:* The official wording is: «When trains meet at a crossing, both shall come to a full stop and neither shall proceed until the other has gone».
- Kentucky:* It is illegal to bathe less than once a year. There's also a law against sleeping in a restaurant.
- Louisiana:* It is unlawful to whistle on Sunday.
- Massachusetts:* It is illegal to bathe more than once a week.
- Minnesota:* You may not hang male and female underwear next to each other on a clothesline. Of course if you're male there's also a law ordering you to have a beard.
- New Jersey:* It is illegal to walk barefoot on the boardwalk. (Careful! They've been known to enforce this one!)
- Ohio:* It is illegal to catch mice without a hunting license. It is also illegal to throw a reptile at someone.
- Tennessee:* It is illegal for a girl to phone a man for a date. It is also against the law to take a fish of another person's hook.

Are any of these laws wise, you think? Why do you think such strange laws could appear?

Revision

Exercise 1 Complete these sentences in indirect speech.

1. He says that ...	6. Do you know why ...
2. I'll tell you who ...	7. We don't know who else ...
3. The investigator said that ...	8. We were sure that ...
4. The policeman didn't know where	9. A man asked me how ...
5. He asked us when	10. I forgot who ...

Exercise 2 Change these sentences into indirect speech.

1. The police officer asked, «Do you need a medical aid? »
2. The tourist said, «My identity papers have been stolen».
3. The inspector said, «It is prohibited to exchange foreign currency here».
4. The police officer asked, «Is anything wrong with your car? »
5. He said, «You have crossed the street in the wrong place».
6. The inspector said, « It is prohibited to violate public order».

Exercise 3 Translate these sentences into English.

1. Газеты напечатали фамилии молодых людей, арестованных во время беспорядков на стадионе.
2. Машина скорой помощи увезла женщину, пострадавшую в результате аварии.
3. Вы читали приказ, подписанный начальником вчера?
4. Это является поправкой (amendment) к закону, принятому в прошлом месяце.
5. К сожалению, данное преступление осталось нераскрытым.

Just for fun:

Exercise 4 These phrases were really said by the policemen while performing their job. Do you think they were ethical or polite enough?

1. «The answer to this last question will determine whether you are drunk or not. Was Mickey Mouse a cat or a dog? »
2. «Relax, the handcuffs are tight because they're new. They'll stretch out after you wear them awhile».
3. «Take your hands off the car, and I'll make your birth certificate a worthless document».
4. «If you run, you'll only go to jail tired».

Exercise 5 What could each of these signs mean, in your opinion?



a.



b.



c.



d.



e.



f.

Over to you

Answer these questions.

1. If a criminal gets into a post office or any official building at night, can this case be classified as a burglary?
2. Give the legal definitions of burglary, robbery, theft.

Supplementary reading

Read and render the following texts.

1. «Interrogation»
2. «Records»

Lesson 12

LAW ENFORCEMENT IN THE WORLD

«In keeping people straight, principle is as not as powerful as a policeman»

Abel Herman, Le Bourgeois, 1906.

Starting up

Study the following.

to enforce 1) принуждать, заставлять, обязывать 2) а) проводить в жизнь; придавать законную силу б) осуществлять, приводить в исполнение	enforcement 1) давление, принуждение 2) а) наблюдение за проведением в жизнь (закона) б) принудительное применение (права, закона); правоприменение; принудительное проведение в жизнь; принуждение к выполнению требований	judicial enforcement судебное, судейское правоприменение legal enforcement принуждение в соответствии с законом, законное принуждение law enforcement правоприменение, полицейская деятельность

Exercise 1 Translate these examples into Russian.

1. The doctors want stricter *enforcement* of existing laws, such as those banning sales of cigarettes to children.
2. There is a law against dropping litter but it is rarely *enforced*.
3. Somebody figured it out — we have 35 million laws trying *to enforce* Ten Commandments. (Earl Wilson, 1906—1990, a US politician)
4. What you cannot *enforce*, do not command. (Sophocles, 496 BC — 406 BC, an ancient Greek tragedian)
5. I ask all Americans to respect and support our *law enforcement officers*. (Bill Clinton, American President in 1993—2000)
6. Stricter border *enforcement* will help combat illegal drugs. (George Bush, American President in 2001—2009).

Exercise 2 Choose the correct form of the verb (active or passive).

1. The police (showed/were shown) the tourist the nearest way to the hospital.
2. The ambulance (called/was called) after the accident.
3. During the excursion the guide (showed/was shown) a lot of sights of the city.
4. (Have you shown/have you been shown) what to do?
5. In London we (will show/will be shown) the new Scotland Yard building.



Federal Highway Police at work

Reading

Before you read, study the difference between the words «police» and «policy». Mind the stress.

<u>pol</u> ice	<u>pol</u> icy
pol <u>i</u> cing	pol <u>i</u> tics
pol <u>i</u> ceman	pol <u>i</u> tcian

Exercise 1 Read the text.

The UK police



Working together for a safer London

Logo of the Metropolitan Police Service

There are 52 police services, or police authorities in the United Kingdom. Each police service is employed and paid by their local governments or councils. The police services are completely independent of one another, and have their own policies, but they are always ready to go to each other's help. Each force has its Criminal Investigation Department (CID).

The Metropolitan Police Service (MPS) is the territorial police force responsible for law enforcement within Greater London, excluding the City of London which is the responsibility of the City of London Police. A number of informal names and abbreviations exist for the Metropolitan Police, such as «the Met» and «MPS». The MPS is also referred to as Scotland Yard after the location of its original headquarters, which relocated to New Scotland

Yard in Westminster during the late 1960s. Administrative functions are increasingly based at the Empress State Building, and since late 2007 all command and control functions have been transferred to the three Metcall complexes, rather than New Scotland Yard.

MPS employees consist of uniformed police officers, Special Constables, civilian staff and Police Community Support Officers. The MPS was the first force to introduce these. Uniformed traffic wardens, who wear a uniform with yellow and black markings, are a distinct body from local authority civil enforcement officers. The former have greater powers that include being able to stop vehicles and redirect traffic at an incident. The heads of police forces are Chief Constables while the Metropolitan Police is headed by the Commissioner of Police. The lowest police rank in the British police is a constable.

In addition to the Headquarters at New Scotland Yard, there are 140 police stations in London. These range from large borough headquarters staffed around the clock every day to smaller stations which may be open to the public only during normal business hours, or on certain days of the week.

The Metropolitan Police is not controlled by the local authority. It is responsible to the Home Secretary, and its chief officers are appointed by the central government.

Besides the regular police forces there are various police forces which protect the security of territories and properties of different public authorities. They include the British Transport Police, Civil Aviation Police, Manchester Dock Police and some others.

Vocabulary

to employ	принимать на работу
council	совет
excluding	исключая
to refer to	говорить о, упоминать
headquarters	главное управление
increasingly	все больше
transfer	переместить, перевести
community support	общественная поддержка
traffic warden	инспектор дорожного движения
distinct	отличающийся, отличный от
borough	зд. район
around the clock	круглосуточно
force	отряд, полиция

Exercise 2 Translate these words into Russian.

relocate	redirect	rearrange	reactivate
rearm	rebuild	reassure	recopy
rebalance	remake	recombine	reconstruct

Exercise 3 Complete these sentences.

1. The head of the Metropolitan Police is _____
2. The heads of other police services are _____
3. The lowest police rank in the British police is _____
4. Constables have no right to have _____
5. Besides the regular police forces there are various police services which protect. _____
6. These services include _____ Transport Police, Civil _____ Police, Manchester _____ Police and many others.

Exercise 4 Translate these sentences into English.

1. Полиция Лондона подчиняется министру внутренних дел.
2. Руководители Лондонской полиции назначаются правительством Англии.
3. Их нельзя уволить без веских на то оснований.
4. Они принимают решения без какого-либо давления сверху.
5. Каждая полиция имеет собственный отдел уголовных расследований.

Exercise 5 Answer these questions.

1. How many police services are there in the UK?
2. Who provides payments to all these police services?
3. Are police services interdependent?
4. Are they usually cooperating?
5. What is the London police force called?
6. Is it controlled by the local authority?

Exercise 6 Sum up the information of the text above.

Exercise 7 Complete the following text with the verbs below and translate it.

to create

to control

to divide

to comprise

to divide

to include

The Metropolitan Police Force _____ 1829 by an Act of Parliament. It is the largest Police Force in Britain, policing an area of 742 square miles of Greater London.

The Force _____ by the Commissioner of Police of the Metropolis under the general directions of the Home Secretary.

The Metropolitan Police District _____ into four Districts. Each District _____ five or six Divisions. The twenty three Divisions _____ into sub-Divisions, and a sub-Division is split into sectional police stations under the control of a Station Officer, who is usually a Sergeant.

The main goals of policing _____ the prevention of crime and disorder, the preservation of the peace, the apprehension of offenders, the recovery of lost or stolen property, and the protection of life, property, and personal liberties.

Exercise 8 Study the table below and be ready to discuss it.

Headquarters — New Scotland Yard Police Constables — 31,460 Police Community Support Officers — 4,000 Agency executive — Commissioner	Employees — 50,000 Volunteers — 797 Annual Budget — J3.5bn Legal jurisdiction — England & Wales (Northern Ireland and Scotland in limited circumstances)
<u>Structure:</u> Criminal Investigation Department (the C.I.D.) uniformed branch specialist branches (the Mounted Branch, the Dog Branch, the River Police, the Women police and others).	
<u>Facilities</u> Stations — 180 Boats — 22 Helicopters — 3 Dogs — 250	<u>Ranks</u> a constable sergeant (2 grades) inspector (2 grades) superintendent (2 grades) higher officers

Vocabulary

commissioner	комиссар
mounted	конный
branch	ветвь
grade	степень
superintendent	старший полицейский офицер

Exercise 9 Insert appropriate articles.

1. ___ Metropolitan Police is ___ largest police force in Britain.
2. They police ___ area of more than 700 square miles.
3. ___ main goals of policing include ___ prevention of ___ crime and disorder, and ___ preservation of ___ peace.
4. Their goals are also ___ apprehension of offenders, ___ recovery of lost or stolen property, and ___ protection of life, property, and personal liberties.

Reading

Before you read, translate the following words and word combinations. Use the words in bold.

force — полиция (отряд полиции) б вооруженные силы, физическая сила, использовать силу, вступать в силу, бессильный.

order — 1. общественный порядок, без порядка, закон и порядок, устанавливать закон и порядок. 2. отдавать приказы, выполнять приказ.

suspect — арестовать подозреваемого to suspect, to suspect a person of committing a crime, a suspected person, suspicion, to be under suspicion.

suspect — подозревать человека в совершении преступления, подозреваемое лицо.

suspicion — подозрение, быть под подозрением.

to protect — защищать общество, защищать интересы

protection — правовая защита, экономическая защита, под защитой закона.

to violate — нарушать законы государства, нарушать общественный порядок.

violation — нарушение дисциплины, нарушение основных принципов.

Exercise 1 Read the text, use a dictionary to help you.

Policing in the USA

Policing in the United States is one of three major components of the criminal justice system, along with courts and corrections. Apart from maintaining order and service functions, the purpose of policing is the investigation of suspected criminal activity and the referral of the results of investigations and of «suspected» criminals to the courts. Law enforcement is also commonly charged with the responsibilities of deterring criminal activity and of preventing the successful commission of crimes in progress; the service and enforcement of warrants, writs and other orders of the courts; providing first response to emergencies and other threats to public safety; the protection of certain public facilities and infrastructure; the maintenance of public order; the protection of public officials; and the operation of some correctional facilities (usually at the local level).

What do police officers do?

Police officers maintain law and order, collect evidence and conduct criminal investigations. Urban police officers have general law enforcement duties including maintaining regular patrols and responding to calls for service. Many are assigned to patrol a specific area, such as a business district or residential neighborhood. Sheriffs and deputy sheriffs enforce the law on the county level. Detectives gather facts and, collect evidence for criminal cases. They conduct interviews, examine records, observe the activities of suspects, and participate in raids or arrests.

State police officers, also known as highway patrol officers, arrest criminals statewide and patrol highways to enforce motor vehicle laws and regulations. At the scene of accidents, they may direct traffic, give first aid, and call for emergency equipment.

Exercise 2 a. Add nouns to the following verbs.

maintain, collect, investigate, interview, observe, examine, direct, call for, enforce, conduct, patrol

b. Make sentences of your own using these words.

evidence, investigation, patrol, duties, examine, criminal, enforce, felony

Exercise 3 Answer these questions.

1. What are the main duties of the police officer?
2. Who enforces the law on the county level?
3. What is the purpose of policing?
4. What are the responsibilities of law enforcement?
5. What do urban police officers mostly do?
6. What are the duties of detectives?
7. What are the three levels of policing in the US?

Exercise 4 Study the following.

oath	клятва, присяга
to take an oath	принимать присягу
oath taking	принятие присяги

Exercise 5 Translate the text in writing. If necessary, use a dictionary.

The oath of the British constable

I being appointed a Constable of the District Police, do solemnly, sincerely, and truly declare and affirm that I will well and truly serve our Sovereign Lady, Queen Elizabeth, in the office of a Constable, and that I will act as a constable for preserving the peace, and preventing the robberies and other felonies, and apprehending offenders against the peace, and in all respects to the best of my skill and knowledge, discharge the duties of the said office faithfully according to law.

Exercise 6 Complete the sentences with appropriate articles.

1. It is ___ oath of ___ British constable of ___ District Police.
2. ___ oath says that ___ constable will truly serve ___ Queen of Britain.
3. ___ constable also says he will act for preserving ___ peace.
4. ___ constable declares he will do his best to prevent ___ robberies and ___ other felonies
5. ___ oath also says that ___ constable must apprehend ___ offenders against ___ peace.
6. He also promises to discharge his duties according to ___ law.

Over to you

Compare the oath of the British constable with that of the Russian militiaman. What is the same and what is different?

Grammar: Complex forms of the infinitive (сложные формы инфинитива)

Инфинитив в английском языке выражает действие, но без указания на лицо, число и наклонение (см. урок 10). Инфинитив имеет несколько форм, в каждой из которых заключено понятие залога (Active/Passive) и характера действия (Simple/Progressive/Perfect), что следует учитывать при переводе.

Active	Passive
to apprehend	to be apprehended
to be apprehending	to have been apprehended
to have apprehended	
to have been apprehending	

* See Grammar reference

Exercise 1 Read and translate these sentences paying attention to the forms of the infinitives.

1. Governments make the public aware of what law is and try to encourage social support for law and order.
2. The laws of all countries are to be found in the legal codes, statutes and case judgments.
3. Police forces are used to investigate crimes and catch criminals.
4. As well as gathering information for offences to be prosecuted in the courts, the police have wide powers to arrest, search and question suspects and to control the actions of members of the public during public demonstrations and assemblies.
5. People suppose some evidence against suspects to have been falsified by corrupt police officers.

6. . The Police Complaints Authority is known to have been supervising the investigation of allegations of police misconduct since 1984.
7. No police officer or former police officer may be appointed to this authority.

Exercise 2 Answer and debate the following questions.

1. Should the public trust the police force to report crimes, to be law-abiding?
2. Does the Russian Federation have a code of conduct for the militia limiting the time and the methods they can use to question suspects?

Over to you

Write a paragraph about the main principles of militia officers' behavior based on the Code of Ethics.

Reading

Before you read, translate the following into Russian. Pay attention to the word *state*.

State — 1) государство, 2) штат

1. state police forces (in the USA)	4. the United States of America
2. state financing (in the USA)	5. state financing (in other countries)
3. the state of Italy	6. the European states

Exercise 1 Read the text.

Structure of the American police

There are five main types of police agencies operating in the USA, each with its own jurisdiction and special functions:

- Police agencies of the Federal government
- State police forces
- sheriffs in counties
- the police forces of cities and towns
- the police of villages.

Besides there are such special police forces as parks police, bridge and tunnel administration police forces, and police organizations for special tasks. All in all, there are about 40,000 separate police agencies in the United States of America.

The major types of police agencies can be divided into three major branches of government: *federal*, *state*, and *local* (city and county).

The federal law enforcement system includes such well known agencies as the Federal Bureau of Investigation, National Park Service, Border Patrol, US Postal Inspector and many more. The Federal police agencies are financed from the Federal Fund. Other police forces are financed from the respective authorities» funds.

Law enforcement on the state level includes the state police or highway patrol, drug control agencies, investigative bureaux, and others.

On the *level of local government* the police agencies are the largest law enforcement group. These agencies include municipal (or city) police, county sheriff's offices, constables and village police departments.

Municipal police departments have their own organization with several different divisions, each with specific functions. In most departments there are four major divisions:

- field operations (patrol, investigation, traffic, youth divisions, special operations, etc.)
- administrative services (community relations, planning, etc.)
- technical services (communications, records, etc.) and
- inspectional services (internal affairs, intelligence, etc.)

According to the Bureau of Labor Statistics, police and sheriffs patrol officers had median annual earnings of \$39,790 in 2000. Police chiefs, deputy chiefs, captains, lieutenants and sergeants earned between \$52,000 and \$78,600 per year. In 2008, detectives and criminal investigators earned between \$37,240 and \$61,750 per year.

In a large department, officers may be promoted to detective or to a specialty area of police work, such as juvenile justice administration. Promotions to corporal, sergeant, lieutenant, and captain usually are made according to a candidate's position on a promotion list, depending on your on-the-job performance and examination scores. Many officers retire with a pension after only 20 or 25 years of service, and pursue a second career while still in their 40s.

Vocabulary

community	группа лиц, объединенных по какому-либо принципу (например, проживающих в одной местности)
intelligence	разведка
annual	среднегодовой
to promote	повышать по службе
examination scores	результаты экзаменов

Exercise 2 Translate into English using the word *most*.

1. большинство отделов	5. большинство штатов
2. большинство людей	6. большинство приказов
3. большинство организаций	7. большинство отделений
4. большинство полицейских	8. большинство гарантий

Exercise 3 Say whether these statements are true or false.

1. Municipal police departments are the backbone of the local government level.
2. There are three main divisions inside each department, as a rule.
3. The field operations division is responsible for patrolling streets, investigations, traffic and nothing else.
4. The administrative services division supervises community relations, planning, etc.
5. The technical services division is responsible for communications, records, fingerprints.
6. The inspectional services division functions in the field of external affairs, internal affairs, intelligence, etc.

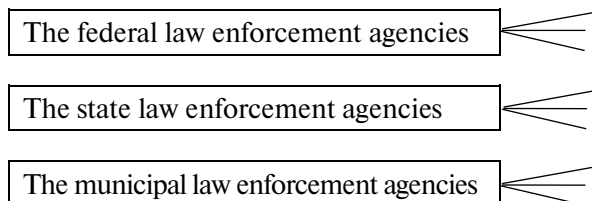
Note: **backbone** основа, костяк

Exercise 4 Answer these questions.

1. What are the main types of police agencies in the USA?
2. What agencies does the federal law enforcement system consist of?
3. What law enforcement agencies are there on the state level?
4. Is the largest law enforcement group on the level of local government?
5. What agencies are there on the level of local government?

6. What is the salary of a policeman? What does it depend on?
7. What are the promotional opportunities in the USA police?

Exercise 5 Draw a chart showing all the levels and composition of each level of police agencies in the USA.



Exercise 6 Sum up what you know about the police in the USA.

Revision

Exercise 1 Translate these sentences paying attention to the modals with the perfect infinitive.

1. The police officers must have located the wanted person.
2. That policeman may have used unofficial sources of information.
3. We believe the prevention of crimes to be one of the responsibilities of the militia.
4. The detectives must have found the missing persons.
5. The burglar may have escaped from the house through the open window.

Exercise 2 Read and translate the text using a dictionary. Pay attention to the modals with the perfect infinitive.

The first «bobby» who walked the streets of London could not have foreseen the present American pattern of highly organized, rationalized, mechanized, and mobile policing, nor could he have anticipated the centrality of weaponry and the direct force applied by the modern police. It is also unlikely that he would have had much sympathy for the crime-fighting rhetoric, for at that time it was neither possible nor very wise to seek out criminals and attempt to combat them.

Do you agree with the ideas expressed in the passage? Why or why not? Give your reasons.

Exercise 3 Study the information below.

Top police cars

1. Lamborghini Gallardo

The lucky Italian cops have a Lamborghini Gallardo at their disposal, a genuine police car used by the Italian Carabinieri to patrol the highways outside Rome. It's a super-fast response car, with the ability to be the first on the scene of a serious accident. It carries life saving medical equipment such as a defibrillator to revive car crash victims.



2. Porsche 911 TechArt

Next time you're tearing along the Autobhan and forget to slow down for a restricted area, just be aware that the German police have a fleet of Porsche 911s at their disposal.



3. Mitsubishi Evo VIII

It's a Mitsubishi Evo VIII, one of the sharpest and deadliest driving tools you're likely to find the cops driving in the UK. Like a lot of these specialist police cars, they are used for gathering evidence so come equipped with the latest detection and video recording equipment.



4. BMW 5-Series

This is one of the greatest cars the police have at its disposal and is a favourite in police garages across the country. The Metropolitan Police's S019 armed response team, for instance, use it for its tremendous potential, space for four or five tool-up men and a boot big enough to house a small army's arsenal.



Exercise 4 Translate these sentences into English using the passive voice. Use a dictionary, if necessary.

1. *A Lamborghini* используется итальянскими карабинерами для патрулирования автомагистралей в окрестностях Рима. Множество жертв аварий было возвращено к жизни с помощью специального медицинского оборудования, установленного на этих машинах.
2. В настоящее время автобаны Германии контролируются парком *Porsche 911s*.
3. *Mitsubishi Evolution VIII* используются в Великобритании для сбора улик, так как они оборудованы новейшей записывающей и распознающей аппаратурой.
4. Целый армейский арсенал был размещен в багажнике *BMW 5-Series* перед выездом отряда быстрого реагирования Лондонской полиции на задержание террористов.

Exercise 5 Complete the questions in this dialogue. Reproduce it in indirect speech.

Taking risks:

Magistrate: (*What/his name?*) *What is his name?*

Policeman: James Denyer.

Magistrate: Not Denyer again! If he's not in gaol, he's in and out of this court. (*What / he / do this time?*)

Policeman: He stole 25 pence.

Magistrate: (*Who (m) / steal it/ from?*) _____

Policeman: An old lady. He took it out of her purse.

Magistrate: (*What date / it?*) _____

Policeman: March 24th.

Magistrate (*What / do that for?*) _____
(*to Denyer*):

Denyer: I'm sorry, sir. It won't happen again.

Magistrate (*What / the chances*) _____ if I let him go?
(*to the Policeman*):

Policeman: It would be a risk, sir.

Magistrate: Do you hear, Denyer? It would be a risk.
(*What/say*)_____ to that?

Denyer: If it is a risk I'd be glad to take. Honest, I don't mind the risk!

(the court falls about with laughter)

Magistrate: In that case, I'd better let you go!

Over to you

Study the following paragraph.

What prerequisites must I meet to become a police officer in the USA?

At minimum, you'll need to be a U.S. citizen over 20 years old, not be a convicted felon, have a college or high school diploma, and pass several written and physical examinations. Federal and state law enforcement agencies require a college degree.

What requirements are necessary for a person to join the militia? Are they the same as in the USA? Write a paragraph on the topic.

Supplementary reading

Read and render the text «Interesting facts from the history of the Metropolitan police».

Lesson 13

LAW ENFORCEMENT: FAMOUS INSTITUTIONS

«Fidelity, Bravery, Integrity»

FBI motto

«Fidelity never goes out of fashion»

Burke, a movie character

Starting up

Study the following.

agency 1) действие, деятельность 2) поддержка, помощь, содействие 3) агентство <i>detective agency</i> — детективное агентство <i>law-enforcement agency</i> — правоохранительные органы 4) орган, учреждение, организация <i>government agency</i> — правительственные службы	agent 1) деятель, личность 2) агент, представитель <i>double agent</i> — агент, ведущий двойную игру <i>enemy agent</i> — вражеский шпион agential относящийся к агенту, агентству

Exercise 1 Translate these examples into Russian.

1. A *law enforcement agency* is an organization that enforces the law.
2. Federal *law enforcement agencies* have duties similar to those of state and local police officers.
3. The jobs of some *federal agents* such as secret service require extensive travel.
4. The meeting with the partners was arranged through *the agency* of my friend.

Exercise 2 Complete the gaps using the verbs in brackets in appropriate form, active or passive.

1. He _____ (to promote) to the rank of a captain.
2. The investigation _____ (to complete) yet because some new evidence was discovered.
3. His evidence _____ (to check) because it seemed not credible.
4. The investigator _____ (to interrogate) the suspect and (find) some interesting facts.
5. 50 hooligans _____ (to apprehend) by the police during the football match yesterday.
6. The witness _____ (to invite) to the police station for the confrontation.
7. Specialists usually _____ (to use) this method when it is impossible to find the suspect immediately.
8. The burglary _____ (to commit) a week ago, but the burglars _____ (not to catch) yet.
9. How long _____ (to take) a detective to search a crime scene?
10. The expertise results _____ (to bring) from the laboratory only tomorrow, because the experts _____ (to finish) the examination only in the evening.

Exercise 3 Find the pairs of synonyms.

1. to provide	a. to understand
2. to apprehend	b. to pass over
3. to comprehend	c. to get
4. to receive	d. to answer
5. to maintain	e. to detain
6. to interrogate	f. to keep
7. to reply	g. to question
8. to consist	h. to grow
9. to expand	i. to supply
10. to transfer	j. to establish

Reading

Before you read, answer these questions.

1. What associations do you have with the name of Scotland Yard?
2. What do you know about Scotland Yard?

Exercise 1 Read the text.

Scotland Yard

Scotland Yard is a popular name for the headquarters of London's Metropolitan Police Force, and especially its Criminal Investigation Department. The name is derived from a small area where the headquarters was situated from 1829 to 1890. The area, in turn, was named after a medieval palace in which the kings and queens of Scotland resided during state visits to London. The custom of referring to the headquarters and its officers as Scotland Yard began soon after the Metropolitan Police Force was reorganized by the British statesman Sir Robert Peel in 1829. The headquarters was moved in 1890 to new buildings erected on the Thames Embankment, which were known as New Scotland Yard. In 1967 the present headquarters, a modern 20 story building situated near the Houses of Parliament, was opened.

The Criminal Investigation Department (CID) is known for its extensive investigative techniques and activities. Its fingerprint division was the prototype of similar systems used by the U.S. Federal Bureau of Investigation and by many other modern police forces. In addition, the Yard maintains a criminal records office, forensic laboratories, a detective training school, a criminal intelligence department, an antiterrorist unit, and fraud and drug squads. Besides its work in crime detection, Scotland Yard directs all metropolitan police activities, including traffic control. The CID is frequently called in to help local police in solving complex cases. Many authors have used Scotland Yard as a background for their mystery stories.

Vocabulary

to derive	происходить
medieval	средневековый
to reside	проживать, располагаться
to erect	строить
extensive	большой
squad	команда, отряд, группа

Exercise 2 Insert appropriate prepositions.

1. Scotland Yard is a popular name ____ the headquarters of London's Metropolitan Police Force.
2. The name is derived ____ a small area where the headquarters was situated from 1829 ____ 1890.
3. Metropolitan Police Force was reorganized ____ the British statesman Sir Robert Peel ____ 1829.
4. ____ 1967 the present headquarters, a modern 20 story building situated ____ the Houses of Parliament, was opened.
5. The C.I.D. consists ____ about 1500 detectives.
6. The CID is frequently called ____ to help local police ____ solving complex cases.
7. Many authors have used Scotland Yard ____ a background ____ their mystery stories.
8. ____ addition, the Yard maintains a criminal records office and forensic laboratories.

Exercise 3 Complete these sentences.

1. Scotland Yard is a popular name for _____.
2. The headquarters was moved in 1890 to _____.
3. New Scotland Yard is _____.
4. The Criminal Investigation Department (CID) is known for _____.
5. In addition, the Yard maintains _____.
6. The CID is frequently called in _____.

Exercise 4 Answer the following questions.

1. What does the name Scotland Yard originate from?
2. Who contributed to the development of the Metropolitan Police Force?
3. Are the head offices of the C.I.D. located here too?
4. When was the C.I.D. established?
5. What are the responsibilities of the Special Branch of the C.I.D.?
6. Who reorganized the Metropolitan Police?
7. What is the role of the CID in the UK policing?

Exercise 5 Read and translate the text with the help of a dictionary.

New command and control system



One of the three CCC centres. Note the array of Airwave antennae on the roof

Following completion of the Metcall programme in late 2007, all Met communications are dealt with at three dedicated centres. Each of the three centres is divided into «pods», which contain between 4 and 12 CAD Operators who despatch all incoming calls to police vehicles using Airwave radios and by sending information direct to the MDT terminal in every police vehicle.

In addition all three centres contain a number of telephone terminals which deal with all incoming calls. Any caller calling police will be passed to a First Contact operator. If the call will require any action by the emergency services, a Computer Aided Despatch record (CAD) will be created, and the information provided by the caller typed onto the CAD. Once the initial information has been inputted, the CAD will be allocated a grade of urgency. Once the CAD report has been created, it is passed to the relevant Despatch for the borough in question to decide what officers to deploy to it.

Exercise 6 All CAD calls are given one of four grades: *I grade* ("immediate response"), *S grade* ("significant priority"), *E grade* ("extended priority"), *R grade* (referred). Give the following calls the corresponding grade of urgency.

- 1) all calls which do not require any response; mainly either calls where the operator has offered advice and this has resolved the problem, or duplicate calls to incidents of which the police are already aware and dealing.
- 2) calls which constitute a genuine emergency. The target response time is 12 minutes.

- 3) calls which require attendance, but for various reasons do not require a response target time. The grade is most frequently used when an agreement is made to attend at a later date.
- 4) calls which do not constitute a genuine emergency but need to be attended as soon as possible, to preserve forensic opportunities or to maintain public confidence. These calls are attended within one hour.

Exercise 7 Study these posters. Where do you think such posters are placed?



Special cards are distributed in communities. The following info is given on them:

Your police force needs your help in beating the criminals. The police can't do their job without it. You can help best by reporting at once anything that strikes you as suspicious.

If you saw someone being attacked or robbed in a shop, you would naturally phone the police. But ring them just the same if you see someone lurking around your neighbour's side door or trying car doors. The police would prefer a false alarm to a burglary or a stolen car. And ring at once — seconds count.

Dial 999. It's a free call.

Ask for Police and tell them as much as you can:

Where the incident happened

2. The number of people involved.

3. Description of the suspects.

4. Description of the scene.
 5. Registration number of any vehicle involved.
- Your name and address will help, but they are not essential.

Vocabulary

to get away with smth	удрать с добычей
suspicious	подозрительный
to beat	побеждать, превосходить
to strike smb as	поразить кого-либо как, показаться кому-либо
to lurk	прятаться, красться
to count	считать

Exercise 8 Choose the correct word to complete these sentences.

1. Here is the text *printed/printing* on the back of the card.
2. The police need your help in *beated/beating* the criminals.
3. The public can help the police by *reported/reporting* at once anything that seems suspicious.
4. If you see someone being attacked or *robbed/robbing* phone the police immediately.
5. If you see someone *done/doing* something suspicious ring the police.
6. The police would prefer a false alarm to a *stolen/stealing* car.

Exercise 9 Debate the following questions.

1. Do you think that people usually keep such cards?
2. Why are the police asking the public to help them?
3. What words of the card seem most important to you?
4. Have you heard about community policing? What do you think it is?
5. Are any cards of this sort distributed by our militia?

Reading

Before you read, answer these questions.

1. Do people help the police in their investigations and search for wanted people?
2. How can people do it?

Exercise 1 Study this poster.

WANTED FOR: Bank Robbery



On Thursday, October 9, 2003, at 6:40 p.m., two Actors entered the Citizens Bank located in the Shopping Center and announced a robbery. Both Actors displayed what appeared to be semi-automatic handguns. The bank occupants were forced at gunpoint to the rear of the office area. Actor № 1 walked behind the teller stations and removed cash from a teller's drawer. Actor № 1 then vaulted the counter and both Actors fled the bank on foot. Actors may have fled the area in a dark color vehicle, no direction of travel. It should be noted that the Actors did take the bank dye packs with the cash.

Any one having information, please contact Detective Sgt. John Bailey at (610) 408—3649 jbailey@tredyffrin Township Police Department. All information will be held confidential.

(Reward **\$5,000** will be paid for information leading to the arrest and conviction of the above persons by Citizens Bank.)

Vocabulary

semi-automatic handguns	полуавтоматическое ручное оружие
to be forced at gunpoint	под прицелом
the teller stations	банкоматы
to vault	прыгнуть
to flee	скрыться
dye packs	красящие мешки

Exercise 2 Answer the following questions.

1. What do the suspects look like?
2. What were they wearing?
3. What crime have they committed?
4. Why did the police offer a reward for any information?
5. What reward was promised?
6. What did the police ask the public to do?

Exercise 3 Translate these sentences into English using the following constructions.

he is thought to be residing — предположительно, он живет...

1. Предположительно, один из подозреваемых живет в Лондоне.
2. Предположительно, он работает в порту.
3. Предположительно, они все время передвигаются по Западу Англии.

he was last seen wearing a brown suit — когда его видели последний раз, на нем был костюм коричневого цвета

1. Когда их видели в банке, на них были маски.
2. Когда его видели на вокзале, он был в темных очках.
3. Когда жертву видели последний раз, она была с незнакомым молодым человеком.

Reading

Before you read, comment on the citation below:

«We have the best investigators in the world in this institution and some of the best people here at headquarters that carry me. The challenge is to get them the tools that they need to become even better. And that is what we are working on... The joy of it is that you are doing it for the country, you are doing it for other FBI agents, you are doing it for the community, and you are doing it for the people. That is tremendously rewarding.»

(Robert S. Mueller, the 6th Director of the Federal Bureau of Investigation)

Exercise 1 Read the text.

The Federal Bureau of Investigation

The mission of the FBI is to protect and defend the United States against terrorist and foreign intelligence threats and espionage, to uphold and enforce the criminal laws of the United States, and to provide leadership and criminal justice services to federal, state, municipal, and international agencies and partners.



Seal of the Federal Bureau of Investigation

The Federal Bureau of Investigation (FBI) is the investigative arm of the US Department of Justice to protect the United States against cyber-based attacks and high-technology crimes, to combat public corruption at all levels and to protect civil rights. The FBI fights against transnational and national criminal organizations and enterprises. The Bureau investigates major white-collar crimes and significant violent crime. It supports federal, state, county, municipal, and international partners.

The FBI constantly upgrades technology to successfully perform its mission.

The FBI will strive for excellence in all aspects of its missions. In pursuing these objectives, the FBI and its employees will be true to, and exemplify, the following core values:

- Adherence to the rule of law and the rights conferred to all under the United States Constitution;
- Integrity through everyday ethical behavior;
- Accountability by accepting responsibility for our actions and decisions and the consequences of our actions and decisions;
- Fairness in dealing with people; and
- Leadership through example, both at work and in the communities.

The FBI has 56 field offices centrally located in major metropolitan areas across the U.S. and Puerto Rico. They also maintain about 400 resident agencies in smaller cities and towns across the nation.

The FBI Scientific laboratory is one of the largest in the world. The laboratory personnel provide forensic examination, technical support, expert witness testimony, and training to federal, state and local law enforcement agencies. Here are some units within the structure of the Laboratory.

Exercise 2 Find in the text the English equivalents for these words and word combinations.

защищать и охранять; иностранные разведки; шпионаж; кибер-преступность; бороться с коррупцией на всех уровнях; насильственные преступления; неустанно совершенствовать технологии; стремиться к идеалу; во исполнение цели; базовые ценности; приверженность букве закона; честность; ответственность; принять на себя ответственность за последствия; лидерство на собственном примере

Exercise 3 Insert appropriate prepositions.

1. The mission ____ the FBI is to protect and defend the United States ____ terrorist and espionage.
2. The FBI is the investigative arm ____ the Department ____ Justice to protect the country ____ cyber-based attacks and high-technology crimes.
3. The FBI combats public corruption ____ all levels.
4. The FBI adheres ____ the rule of law and the rights conferred ____ all ____ the United States Constitution.
5. The core value is fairness ____ dealing ____ people; and leadership ____ example.

Exercise 4 Answer these questions.

1. What is the FBI motto?
2. Which threats is the FBI to protect and defend the United States against?
3. What kind of cases does the Bureau investigate?
4. What agencies does the FBI provide criminal justice services to?
5. Which standards of ethical behavior do the FBI agents adhere to?

Exercise 5. Study the chart below and make sentences about the history of the FBI name. Use the following phrases to help you.

...was founded...

...originated...

...was called...

...the name was changed into...

Evolution of the FBI				
July 26, 1908 No specific name assigned; referred to as <i>Special Agent Force</i>	March 16, 1909 <i>Bureau of Investigation</i>	July 1, 1932 <i>U.S. Bureau of Investigation</i>	August 10, 1933 <i>Division of Investigation</i> (The Division also included the Bureau of Prohibition)	July 1, 1935 <i>Federal Bureau of Investigation</i>

Exercise 6 Complete the gaps using appropriate form of the verbs in brackets (active or passive).

The *Identification Division* which _____ (to found) in 1924 by J. Hoover. One of its aims was to provide a national collection of fingerprints. The collection _____ (to be) now the largest in the world. The F.B.I. *Identification Division* _____ (to keep) records on all political suspects, and actual criminals.

There are two important sections of the *Identification Division*: the *Disaster Squad*, which _____ (to assist) with the identification of persons killed in major tragedies and the *Fingerprint Section*. This section _____ (to divide) into five main groups:

- Fingerprints of criminals and suspects of crimes
- Fingerprints received in connection with government services
- Different applicants
- Aliens
- Requests for personal identification

The F.B.I. _____ (to supply) information for evidence and crime problems submitted by police forces throughout the country and investigates espionage, sabotage, treason, internal national security matters and other types of criminal activity.

Vocabulary

espionage	шпионаж
treason	государственная измена
disaster	катастрофа

Exercise 7 **Study this table and be ready to discuss the information in group.**

Formed — 1908 Employees — 30,847 (June 30, 2008) Annual Budget — 6.4 billion USD	<i>Operational Structure</i> Headquarters — J. Edgar Hoover Building, Washington, D.C. Sworn members — 12,747 (June 30, 2008) Unsworn members — 18,111 (June 30, 2008) Child agencies FBI Academy FBI Laboratory Criminal Justice Information Services Critical Incident Response Group Counterterrorism Division FBI Police
<i>Programs</i> 1. <u>FBI Ten Most Wanted Fugitives</u> 2. <u>FBI Most Wanted Terrorists</u> 3. <u>National Incident Based Reporting System</u> 4. <u>Uniform Crime Reports</u>	<i>Major units — 5</i> <u>Behavioral Analysis Unit (BAU)</u> <u>Law Enforcement Bulletin Unit (LEBU)</u> <u>Hostage Rescue Team (FBI) (HRT)</u> <u>Joint Terrorism Task Force (JTTF)</u> <u>FBI Police</u> <u>National Security Branch (NSB)</u> Field offices — 56:

Exercise 8 **Study the pattern below and make as many sentences as you can.**

The police	considered	her evidence convincing.
	found	the matter urgent
		his deed punishable.
		their complaint serious.
		the dispute settled.

the differences removed.
the sentence too severe.
the time of the meeting convenient.

Grammar: Complex object (сложное дополнение)

Оборот Complex Object представляет собой сочетание местоимения или существительного в объектном падеже с инфинитивом, причастием или герундием. Этот оборот часто употребляется после глаголов to want, to wish, to like, to see, to hear, to notice, to watch. Например:

*I want you to tell me everything. —
Я хочу, чтобы рассказали мне всё.*

*The witness saw the robber crossing getting into the house. —
Свидетель видел, как грабитель забирался в дом.*

* See Grammar reference

Exercise 1 Translate these sentences into English using the following construction.

to hear/to see somebody doing something

1. Он не слышал, как полицейский подошел.
2. Я думаю, грабитель не видел, как подошел полицейский.
3. Полицейский заметил, как человек выпрыгивает из окна почтового отделения.
4. Мужчина увидел, как двое выходят из дома с большим чемоданом.
5. Затем он увидел, как они садятся в фургон.
6. Женщина увидела, как двое грабителей убегают.
7. Свидетель видел, как подросток залез в дом через окно.
8. Мы слышали, как он допрашивает свидетеля.

Exercise 2 Complete and translate these sentences.

1. I heard him saying that _____.
2. We saw him running _____.
3. He was last seen wearing _____.
4. He was heard saying _____.

5. Nobody heard him speaking _____.
6. Nobody saw him telephoning the police station to say _____.
7. The message was sent to the neighbouring police stations and _____.

Reading

Before you read, make as many sentences as you can using these pattern.

The agency	fights against	espionage
The bureau	combats	terrorist threats
	defends	high technology crimes
	protects	public corruption
		civil rights
		serious violent crime

Exercise 1 Read the text with a dictionary. Give a title to it.

FBI Headquarters is currently located in the J. Edgar Hoover Building on Pennsylvania Avenue in Washington, DC. The Special Agents coordinate FBI activities around the world. Headquarters personnel determine investigative priorities, oversee major cases, and manage the organization's resources, technology, and personnel. Headquarters also has a role in gathering and distributing information.

Headquarters plays a key role in fighting terrorism. It is the focal point for intelligence, not only from around the country, but from the CIA and various countries overseas. Headquarters analyzes the intelligence information and sends it to field offices, state and municipal police departments, and other federal agencies.

As the FBI has grown, some Headquarters functions have been moved to other locations.

The Criminal Justice Information Services Division is located in Clarksburg, West Virginia. The Laboratory and Investigative Technologies Divisions are located in Quantico, Virginia. Other specialized facilities, such as high-tech computer forensics centers, are at various locations across the country.

As computers and access to the Internet became commonplace in homes across the United States, the FBI began to put in place measures to address crime in cyberspace. It created the Computer Investigations and Infrastructure Threat Assessment Center to respond to physical and

cyber attacks against US infrastructure. The FBI has also played a crucial role in the investigation and prevention of computer crimes.

In 1991, the FBI's Computer Analysis and Response Teams began to provide investigators with the technical expertise necessary to obtain evidence from the computers of suspects.

In 1998, the FBI's National Infrastructure Protection Center was created to monitor the dissemination of computer viruses, worms, and other malicious programs and to warn government and business computer users of these dangers.

In addition, having begun in the FBI's Baltimore Division in 1995, the Bureau's Innocent Images Program has successfully identified and stopped large numbers of pedophiles who have used the Internet to purvey child pornography and to lure children into situations where they could be harmed.

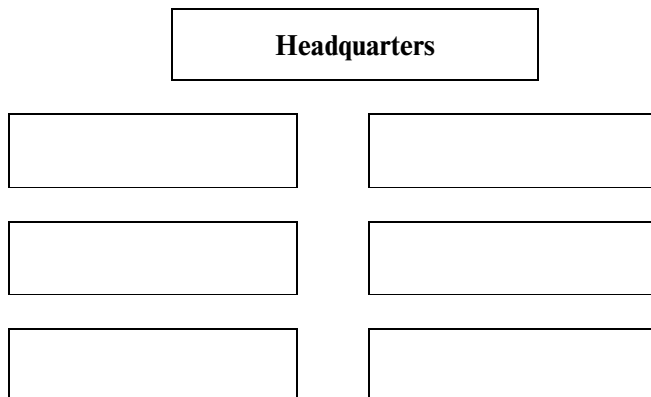
Exercise 2 **Complete these sentences.**

1. FBI Headquarters is currently located in _____.
2. Headquarters personnel coordinate _____, oversee _____ and gather and distribute _____.
3. Headquarters plays a key role in _____.
4. Headquarters analyzes the intelligence information and sends it _____.
5. The Computer Investigations and Infrastructure Threat Assessment Center was created to respond to _____.
6. The Computer Analysis and Response Teams provides investigators with _____.
7. The National Infrastructure Protection Center was created to _____.
8. The Bureau's Innocent Images Program is responsible _____.

Exercise 3 **Which of the crimes below are not within the FBI jurisdiction?**

computer intrusion (i.e. hacking); password trafficking; car theft; copyright (software, movie, sound recording) piracy; theft of trade secrets; trademark counterfeiting; arson; counterfeiting of currency; child pornography or exploitation; child exploitation and internet fraud matters that have a mail nexus; assault and battery; driving under influence; internet fraud; internet harassment; bomb threats; trafficking in explosive or incendiary devices or firearms over the internet

Exercise 4 Fill in this chart to present the structure of the FBI locations.



Exercise 5 Answer these questions.

1. Where is the FBI Headquarters located?
2. What are the functions of the Headquarters personnel?
3. What are the crimes within the Headquarters» jurisdiction?
4. How does the FBI assist field offices, state and municipal police departments, and other federal agencies?
5. What can you say about the structure of the FBI?
6. What do its basic divisions and centers deal with?

Revision

Exercise 1 Read and translate these sentences paying attention to the infinitive constructions.

1. Crimes can be thought of as acts which the state considers to be wrong.
2. Community service as a punishment requires the offender to do a certain amount of unpaid work, usually for a social institution such as a hospital.
3. A life sentence may allow the prisoner to be released if a review (parole) agrees his detention no longer serves a purpose.
4. The solicitor encouraged the convict to try to appeal again..
5. The witness testified under oath that he hadn't seen the defendant escaping from the scene of the crime.
6. The police detectives made the suspect confess.
7. The impatience of the detective made him feel uncomfortable.

Exercise 2 Translate these sentences into English.

1. Свидетели не заметили, что грабители скрылись на машине.
2. Адвокат хотел, чтобы осужденный обжаловал приговор.
3. Судья попросил свидетеля принести присягу.
4. Жертва не почувствовала, как карманник вытаскивал деньги из сумки.
5. Суд приговорил нарушителя выплатить штраф

Over to you

What do you know about Russian famous law enforcement organizations? Which agency in Russia has the similar responsibilities and jurisdiction as the FBI? Write an essay about the history and main activities of this body.

Supplementary reading

Read and render the following texts.

1. «The FBI»
2. «The FBI Laboratory»

Lesson 14

CRIMES AND CRIMINALS

«Behind every great fortune
there is a crime»

Balzac (1799—1859), a French
novelist and playwright

Starting up

Study the following.

crime 1) преступление; правонарушение <i>to commit a crime</i> — совершить преступление 2) нарушение закона, противозаконность, преступность 3) проступок, нарушение <i>crime rate</i> уровень преступности	criminal 1. преступный; криминальный, уголовный <i>criminal law</i> — уголовное право <i>criminal action</i> — уголовное дело 2. правонарушитель, преступник <i>war criminal</i> — военный преступник <i>criminal act</i> — преступное деяние, преступление <i>criminal offence</i> — уголовное преступление	criminalist криминалист, специалист по уголовному праву criminology — криминология criminality — преступность; криминальность to criminalize — считать к.-л. действия противозаконными to incriminate — 1) обвинять в преступлении 2) инкриминировать 3) выносить приговор

Exercise 1 Translate these examples into Russian.

1. The number of *crimes* reported to the police has increased.
2. We believe that *a crime* was committed around 7.30 p.m.
3. Violent *crimes* against the elderly are on the increase.

4. The police say that 50% of serious *crimes* are drug — related.
5. It is very difficult to get a job if you have *a criminal record*.
6. Voters are increasingly concerned about the level of *crime*.
7. The police described him as a violent and dangerous *criminal*.

Exercise 2 Translate these words into Russian.

1. to part — part — to participate — participant — participating (countries) — participation
2. to coordinate — coordination — coordinator — coordinating (committee)
3. to instruct — instructor — instruction — instructive
4. to design — design — designer
5. to respond — response — responsible — responsibility

Exercise 3 Insert appropriate infinitive forms.

The brave old lady and the hopeless crook

Mrs. Johns, a 75-year-old widow, woke up with a start. Peering into the darkness, she was astonished (*see*) _____ a man in her room. It was easy (*see*) _____ he was a burglar. At first, she was too afraid (*move*) _____. Then she plucked up her courage and said, «We must talk about this over a cup of tea. Would you be so kind (*help me*) _____ downstairs?» To her surprise, the man meekly obeyed. He was eager (*help*) _____ and anxious (*please*) _____ the old lady. He prepared the tea and said he was sorry (*have disturbed*) _____ her. He was too frightened (*run away*) _____. After a cup of tea, he said he would be glad (*give*) _____ Mrs. Johns his name and address and left empty-handed. Of course, Mrs. Johns informed the police, who commended her for her bravery. Later, during the trial, the judge said it was his duty (*send*) _____ the man to prison, describing him as the most incompetent burglar he had ever met!

crook — жулик **meekly** — смиренно, кротко

Reading

Before you read, answer these questions.

1. Do you know how crimes are classified?
2. What types of crimes do you know?

Exercise 1 Read the text.

Types of crimes

It is possible to divide crimes into various categories.

A legal division can be made in which some crimes are labeled as felonies (those punishable by death or more than a year of incarceration) and others as misdemeanors (for which a lesser sanction is imposed).

Criminologists have developed another scheme that categorizes crimes according to the nature of the behavior and the type of person most likely to commit specific offenses. This scheme distinguishes five categories of crime: occupational, organized, visible, crimes without victims, and political. Each type has its own level of risk and profitability, each arouses varying degrees of public disapproval, and each has its own group of offenders with differing cultural characteristics.

Occupational crime is the violation of the law committed through opportunities created in the course of a legal business or profession. They include three categories:

1. Crimes for the benefit of employing organization, such as price-fixing, theft of trade secrets, and falsifications of product tests.
2. Crimes through the exercise of state-based authority in which the offender has the legal authority to enforce laws or to command others, such as bribery, corruption, falsifying documents.
3. Crimes committed by professionals in their capacity as professionals. Physicians, lawyers, and stockbrokers might violate their professional oaths or take advantage of patients by, for instance, sexually exploiting a patient, or using confidential information for personal gain.

Visible crimes, often referred to as «street crimes» or «ordinary crimes» are committed primarily by the lower classes. For offenders, these crimes are the least profitable and, because they are visible, the least protected violations. Included are crimes of violence, such as homicide, rape, and assault, as well as crimes against property, such as theft, larceny, and burglary.

Political crime includes activities, such as treason, sedition (rebellion), and espionage, that are viewed as threats to the government.

Crimes without victims can be defined as offenses involving a willing and private exchange of goods or services that are in high demand but are illegal. These are offenses against morality, such as prostitution, gambling, obscenity, and drug use and sales. These crimes are victimless, since the participants do not feel that they are being harmed.

Vocabulary

felony	тяжкое преступление
misdemeanor	менее тяжкое преступление
incarceration	тюремное заключение
to distinguish	различать, выделять
profitability	выгода, прибыльность
bribery	взяточничество
homicide	убийство
rape	изнасилование
assault	нападение
larceny	воровство
treason	измена
sedition	призыв к бунту, мятежу
obscenity	непристойное поведение
to harm	причинить вред

Exercise 2 Insert appropriate prepositions.

1. Criminologists categorize crimes according ____ the nature ____ the behavior and the type ____ person.
2. Occupational crime is the violation ____ the law committed ____ opportunities created ____ the course ____ a legal business or profession.
3. Some occupational crimes are committed ____ the exercise ____ state-based authority.
4. Professionals ____ their capacity ____ professionals might take advantage ____ patients.
5. Street crimes include crimes ____ violence, such ____ homicide, rape, assault, and crimes ____ property.
6. Crimes ____ victims are offenses ____ morality.
7. Political crimes are viewed ____ threats ____ the government.

Exercise 3 Complete these sentences.

1. Felonies are the crimes _____.
2. Misdemeanors are the offenses _____.
3. Occupational crime is _____.
4. Visible crimes are _____.
5. Political crime includes _____.
6. Crimes without victims can be defined as _____.

Exercise 4 Answer the following questions.

1. How do lawyers classify crimes?
2. What scheme was developed by criminologists? What is it based on?
3. How many categories of crime does their scheme distinguish?
4. What is occupational crime?
5. Which three categories does occupational crime include?
6. How can you characterize street crimes?
7. What activities does political crime include?
8. Why are some types of crimes called victimless?

Exercise 5 Study the patterns and translate the sentences below into Russian.

increase/to increase	by	10%	увеличение/
		athird	увеличиваться на
		100 officers	

increase/to increase	to	10%	увеличение/
		athird	увеличиваться до
		100 officers	

1. The number of unemployed has increased greatly.
2. The number of crimes increased by 20% last year.
3. What number has the population of the country increased to?
4. The department decreased their expenses to the minimum.
5. Crime solution rate increased by 25%.

Exercise 6 Translate into English. Use the pattern from exercise 5.

1. Число преступлений возросло на 5% за пять лет.
2. Количество полицейских сократилось на 1%.
3. Расходы возросли на одну треть.
4. Количество тюрем за последний год сократилось на 23%.
5. Число самых распространенных видов преступлений сократилось до 5.
6. Число киберпреступников за последний год выросло на 30%.

Exercise 7 Study these crime figures. Say the sentences in another way using synonymous constructions.

Latest crime figures for London

- TNOs (Total Notifiable Offences) are at their second lowest level for a twelve month period since 1998/99
- Robberies have dropped by over 3,000 offences [8.4%]
- There were 21 fewer homicide victims in the 12 months to May 2009 compared to the preceding year
- Knife crime is down by 1,478 offences [10.7%]
- Rape is up by 8.1% compared to last year but remains at a similar level to years prior to 2007/08.

Over to you

Do you know the crime figures for Russia? Write a report on the topic. If necessary, use the data from the media.

Grammar revision

Exercise 1 Translate these sentences into Russian.

1. The woman said that she had seen the burglars.
2. She added that one of them was wearing glasses.
3. We knew that this man had been detained a few days before.
4. They hoped the thief would be identified.
5. I asked him how old the suspect was.
6. The judge wanted to know why the robber had not heard the noise.
7. He doubted that the constable was telling the truth.

Exercise 2 Translate these sentences into English.

1. Я не знал, был ли он на месте преступления в тот день.
2. Я спросил, будет ли он занят в среду.
3. Он ответил, что не знает этого молодого человека.
4. Инспектор сказал, что он не говорит по-немецки.
5. Я хотел узнать, когда начнется следствие.

Word formation: Suffix *-able*

Суффикс **-able** часто используется для образования прилагательных от глаголов. Например:

to read — **readable** легко читаемый

to change — **changeable** изменяемый, переменчивый

Exercise 1 **Make definition sentences with these words.**

Model: *punishable offence* — *The offence that is punished for.*

reliable person

unreliable evidence

manageable task

respectable person

Reading

Before you read, answer the following questions.

1. Do you know what a crime is? Try to give a legal definition of a crime.
2. Which crimes are reported to the police in your city?

Exercise 1 **Read the text. If necessary, use a dictionary to help you.**

Crimes classification

An interesting way of looking at crime is suggested by former Attorney General Ramsey Clark in *Crime in America*. He believes that crime has many «faces» and may perhaps be best understood by using the following categories:

White-collar crime converts billions of dollars annually in tax evasion, price fixing, embezzlement, swindling and consumer fraud.

Organized crime reaps hundreds of millions in gambling, loansharking, drug traffic, extortion and prostitution, corrupting officials and resorting to force, including murder when necessary, to accomplish its purposes.

Crime in the streets, as we have come to call it, encompassing a wide variety of crimes against people and against property—robbery, mugging, burglary, larceny, theft and looting—produces millions of hard-earned dollars for its perpetrators.

Crime of passion, emotion overwhelming reason, includes most murders, rapes and assaults. Conduct once deemed immoral and made

criminal — gambling, prostitution, alcohol and drug abuse, profanity, abortion, homosexuality, fornication and obscenity — is a pervasive face of crime accounting for hundreds of thousands of arrests annually.

Violations of regulations designed to protect the public health, safety and convenience — traffic control, building codes, fire ordinances, minimum standards of quality, mandatory safety precautions, misrepresentation — involve highly antisocial conduct in mass society causing hundreds of thousands of deaths each year.

Revolutionary crime and illegal conduct intended to alter institutions impose rioting, mob violence, unlawful confrontation, arson and trespass on a weary society. Terrorist actions — sniping, bombing and ambushing — common in parts of the world, are an ever-increasing risk in America.

Corruption in public office—bribes, payoffs, fixes, conflicts of interest—occurs in every branch of government, legislative, executive, judicial, administrative, and at every level, federal, state and local.

Police crime—wrongful arrest, brutality and blackmail.

Exercise 2 Find in the text the English equivalents for these words and word combinations.

уклонение от уплаты налогов; вымогательство; прибегнуть к силе; грабеж; включать в себя; кража со взломом; воровство; присвоение чужого имущества; чрезмерная эмоциональная реакция; изнасилование; физическое нападение; злоупотребление алкоголем; богохульство; прелюбодеяние; непристойное поведение; постановление о противопожарной безопасности; меры по технике безопасности; искажение фактов; стать причиной смерти; бунт; поджог; стрельба из укрытия; засада; взяточничество; подкуп; фиктивность; жестокость; шантаж

Exercise 3 Place each of the crimes listed below into one of the categories mentioned in the text.

1. Taking somebody's money by force or threat of force
2. Intentionally killing another person
3. Taking a can of soda from a supermarket without paying for it
4. Betting on professional boxing games
5. Bribing a police officer
6. Being drunk in a public place

7. Buying a cell phone known to be stolen
8. Agreeing with others to fix the price of gasoline
9. Using a weapon during a street holdup
10. Killing a police officer while robbing a store
11. Failing to report all profits in one's tax form
12. Using another's credit cards without permission
13. Selling narcotics
14. Setting fire to a warehouse to collect insurance
15. Beating up of a child by a parent
16. Selling porno films
17. Organizing violent protest campaigns on the streets
18. Engaging in prostitution

Exercise 4 **Debate these questions.**

1. How does Ramsey Clark classify crimes?
2. Do you agree with this classification? Why or why not?
3. Could you add some additional types of crimes to each category?
4. Which crimes prevail in criminal statistics in your city?
5. Which crimes are the most difficult to solve?

Grammar: The -ing forms

функции -ing forms в предложении		
Подлежащее	<i>Reading is very useful.</i>	Чтение очень полезно.
Часть сказуемого	<i>He began reading.</i>	Он начал читать.
Дополнение	<i>I like reading.</i>	Я люблю читать.
Определение	<i>Here are my reading glasses.</i>	Вот мои очки для чтения.
Обстоятельство	<i>He can answer this question without reading the papers.</i>	Он может ответить на этот вопрос, не читая бумаг.

В английском языке существует несколько грамматических категорий, оканчивающихся на **-ing**, основные — это **the present participle** (причастие настоящего времени), **the gerund** (герундий), отглагольное существительное.

Exercise 1 Translate these sentences into Russian.

1. The British Parliament as central government is responsible for deciding national policy.
2. British magistrates are often without legal training.
3. He mentioned a magistrate court consisting of 2—7 magistrates.
4. There are five main types of police agencies operating in the USA.
5. Criminal cases are tried by a judge sitting with a jury.
6. A jury hears the evidence, the speeches of prosecuting and defending counsel and the speech of the judge.

Grammar: The gerund (герундий)

Герундий — неличная форма глагола, сочетающая свойства глагола и существительного. Подобной формы в русском языке нет. Герундий выражает название действия, по своим функциям в предложении похож на инфитив или на существительное (в большей степени). Может употребляться с предлогами. Простные формы герундия переводятся на русский при помощи отглагольных существительных на *-ение/-ание* или при помощи инфинитива:

Smoking is not allowed here. *Курение здесь запрещено.*
Курить здесь запрещено.

Все формы герундия совпадают с формами причастия (Participle I, the Perfect Participle). Однако причастие и герундий отличаются друг от друга по значению и по синтаксическим функциям.

*See Grammar reference

	Active	Passive
Indefinite	committing	being committed
Perfect	having committed	having been committed

Exercise 1 Find all the forms of the gerund in the texts above.

Exercise 2 Translate the following sentences pointing out the forms of the gerund.

1. Criminology is a social science dealing with, among the other things, the nature and causes of crime; the characteristics of criminals; and the problems of apprehending and convicting offenders.
2. The typological method involves classifying offences, criminals, or criminal areas according to various criteria.
3. In pursuing its objectives, criminology draws on findings of biology, psychology, psychiatry, sociology, anthropology and related fields.
4. The juvenile's having been accused of petty offences is not surprising.
5. The perpetrator gave up the idea of committing embezzlement without being suspected.
6. The privilege of self-defense is based on the necessity of giving a man to take reasonable steps to defend himself.

Exercise 3 Insert appropriate prepositions before the gerunds where necessary.

1. Thieves usually avoid ____ making noise.
2. The detective put off ____ examining the crime scene.
3. This investigator is good ____ solving murders.
4. The police officer was reported ____ the boys» committing a burglary.
5. This case is worth ____ studying.
6. He was charged ____ trespassing.
7. The barrister didn't object ____ admitting the evidence.
8. Who is responsible ____ investigating the fraud?

Exercise 4 Translate these sentences into English using the gerund.

1. Присутствующие в зале суда рассмеялись.
2. Он получил возможность осмотреть место преступления.
3. Следователь настаивал на проведении очной ставки.
4. Нет смысла искать свидетелей политического убийства.
5. Она ненавидит, когда ей лгут.

6. То, что его обвинили в уклонении от уплаты налогов, шокировало нас.

Reading

Before you read, debate this question.

Which punishments do you think might be used in Russia for drug smuggling, pickpocketing, shoplifting, fraud, hijacking?

Exercise 1 Read the text.

Crime degrees

Crimes are classified by degree. Degrees range from first to fourth degree offenses. A First degree crime carries the potential penalty of 10—20 years in prison. A Second degree crime carries a potential penalty of 5—10 years. Defendants who are convicted of first and second degree crimes face a presumptive term of incarceration. It is assumed that they will be sentenced to serve time in prison. A Third degree crime may result in 3—5 years if convicted, while Fourth degree crimes carry a potential penalty of up to 18 months in jail. There is a presumption of non-custodial sentences on 3rd and 4th degree offenses

Exercise 2 Match these terms and their definitions:

1. penalty	a) based on reasonable belief
2. defendant	b) a punishment for breaking a law
3. presumptive	c) a prison
4. incarceration	d) a person accused in a legal case
5. sentence	e) putting sb in prison
6. non-custodial	f) the punishment given by a law court
7. jail	g) not involving the state of being in prison while awaiting trial.

Exercise 3 Complete these sentences.

1. Degrees range from _____.
2. The potential penalty for first degree crimes _____.
3. Second degree crime carries a potential penalty _____.
4. Those convicted of first and second degree crimes face _____.

5. Third degree crime may result in _____.
6. Fourth degree crimes carry a potential penalty _____.
7. There is a presumption of non-custodial sentences on _____.

Exercise 4 **Guess: What crimes are these?**

1. Dishonestly appropriating property belonging to another with the intention of permanently depriving the other of it.
2. Entering someone's land or home without permission intending to steal or commit an act of violence.
3. Using force or threats in order to steal from someone.
4. Unlawful killing of a human being, with malice aforethought.

Exercise 5 **Read the following newspaper article and translate it with the help of a dictionary.**

Daily Express, Saturday, March 13 2004.

«I'll be free in weeks», says killer Bamber.

Mass killer Jeremy Bamber hopes to be freed in weeks after claiming that new evidence proves he did not murder his family.

Bamber, 42, has maintained his innocence since being convicted in 1986 of gunning down five members of his family at their farmhouse in Tollershunt D»Arcy, Essex, to claim 500, 000 inheritance.

Now his lawyer, Giovanni di Stephano, believes evidence submitted to the Criminal Cases Review Commission reveals the real killer was someone else.

Records of radio conversations by police called to the farm allegedly confirm that they were talking to an unidentified person in the house after Bamber had left the building. One states: «Firearms teams are in conversation with a person inside the farm.»

Mr. di Stefano said: «The prosecution said Jeremy committed the killings prior to attending the farm with the police. But this shows another person was there when police arrived. He will be free within weeks.»

Bamber lost an appeal against his conviction in 2002. A spokesman for Essex police said: «Nothing new has been disclosed. All this information was available for the 2002 appeal.»

Over to you

Study the Criminal Code of the Russian Federation and make a presentation on the types of crimes and potential penalties for them.

Reading

Exercise 1 Read the following text and write out the definitions of the following.

preparation of a crime

an attempted crime

An extract from the Criminal Code of the Russian Federation

Article 15. Responsibility for preparation of crime and for attempted crime, acquiring or arranging the means or instruments, or other intentional creation of conditions for the commission of a crime, shall be deemed preparation of a crime.

An intentional action immediately directed towards the commission of a crime shall be deemed an attempted crime, provided the crime is not brought to completion for reasons independent of the will of the guilty person.

Punishment for preparation of a crime and for attempted crime shall be assigned in accordance with Article 3 of the Special Part of the present Code which provides for responsibility for the given crime.

In assigning punishment the court shall take into account the character and degree of social danger of the actions committed by the guilty person, the degree to which the criminal intention is carried out, and the causes by reason of which the crime is not brought to completion.

Vocabulary

extract	отрывок
to acquire	приобретать
intention	намерение
to deem	полагать, считать
article	пункт, параграф, статья (документа)
to take into account	принимать во внимание
to carry out	выполнять, проводить

Exercise 2 Choose the correct form of the verbs in brackets and translate these sentences into Russian.

1. This shall (*deem, be deemed*) preparation of a crime.
2. Punishment shall (*assign, be assigned*) in accordance with the Special Part of the Code.
3. This article (*considers, is considered*) an integral part of the Code.
4. This article (*provides, is provided*) for responsibility for such crimes.
5. The court shall (*take, be taken*) into account the character and danger of the actions.
6. It shall also (*take, be taken*) into consideration the degree to which the criminal intention (*carries, is carried*) out.
7. It shall (*consider, be considered*) the causes by which the crime (*doses not bring, is not brought*) to completion as well.

Note : **integral** — неотъемлемый

Exercise 3 Translate into English paying attention to these constructions.

in accordance with smth

1. в соответствии со статьей 15; 2. в соответствии со статьей 1 Специальной части настоящего Кодекса; 3. в соответствии с договором, подписанным 16 февраля 2008 года; 4. в соответствии с приказом 20-а; 5. в соответствии с пунктом 3 статьи 20

Note : **clause** — пункт

independent of smb/smith

1. причины, не зависящие от обвиняемого; 2. обстоятельства, не зависящие от преступника; 3. условия, не зависящие от свидетеля; 4. ни от кого не зависящие показания

Exercise 4 Sum up what punishment the law assigns for preparation of a crime and for an attempted crime.

Exercise 5 Form the corresponding verbs.

punishable

indictable

readable

reasonable

detachable

returnable

Exercise 6 Translate the text in writing.

The most important classification of law is into civil and criminal law.

Today the scope of criminal law is very extensive, ranging from crimes so serious as to be punishable by the death penalty to petty offences punishable only by the imposition of a small fine. But in all these cases the underlying principle is that of criminal retribution.

In English criminal system crimes may be arranged according to their degrees of importance in the following groups and sub-groups:

1. Indictable offences, i.e. those which admit of trial by jury, namely treasons, other felonies (murder, manslaughter, burglary, housebreaking, larceny, bigamy, rape), misdemeanors (perjury, conspiracy, fraud, false pretences, libel, riot, assault)

2. Petty offences, i.e. those which are usually tried by justice of the peace without a jury.

Among indictable crimes the common law singles out some as being so conspicuous that a man guilty of any of them must not only incur his sentence but also is to be deprived of his lands, or of his goods, or of both.

As felonies are always serious offences, the law regards it that the offender should be remaining in prison until the trial takes place. Though a person who is committed for trial for misdemeanor could be released on bail, as common law insists.

Exercise 7 Insert appropriate articles.

1. ___ common law singles out some crimes as being so conspicuous that ___ man guilty of them can incur his sentence and also be deprived of his property.
2. Felonies are always ___ serious offences.
3. ... most serious indictable offence is ___ treason.
4. In case of ___ felonies ___ offender remains in ___ prison until ___ trial takes place.
5. ___ person committed for trial for ___ misdemeanor can be released on ___ bail.
6. ___ common law insists on that.

Exercise 8 Complete these sentences.

a) A person, who causes damage or disturbance in public places, is called ...	1) an arsonist
b) A person, who is someone who steals, is called ...	2) a kidnapper
c) A person, who takes control of a plane by force and makes the pilot change course, is called ...	3) an assassin
d) A person, who murders for political reasons or a reward, is called ...	4) a bigamist
e) A person, who hides on a ship or plane to get a free journey, is called ...	5) a hooligan
f) A person, who makes counterfeit (false) money or signatures, is called ...	6) a stowaway
g) A person, who is a member of a criminal group, is called ...	7) a thief
h) A person, who sets fire to property illegally, is called ...	8) a hijacker
i) A person, who marries illegally, being married already, is called a ...	9) a forger
j) A person, who is a soldier who runs away from the army, is called ...	10) a smuggler
k) A person, who brings goods into a country illegally without paying tax, is called ...	11) a traitor
l) A person, who takes away people by force and demands money for their return, is called ...	12) a gangster
m) A person, who betrays his or her country to another state, is called ...	13) a deserter

Exercise 9 Say what crime it is.

1. the act of entering into a marriage with one person while still legally married to another.
2. the crime or offense of deliberately deceiving another in order to damage them — usually, to obtain property or services unjustly.
3. the crime that covers the most serious acts of disloyalty to one's sovereign or nation.
4. to knowingly lie after taking an oath to tell the truth, such as when testifying in court or communicating through certain legal documents.

5. it is carried out by a threat of bodily harm coupled with an apparent, present ability to cause the harm.
6. the unlawful killing of a human being without malice or premeditation, either express or implied; distinguished from murder, which requires malicious intent.
7. an agreement between persons to break the law in the future, in some cases having committed an act to further that agreement.

Exercise 10 Translate these sentences into Russian paying attention to the word *prosecute*.

1. He is prosecuting his studies.
2. He is now prosecuting two inquiries.
3. They are going to prosecute a claim for damages.
4. Mr. Bell is prosecuting for this case.
5. She is prosecuted for exceeding speed limit.
6. Trespassers will be prosecuted.
7. The war prosecuted for years.

Exercise 11 Answer the following questions.

1. What is the difference between civil and criminal law?
2. What is the scope of criminal law?
3. What is the difference between felonies and misdemeanors?
4. What are petty offences?
5. Which offences are indictable? Do they assume jury trial?
6. Which crimes are usually tried by justice of the peace without a jury?

Exercise 12 Match the two halves of these sentences to make definitions of the criminals.

1) a shop-lifter is a person, who	a) ... attacks and robs people, often in the street
2) a mugger is a person, who	b)... steals money, etc. by force from people or places
3) an offender is a person, who...	c) ... breaks the law

4) a vandal is a person, who	d) ... uses violence for political reasons
5) a burglar is a person, who	e) ... steals from shops while acting as an ordinary customer
6) a murderer is a person, who	f) ... breaks into houses or other buildings to steal
7) a pickpocket is a person, who	g) ... deliberately causes damage to property
8) an accomplice is a person, who	h) ... steals things from people's pockets in crowded places
9) a drug dealer is a person, who	i) ... gets secret information from another country
10) a spy is a person, who	j) ... buys and sells drugs illegally
11) a terrorist is a person, who	k) ... illegally carries drugs into another country
12) a robber is a person, who	l) ... helps a criminal in a criminal act
13) a drug smuggler is a person, who	m) ... kills someone

Over to you

Do you agree with the following words of Marcus Aurelius, «*Poverty is the mother of crime*»? Write an essay and give you arguments for or against it.

Revision

Exercise 1 Use appropriate form of the gerund to complete these sentences.

1. The problem is not worth _____ (*discuss*).
2. The offender was afraid of _____ (*to punish*).
3. The police succeeded in _____ (*to prevent*) the crime.
4. The cat was punished for _____ (*to break*) the cup.
5. John was suspected of _____ (*to commit*) a robbery.
6. Alex gave up the idea of _____ (*to steal*) without _____. (*to be suspected*).

Exercise 2 Study the table below. Which countries are the least corrupt? Which ones are the most corrupt ones? Do the results surprise you?

2008 CORRUPTION PERCEPTION INDEX

Country rank	Country	Country rank	Country
1—3	Denmark New Zealand Sweden	12—13	Austria Hong Kong
4	Singapore	14—15	Germany Norway
5—6	Finland Switzerland	16—17	Ireland United Kingdom
7—8	Iceland Netherlands	18—20	Belgium Japan USA
9—10	Australia Canada		
11	Luxembourg	147—150	Bangladesh Kenya Russia Syria
		151—157	Belarus Central African Republic Côte d'Ivoire Tajikistan Ecuador Laos Papua New Guinea

Exercise 3 Fill in the gaps. Use the degrees of comparison of the adjectives in brackets.

_____ (many) people around the world believe that Britain has become a _____ (corrupt) country than other European countries.

Britain has slipped down to the _____ (low) rankings of a table compiled yearly by the global anti-corruption group Transparency International, following political scandals and the government's failure to prosecute over alleged bribery. The results from polls taken around the world are used to assess how _____ (much) corruption is perceived to exist among public officials and politicians in 180 countries.

Britain is now classed as the 16th _____ (clean) country in the world, down from 12th in the previous year, and its _____ (bad) performance since the league table was started in 1995.

Exercise 4 Compare the countries according to their position in the bribery league (see exercise 2 above).

For help: much more ... than; less ... than; as ... as; not as ... as; compared to/ in comparison to

Exercise 5 Complete these true stories with appropriate active or passive form of the verb in brackets. Pay attention to the tense of the verb.

1. Seventy-five prisoners in northern Mexico _____ (spend) over six months digging a tunnel in an attempt to escape from Satillo prison. Unfortunately for them, however, their tunnel _____ (come up) in the nearby courtroom, where they _____ (sentence). All seventy-five prisoners _____ (return) to prison immediately by the surprised judge.

2. Mrs Redwood, from Port Headland in Australia, _____ (attack) by a burglar while she _____ (talk) on the phone to her brother in Leeds, England. Her brother _____ (hear) strange noises, and _____ (phone) the local police station in Leeds. The Port Headland police _____ (contact) immediately, and an officer _____ (send) to Mrs Redwood's house. The woman _____ (rescue) just eighteen minutes after the attack _____ (happen).

Over to you

Read the situation and discuss it in your group.

Mark Chen, 40, a businessman from Korea, was promoted to a very high position in a Moscow subsidiary of a large international company. His responsibilities included managing a big department, though he had little experience in this type of work. His work was really difficult, but challenging. So, Chen accepted the offer and moved to Russia.

Chen was very ambitious and glad to get this well-paid job. But after about 6—7 months it became clear that Chen was under a lot of stress. There were a lot of stress factors: he couldn't cope with his job, his superior didn't help him. He worked not less than 12 hours a day trying to do the job. Living in a foreign country depressed him. Chen wasn't good at communicating with people, his colleagues disliked him. His wife didn't want to move to Moscow.

One day he came to the office later than usual. He took out a pistol and shot 5 employees of his department. He killed one of them and seri-

ously injured the others. He was able to escape, but was located and arrested a day later.

The sentence for M. Chen was 15 years in prison.

***subsidiary** филиал, дочерняя компания

Work in groups to debate these questions.

1. Do you think it was a fair sentence?
2. Do you think there were any other people partly responsible for what he did?

Supplementary reading

Read and render the text «The Brides in the Bath' murders»

Lesson 15

HUMAN RIGHTS AND THEIR PROTECTION

«Nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself; nor be deprived of life, liberty, or property without due process of law.»

Constitution of the USA

Starting up

Study the following.

justice 1) справедливость 2) правосудие, юстиция <i>justice prevails</i> — правосудие побеждает <i>to administer justice</i> — вершить правосудие 3) судья <i>associate justice</i> — помощник судьи <i>chief justice</i> — главный судья <i>Justice of the Peace</i> — мировой судья	just — справедливый justifiable — позволительный, законный to justify — оправдывать, извинять justification — оправдание, реабилитация

Exercise 1 Translate the examples into Russian.

1. Everyone has a right to *justice*. I don't deserve to be punished.
2. Where's your *sense of justice*?
3. Their dispute had to be settled in *a court of justice*.
4. The murderer escaped but was finally *brought to justice*.
5. He was *justly* blamed for the accident.

Exercise 2 Make the corresponding verbs from the following adjectives.

legislative	constructive	corrective
imaginative	comparative	possessive
talkative	descriptive	supportive
attractive	executive	creative

Reading

Before you read, answer this question.

Are there any articles in the Constitution of the Russian Federation that protect the citizens from any violation of their rights?

Exercise 1 Read the text and give a title to it. Explain the meaning of the word «privacy» (consult a dictionary, if necessary).

Americans have always valued their privacy. They expect to be left alone, to be free from unwarranted snooping or spying, and to be secure in their own homes. This expectation of privacy is important and is protected by the U.S. Constitution. The Fourth Amendment sets out the right to be free from «unreasonable searches and seizures» and establishes conditions under which search warrants may be issued.

Balanced against the individual's right to privacy is the government's need to gather information. In the case of the police, this is the need to collect evidence against criminals and to protect society against crime.

The search and seizure law is complex. Courts look at the law on a case-by-case basis, and there are many exceptions to the basic rules. Once an individual is arrested, it is up to the courts to decide whether any evidence found in a search was legally obtained. If a court finds that the search was unreasonable, then evidence found in the search cannot be used at the trial against the defendant.

The police do not need probable cause to stop and question individuals whom they reasonably suspect are involved in criminal activity. In such cases, the police may ask for identification and for an explanation of the suspicious behavior. If asked specific questions about a crime with which you may be involved, you do not have to answer. However, a refusal to cooperate may result in further detention. In some cases, it may provide sufficient additional evidence to result in a valid arrest. For example, suppose a police officer has reason to suspect someone of a crime, and the person refuses to answer the police officer's questions or

attempts to flee when being approached by the officer. This conduct, when considered together with other factors, might provide the probable cause necessary to arrest. In addition, if a police officer, based on his or her experience, thinks a person is behaving suspiciously and is likely to be armed, the officer may stop and frisk (pat down) the suspect for weapons. Officers may need to obtain a warrant before taking a suspect into custody. If a person commits a felony or misdemeanor crime in the presence of a law enforcement officer, the officer may arrest the person without a warrant.

Exercise 2 Find in the text the English equivalents for these word combinations.

незаконная слежка; частная жизнь; необоснованный обыск и конфискация; ордер на обыск; собирать улики/доказательства; исключение из основных правил; полученные законным путем; быть вовлеченным в преступную деятельность; вы не обязаны отвечать; дополнительные улики; попытка сбежать; вести себя подозрительно; взять подозреваемого под арест

Exercise 3 Insert appropriate prepositions.

1. People expect to be secure ____ their own homes.
2. Privacy is protected ____ the U.S. Constitution.
3. The police have to protect society ____ crime.
4. There are many exceptions ____ the basic rules.
5. If a court finds that the search was unreasonable, then evidence found ____ the search cannot be used ____ the trial against the defendant.
6. The police question people whom they suspect to be involved ____ in criminal activity.
7. If asked specific questions ____ a crime with which you may be involved, you do not have to answer.
8. If a police officer, based ____ his or her experience, thinks a person is behaving suspiciously and is likely to be armed, the officer may stop and frisk the suspect ____ weapons.

Exercise 4 Say whether these statements are true or false.

1. The Fourth Amendment protects citizens from «unreasonable searches and seizures».

2. Usually there are no exceptions to the basic rules for search and seizure in court practice.
3. Even if a court finds that the search was unreasonable, then evidence found in the search are used at the trial against the defendant.
4. The police do not need probable cause to stop and question individuals.
5. If asked specific questions about a crime with which you may be involved, you not have to answer.
6. A refusal to cooperate may result in further detention.
7. If a police officer thinks a person is behaving suspiciously and is likely to be armed, it is illegal to stop and frisk (pat down) the suspect for weapons.
8. If a person commits a felony or misdemeanor crime in the presence of a law enforcement officer, the officer has to obtain a warrant to arrest the person.

Exercise 5 **Read the text.**

The use of force and firearms

A police officer may use as much physical force as is reasonably necessary to make an arrest. However, most police departments limit the use of deadly force to incidents involving dangerous or threatening suspects. In 1985 the U.S. Supreme Court was asked to decide whether it was lawful for police to shoot an «unarmed fleeing felony suspect». In deciding the case, the court ruled that deadly force may not be used unless it is necessary to prevent the escape, and the officer has probable cause to believe the suspect poses a significant threat of death or serious physical harm to the officer or others.

If a police officer uses too much force or makes an unlawful arrest, the accused may bring a civil action for damages or possibly a criminal action for violation of civil rights. In addition, many police departments have procedures for handling citizen complaints about police misconduct. A police officer, however, is never liable for false arrest simply because the person arrested did not commit the crime. Rather, it must be shown that the officer acted maliciously or had no reasonable grounds for suspicion of guilt

- Force is to be used only when strictly necessary.
- Force is to be used only for lawful law enforcement purposes.

- Damage and injury are to be minimized.
 - All officers are to be trained in the use of the various means for differentiated use of force.
 - All officers are to be trained in the use of non-violent means.
 - All incidents of the use of force or firearms shall be followed by reporting and review by superior officials.
 - Firearms are to be used only in extreme circumstances.
 - Firearms are to be used only in self-defense or defence of others against imminent threat of death or serious injury.
- Medical aid is to be rendered to all injured persons.

Vocabulary

fleeing	совершающий побег
to handle	иметь дело с чем-либо, разбирать
reasonable grounds	достаточные основания
differentiated	дифференцированный
extreme	крайность
to go to extremes	впадать в крайности
circumstances	обстоятельства
under/in the circumstances	при сложившихся обстоятельствах
imminent	грозящий, близкий, нависший
to render	оказывать, представлять

Exercise 6 Complete these sentences.

1. A police officer may use as much physical force _____.
2. Most police departments limit the use. _____.
3. Deadly force may not be used unless it is _____.
4. If a police officer uses too much force _____.
5. Many police departments have procedures for handling _____.
6. A police officer is never liable for _____.

Exercise 7 Translate these sentences into English.

1. Сила может применяться только в случае крайней необходимости.
2. Полицейские могут применять оружие только в экстренных случаях.

3. Если был совершен незаконный арест, обвиняемый вправе подать иск.
4. Пострадавшим следует оказать медицинскую помощь.
5. Огнестрельное оружие можно использовать только для самозащиты.
6. Если подозреваемый опасен и вооружен, полицейский может произвести арест без ордера.

Exercise 8 Say what words the pronoun *those* substitute in each case, and translate these sentences into Russian.

1. Any limitation on rights shall be only those consistent with the democratic society.
2. We insist that our rights and those of other people should be protected.
3. A few officials of the UN and those representing the Metropolitan Police of London participated in the discussion.
4. The European countries and those which joined the treaty later met in Paris.
5. They approved all these measures and those proposed by Spain.

Over to you

What does the Law "On Militia" say about the use of firearms?

Reading

Before you read, answer these questions.

1. What rights can be violated by the police/militia during the investigative activities?
2. What can be done to prevent these violations?

Exercise 1 Read the text.

Police investigations

A law enforcement investigation of a crime may begin in many different ways such as:

- An officer may observe a speeder on the highway or an erratic driver who may be intoxicated and pull them over.

- A «911» call of shots fired in a neighborhood may cause police to be dispatched to determine the cause.
- A person who has been defrauded by a con artist may call law enforcement officers to report the crime and an investigation is launched based on the victim's complaint.

In investigations, the interviewing of witnesses, victims and suspects, personal searches, searches of vehicles and premises, and the interception of correspondence and communications:

- Everyone has the right to security of the person.
- Everyone has the right to a fair trial.
- Everyone is to be presumed innocent until proved guilty in a fair trial.

No pressure, physical or mental, shall be exerted on suspects, witnesses, or victims in attempting to obtain information.

Torture and other inhuman or degrading treatment is absolutely prohibited.

Confidentiality and care in the handling of sensitive information are to be exercised at all times.

No one shall be compelled to confess or to testify against himself.

Investigations shall serve to identify victims; recover evidence; discover witnesses; discover cause, manner, location and time of crime; and identify and apprehend perpetrators.

Crimes scenes shall be carefully processed, and evidence carefully collected and preserved.

Vocabulary

erratic	странный
con artist	аферист, мошенник
to search	обыскивать
premises	помещение
interception	перехват, подслушивание
to presume	полагать, считать
to exert	оказывать давление
torture	пытка
treatment	отношение
to prohibit	запрещать

sensitive	важный, значимый, секретный
to exercise	проявлять
to compel	заставлять
to confess	признавать, сознаваться
to testify	давать показания, свидетельствовать
to recover	добиваться получения
to discover	раскрывать
perpetrator	нарушитель, преступник

Exercise 2 Give the English equivalents for these word combinations.

под воздействием наркотиков; установить причину; обманутый мошенником; начинать расследование на основании жалобы потерпевшего; личный досмотр; право на личную безопасность; право на справедливый суд; попытка получить информацию; унижительное обращение; конфиденциальная информация; свидетельствовать против себя

Exercise 3 Say whether these statements are true or false.

1. In personal searches you have the right to security of person.
2. Torture is acceptable when dealing with dangerous criminals.
3. It is impossible to exercise confidentiality in intercepting communications.
4. Investigators can not exert pressure on witnesses to obtain information.

Exercise 4 Translate these sentences paying attention to the forms of the infinitive.

1. He attempted to obtain information.
2. Everyone is to be presumed innocent until proved guilty.
3. Confidentiality is to be exercised at all times.
4. No one shall be made to testify against himself.
5. Investigations shall serve to identify victims first, to recover evidence and discover witnesses.

Exercise 5 Sum up the information of the text above. Say which of the rules about police investigations seems most important to you and why.

Exercise 6 Translate the following paragraph in writing.

Human rights

The militia are prohibited to resort to tortures, violence, other severe or humiliating human advantage while handling; use of weapon, physical strength and special means is allowed only in special cases, specified in the legislation. It is also mentioned in the Law «On Militia» about equal human rights irrespective of gender, race, nationality, language, origin, status and official capacity, residence, belonging to religion, belief, belonging to public associations and other circumstances.

Over to you

Are the rules, described in the paragraph above, followed by the militiamen in Russia? What measures are taken by the law enforcement officials to prevent any violation of human rights? Write a paragraph on the topic.

Reading

Exercise 1 Read the text. Pay attention to the use of «*shall*», which is translated as «*должен*».

Arrest and detention

Anyone who is arrested shall be informed, at the time of the arrest, of the reasons for his arrest.

Anyone who is arrested shall be brought promptly before a judicial authority.

Anyone who is arrested shall have the right to appear before a judicial authority for the purpose of having the legality of his arrest or detention reviewed without delay, and shall be released if the detention is found to be unlawful.

Anyone who is arrested has the right to trial within a reasonable time, or to release.

Detention pending trial shall be the exception rather than the rule.

All arrested or detained persons shall have access to a lawyer or other legal representative, and adequate opportunity to communicate with that representative.

A record of every arrest must be made and shall include: the reason for the arrest; the time of the arrest; the time transferred to a place of custody; the time of appearance before a judicial authority; the identity of officers involved; precise information on the place of custody; and details of interrogation.

The family of the arrested person shall be notified promptly of his arrest and place of detention.

Vocabulary

detention	задержание
promptly	быстро, оперативно
to review	рассматривать
delay	задержка
without delay	незамедлительно
pending	до, в ожидании
precise	точный

Exercise 2 Translate these word combinations, make sentences with them.

at the time of the arrest; the reasons of the arrest; to have the right to do so; for the purpose of having the legality; without this opportunity

Exercise 3 Translate these sentences into Russian using the modals.

1. Человек, которого арестовали, должен быть проинформирован о причинах ареста.
2. Человеку, которого арестовали, должно быть предоставлено право на адвоката.
3. Человека, которого арестовали вчера, должны были освободить из-под стражи, так как его арест был произведен незаконно.
4. Семье арестованного должны были сообщить об аресте и месте содержания под стражей.
5. Каждый арест должен быть зарегистрирован.
6. Полицейскому следовало бы проинформировать арестованного о его правах.
7. Как утверждает обвиняемый, арест мог быть произведен незаконно.

Exercise 4 Answer these questions.

1. What should the arrested person be informed of?
2. What are the basic rights of a detained person?
3. Is detention before the trial a rule?
4. What information must a record of arrest include?

Exercise 5 Study and compare the following.

UK Police Caution	US Miranda warning
You do not have to say anything, but it may harm your defence if you do not mention, when questioned, something which you later rely on in court. Anything you do say may be given in evidence.	You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to an attorney present during questioning. If you cannot afford an attorney, one will be appointed for you. Do you understand these rights?

Over to you

1. Do you know where the Miranda warning originated from?
2. Do police officers have to inform the person being detained about his rights? What do they say?

Grammar: Conjunctions (союзы)

В сложных предложениях части предложения соединяются между собой союзами или союзными словами:

and — и, а

but — но

or — или

as well as — так же как, также

that — что, чтобы

who — который, кто

whose — чей, который

which — который

if — если

unless — если нет

as — так как, как

since — так как

in order to — для того чтобы, чтобы

than — чем

though — хотя

until (till) — до тех пор пока

while — в то время как

after — после того как

that — что

Например:

*The most common sentence is a fine, **which** is imposed in more than 80 per cent of cases.* — Самым типичным приговором является штраф, **который** налагается в более чем 80 процентах случаев.

Exercise 1 Translate these sentences into Russian.

1. Statistics show that one person taking drugs can «infect» or «initiate» 10 to 15 other people.
2. The purpose of criminal proceedings is to punish the offender and to ensure that he does not repeat his offence.
3. Since crimes are offences against the State, the state takes the initiative in prosecuting criminals.
4. He, who decides a case without hearing the other side, though he decides justly, cannot be considered just. (Seneca, 59 BC — 39AD, a Roman rhetorician)
5. A state is better governed which has few laws, and those laws strictly observed. (Rene Descartes, 1596—1650, a French philosopher and mathematician).
6. The man who removes a mountain begins by carrying away small stones. (Chinese proverb).
7. Law enforcement officers can interrogate witnesses, and even question potential suspects, as long as their constitutional rights are protected.

Exercise 2 Translate the text in writing, use a dictionary to help you.

Search Warrant

If investigating officers believe there's evidence of a crime at a particular location, they may try to get a search warrant allowing them to search the premises. A judge reviews the information submitted by the police and decides whether there is «probable cause» to support it. Probable cause means that an officer has presented enough facts to support a belief that there is evidence of a crime at the location described in the warrant.

A warrant may not be required where there are «exigent circumstances» (when evidence may be destroyed or a crime is in the process of being committed).

Reading

Before you read, answer these questions.

1. What is to be done in case of police/militia violations of human rights?
2. Do you know what rights you have and which of them can be violated?

Exercise 1 **Read the text and translate it in writing. Give a title to it.**

- International Human Rights Law is binding on all states and their agents, including law enforcement officials.
- Human rights are a legitimate subject for international law and international scrutiny.
- Law enforcement officials are obliged to know, and to apply, international standards for human rights.
- Law enforcement officials shall at all times respect and obey the law.
- Law enforcement officials shall at all times fulfill the duty imposed on them by law, by serving the community and by protecting all persons against illegal acts, consistent with the high degree of responsibility required by their profession.
- Law enforcement officials shall not commit any act of corruption. They shall rigorously oppose and combat all such acts.
- Law enforcement officials shall report violations of laws, codes, and sets of principles which promote and protect human rights.

Vocabulary

human rights	права человека
the United Nations (the UN)	Организация Объединенных Наций (ООН)
binding	обязательный
scrutiny	осмотр, исследование, проверка
to apply (to smth)	применять (к чему-либо)
to obey	подчиняться
to fulfil	выполнять
to impose	вводить, навязывать
consistent (with smth)	согласующийся
rigorously	сурово, строго, точно

Exercise 2 Make nouns from these verbs, translate the verbs into Russian.

to scrutinize

to apply

to respect

to impose

to publish

to enforce

to prepare

to obey

to oblige

to oppose

Exercise 3 Insert appropriate prepositions wherever necessary.

1. This law is binding ____ all law enforcement officials.
2. These are international standards ____ human rights.
3. This duty is imposed ____ them by law.
4. The officials shall not commit any act ____ corruption.
5. They shall oppose and combat ____ all such acts.
6. They are to obey ____ the law.

Exercise 4 Open the brackets using the -ing forms or the past participle.

1. These are International Human Rights Standards (*to prepare*) and (*to publish*) by the United Nations.
2. This law is binding on all states (*to include*) law enforcement officials.
3. They are to fulfill the duty by (*to serve*) the community.
4. They must do so by (*to protect*) all persons against illegal acts.
5. They must be consistent with the responsibility (*to require*) by their profession.
6. They shall act (*to promote*) and (*to protect*) human rights.

Reading

Before you read, answer these questions.

1. Translate the headline of the article. What do you think the article is about?
2. Do the newspapers often write about police brutality and other violations of human rights by the police/militia?

Exercise 1 Read the newspaper item.

Police brutality

A combination of brutality charges, federal investigations and public relations problems has thrown the United States' largest police department into its worst crisis in years. Police and the city's minorities seem increasingly at odds, and morale in the department is dropping.

The department's troubles come just two years after it was riding high on news that the city's crime rate was dropping for the first time in 28 years.

What's created the most anger is the case of Amadou Diallo, an unarmed West African immigrant shot to death by police in an apartment lobby. The police, apparently believing Diallo was reaching for a gun, fired 41 bullets at him. He was hit by 19 shots.

Now the four white officers who killed him are on trial accused of murder. The defence says it was a tragic accident; the prosecution accepts that the officers did not set out that night to kill a black man but says that they made a decision to shoot him once they got out of their car.

And the protesters have other cases to cite in their charge of police misconduct.

In New York's borough of Brooklyn, jury selection is to begin Monday for the trial of three other officers accused of brutalizing a Haitian immigrant Abner Louima. The trial centres on allegations the officers brutalized him in a precinct station.

Federal and state prosecutors have launched investigations of the NYPD (New York Police Department). The commission will hold hearings in May on whether the police tactics violate the public rights, especially in minority neighborhood.

The Guardian, March, 2000

Vocabulary

brutality	жестокость, грубость
odds	неравенство, разногласие
to ride high	подниматься высоко
rate	уровень
apparently	очевидно
to reach for smth	потянуться за чем-либо

bullet	пуля
to cite	цитировать
misconduct	неправильное поведение
precinct	полицейский участок
to launch	запускать, начинать

Exercise 2 **Answer these questions.**

1. What country does this newspaper item speak about?
2. Where are the protests organized?
3. Are the biggest criminal cases against the cops?
4. Is the Mayor of New York involved?
5. What testifies to the crisis in the New York Police Department?
6. With what part of the population do the police confront most?

Note: **to testify to** — свидетельствовать о

Exercise 3 **Sum up what the newspaper item said about...**

- the morale of the NYPD in the past
- the case of Amadou Diallo and the trial
- the case of Abner Louima
- the federal and state investigations of the NYPD

Exercise 4 **Translate the text in writing using a dictionary.**

Arrest

Police can make an arrest under the following conditions:

- If law enforcement officers have probable cause to believe that a crime has been committed and that a specific person has committed the crime, they may arrest the person under suspicion, taking them into custody.
- If an officer has probable cause to believe that a person has committed a felony crime, even if the crime was not committed in the officer's presence, the officer may arrest the person.

An arrest may be made in a public place, with or without a warrant. But if law enforcement officers wish to arrest a person in a private place,

they must first obtain an arrest warrant, unless there are «exigent circumstances,» such as the possibility that the suspect will flee.

Law enforcement officials have a relatively short period of time following an arrest (24 or 48 hours, depending on the state) during which they must either charge the person with a crime or release them.

Role-play: Interrogation

Suspect

You and your friend went to a cafe on Sunday evening.

A police officer is going to interview you and your friend separately, so you must have exactly the same story — or you will be arrested! Think carefully, all details are important. You never know what the police can ask you!

You have to decide about the following:

- when and where you met
- what you did before you went to the cafe
- the name of the cafe
- where you sat in the cafe
- what people were in the cafe
- your waiter
- what you ate and drank
- how much you paid for your meal
- where you went after the cafe
- anything else about the evening

Police officer

You have to interview a suspect who you think committed a robbery on Sunday evening. The suspect says that he/she went to a café last night with a friend.

Write down some questions to ask him/her. You will have to interview the suspects separately, then to compare the answers. Remember — details are important in a police investigation!

You can ask about the following:

- when and where the suspects met
- what they did before they went to the cafe

- the name of the cafe
- where they sat in the cafe
- what people were in the cafe
- the waiter
- what they ate and drank
- how much they paid for the meal
- where they went after the cafe
- any more questions that you can think of.

Over to you

Write a letter of complaint on police brutality and misconduct you faced during unwarranted seizure and arrest (see Appendix 2 for the model).

Supplementary reading

Read and render the text «Police and human rights».

Lesson 16

CRIMINAL JUSTICE PROCESS

«The rule of law: If the facts are against you, argue the law

If the law is against you, argue the facts

If the facts and the law are against you, yell like hell!»

Storry's principle of criminal indictment:

«The degree of guilt is directly proportional to the intensity of the denial»

(***Murphy's Law***)

Starting up

Study the following.

indictment	indict	indictable
1) обвинение, предъявление обвинения в суде <i>on indictment</i> — по обвинению <i>to bring in an indictment against smb.</i> — предъявить обвинение <i>bill of indictment</i> обвинительный акт	1) осуждать 2) предъявлять обвинение в суде <i>to indict smb. for murder</i> — обвинять кого-л. в убийстве	подлежащий рассмотрению в суде, подсудный <i>indictable offence</i> преступление, преследуемое по обвинительному акту

Exercise 1 Translate these examples into Russian.

1. Evidence suggested that the official was indictable for the crime.
2. To state the facts frankly is not to despair the future nor indict the past. (John F. Kennedy, American President in 1961—1963)
3. General Noriega's February 1988 indictment in U.S. courts on drug-related charges sharpened the tensions.
4. In practice the courts sometimes appoint attorneys for those persons charged with indictable offences if they cannot retain one on their own behalf.

Exercise 2 **Read and translate these words into Russian.**

to acquit — acquittal

to defend — defendant — defender — defense — defensive

to prosecute — prosecution — prosecutor

to investigate — investigation — investigator — investigative

to suspect — suspicion — suspicious — suspect

to prosecute — prosecution — prosecutor

to accuse — accusation — the accused — accusing

to try — trial

Reading

Before you read, answer these questions.

1. Do you remember what civil law is?
2. What are the main institutions of civil law?

Exercise 1 **Read the text.**

Civil law vs. Common law

Civil law is primarily contrasted against common law, which is the legal system developed among Anglophone people, especially in England.

The original difference is that, historically, common law was law developed by custom, beginning before there were any written laws and continuing to be applied by courts after there were written laws, too, whereas civil law developed out of the Roman law of Justinian's Corpus Juris Civilis (Body of Civil Law).

In later times, civil law became codified as droit coutumier or customary laws that were local compilations of legal principles recognized as normative. Sparked by the age of Enlightenment, attempts to codify private law began during the second half of the 18th century, but civil codes with a lasting influence were promulgated only after the French Revolution

Vocabulary

droit coutumier обычное право

age of Enlightenment эпоха Просвещения

Exercise 2 Find in the text the English equivalents for these word combinations.

противопоставлять чему-либо; развиваться; первоначальная разница; писанные законы; применяться судами; в то время как; кодифицировать право; признанные в качестве норматива; распространяться

Exercise 3 Complete these sentences.

1. Civil law is primarily contrasted _____.
2. Historically, _____ was law developed by custom.
3. Civil law developed out of the _____.
4. In later times, civil law became _____ as customary laws.
5. Customary laws were local compilations of _____ recognized as normative.
6. Attempts to codify privat law began _____.
7. Civil laws with a lasting influence _____.

Exercise 4 The table below contains essential disparities (and in some cases similarities) between the world's four major legal systems. Study the table and be ready to speak on the legal system of the RF, the USA and Great Britain in comparison.

MAJOR LEGAL SYSTEMS OF THE WORLD

	Common Law	Civil Law	Socialist Law (Mixed)	Islamic Law
Other names	Anglo-American, English, judge-made	Continental, Roman	Communist	Religious law
Source of law	Judicial interpretation and legislation	Code	Code	Sacred religious document
Lawyers	Control courtroom	Judges dominate trials	Judges dominate trials	Secondary role

	Common Law	Civil Law	Socialist Law (Mixed)	Islamic Law
Judges' qualifications	Former practicing lawyers	Career bureaucrats	Career bureaucrats, Party members	Religious as well as legal training
Degree of judicial independence	High	Insulated from regime	Very limited	Very limited
Juries	Often available at trial level	Mixed tribunals in serious cases	Often used at lowest level	Not allowed
Policy-making role	Courts share in balancing power	Courts have equal but separate power	Courts are subordinate to the legislature	Courts and other government branches are subordinate to the Shari'a
Examples	Australia, England, USA, Canada, Pakistan, India	France, Germany, Japan, Mexico	Cuba, China, USSR	Saudi Arabia

Reading

Before you read, answer and debate the following questions.

1. Do criminal justice and criminal proceedings differ significantly in the US, UK and the Russian Federation?
2. What is different from your point of view?

Exercise 1 Read the text.

Criminal justice and criminal proceedings in the UK

Like other societies, the UK has a criminal justice system to enforce the laws protecting individuals and the entire society. The system operates by identifying, apprehending, prosecuting, convicting and sentencing people who violate the laws of the nation and of its various states.

Prosecution

The police investigate a crime and may apprehend suspects and detain them in custody. If the police decide an offender should be prosecuted, a file on the case is sent to the Crown Prosecution Service (CPS) — the national prosecution service for England and Wales.

Criminal proceedings can be initiated either by the serving of a summons setting out the offence and requiring the accused to attend court, or, in more serious cases, by a warrant of arrest issued by a Magistrates' Court. Lawyers from the CPS may act as public prosecutors.

Categories of criminal offence

«There are three categories of criminal offence. Summary offences, tried without a jury, are minor crimes only triable in the Magistrates' Court.

Indictable (notifiable) offences are serious crimes, such as murder, which can only be heard in the Crown Court. The formal document containing the alleged offences, supported by facts, is called the indictment.

Such cases as theft or burglary are triable either way.

If the defendant pleads guilty, the Magistrates' Court can either proceed to sentence or commit to the Crown Court for sentence, where more severe penalties are available. If there is a not guilty plea, the person charged may request a trial by jury. Such cases are heard in the Crown Court.

Exercise 2 Find in the text the English equivalents for these words and word combinations.

общество; задержать; преследовать в судебном порядке; признать виновным, вынести приговор; содержать под стражей; материалы дела; прокуратура Великобритании; выписать повестку в суд; указать правонарушение; выдать ордер на арест/ выписать повестку; государственный обвинитель; признать вину; строгое наказание

Exercise 3 Match these terms with their definitions.

1. a summons	a) a court document authorizing the police to detain someone
2. a warrant	b) a written statement that accuse sb of sth officially
3. summary offences	c) a written statement with details of the crimes someone is charged with
4. notifiable offences	d) a statement made by the person charged, where the defendant admits the fact of having committed the offence
5. the indictment	e) serious offences tried publicly with formal procedure
6. a guilty plea	f) offences that can be tried immediately without formal procedure
	g) an order to appear in a law court

Exercise 4 Insert appropriate prepositions where necessary.

1. The defendant is charged ____ an offense as a result ____ a formal complaint issued ____ a law enforcement agent or a citizen who believes an offense has been committed ____ their person or property.
2. Arrests can occur ____ the scene ____ a crime or based ____ warrants or sworn statements ordering a court appearance.
3. Criminal proceedings can also be initiated ____ the serving ____ a summons or notice
1. setting out the offence and requiring the accused to attend ____ court.
4. Summary offences, tried ____ a jury, are minor crimes only triable ____ the Magistrates' Court.
5. Indictable offences can only be heard ____ the Crown Court
6. Lawyers ____ the Crown Prosecution Service may act ____ public prosecutors.

Exercise 5 Answer the following questions.

1. How are criminal proceedings initiated?
2. What is the national prosecution service for England and Wales?
3. What information does a summons set out?
4. Which are the three categories of criminal offence?
5. Where is the case to be tried, if the defendant pleads guilty?

Revision

Exercise 1 **Read and translate these sentences. Pay attention to the *-ing* forms.**

1. The principle task of police work is *protecting* society against crime.
2. While *protecting* a crime scene, a police officer should remember that nothing must be touched or moved.
3. There is no use *changing* your testimony after the confrontation.
4. According to some criminologists, weather and *changing* seasons bring with the differences in crimes committed.
5. A defendant may prefer *hearing* his case by a jury in the Crown Court.
6. When *hearing* a case, a grand jury is to decide questions of fact
7. This violent murder case is passing the second *hearing*.

Exercise 2 **Complete the sentences with appropriate forms of the infinitive or *-ing* forms.**

This way! That way!

In a split second, when no one was paying attention, the two prisoners escaped from the back of the police van. They were handcuffed to each other. It was minutes before a policeman saw them (*run*) _____ down the street. «We'll follow», two policemen said. «Tell the driver (*bring*) _____ the van to the end of the road. Tell him (*not let*) _____ them get away. If we're not careful, we'll have the whole neighbourhood (*complain*) _____ that we've been careless.» The prisoners were still running side by side. The policemen saw them (*race*) _____ up the hill and (*disappear*) _____ round a corner. «We'll never catch them now!» one of them said. «I told you (*not leave*) _____ them unattended.» The prisoners were running at top speed. Suddenly, they saw a lamp post in front of them. «Go left! Go right!» they each shouted at the same time. They ran on either side of the lamp post. It just took time for the police (*find*) _____, _____ them, lying on the pavement, unhurt, dazed, and with silly grins on their faces.

Grammar: Punctuation (пунктуация)

Применение правил пунктуации в английском языке отличается большей свободой и не подчиняется жестким правилам. Английская пунктуация, в основном, аналогична русской, но есть некоторые особенности. Сравните:

Я сказал Дэвиду: «Мне нужна твоя помощь».

I said to David, «I need your help».

Для деловых писем характерна «открытая пунктуация», т.е. отсутствие тех знаков препинания, без которых можно обойтись (например, не ставятся точки после сокращений, при обозначении времени: *Mr G P Hilton* вместо *Mr G.P. Hilton*, *0930* вместо *09.30 a.m.*).

* See Grammar reference

***Exercise 1 Rewrite the following passage, correct the mistakes in punctuation, remove unnecessary passive verbs, and make all other necessary changes. You may shorten the sentences, if you wish.**

Considering all the evidence in the trial, it is clear that the verdict which was delivered by the jury very quickly is very odd, many people are very angry about the proceedings, which is increasing racial tensions in a city already very conscious of racial inequality in jobs and housing and how blacks are discriminated against by city officials, especially the police. It is all very alarming. After deciding the verdict, many TV programs interviewed jurors, a person who watched these shows might find themselves getting angry about the workings of the justice system and how so many of the jurors appeared stupid misinformed biased or generally inadequate, moreover it is being claimed that anti-Semitism in the black community is on the rise since the trial. The March on Washington the so called million man march which was organized by the Nation of Islam brought into the national spotlight Louis Farrakhan a person well known for his extreme remarks against Jews, this has upset the Jewish community considerably and Robert Shapiro the leader of the Simpson defence team as soon as the decision was

made by the jury indicated that he did not agree with the tactics of the defence and sought to put a distance between himself and Johnnie Cochrane who had made the summation for the defence. A person living in LA might seriously begin to worry about the future of their community and beyond that how the racial question in the entire country is being handled by politicians and the media.

Reading

Before you read, answer this question.

Do you know what the stages of criminal court proceedings are there in Russia?

Exercise 1 Read the text.

Criminal court proceedings

The English system of justice is adversarial*, which means that each side collects and presents their own evidence and attacks their opponent's by cross-examination. In a criminal trial, the burden of proof is on the prosecution to prove beyond reasonable doubt that the accused is guilty.

A person accused or under arrest for an offence may be granted bail and temporarily released. However, bail may be refused, for example if there are grounds for believing that the accused would fail to appear for trial or commit an offence.

Arraignment

An arraignment is the formal presentation of charges in open court. This proceeding may be called a preliminary hearing. In the Crown Court, there may be a preparatory hearing for a complex case before the jury is sworn in. Prior to the trial, there is a statutory requirement for disclosure by the prosecution and defence of material relevant to the case,

If a defendant is charged with a crime punishable by six or more months of imprisonment, he has the right to a public trial by jury. Both

the defendant and the prosecution have the right to challenge potential jurors for cause, meaning that they are unable to be objective in hearing testimony and deciding the case.

Judges consider the degree of harm and hardship imposed on victims and their families. Mitigating factors, or reasons explaining the crime in the light of a defendant's past or present circumstances weigh against aggravating factors such as prior criminal record

Once a trial has begun, the defendant may be advised by counsel to change his or her plea to guilty, in expectation of a reduced sentence.

Defendants are either found guilty or not guilty by a jury or judge. Defendants may not be charged twice for the same offense. Defendants who are found guilty or convicted face sentencing, where punishments are rendered by the judge who tried the case. Judges set a date for sentencing.

If, at the end of the trial, the court's verdict is not guilty, then the defendant is acquitted.

In most cases, sentencing judges have some discretion or choices on how they will sentence convicted criminals within the parameters of the Criminal Code. This discretion may extend to whether a defendant must serve time in prison, or receive a term of probation. Some crimes, such as convictions for using a gun during a robbery, carry mandatory prison terms.

Appeal

A defendant who is found guilty of some or all charges is entitled to an appeal to at least one level of appellate court.

***adversarial** соперничающий, противостоящий друг другу

Exercise 2 Find in the text the English equivalents for these words and word combinations.

представить улики в суд; перекрестный допрос; бремя доказывания; представить неопровержимые доказательства вины; временно освободить под залог; есть основания полагать; предварительное слушание; принести присягу; ознакомить с материалами дела; преступление, наказуемое тюремным заключением; право отвода присяжных; степень нанесенного вреда; показания, смягчающие/отягчающие обстоятельства; смягчение приговора; признать себя виновным; освободить; осудить условно; обязательный

Exercise 3 Say whether these statements are true or false, according to the information of the text.

1. In a criminal trial, the burden of proof is on the prosecution to present a reasonable cause that the accused is guilty.
2. Each side collects and presents their own evidence and attacks their opponent's by cross-examination.
3. A person accused or under arrest for an offence must be kept in custody before the trial.
4. If a defendant is charged with a minor offence punishable by a fine he has the right to a public trial by jury.
5. Judges consider mitigating and aggravating factors.
6. Defendants may be charged twice for the same offense.
7. Judges set a date for sentencing.
8. A defendant who is found guilty of some or all charges doesn't have the right to appeal his conviction.

Exercise 4 Use these words to complete the sentences below.

rehabilitate sentence patrol prevent conduct punish arrest

1. The police _____ the streets of cities and towns on a regular basis.
2. Police officers are doing their best to _____ crimes.
3. Sometimes the police _____ criminals with the help of ordinary people on the scene of the crime.
4. Courts _____ trials of the accused and _____ criminals to different terms.
5. The society has created a correctional process to _____ convicted persons and implement programs to _____ those persons.

Note: to implement — применять, внедрять

Exercise 5 Complete these legal definitions.

1. alibis	a) people who can provide proof of the defendant's whereabouts at the time of the crime
2 witnesses	b) money or property that an accused person puts forth as security, to make sure they'll show up for further criminal proceedings, including the trial and sentencing
3. bail	c) people who may have seen something relevant to the crime.

4. arraignment	d) a reduced term of incarceration or probation in exchange for a guilty plea
5. appeal	e) to be entitled to have an attorney represent them and answer the charges
6. grand jury	f) the procedure of accusing smb formally of a crime
7. right to counsel	g) to take a legal case to a higher court to be heard again
8. a plea bargain	h) a group of citizens selected to find a verdict of guilty or non guilty

Exercise 6 Make word combinations as they occur in the text above.

criminal	sentence	indictable	severe	plea
realistic	guilty	reasonable	defence	proceedings
costs	reduced	prospect	offences	penalties

Over to you

1. Give legal advice to a client from a different country on the process of criminal trial in the Russian Federation. For more information, consult the Criminal Code of the Russian Federation.

2. Write a paragraph on the criminal justice process of the US, paying special attention to the differences between the systems.

Exercise 7 Complete the text below with these words.

courts	a correctional process	law enforcement
judicial process	criminal justice	

The society has established _____ to conduct trials of the accused and sentence criminals. It has created _____ consisting of prisons to punish convicted persons and programs to rehabilitate them so that they could become useful citizens. These three components — _____ (police, sheriffs, marshals), the _____ (judges, prosecutors, defence lawyers) and corrections (prison officials and probation officers) — establish a system of _____. The basic rules that determine the workings of the American criminal justice system are defined in the Constitution of the United States.

Exercise 8 Answer the questions.

1. What is the principle function of courts?
2. What is the purpose of the correctional system?
3. Which three components establish the system of criminal justice?
4. What legal documents define the basic rules for the criminal justice system?
5. Who works in the system?

Exercise 9 Complete these sentences choosing appropriate words from the box.

defendant	grand jury	warrants	convicted	a jury trial
right to counsel	arraignment	petty disorderly	not guilty	indictment

Criminal Justice Process

1. The accused, or _____ is charged with an offense as a result of a formal complaint issued by a law enforcement agent or a citizen.
2. A panel of citizens gathered to consider evidence, called a _____.
3. Arrests can occur at the scene of a crime or based on _____.
4. Defendants can be found guilty, or _____ of crimes.
5. _____ convictions may render up to 30 days in jail.
6. At their first appearance defendants are advised of their _____.
7. The prosecutor will present the case to a grand jury for an _____.
8. A formal _____ occurs no later than 50 days after an indictment. Defendants must appear and face formal notification of their charges.
9. Defendants who have pleaded _____ at this point may continue preparation for trial.
10. Defendants have a constitutional right to _____, but may opt to forego this right in favor of a trial by a judge in the Law Division of Superior Court, Criminal Part.

Exercise 10 Insert appropriate articles wherever necessary and translate the sentences.

1. Witnesses are brought to ____ court on ____ initiative of ____ parties.
2. When ____ case starts, ____ witnesses leave ____ courtroom.
3. ____ witnesses are called back by ____ barristers.
4. After giving evidence ____ witness must not leave ____ court.
5. Evidence is given in ____ witness box.
6. ____ witness box is also called ____ dock.
7. In ____ English and American courts ____ witness must swear ____ oath with his hand on the Bible.

Reading

Before you read, answer these questions.

1. Do you know what bail is? How much can it be?
2. Has the Russian Federation got the practice of releasing criminals on bail?

Exercise 1 Read the text.

Bail is typically cash or securities or real property that is temporarily placed in the possession of the court (or other entity granting bail) as a guarantee that the suspect or accused will appear in court as ordered for the duration of a case. The assets are subject to forfeiture if the suspect or accused absconds. Bail is typically posted either by the suspect or accused or a family member, though this is not necessarily a requirement.

The basis for the setting of bail:

- (a) there is a reasonable suspicion that he or she has committed a criminal offence;
- (b) the only basis for the detention of the person is a fear that the person may flee; and
- (c) the person has promised that he or she will not go into hiding or leave his or her place of current residence without permission.

Possible other alternatives include releasing an accused person, following the imposition of certain restrictive measures by the competent authority (e.g. prosecutor or judge). The measures suggested include:

- (a) house detention of the suspect or the accused, alone or under the custody of another person;
- (b) the submission of the suspect or he accused to the care or supervision of a person or an institution;
- (c) a regime of periodical visits of the suspect to an agency or authority designated by the competent judge;
- (d) the prohibition of the suspect from leaving a particular area designated by the competent judge;
- (e) the prohibition of the suspect from appearing at identified places or meeting a named individual (s);
- (f) the confiscation of the passport of the suspect or the accused; or
- (g) the prohibition of the suspect from staying in the family home, if the person is suspected of domestic violence

Vocabulary

securities	ценные бумаги
cash	наличные
real property	недвижимость
entity granting bail	орган, отпускающий под залог
subject to forfeiture	подлежит конфискации
to set bail	установить залог
to abscond	бежать, скрываться
to flee	бежать
house detention	домашний арест
designated	уполномоченный

Exercise 2 Complete these sentences.

1. Bail is typically _____.
2. Cash or securities or real property is temporarily _____.
3. Bail is a guarantee that _____.
4. Bail is typically posted either by _____.
5. The bases for the setting of bail are _____.
6. The only basis for the detention of the person is _____.
7. Possible other alternatives to the detention include _____.

Exercise 3 **Debate the following questions.**

- a) What types of alternative measures are available in the penal code at pre-trial stage?
- b) What provisions govern the granting of bail? Is the exercise of bail from the courts of first instance restricted or presumptive? For what types of crimes? In practice, what are the most common conditions for granting bail by the court?
- c) What is the most common measure in the courts of first instance? Are the accused released on bail? Discharged? Diverted to a restorative justice process?
- d) What steps are being taken to train the lower judiciary on the application of bail?
- e) Are restorative justice strategies recognized by the courts/legal establishment?
- f) Can courts refer or divert cases out of the criminal justice system for settlement other than by adjudication?
- g) What steps are being taken to enable the trial judge to divert the case at any stage of the trial proceedings prior to an adjudication, in favour of:
 - 1. a mediated agreement
 - 2. an arbitrated settlement
 - 3. community service order
 - 4. family group conferencing
 - 5. another restorative process

Exercise 4 **Replace the underlined words and phrases with the alternative words and phrases from the texts above. Pay attention to the grammatical context. There is more than one possibility for one of the answers.**

- a. Bail may be refused and the defendant may be held in police custody.
- b. Alternatively, the defendant may be found not guilty by the court and discharged.
- c. Once proceedings have been initiated, the defendant comes before the court.
- d. The police formally accuse the suspect in the police station.
- e. If the offender pleads guilty in the Magistrates' Court, the court imposes a punishment.

- f. The police investigate a serious offence and arrest a suspect.
g. The suspect may ask for release from custody before the trial.

Exercise 5 Put the sentences in Exercise 4 into the correct order chronologically. The first stage is f.

Grammar revision

Exercise 1 Read and translate these sentences. Pay attention to the -ing forms, state if they are gerunds, participles or verbal nouns.

1. The principle task of police work is *protecting* society against crime.
2. While *protecting* a crime scene, a police officer should remember that nothing must be touched or moved.
3. There is no use *changing* your testimony after the confrontation.
4. According to some criminologists, weather and *changing* seasons bring with the differences in crimes committed.
5. A defendant may prefer *hearing* his case by a jury in the Crown Court.
6. When *hearing* a case, a grand jury is to decide questions of fact.
7. This violent murder case is passing the second *hearing*.

Exercise 2 Translate these sentences paying attention to the modals with the perfect infinitive.

1. Оперативникам следовало бы тщательней охранять место преступления.
2. Не может быть, чтобы место пребывания беглеца было установлено в тот же день
3. Должно быть, подсудимый был признан виновным и осужден условно.
4. Судье следовало бы установить более высокий залог.
5. Вероятно, обвиняемый скрылся, так как его имущество конфисковано
6. Вряд ли свидетель изменил показания.
7. Не может быть, что его поместили под домашний арест.
8. Судья посчитал позднее, что не было необходимости содержать подростка под стражей до суда..

Exercise 3 Insert appropriate words to make definitions.

A person who...

- conducts a trial and passes the sentence
- has a first-hand knowledge of the event and gives evidence under oaths in court
- brings a suit against another person
- in cooperation with other persons is to decide the truth of the case tried before the judge **is called a...**
- helps in a crime or who keeps a crime secret
- acts for the state in prosecuting criminals
- is appointed to try small offences in Britain breaks laws
- suffers from an offence
- is believed or suspected of committing a crime and brought before the court
- suffers from an offence

Exercise 4 Choose the correct variant to complete these sentences.

1. The moment the murderer saw the jury he understood he would be...
a) suspected; b) snatched; c) executed; d) puzzled
2. The defendant was found innocent and....
a) qualified; b) released; c) executed; d) saved
3. The defense counsel had no... to questioning the witness.
a) perjury; b) truth; c) alibi; d) objection
4. The criminal's... managed to escape.
a) suspect; b) witness; c) solicitor; d) accomplice

Role play: Hearing a case of shoplifting

Before you play:



1. Look at the picture of a trial. Match the words with the numbers on the picture.

a) judge	e) witness
b) jury	f) police officer
c) the accused	g) witness box
d) defending counsel	

2. Insert appropriate prepositions.

confessed _____
was accused _____
was charged _____
was convicted _____

shoplifting

was found guilty ____
was sentenced ____
was booked ____
was arrested ____
was suspected ____

Read the following information and role – play the trial.

1. The accused, a 35-year old single woman (man), went shopping to a department store and allegedly took a mobile without paying. She /he is charged with shoplifting.

2. Choose your role and think of what you are going to say and do:

- the judge
- the defending counsel
- the prosecuting counsel
- the accused
- the department store detective.
- the witness
- the jury (12 people): it is your job to listen to the evidence and decide whether the accused is guilty or not.

What is the procedure of a trial? Whose turn will be the first to speak? Decide about the order of your speeches.

The judge has to make sure the trial runs smoothly and fairly. When all the evidence has been heard the judge will ask the jury to decide if the accused is guilty or not. In the end the judge will have to pass a sentence or make the accused free.

The accused will say that she/he didn't realize that the mobile was stolen on purpose; she/he will insist that it was by chance.

Over to you

Read the following information.

The statement «**ignorance of the law is no excuse**» is an ancient legal doctrine: Ignorance of the law excuses no man; not that all men know the law; but because this is an excuse every man will plead, and no man can tell how to confute him.

If a defendant were allowed to escape legal responsibility for his acts, merely by saying «I didn't know it was wrong/illegal», the system of using law to regulate human conduct would collapse. So the doctrine is a practical necessity.

Do you agree with the information of the text? Write an essay giving your point of view.

Supplementary reading

1. Read and render the extract from the book *The Godfather* by Mario Puzo. Comment on the failure of the criminal justice system.
2. Read and render the text «Burden of proof».

Lesson 17

TREATMENT OF OFFENDERS

«Rather let the crime of the guilty go unpunished than condemn the innocent»

Justinian I, Law Code, A.D. 535

Starting up

Study the following.

punishment кара, наказание <i>to administer punishment</i> — применять наказание <i>to escape punishment</i> — избежать наказания <i>capital punishment</i> — смертная казнь, высшая мера наказания	punish наказывать <i>punishable</i> — наказуемый, заслуживающий наказания punitive карательный; связанный с применением наказания; штрафной	penal уголовный, карательный, наказуемый penalize караться законом, наказывать penalty наказание, штраф <i>to impose a penalty</i> — назначать наказание <i>death penalty</i> — смертная казнь

Exercise 1 Translate these examples into Russian.

1. The students were *penalized* for showing up late for class.
2. *Punishment* is the practice of imposing something unpleasant on a wrongdoer.
3. Most often, criminals *are punished* by fines or prison.
4. Let's not *punish* poverty and past mistakes. (Bill Clinton, American President in 1993—2001)
5. A judge who cannot *punish* in the end associates themselves with the criminal. (J.W. von Goethe, a German writer, 1749—1832)

6. Let *the punishment* be proportionate to the offence. (Marcus T. Cicero, a Roman philosopher, statesman and lawyer, 106—43 BC)
7. In Egypt, *death penalty* may be imposed on anyone convicted of smuggling or selling marijuana, hashish, opium, LSD, or other narcotics.

Exercise 2 Say which parts of speech these words are: nouns, adjectives, verbs. Translate the words into Russian.

prohibition, impose, ensure, treatment, apply, perpetrator, consistent, provide, pressure, oppose, legitimate, accountable, provision, interception, thorough, welfare, human, extraction, to differentiate, suppression, retribution, to degrade

Exercise 3 Translate these sentences into English using the gerund.

1. Его обвинили в совершении преступления.
2. Осужденные жаловались на то, что их несправедливо обвинили.
3. У преступников нет шанса избежать правосудия.
4. То, что парнишке дали условный срок, неудивительно.
5. После рассмотрения всех доказательств суд вынес обвинительный приговор.
6. Данное дело стоит проанализировать.
7. Он продолжал совершать кражи, не боясь наказания.
8. Все знают о том, что ему вынесли обвинительный приговор.
9. Услышав вердикт присяжных, она расплакалась.
10. Его осудили за совершение ограбления.
11. Приговор не стоит того, чтобы его обжаловать.

Reading

Before you read, guess the meaning of these words.

a wrongdoer
to correct

to rehabilitate
death penalty

to reform
humane

Translate the following words. Use the synonyms to help you.

1. *deterrent* — preventive measure; something, which makes somebody not to do something.

2. *misdeeds* — wicked acts, crimes
3. *barbaric* — cruel or wild, and not as expected of a civilized person
4. *retribution* — punishment that is considered to be morally right and fully deserved, revenge

Exercise 1 Complete the text with the words and expressions from the previous tasks.

The first purpose of punishment is to _____ the offender, _____ the offender's moral attitudes and antisocial behavior and to _____ him, which means to assist the offender to return to normal life as a useful member of the community. Punishment can also be seen as a _____ because it warns other people of what will happen if they break the law and prevents them from doing so. The third purpose of punishment lies in society's desire for _____, which means revenge. In other words, don't we feel that a _____ should suffer for his _____?

The form of punishment should also be considered. On the one hand, we should make the punishment fit the crime. Murderers, for example, should be subject to the principle «an eye for an eye and a tooth a tooth» and automatically receive the «_____». On the other hand, such views may be considered unreasonable, cruel and _____ and we should show a more _____ attitude to punishment.

Exercise 2 Answer and debate these questions.

1. What is the purpose of punishment from your point of view?
2. Does penalty assist the offender to return to normal life?
3. How should make the punishment fit the crime? Is it possible?
4. Are you for or against using the principle «an eye for an eye and a tooth for a tooth»?
5. How are criminals punished in the Russian Federation?
6. Does punishment depend on the seriousness of offence?

Reading

Before you read, answer these questions.

1. What is the purpose of state punishment?
2. How should state punishment be organized, in your opinion?

Exercise 1 Read the text.

The forms of state punishment in Great Britain

The Government believes that custody should be a sanction of last resort used only when the seriousness of the offence means that there is a positive justification for a custodial sentence, or where the public needs to be protected from a dangerous offender. As there is a mandatory sentence of life *imprisonment* for murder in Britain, this is also the maximum penalty for a number of serious offences such as robbery, rape, arson and manslaughter.

The death penalty has been repealed for almost all offences. It remains on the statute book for the offences of treason, piracy with violence and some other offences. It has, however, not been used for any of these offences since 1946.

The purpose of *probation* is to protect society by the rehabilitation of the offender, who continues to live a normal life in the community while subject to the supervision of a probation officer. Probation may last from six months to three years. Before placing an offender on probation, the court must explain the requirements of the order. The offender is to understand that a failure to comply with them will make him liable to a penalty or to be dealt with for the original offence. There are additional requirements concerning place of residence, attendance at day centers or treatment for mental illness. The probation service in England and Wales also administers supervision orders, the community service scheme and parole.

Offenders aged 16 or over (17 in Northern Ireland) convicted of imprisonable offences may be given *community service* orders. The court may order between 40 and 240 hours' unpaid service. In England, Wales and Northern Ireland a court is free to pass a *suspended sentence* of not more than two years.

The most common sentence is a *fine*, which is imposed in more than 80 per cent of cases. Fixed penalty fines are imposed for parking offences, etc. An offender may be liable to pay a compensation, or work for the victim.

In England there are no minimum sentences, except for murder, which carries a penalty of life imprisonment. There are maximum sentences for other crimes. Sentences can be reduced for good behaviour, often by one-third or more. «Life sentences» are rarely more than 14 years, and it would be possible to release prisoners after 7 years.

Exercise 2 Match these words with their synonyms.

1. incarceration	a) community supervision
2. penalty	b) capital punishment
3. restitution	c) imprisonment, custody
4. probation	d) compensation
5. death sentence	e) punishment

Exercise 3 Match these words to make word combinations as they occur in the text.

1. a sanction	a) sentence
2. the gravity	b) of last resort
3. mandatory	c) penalty
4. death	d) of offenders
5. rehabilitation	e) the requirements
6. to place on	f) fine
7. to comply with	g) probation
8. fixed penalty	h) service
9. community	i) of the offence

Exercise 4 Insert appropriate prepositions.

1. The gravity ____ the offence is a positive justification ____ a custodial sentence.
2. There is a mandatory sentence ____ life imprisonment ____ murder ____ Britain.
3. A failure to comply ____ the probation requirements makes him liable ____ a penalty.
4. Sentences can be reduced ____ good behaviour, often ____ one-third or more.
5. Fixed penalty fines are imposed ____ parking offences, etc.
6. The court may order ____ 40 and 240 hours» unpaid service.

Exercise 5 Study the basic types of punishment. What do these penalties involve?

1. capital punishment	7. custody in special centers for young adults
2. life imprisonment	8. disciplinary training in a detention centre

3. long-term imprisonment	9. community service
4. short term imprisonment	10. compensation
5. suspended sentences	11. fines
6. probation	12. disqualification from driving

Exercise 6 Answer and debate these questions.

1. Which punishment do you think is appropriate for each of the following crimes?

a) <i>shop-lifting</i>	d) <i>robbing a bank with a gun</i>
b) <i>vandalizing a telephone box</i>	e) <i>murder of a police officer</i>
c) <i>drunk-driving</i>	f) <i>parking a car in a wrong place</i>

2. Match these actual sentences from British courts with the crimes in question.

a) <i>five to ten years in prison;</i>	d) <i>a 400 pound fine;</i>
b) <i>a small fixed penalty fine;</i>	e) <i>a 200 pound fine and disqualification from driving;</i>
c) <i>life imprisonment;</i>	f) <i>100 hours of community service.</i>

Grammar: Cleft sentences (предложения с усиительной конструкцией)

Когда хотят выделить какой-нибудь член предложения (подлежащее, дополнение, обстоятельство), его ставят в начале предложения между **it is (was)** и **that (who, whom)**.

I saw a robber yesterday. Я вчера видел грабителя.

It was I that (who) saw the robber yesterday.

Именно я видел грабителя.

It was yesterday that I saw the robber.

Именно вчера я видел грабителя.

* See Grammar reference

Exercise 1 Study the pattern below and make as many sentences as you can.

1. It was	Mr. Jones	who	witnessed against the accused.
	her brother		gave the most important evidence.
	my neighbour		was caught red-handed.
	he		told me horrible news.

- | |
|--|
| <p>2. It was only yesterday that we heard of the sentence.
 not until last night the accused was seized.
 early in the morn- he realized what he had done.
 ing
 in a taxi-cab the jury came to a unanimous verdict.
 on board the ship she remembered where she had seen the
 man.
 the smuggler tried to hide himself.</p> |
|--|

Exercise 2 Put these words in the correct order. The first word is written with a capital letter.

1. that I began / only then / to suspect / It / something / was.
2. you / do / is / should / to tell her / What / the truth.
3. started / the demonstration / It / who / the trouble / wasn't
4. only / It / last week/ that / was / the judge finally / pass a verdict

Reading

Exercise 1 Read and translate these sentences paying attention to the forms of the gerund.

Capital punishment

1. Criminals are sentenced to death for committing serious crimes, ranging from murder to high treason.
2. Capital punishment (death) is carried out by hanging (Kenya); electrocution, gassing or lethal injection (US), beheading or stoning (Saudi Arabia); or shooting (China).
3. Supporters of the ultimate penalty believe that it deter others from committing murders.
4. In spite of 35 countries» having abolished it, most countries still have a death penalty.
5. Capital punishment involves not only the pain of dying, but also the mental anguish of waiting for the sentence to be carried out.
6. Opponents also argue that in case of a mistake having been made, it is too late to change anything.
7. Some people lived under sentence of death for many years before obtaining a retrial and being found not guilty.

Vocabulary

to sentence to death

to carry out a punishment

beheading

stoning

to deter sb from

to abolish

mental anguish

to obtain a retrial

приговорить к смерти

исполнить приговор

отрубание головы

забрасывание камнями

отвратить от

отменить

моральные страдания

добиться пересмотра дела

Exercise 2 Which of these punishments exist in your country? Discuss this in your group.

Read the following information.



1. Convicted of treason, Queen of France Marie Antoinette's final words before being executed by guillotine were spoken to the executioner after she stepped on his foot —

«Monsieur, I beg your pardon.»

Marie Antoinette was the Queen of France during the French Revolution. She was disliked because of her Austrian ancestry and because of her arrogance and extravagance during a time when peasants were starving. She and her husband King Louis XVI were charged with treason and sentenced to die by beheading.

2. Convicted murderer Barbara Graham's final words before being executed in the gas chamber were —

«Good people are always so sure they're right.»

Barbara Graham was a prostitute, drug addict and a murderess, executed in 1955. Graham beat an elderly woman to death when a robbery went bad.



When she was strapped into the gas chamber by the man in charge of her execution, he told her, «Now take a deep breath and it won't bother you», to which she responded, «How would you know? »



3. Convicted serial killer **Ted Bundy's** final words before being executed in the electric chair 1989 were —

«I'd like you to give my love to my family and friends.»

Serial killer Theodore Robert Bundy killed a confessed, 30 women, during 1974 through 1979. His total number of victims is unknown and is estimated to run above 100.



4. Convicted murderer **Aileen Wuornos** final words before being executed by lethal injection in 2002 in Florida, were

«I'd just like to say I'm sailing with the rock, and I'll be back like Independence Day, with Jesus June 6. Like the movie, big mother ship and all, I'll be back.»

Aileen Wuornos shot, killed and robbed at least six men. In January of 1991 she was arrested and tried and received a total of six death sentences. She fired her attorney, dropped all appeals and asked that her execution take place as soon as possible.



5. Convicted criminal/terrorist **Timothy McVeigh** had no final words before being executed by lethal injection in 2001 in Indiana. McVeigh left a handwritten statement quoting a poem by British poet William Ernest Henley:

«I am the master of my fate: I am the captain of my soul.»

Timothy McVeigh is best known as the Oklahoma City bomber.

He was convicted of setting the bomb which killed 149 adults and 19 children at the federal building in Oklahoma City on April 19, 1995. McVeigh admitted to investigators after his capture, that he was angry at the federal government for the way they treated white separatist Randy Weaver at Ruby Ridge in 1992 and with David Koresh and the Branch Davidians in 1993.

Over to you

Do you agree with the following statement of Jesse Jackson (b.1941), a US Civil rights activist?

«Capital punishment turns the state into a murderer. But imprisonment turns the state into a gay dungeon-master»

Debate the statement in your group. Give the necessary arguments to support your point of view.

Reading

Exercise 1 Read and translate the following text using a dictionary. Give a title to the text.

Retribution

Criminals ought to *suffer* in some way. This is the most widely seen goal. Criminals have taken improper advantage, or inflicted unfair detriment, upon others and consequently, the criminal law will put criminals at some unpleasant disadvantage to «balance the scales». People submit to the law to receive the right not to be murdered and if people contravene these laws, they surrender the rights granted to them by the law. Thus, one who murders may be murdered himself. A related theory includes the idea of «righting the balance».

Deterrence

Individual deterrence is aimed toward the specific offender. The aim is to impose a sufficient penalty to discourage the offender from criminal behavior. *General* deterrence aims at society at large. By imposing a penalty on those who commit offenses, other individuals are discouraged from committing those offenses.

Incapacitation

Designed simply to keep criminals *away* from society so that the public is protected from their misconduct. This is often achieved through prison sentences today. The death penalty or banishment has served the same purpose.

Rehabilitation

Aims at transforming an offender into a valuable member of society. Its primary goal is to prevent further offense by convincing the offender that their conduct was wrong.

Restitution

This is a victim oriented theory of punishment. The goal is to repair, through state authority, any hurt inflicted on the victim by the offender. For example, one who embezzles will be required to repay the amount improperly acquired. Restitution is commonly combined with other main goals of criminal justice and is closely related to concepts in the civil law.

Exercise 2 Make a summary of the text above.

Exercise 3 Read the newspaper article.

Prison population

Demonstrations were organised this month in more than 30 major cities in the United States to draw attention to the arrival of the two millionth inmate in American jails.

The United States comprises 5 percent of the global population, yet it is responsible for 25 percent of the world's prisoners. It has a higher proportion of its citizens in jail than any other country in history, according to the November Coalition, an alliance of civil rights campaigners, justice policy workers and drug law reformers.

The Coalition is coordinating protests across the United States to draw public attention to what it feels is a trend for locking up ever more offenders, most of them non-violent.

«Incarceration should be the last resort of a civilized society, not the first», said Michael Gelac, a former vice-chairman of the US Sentencing Commission.

«We are calling on state and federal governments to stop breaking up families and destroying our communities. Prison is not the solution to every social problem», said Nora Collan of the Coalition.

«In New York City one of three black youths is either in custody or on parole. New York State is diverting millions of dollars from colleges and

universities to pay for prisoners we cannot afford», said Kevin Pran of the Prison Moratorium Project.

The national convention of the American Bar Association, held in Dallas, Texas this month was told there was growing momentum for a moratorium on the death penalty. This follows the recent announcement by Illinois Governor George Ryan that the state will suspend executions pending an investigation since there is a certain number of death row inmates who have been wrongly convicted. There are currently 3,600 people awaiting execution in the United States — 463 of them in Texas alone.

The Guardian, February, 2000

Vocabulary

to draw attention	привлечь внимание
inmate	заключенный
to afford	позволять себе
resort	прибежище
to divert from smth	отвлекать от чего-либо
the Bar	адвокатура
momentum	толчок, импульс
to suspend	приостанавливать
to execute	выполнять
pending	ожидающий решения

Exercise 4 Insert appropriate prepositions where necessary.

1. ____ that month very many demonstrations were organised ____ more than 30 American cities.
2. Those demonstrations drew attention ____ the public ____ the growing number ____ prisoners ____ American jails.
3. The USA comprises about 5 percent ____ the global population.
4. It is responsible ____ 25 percent ____ the world's prisoners.
5. The USA has a bigger proportion ____ its citizens kept ____ jail than any other country, according ____ the civil rights campaigners.
6. According ____ Kevin Pran black youths suffer most.

Exercise 5 Complete these sentences using the text above.

1. According to Michael Gelac incarceration _____
2. According to Nora Collan the Coalition was calling _____
3. According to George Ryan the state of Illinois will suspend _____
4. According to this newspaper item _____

Exercise 6 Translate these sentences into English.

1. Съезд Ассоциации адвокатов состоялся в Далласе, штат Техас.
2. На съезде было заявлено, что настало время объявить мораторий на смертные казни.
3. Многие адвокаты требуют, чтобы смертная казнь была запрещена.
4. Это требование было поддержано и в других странах.
5. Требование английских адвокатов было опубликовано совсем недавно.
6. Газеты писали, что требование поддержали и французские адвокаты.

Exercise 7 Make a summary of the text above. What do you think the ideas of the Prison Moratorium Project in the USA are?

Reading

Before you read, translate these words with the help of a dictionary.

to slash; ballooning; granting early release; inmate; to cap; «summary» parole system; remain under supervised release; technical parole violations; dirty drug tests; underpinning; reentry skills; undermine

Exercise 1 Read the article.

Prisons: Facing budget crisis, California Governor ponders early release of 22,000 nonviolent offenders

Faced with a billion budget deficit, California Gov. Arnold Schwarzenegger is considering a proposal to slash ballooning prison spending by granting early release to some 22,000 nonviolent, non-sex offender inmates. The proposal would also cut the state's prison population by changing the way parole violations are handled. But Schwarzenegger

has not approved the proposal, and it is already generating political opposition.

California's prison system is second only to the federal system in size. The system is vastly overcrowded and faces two federal class-action suits seeking to cap inmate populations because overcrowding is resulting in the state not delivering constitutionally adequate medical and mental health care.

20.6% of those prisoners are doing time for drug offenses. Drug offenders, property offenders, and «other» nonviolent offenders together account for half the state prison population. Under the plan, presented by the governor's office, low-risk offenders with fewer than 20 months left in their sentences would be released early. It would also involve cutting some prison jobs, mostly for the state's highly paid prison guards, whose base salary is nearly \$60,000 a year. The proposal also calls for a «summary» parole system, where released offenders would remain under supervised release, but would not be returned to prison for technical parole violations, such as dirty drug tests or missing an appointment, but only if they are convicted of a new crime. Moving to a summary system would cut the average parole population, parole jobs and reduce the prison population.

Republican Assemblyman Todd Spitzer said early releases would undermine Assembly Bill 900, a \$7.9 billion measure that will add 53,000 jail and prison beds, but also establish rehabilitation as the philosophical underpinning of the state's prison system. «By letting people out 20 months early, which is supposed to be when they get their reentry skills, they're not going to get them at all, so recidivism is going to get worse», Spitzer said.

Exercise 2 **Answer these questions.**

1. How does Arnold Schwarzenegger propose to slash ballooning prison spending?
2. What is his idea to cut the state's prison population?
3. What condition is California's prison system in?
4. What kinds of offenders account for half the state prison population?
5. What kinds of offenders are supposed to be released early? What will this step result in?
6. What is «summary» parole system?
7. Why is Schwarzenegger's proposal generating political opposition?
8. What was the Assembly Bill 900 passed for?

Exercise 3 Translate these sentences into English using the following pattern.

a few times higher/lower/bigger/smaller...
в несколько раз выше/ниже/больше/меньше...

1. Эти цифры в два раза выше, чем мы ожидали.
2. Количество освобожденных досрочно в этом году в два раза выше.
3. Сумма, которую тратят на содержание заключенных, на самом деле в несколько раз больше.
4. Они потратили в два раза больше времени на то, чтобы изучить статистические данные по тюрьмам штата.
5. Они проинспектировали тюрьму, в которой втрое больше заключенных.

It is interesting to know.

1. Sing Sing Correctional Facility (Ossining, N.Y)



Sing — Sing is located on the banks of the Hudson River, 30 miles north of New York City. The phrases «sent to the big house» and «sent up the river» both originated here. Built in 1825, oppressive Sing Sing was known for such tortures as «the bath», in which water was poured over a prisoner's head only to collect, and terrifyingly rise, in a hollow basin worn around the neck and head, and «bucking», where prisoners were

hung upside down for long periods of time. Today Sing Sing has been rebuilt as a fully modernized prison facility, and there's talk of turning the original cellblock into a museum. There are 1,000-plus staffers to handle the prison population of about 1,700.

Former residents include spies Ethel and Julius Rosenberg, serial killer and cannibal Albert Fish, and prolific bank robber Willie Sutton.

2. Guantanamo Bay Detention Camp (Cuba)

Located in Guantanamo Bay, a large harbor surrounded by steep hills on the south side of Cuba. The camp is under U.S. governmental control.

Guantanamo, or «Gitmo» as it's called, holds people determined to be enemy combatants, including hundreds of prisoners from the Middle

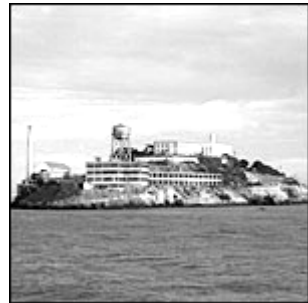
East (Saudi Arabia, Yemen, Pakistan, Afghanistan and Syria). Prisoners are blindfolded when moved from one part of the facility to another, and banned from talking in groups of four or more. Human rights organizations have charged that prisoners at Guantanamo have been tortured and mistreated. There are about 400 prisoners at Gitmo these days, and a total military presence of more than 2,000.



Mohamed al-Kahtani, an alleged member of al-Qaeda, is a detainee at Guantanamo. He supposedly intended to participate in the Sept. 11 attacks but was detained by immigration officials.

3. Alcatraz

Location: Alcatraz Island, Calif. Considered escape-proof when it was built, the long abandoned federal prison sits on a rocky island in the middle of San Francisco Bay. The Federal Bureau of Prisons opened Alcatraz in 1934 as a place to house escape-prone prisoners who'd otherwise be disruptive elements within other facilities. Alcatraz became known as «The Rock». Gangster Al Capone and sociopath Robert «The Birdman» Stroud were two of Alcatraz's most notorious inmates.



Well-behaved prisoners could do factory work to keep busy, perform in a prison band (Capone played banjo!), and enjoy a library of 15,000 books.

In its heyday, Alcatraz housed 300 prisoners and had about 100 workers.

Over to you

1. Henry Ford, an American car manufacturer (1863–1947), once said, «*It is all ones to me – if a man comes from Sing – Sing or Harvard. We hire a man, not his history*». What do you think of his words? Do you agree with him?
2. Does a prison background influence the career of a person? Will employers pay attention to the prison background? Are the rights of a person limited in any way when he/she is released from prison?

Revision

Exercise 1 **Complete these sentences using the words below.**

offense	rehabilitation	imprisonment	jail
probation	granted parole	fine	punishable

1. A felony is a serious offense _____ by death or _____.
2. A misdemeanor is a less serious _____, punishable by a _____ or up to one year in _____.
3. The defendant may also be placed on _____ for a specified length of time.
4. If sentenced to jail, he may be _____.
5. _____ is when the offender is involved in the corrections of the criminal justice system.

Exercise 2 **Open the brackets. Use appropriate form of the gerund.**

1. Why do you avoid _____ (to speak) to me?
2. The problem is not worth _____ (discuss).
3. The juvenile was afraid of _____ (to punish).
4. John was suspected of _____ (to commit) the robbery.
5. He gave up the idea of _____ (to steal) without _____ (to be suspected).
6. Labour law is a system of rules _____ (to regulate) labour relations.
7. (To examine) _____ the causes of the crime the court passed its sentence over the criminal.
8. The evidence _____ (to be strong) the accused was found guilty by the jury.
9. The police succeeded in _____ (to prevent) the crime.
10. Don't you think of _____ (to identify) the criminal?
11. His _____ (to be accused) of petty offenses is not surprising.

Supplementary reading

Read and render the following texts.

1. «Criminal Law»
2. «Rehabilitation»
3. «Punishment»

Lesson 18

ALTERNATIVES TO INCARCERATION

«I do not think the American people want to see people mistreated and abused in prison. I don't think they want to see disease spreading from prison to guards ... to the community.»

Nicholas de B. Katzenbach, a former U.S. attorney general

Starting up

Study the following.

rehabilitation 1. восстановление в правах, реабилитация 2. реабилитация личности, адаптация к условиям жизни в обществе (перевоспитание)	to rehabilitate 1) реабилитировать (восстанавливать в правах) 2) исправлять, перевоспитывать (человека) rehabilitative — реабилитационный

Exercise 1 Translate these examples into Russian.

1. There are no *rehabilitative* services offered in the Texas prisons.
2. Can prisons *rehabilitate*?
3. Confession is regarded as the first step in the *rehabilitative* process.
4. Facilities for prisoner *rehabilitation* were extremely limited.
5. The use of *rehabilitation* as one of the main goals or philosophies of corrections is far from a new idea.
6. In essence, the *rehabilitation* philosophy denies any connection between guilt and punishment.

Exercise 2 Translate these nouns into Russian, form the corresponding verbs.

incarceration

rehabilitation

alternative

unemployment

recognition

impoverishment

imprisonment
abuse

criminalization
achievement

objective
safety

Exercise 3 **Translate these words into Russian.**

to harm — harm — harmless — harmful

to commit — commissioner — commission

to advantage— advantage — disadvantage advantageous

to influence — influence — influential

to violate —violator— violence — violent

to delegate — delegate — delegation

Reading

Before you read, answer these questions.

1. What do you know about prisons and their inmates? What kinds of offenders form prison population?
2. Do prisoners commit new crimes after their release? Why, or why not?

Exercise 1 **Read the text.**

Is prison an answer?

Prison populations around the world are increasing, placing enormous financial burdens on governments. In the meantime, there is growing recognition that imprisonment does not achieve some of its most important stated objectives, as well as being harmful — to offenders, to their families and in the long-term, to the community.

Imprisonment has several objectives. It keeps them from committing further crimes while they are in prison and, in theory, allows them to be rehabilitated during their period of imprisonment.

However, it is this objective that is generally not being met by imprisonment. On the contrary, evidence shows that prisons not only rarely rehabilitate, but they tend to further criminalize individuals, leading to re-offending.

The majority of prisoners worldwide come from economically and socially disadvantaged backgrounds. Poverty, unemployment, lack of housing, broken families, histories of psychological problems and men-

tal illness, drug and alcohol abuse, domestic violence are realities that are likely to be found in most offenders' lives. Many are in prison for non-violent or minor offences.

By using prison as an answer to all offences committed by such individuals, not only is the issue of safety in the community not addressed in any sustainable manner, the cycle of impoverishment, loss of jobs, weakening of employment chances, damage to relationships, worsening of psychological and mental illnesses and continued or increased drug use is perpetuated.

There are also many health risks associated with overcrowded prisons, including the spread of infectious disease, such as tuberculosis and HIV. In many countries violence is a common element of prison life, especially where there is overcrowding.

Vocabulary

to sustain	поддерживать, заботиться, устоять
to perpetuate	стать постоянным
HIV — human immunity virus	вирус иммунодефицита человека

Exercise 2 Find in the text the English equivalents for these word combinations.

растущее число заключенных; огромное финансовое бремя; достичь цели; в долгосрочной перспективе; привести к совершению повторных правонарушений; социально и экономически неблагополучные семьи; злоупотребление алкоголем и наркотиками; мелкие ненасильственные преступления; вопрос безопасности общества; обнищание; обострение заболеваний; переполненность тюрем

Exercise 3 Insert appropriate prepositions.

1. Imprisonment keeps offenders ____ committing further crimes and, ____ theory, allows them to be rehabilitated ____ their period ____ imprisonment.
2. Imprisonment does not achieve its objectives being harmful ____ offenders, ____ their families and ____ long-term, ____ community
3. The majority ____ prisoners worldwide come ____ economically and socially disadvantaged backgrounds.
4. Many are ____ prison ____ non-violent or minor offences.

5. ____ using prison as an answer ____ all offences committed ____ such individuals, the issue ____ safety ____ the community is not addressed ____ any sustainable manner
6. There are many health risks associated ____ overcrowded prisons, including the spread ____ infectious disease
7. Violence is a common element ____ prison life

Exercise 4 Complete these sentences. Use appropriate words from the text above.

1. Imprisonment has several objectives: _____.
2. Prisons not only rarely rehabilitate, but they tend to _____.
3. _____ are realities that are likely to be found in most offenders' lives.
4. The majority of prison population is _____.
5. Using prison as an answer to all offences can result in _____.
6. There are also many health risks associated with overcrowded prisons, including _____.

Exercise 5 Answer and debate these questions.

1. What are the objectives of imprisonment? Are they always met? Why, or why not?
2. Why do prisons tend to further criminalize individuals, leading to re-offending?
3. What backgrounds do the majority of prisoners worldwide come from? What was their life like?
4. What do imprisonment result in?
5. Are the conditions for prisoners good enough?
6. What are health risks associated with overcrowded prisons?
7. What measures should be taken, in your opinion, to improve the situation?

Grammar: The verbs *to insist*, *to suggest*

После глаголов **to insist** (*настаивать*), **to suggest** (*предлагать*), **to demand** (*требовать*), **to recommend** (*рекомендовать*), **to order** (*приказывать*) употребляется конструкция:

that smb (should) do smth

that smb/smith (should) be done

Данная конструкция употребляется также в модели

It is important that smb (should) do smth

<i>He insisted that we should speak to the colonel.</i>	Он настоял на том, чтобы мы поговорили с полковником.
<i>He insisted that the colonel should be spoken to.</i>	Он настоял на том, чтобы поговорить с полковником.
<i>He suggested that we speak to the lieutenant.</i>	Он предложил, чтобы мы поговорили с лейтенантом.
<i>He suggested that the problem should be discussed later.</i>	Она предложила обсудить эту проблему позже.
<i>It is important that we should speak to the colonel.</i>	Важно, чтобы мы поговорили с полковником.

Exercise 1 Translate these sentences into Russian.

1. They insist that problems in prisons should be publicly recognized.
2. The judge suggested that the defendant be released for lack of probable cause.
3. The head of the department ordered that the target should be clearly defined.
4. The probation officer recommended that he should be granted parole.
5. They suggest that the discussion should be prolonged tomorrow. as soon as possible.
6. The citizens insisted that it should be the issue of safety in the community.
7. Why do they suggest that we should make some changes?
8. The witness insisted that they should inform the police about the robbery they had seen.
9. It is required that bail shouldn't be excessive.

Exercise 2 Make sentences using the pattern.

It is	necessary	that	a judge	(should)	find the verdict of guilty
	crucial		jury		place him on probation
	desirable		probation officer		suspend the sentence
	urgent		magistrate		supervise the offender
	natural				convict the defendant
	reasonable				release him on bail
	important				decide on a penalty

Exercise 3 Translate these sentences into Russian.

1. It is necessary that the witness should tell the truth.
2. It is desirable that the police should be able to apprehend suspects as soon as possible.
3. It is important that the students should be taught the difference between felonies and misdemeanors.
4. It is reasonable that this dangerous criminal should be sentenced for life.
5. It is necessary that justice should be administered equally.
6. It is crucial that the lawyer should be fully informed of all the details of the case.

Exercise 4 Translate these sentences into English.

1. Законодатели предложили внести некоторые изменения в закон об отмене смертной казни.
2. Адвокат требовал более мягкого наказания для своего подзащитного.
3. Правозащитники настаивают, чтобы с заключенными обращались корректно и уважительно.
4. Прокурор потребовал, чтобы журналисты покинули зал до начала судебного заседания.
5. Начальник колонии приказал, чтобы бунт заключенных был немедленно подавлен.

6. Желательно, чтобы исправительная система более успешно осуществляла реабилитацию осужденных.
7. Необходимо, чтобы заключенные знали свои права.
8. Очень важно, чтобы судьи, которые выносят приговор, были действительно компетентны.

Over to you

Discuss the following.

1. «*It isn't true that convicts live like animals: animals have more room to move around.*» Mario Vargas Llosa (b 1936), a Latin American author.

A considerable amount of offenders are inmates of overcrowded prisons with high crime rate in inhuman conditions.

2. Correctional system fails to rehabilitate the majority.

3. All prisoners should be treated with respect and without humiliation.

Reading

Before you read, answer these questions.

1. Do you know any other types of punishment, which can be used instead of imprisonment?
2. What crimes can they be applied to?

Exercise 1 Translate these words into Russian.

to consider — consideration — considerable

custody— non-custodial — custodial — custodian

to admonish— admonition — admonishment — admonitory

to penalize — penalty — penal — penance

to expropriate — expropriation — expropriator

to incarcerate — incarceration

to supervise—supervision — supervisor

Exercise 2 United Nations Standard Minimum Rules for Non-custodial Measures (The Tokyo Rules) were adopted by General Assembly resolution 45/110 of 14 December 1990. To read the full version refer to www.un.org

Exercise 3 Read the text.

Non-custodial types of punishment

According to Rule 8.1 of the Tokyo Rules, the judicial authority should take into consideration in making its decision the rehabilitative needs of the offender, the protection of society and the interests of the victim, who should be consulted whenever appropriate.

The Tokyo Rules list a wide range of dispositions other than imprisonment that can be imposed and have punitive character:

- (a) Verbal sanctions, such as admonition, reprimand and warning;
- (b) Conditional discharge;
- (c) Status penalties;
- (d) Economic sanctions and monetary penalties, such as fines and day fines;
- (e) Confiscation or an expropriation order;
- (f) Restitution to the victim or a compensation order;
- (g) Suspended or deferred sentence;
- (h) Probation and judicial supervision;
- (i) A community service order;
- (j) Referral to an attendance centre;
- (k) House arrest;
- (l) Some combination of the measures listed above.

Fines are used widely. Their disadvantage is that many people cannot afford the fines prescribed and may therefore be imprisoned.

In some countries instead of a fine the court obliges the convicted offender to pay a certain amount of money to the victim as compensation.

The arrangement for the convicted offender to continue to live in the community under the supervision of a judicial authority, probation service, or other similar body. It can involve requiring the offender to attend certain courses, therapy or treatment programs.

Vocabulary

disposition

зд. средство

admonition

предупреждение

reprimand

выговор

conditional discharge

условное освобождение

suspended or deferred sentence

условное наказание

attendance centre

воспитательный центр с обязательным посещением (исправительное учреждение для несовершеннолетних правонарушителей до 17 лет, которые обязаны проводить в центре еженедельно определённое время)

Exercise 4 Match the non-custodial types of punishment with their legal definitions

1. House arrest	2. A community service order
3. Suspended or deferred sentence	4. A conditional discharge
5. Admonition	6. Probation
- A) a punishment under Scots law when an offender has been found guilty but is neither imprisoned nor fined but receives a verbal warning and is afterwards set free. The conviction is still recorded
- B) a sentence passed by a court whereby the defendant is not punished provided he or she complies with certain conditions
- C) a sentence given after the formal conviction of a crime that the convicted person is not required to serve.
- D) a sentence which may be imposed by a court in lieu of incarceration. A criminal has been convicted of a crime but has served only part of the sentence in jail, or has not served time at all. An offender is ordered to follow certain conditions forth by the court
- E) a measure by which a person is confined by the authorities to his or her residence. Travel is usually restricted, if allowed at all.
- F) This order requires you to do unpaid work in the community

Exercise 5 Give legal definitions for other non-custodial types of punishment from the text.

Exercise 6 Answer the following questions.

1. Are judges encouraged to impose alternative sentences when these are available as an option? Are they required to explain why they have imposed a prison sentence, if an alternative was available for the offence for which the sentence was imposed?

2. Does the failure of a non-custodial measure automatically lead to the imposition of a custodial measure?
3. What are the advantages and the disadvantages of the measures, described in the text?

Exercise 7 Translate this text into English.

В мире существуют десятки способов уберечь человека от тюрьмы. Это и условное предупреждение, когда ему запрещается появляться в определенном месте; и отложенное наказание — человеку дают время, чтобы исправиться, но пристально за ним наблюдают; и поражение в правах — к примеру, в Англии футбольных болельщиков не выпускают на матчи в другие страны; и даже, тюрьмы «отельного» типа — туда осужденный является только на ночь. В России выбор наказаний пока невелик. Да и судьи за десятки лет практики привыкли к тому, что выбирают лишь между реальным и условным наказанием.

Reading

Before you read, answer these questions.

1. Do special prisons for juveniles, women, mentally ill persons, and drug users exist in Russia?
2. Are there any alternatives to the imprisonment of these categories of offenders?

Exercise 1 Read the text.

Treating juveniles

The United Nations Convention on the Rights of the Child underlines the urgency for finding alternatives to the imprisonment of children by providing that: «The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time.»

The essential aim of treatment of every child during the trial and also if found guilty of infringing the penal law shall be his or her reformation, re-integration into his or her family and social rehabilitation. Strictly punitive approaches are not appropriate. In adult cases, and possibly also in cases of severe offences by juveniles, retributive sanctions might be considered to have some merit, in juvenile cases such considerations should be outweighed by the interest of safeguarding the well-being and the future of the young person.

Vocabulary

to underline the urgency for	подчеркнуть необходимость в
to be in conformity with	соответствовать
a measure of last resort	крайняя мера
to infringe the penal law	нарушить уголовное право
punitive approaches	карательный подход
appropriate	соответствующий, подходящий
retributive sanctions	санкции возмездия
to have some merit	иметь свои достоинства

Exercise 2 Find the pairs of synonyms.

- a) imprisonment, penal, reformation, criminal, severe, to infringe, merit, jail, aim, retributive
- b) incarceration, rehabilitation, strict, to violate, advantage, objective, punitive, gaol

Exercise 3 Complete these sentences.

- 1. There is urgency for finding alternatives to _____.
- 2. The arrest, detention or imprisonment of a child shall be used only as _____.
- 3. The essential aim of treatment of every child guilty of infringing the penal law shall be _____.
- 4. The interest of safeguarding the well-being and the future of the young person must outweigh _____.
- 5. Strictly punitive approaches are _____.

Exercise 4 Answer and debate these questions.

- 1. What age of punitive responsibility do children have? Does it depend on a type of case?
- 2. Does the law grant the police, prosecution or other agencies dealing with the cases of children have discretion to dispose of certain types of cases, without having to resort to formal hearings?
- 3. Does penal legislation make special provisions for juveniles expanding the possibilities of alternative sentences? What are these provisions?

Exercise 5 Translate the text in writing.

Treating women

The disproportionately severe effects of women's imprisonment, both on themselves and on their children and other family members, require additional efforts to be made to find alternatives to imprisonment for them at all stages of the criminal justice process. In most cases alternatives can be applied more easily to women, as a high percentage are detained for non-violent offences.

Exercise 6 Complete this chart.

verb	noun	adjective
	urgency	
to threaten		
		acceptable
to detain		
	intimidation	
		abusive

Exercise 7 Answer and debate these questions.

1. Does the law grant the police, prosecution or other agencies dealing with the cases of women have discretion to dispose of certain types of cases, without having to resort to formal hearings? What are the criteria?
2. Does penal legislation make special provisions for women, pregnant women or women with young children, expanding the possibilities of alternative sentences? What are these provisions?
3. Does the legislation encourage the use of alternatives measures and sanctions in the cases of women charged with non-violent offences and to take into account the particular circumstances of the woman, e.g. victim of domestic violence, sexual abuse or other forms of gender based intimidation? Is this applied in practice?
4. If not, what steps are being taken to encourage/enable the use of alternatives in the cases of women charged with non-violent and minor offences?

Exercise 8 Translate these adverbs into Russian and form the corresponding adjectives.

mentally frequently ideally urgently disproportionately
extensively additionally significantly strictly

Exercise 9 Translate the text.

Treating the mentally ill

In general, mentally ill persons are better treated outside prison. Ideally they should be in the community in which they live. If they need to be treated in a mental health facility, then the facility should be close to home as possible. However, prisons are not acceptable substitutes for mental health facilities. Mentally ill persons do sometimes commit criminal acts. If no legal procedures exist to commit mentally ill offenders who continue to pose a threat to others to secure mental health facilities, such persons end up in prisons, which are not designed to care for them.

Exercise 10 Find in the text the English equivalents for these word combinations.

душевнобольные; поместить в медицинское учреждение; приемлемая замена; представлять угрозу для окружающих; закончить в тюрьме; не предназначены для ухода за больными

Exercise 11 Complete these sentences.

1. Mentally ill persons should be treated_____.
2. If they need to be treated in a mental health facility_____.
3. Mentally ill persons do sometimes commit_____.
4. Mentally ill offenders who continue to pose a threat to others are_____.

Exercise 12 Answer and debate these questions.

1. Is the definition of insanity broad enough in the penal legislation to ensure that those who are not criminally responsible for their actions are not subjected to criminal law?
2. Do the police and prosecuting authorities have the power to divert persons who are mentally ill from the criminal justice system, pro-

vided that they do not pose a threat to society? What criteria apply? How often does this happen in practice?

3. Does legislation allow courts to intervene on behalf of pre-trial or sentenced prisoners suspected of having a mental illness, and acting on the basis of independent medical advice, to order that such persons be admitted to a mental health facility?. How often does this happen in practice? Must defense counsel raise the issue?
4. Does legislation provide for special consideration to be given to the imposition of non-custodial measures and sanctions on mentally ill offenders, both at pre-trial and at trial?

Reading

Before you read, translate these words into Russian and say from which words they are formed.

addiction	drug-related	initiative	multidisciplinary
completion	participant	diversion	treatment

Exercise 1 Read the text.

Drug – related offences

In most countries offenders who are imprisoned for drug-related offences make up a large proportion of the prison population. However, often their crimes are committed because of their own addiction to drugs. Many such offenders could be dealt with more effectively by alternatives to imprisonment targeted specifically at the drug problem.

While their primary focus is combating drug trafficking, the major international organizations call on governments to take multidisciplinary initiatives, of which alternatives to imprisonment are a key part.

In some countries, diversion from the criminal justice system for illicit drug users is formalized through drug education and treatment programs for first time offenders.

For those offenders whose addiction and record of criminal behaviour are more entrenched, drug treatment courts, in use in the United States and Australia, provide close monitoring by the judge and drug treatment court multidisciplinary team, a treatment plan. Successful completion usually requires a specific term in which the participant remains drug free and completion of the goals set in of the treatment plan.

Exercise 2 Translate into English. Use the past participles.

связанные с наркотиками правонарушения; совершенные преступления; альтернативы, нацеленные на решение проблемы наркотиков; поставленные цели; требуемый срок; завершённый план; участник, не употребляющий более наркотики; принятая инициатива

Exercise 3 Complete the sentences using appropriate forms of the verbs in brackets.

1. Offenders who _____ (to imprison) for drug-related offences _____ (make up) a large proportion of the prison population.
2. Their crimes _____ (to commit) because of their own addiction to drugs.
3. There _____ (to be) alternatives to imprisonment targeted specifically at the drug problem.
4. Diversion from the criminal justice system for illicit drug users _____ (to formalize through drug education and treatment programs for first time offenders).
5. Drug treatment courts _____ (to provide) close monitoring by the judge and drug treatment court multidisciplinary team.
6. The participant _____ (to remain) drug free and completion requires a specific term in which of the goals set in of the treatment plan.

Exercise 4 Answer and debate these questions.

- 1) What sentences apply to illicit drug use in the penal code? Is there a differentiation between the use of different types of drugs, with lesser sentences being provided for drugs such as cannabis?
- 2) Is the difference between illicit drug use and drug trafficking clearly defined, with differentiated possible sentences? If not, do sentencing guidelines or other criteria exist to guide the imposition of consistent and proportional sentences for drug offences?
- 3) Have there been any recent initiatives to decriminalize the use of certain drugs, such as cannabis, or to decrease the length of prison sentences for its use? What was the outcome?
- 4) Can, and do, police and prosecutors use their discretion not to charge suspected drug users, for example, on condition that they enter or complete a drug educational or therapy program? What criteria apply? How often does this occur? Are records kept of how many

drug users actually complete the programs? What happens to those who do not?

- 5) Are alternatives to criminal prosecution provided in legislation for the use of illicit drugs? What are they? Do the alternatives seek to address the drug addiction problem of the offender? How often are they used?
- 6) Are there drug treatment courts available? Which offenders are targeted?

Exercise 5 Translate this text into English.

Приказ Министерства юстиции Российской Федерации от 12 апреля 2005 г. № 38 г. Москва «Об утверждении Инструкции о порядке исполнения наказаний и мер уголовно-правового характера без изоляции от общества»

Обязательные работы исполняются инспекциями по месту жительства осужденных. Вид обязательных работ и объекты определяются органами местного самоуправления по согласованию с инспекциями. Обязательные работы выполняются осужденными в свободное от основной работы или учебы время на безвозмездной основе.

При определении осужденному вида обязательных работ и объекта учитывается его место жительства, график основной работы и учебы, состояние здоровья, возрастные особенности и профессиональные навыки.

Обязательные работы устанавливаются на срок от 60 до 240 часов. Время обязательных работ в течение недели, как правило, не может быть менее 12 часов.

Время содержания под стражей в связи с совершением преступления, за которое назначены обязательные работы, а также время отбывания лишения свободы с момента вынесения определения (постановления) суда о замене лишения свободы обязательными работами до момента фактического освобождения засчитывается из расчета один день содержания под стражей за восемь часов обязательных работ.

Reading

Before you read, answer these questions.

1. What do you know about modern types of devices developed to substitute incarceration, e.g. electronic bracelets?
2. Are such measures effective from your point of view?

Exercise 1 Read the following texts.

Electronic monitoring – alternatives to incarceration

Home detention

Clients sentenced to Home Detention program are given the opportunity to live at home and to continue working while abiding by a set curfew monitored by tracking technology in the form of an ankle bracelet. Offenders are closely monitored to ensure compliance with their individualized program plan

24/7 Accountability monitoring

Knowing that some offenders may require more intensive supervision than others, a 24/7 accountability monitoring program has been developed. Offenders sentenced to this program are placed on a passive GPS tracking system designed to continuously track their movements in the community

24/7 Alcohol and drug monitoring

Offenders who require substance abuse monitoring can be placed on 24/7 alcohol and drug abuse monitoring program. The program involves an offender being fitted with a bracelet designed to detect movement during periods of sleep. Normal sleep patterns are disrupted by drug and alcohol abuse in predictable ways. Any inconsistency detected by the bracelet will prompt the offender's case specialist to obtain a urine sample from the offender for drug and alcohol testing.



PassPoint drug screening



For those offenders needing increased drug abuse monitoring, the PassPoint drug screening system is offered. The system examines the client's eye to detect signs indicating that the client has been using a controlled substance. PassPoint can detect drug abuse up to 96 hours after the client has used. For those clients screening high-risk (probable drug abuse), the staff will collect a traditional

urine sample for confirmation.

Vocabulary

to divert from	зд. заменять
to bear the cost of	нести бремя расходов
intrusive	навязывающий, навязчивый
compliance with	исполнение
predictable	предсказуемый
a urine sample	анализ, образец мочи
confirmation	подтверждение

Exercise 2 Find in the text the English equivalents for these word combinations.

переполненность тюрем; растущий кризис; альтернативные виды приговора; программы, позволяющие содержать семьи; находиться под наблюдением следящих устройств; правонарушители, требующие более интенсивного контроля; круглосуточное наблюдение; проверка на алкоголь и наркотики

Exercise 3 Say whether these statements are true or false, according to the information of the texts.

1. Several alternative sentencing options designed to divert high-risk offenders from incarceration have been developed recently.
2. These programs serve to rehabilitate the offender, ease the pain or loss suffered by the victim of a crime, restore social harmony.
3. These alternatives are more substantial than standard probation and more costly and intrusive than jail or prison.

4. Clients sentenced to Home Detention program are given the opportunity to live at home and to continue working.
5. An ankle bracelet ensures compliance with offenders' standard program plan.
6. Offenders sentenced to 24/7 accountability monitoring program are placed on a passive GPS tracking system.
7. 24/7 alcohol and drug abuse monitoring program involves an offender being fitted with a bracelet to detect movement during periods of sleep.
8. New drug screening system can detect drug abuse up to 24 hours after the client has used.
9. For probable drug abuse, the staff will collect a traditional urine sample for confirmation.

Exercise 4 Answer and debate these questions.

1. What purposes do alternative sentencing monitoring programs serve?
2. Compare these alternatives to standard probation and jail or prison.
3. What are the advantages of using them?
4. Which forms of tracking technology are being used in the US?
5. How do 24/7 Alcohol and Drug Monitoring programs work?
6. Do you think similar programs are worth introducing in the correctional system of Russia?

Over to you

Some critics of the program say that such electronic monitoring constitutes oppressive surveillance, and that public officials should move cautiously before adopting the technology. Do you agree with this opinion? Why or why not? Give your arguments.

Supplementary reading

Read and render the text about non-custodial types of punishment.

Lesson 19

INTERNATIONAL POLICE COOPERATION



«None of us is as smart as all of us»

Japanese proverb

Starting up

Study the following.

fraud обман; мошенничество <i>to commit fraud</i> — совершить мошенничество 2) обманщик, мошенник, жулик	fraudster мошенник	fraudulent мошеннический fraudulence — мошенничество, обман	to defraud обманом лишать (of — чего-л.); выманивать, присваивать (себе)

Exercise 1 Translate these examples into Russian.

1. They *defrauded* four million citizens of their rights.
2. He *defrauded* them of their money.
3. He was sent to prison for *fraud* on stock market
4. This man is not a famous writer, he is *a fraud*.
5. Rather fail with honour than succeed by *fraud*. (Sophocles, 495 BC — 406 BC, an Ancient Greek playwright)
6. The military claims that the man was arrested and detained on charges of *fraud*.
7. Some *fraud* cases were prosecuted during the year.
8. The offender made *fraudulent* insurance claims.

Reading

Before you read, answer these questions.

1. What do you know about the international police cooperation?
2. Do you think the international police cooperation is important in solving crimes?

Exercise 1 **Read the text.**

Interpol

Interpol is the world's largest international police organization, with 187 member countries. The first International Police Congress was held in Monaco in 1914 and delegates, who included lawyers, judges, criminologists and civil servants as well as police officers, came from 17 countries. The objective of the Congress was to increase trans-national police cooperation, to centralize international criminal records, etc.

Further progress was postponed until the end of the First World War. The next meeting was held in 1923 when police officers from 20 countries met in Vienna. The result was the establishment of the *International Criminal Police Commission* with its headquarters in Vienna.

Created in 1923, it facilitates cross-border police cooperation, and supports and assists all organizations, authorities and services whose mission is to prevent or combat international crime.

Interpol aims to facilitate international police cooperation even where diplomatic relations do not exist between particular countries. Action is taken within the limits of existing laws in different countries and in the spirit of the Universal Declaration of Human Rights. Interpol's constitution prohibits «any intervention or activities of a political, military, religious or racial character».

The aims of Interpol are set in Article 2 of its Constitution:

- to ensure and promote the widest possible mutual assistance between all criminal police authorities.
- to establish and develop all institutions contributing effectively to the prevention and suppression of ordinary law crimes.

To meet these aims, Interpol undertakes a number of activities. Its central function remains that of handling enquiries. Despite the popular view, Interpol is not an executive agency with international detectives who can be «called in» to investigate some international crimes. It is an international communications system between different police forces.

Vocabulary

to facilitate	способствовать
to prohibit	запрещать
mutual	взаимный
spirit	дух
suppression	подавление
to undertake	1) проводить, 2) брать на себя обязательство
a number of	ряд, определенное количество
enquiry	запрос
despite smth	несмотря на что-либо
view	вид

Exercise 2 Translate these words into Russian.

to act — activity — activist — active
to initiate — initiative — initiation
to decide — decision — decisive
to influence — influence — influential
to centralize — centre — central — centralization
to delegate — delegate — delegation
to strengthen — strength — strong
to promote — promotion — promoter
to assist — assistance — assistant
to exist — existence — existing

Exercise 3 Insert appropriate articles.

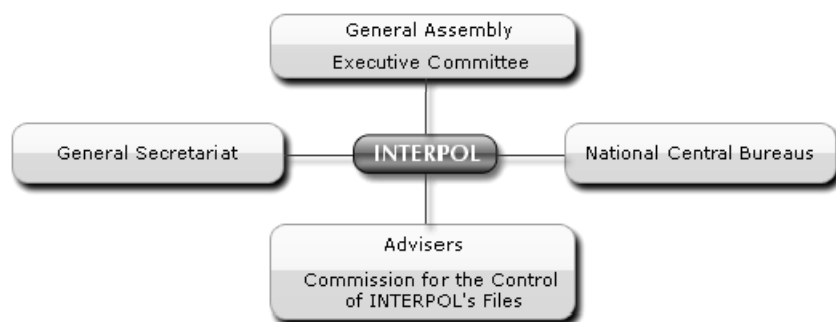
1. Interpol is ___ world's largest international police organization, with 187 member countries.
2. To meet these aims ___ Interpol has undertaken ___ number of ___ functions.
3. ___ central activity of ___ Interpol remains the function of handling ___ enquiries it gets from ___ participating countries.
4. Despite ___ popular opinion, ___ Interpol is not ___ executive agency.
5. Interpol is ___ international communications system.
6. ___ article 3 of ___ Constitution of ___ Interpol forbids it to undertake ___ political activities.

7. Interpol acts within ____ limits of existing laws and in ____ spirit of ____ Declaration.
8. Interpol is prohibited to take ____ activities of ____ political, military, religious or racial character.

Exercise 4 Answer these questions.

1. What is Interpol?
2. How many member countries does it include?
3. When was it created?
4. What is Interpol's mission?
5. What international agreements define the activities of Interpol?
6. What is the central function of Interpol?
7. Is Interpol an executive agency with international detectives, who investigate international crimes?

Exercise 5 Analyze the scheme below. What can you say about the structure of Interpol?



Exercise 6 Read the text.

The governing body of Interpol is the *General Assembly* which meets once a year. It is composed of delegates appointed by each member country. Meeting once a year, it takes all important decisions related to policy, resources, working methods, finances, activities and programs. Each member state has one vote in the Assembly.

The Executive Committee is elected by the General Assembly, there are 13 members (the president, three vice-presidents and nine delegates) representing the different Interpol regions. The *Executive Committee*,

which meets three times a year, prepares the agenda for the General Assembly, approves the program of activities, etc.

General Secretariat (the Secretary General and a technical and administrative staff) is responsible for the work of the Organization. The *General Secretariat* is based at Lyon in France. It is staffed by some 283 personnel, including police officers representing member countries.

National Central Bureaus (NCBs) are Interpol offices which are the key links between national law enforcement and Interpol services provided and maintained by each member state. These bureaux process the requests received via Interpol in the form of «international notices». These notices usually give physical description, photographs and fingerprints to the countries concerned.

There are advisers — experts, who may be appointed by the Executive Committee and confirmed by the General Assembly.

The crimes dealt with by Interpol are illicit drug trafficking, terrorism, forgery and counterfeiting of money, theft and other crimes against property, fraud, violent crime, including murder and armed robbery.

Vocabulary

research	исследования
although	хотя
agenda	повестка дня
to process	обрабатывать
via	через, посредством
notice	уведомление
particular	подробность, частность, деталь
concerned	заинтересованный
to counterfeit	подделывать
counterfeit currency	фальшивые деньги
armed	вооруженный

Exercise 7 Pay attention to the formation of the plurals of these borrowed words. Make the given words plural according to the patterns.

1. *analysis* — *analyses*

3. *index* — *indices*

basis — _____

matrix — _____

diagnose — _____

thesis — _____

2. *bureau* — *bureaux*

tableau — _____

4. *memorandum* — *memoranda*

referendum — _____

datum — _____

Exercise 8 Say whether these statements are true or false.

1. The National Central Bureaux are the essential part of Interpol.
2. Interpol's enquiries are handled by the General Secretariat.
3. International notices are issued by participating countries.
4. International notices give very important information.
5. Interpol deals with various crimes.
6. But Interpol does not deal with counterfeit currency.

Exercise 9 Complete these sentences.

1. Interpol is not _____ (под наблюдением) of any government.
2. Interpol is an intergovernmental police force whose task is to (co-действовать) _____ cross-border police cooperation.
3. Interpol was _____ (создан) in 1923.
4. Interpol members are police and non-governmental _____ (представители).
5. Interpol doesn't have _____ (полномочий ареста) or any rights _____ (провести расследование).
6. Interpol is an _____ (международная система обмена информацией).
7. Interpol leads the war on narcotics _____.

Exercise 10 Complete this sentence with the words from the box, the first letter in the words is given to you.

embezzlement drug traffic

crimes

murder

counterfeiting

burglary

forgery

car theft

frauds

Four of Interpol General Secretariat departments specialize in certain c_____: one handles m_____, b_____, assault, larceny, c____ t_____, and missing persons; other deals with b____ f____ and other types of e____; a third with d____ t____ and moral offences; and the fourth deals with f____ and c_____.

Exercise 11 Describe the structure of Interpol using the diagram in exercise 5 and the information of the texts above. Say in what field Interpol is the most efficient, in your opinion.

The following words may be of help.

to be responsible to	to be headed by
to consist of	to control/ to supervise the work of

Reading

Before you read, answer the following questions.

1. What do you think Europol is?
2. Is Europol the same as Interpol?

Exercise 1 Read the text.

Europol

The establishment of Europol was agreed in the Treaty on European Union of 7 February, 1992. Based in The Hague, Netherlands, Europol started limited operations on 3 January, 1994 in the form of the Europol Drugs Unit (EDU) fighting against drug-related crimes. Europol commenced its full activities on 1 July, 1999. Progressively, other important areas of criminality were added. Europol supports the law enforcement activities of the member states mainly against:

- Illicit drug trafficking;
- Illicit immigration networks;
- Terrorism;
- Forgery of money (counterfeiting of the euro) and other means of payment;
- Trafficking in human beings (including child pornography);
- Illicit vehicle trafficking;
- Money laundering.

In addition, other main priorities for Europol include combating crimes against persons, financial crime and cybercrime. Europol comes into action when an organised criminal structure is involved and two or more member states are affected.

Europol supports member states by:

- Facilitating the exchange of information, in accordance with national law, between Europol liaison officers (ELOs);

- Providing operational analysis in support of operations;
- Generating strategic reports (e.g. threat assessments) and crime analysis on the basis of information and intelligence supplied by member states and third parties;
- Providing expertise and technical support for investigations and operations carried out within the EU, under the supervision and the legal responsibility of the member states concerned.

Europol proved to be active in promoting crime analysis and coordinating of investigative techniques within the member states. The Europol liaison officers, together with the Europol officers, analysts and other experts, provide an effective, fast and multilingual service 24 hours a day, 7 days a week.

Europol is expected to support member states' competent authorities and its partners in preventing and combating international organised crime and terrorism.

Europol is supposed to provide relevant information of a strategic, operational or technical nature. In the process of acquiring and processing the information, Europol continued to:

- identify and disrupt international crime networks in cooperation with EU member states and its partners;
- support special investigation techniques and best practices;
- facilitate the creation of joint investigation teams under the leadership of member states;
- provide on-the-spot assistance for operational teams in the member states on request;
- assist member states in identifying emerging crime patterns and trends;
- deliver training.

Vocabulary

liaison	связь, взаимодействие
ad hoc	специальный, устроенный для данной цели
ad hoc committee	специальный комитет

Exercise 2 Find in the text the English equivalents for these words and word combinations.

бороться с преступлениями, связанными с наркотиками; отмывание денег; действия правоохранительных органов; незаконная миграция; торговля людьми; отмывание денег; компетентные органы; распознать и разрушить преступные сети; совместные след-

ственные группы; обеспечивать оперативную помощь; осуществлять обучение

Exercise 3 **Answer these questions.**

1. When was Europol established?
2. What law enforcement activities does Europol support?
3. What are the main priorities of Europol?
4. In what spheres did Europol prove to be active?
5. What is the role of Europol in acquiring and processing of information?

Grammar: Complex subject (сложное подлежащее)

Конструкция «Сложное подлежащее» состоит из существительного или местоимения в именительном падеже и инфинитива. Переводится на русский язык придаточным предложением:

He is said to know 6 languages. — Говорят, что он знает 6 языков.

* See Grammar reference

Exercise 1 **Read and translate the sentences using the model.**

Model: They are believed to be organised crime members.

Полагают, что они — члены организованной преступной группы

1. Interpol is said to process the requests tomorrow.
2. He was expected to be in the Bureau in the evening, wasn't he?
3. The officer was reported to solve the robbery.
4. What is considered to be the Executive Office of Interpol?
5. Interpol isn't supposed to deal with shoplifting.

Exercise 2 **Find the sentences with complex subjects in the text.**

Exercise 3 **Make sentences about the work of Europol. Use complex subjects and the word combinations below.**

to combat terrorism; to investigate organized crime cases; to fight illicit drug trafficking; to disseminate information; to question suspects; to deal with illicit immigration networks; to prevent forgery of money; to assist member states; to counteract money laundering

Exercise 4 Make sentences using the patterns below.

1. He is said to have given evidence in that case of kidnapping
testimony robbery
espionage
manslaughter
blackmail
2. He was expected to appeal his conviction
(un) likely be granted parole
be brought to justice
plead guilty
3. He appeared to be an experienced investigator
proved be placed on probation
turned out arrive in time
happened see the burglars

Exercise 5 Read and translate these sentences into Russian. Pay attention to the use of the complex subject.

1. Interpol is supposed to act in accordance with national law.
2. Europol is said to support member states by facilitating the exchange of information.
3. The criminal turned out to have committed crimes in several European cities.
4. The baron of international organized crime happened to have left some fingerprints on the wheel.
5. That gang was reported to be involved in murder and armed robbery.
6. In some countries the number of crimes committed seems to be increasing rapidly
7. The material evidence is likely to be examined by the Europol Laboratory Division.
8. The crime seems to have been committed by a group of international counterfeiters.
9. The fingerprints proved to be the only means of identifying the victims of the terrorist act.

Exercise 6 Translate these sentences into English.

1. Говорят, что Генеральная Ассамблея принимает все важные решения, касающиеся политики и деятельности Интерпола.
2. Сообщают, что офицеры связи, аналитики и эксперты Европола обеспечивают быструю и эффективную поддержку 24 часа в сутки и 7 дней в неделю.
3. Мы случайно встретились на конференции Европола по отмыванию денег.
4. Вероятно, запрос будет обработан в течение недели.
5. Кажется, личность террориста уже установлена.
6. Вряд ли международную организованную преступность удастся быстро искоренить. (*suppress*)

Over to you

See the site www.interpol.com, www.europol.com, search for additional information that may be of any interest to you. Present your findings in class.

Reading

Before you read, answer these questions.

1. What is organized crime? Is it easy to bring crime lords to justice and why?
2. Why are international cooperation and coordination necessary in combating organized crime?

Exercise 1 Read the text.

Organized crime

Organized crime groups often victimize businesses through the use of extortion or theft and fraud activities like hijacking cargo trucks, robbing goods, committing bankruptcy fraud (also known as «bust-out»), insurance fraud or stock fraud (inside trading) and white collar crime.

Organized crime groups also victimize individuals by car theft, burglary, credit card fraud, identity theft, and stock fraud («pump and dump» scam).

Some organized crime groups defraud national, state, or local governments by bid-rigging public projects, counterfeiting money along with counterfeiting of copyrighted, trademarked goods, and of intellectual property, smuggling or manufacturing untaxed alcohol (bootlegging) or

cigarettes (bottlelegging), match fixing, pornography, money laundering, and providing immigrant workers to avoid taxes.

Organized crime groups seek out corrupt public officials in executive, law enforcement, and judicial roles.

Organized crime groups also provide a range of illegal services and goods, such as loansharking of money at very high interest rates, book-making and gambling, prostitution, drug trafficking, gunrunning, providing murder for hire, illegal dumping of toxic waste, people smuggling and trafficking in human beings.

Exercise 2 Find in the text the English equivalents for these words and word combinations.

угон грузовиков с товаром; мошенничество со страховкой; мошенничество на рынке акций; кража персональных данных; присвоение государственного имущества посредством недобросовестных аукционов; авторское право; торговая марка; фальшивомонетничество; интеллектуальная собственность; отмывание денег; уклонение от уплаты налогов; подкуп должностных лиц; ростовщичество; заказное убийство; сброс токсичных отходов; контрабанда оружия; торговля людьми

Exercise 3 Match these terms with their definitions.

a) extortion	1. smuggling or manufacturing untaxed alcohol
b) counterfeiting	2. smuggling or manufacturing untaxed cigarettes
c) bust-out	3. lending money at very high interest rates
d) «pump and dump» scam	4. committing bankruptcy fraud
e) bid-rigging	5. fraud on stock market
f) counterfeiting	6. to defraud state, or local governments through controlling the auctions to their own advantage
g) bootlegging	7. coping coins, banknotes in order to deceive
h) bottlelegging	8. to influence the results of a sport event by illegal means
i) match fixing	9. arranging one's affairs so as to pay the smallest amount of tax required by law

- j) tax avoidance
- k) loansharking

- 10. to obtain sth by violence or threat
- 11. committing bankruptcy fraud

Exercise 4 Make word combinations from the words below and use them in the sentences of your own.

bankruptcy
credit card
stock market
insurance
stock

fraud

copyrighted goods
trademarked goods
intellectual property
money

counterfeiting

Exercise 5 Answer these questions.

1. How does organized crime victimize businesses?
2. Do individuals suffer from organized crime groups?
3. How do organized crime groups defraud national, state, or local governments?
4. What other illegal services and goods do organized crime groups provide?
5. Why do some public officials get involved in illegal activities?

Exercise 6 Give the legal definition of «organized crime» and list the range of its activities.

Exercise 7 Translate these sentences. Pay attention to the *-ing forms*.

a.

1. Полиция расследовала дело о контрабанде оружия и наркотиков.
2. Банда действовала во многих странах мира, привлекая многих помощников.
3. Во время ареста преступники открыли огонь, убив двоих и ранив несколько оперативников.
4. Корреспондент пишет статью об организованной преступности, используя только фактический материал.

5. На этом сайте, посвященном высоким технологиям, можно найти много сообщений о хакерстве и других видах компьютерной преступности.

b.

1. They run lucrative smuggling groups involving weapons and stolen cars.
2. Attacks on organized crime have increased targeting one or two victims at a time.
3. Two men died while being transported to a hospital.
4. Nothing was done to check the increasingly growing number of gangs in this country.
5. The cyber criminals were prevented from escaping.

Reading

Before you read, answer these questions.

1. How often do you use the Internet? Has your computer ever been affected by any viruses? What do you do to protect information on your computer?
2. Why do you think international police organizations help to solve Internet-related cases?

Exercise 1 Read the text.

Cybercrime

Significant legal challenges have been created to individuals, companies and the legislature, because the technology necessary to access the Internet has also enabled innovative illegal activities. These include the breach of computer security and unauthorized access to a computer, known as hacking. There is also distribution of illegally obtained content, virus writing and virus spreading.

There are cybercrimes that may affect you personally, such as credit card fraud online (credit card scams), and identity theft, when financial benefit is obtained by deception using stolen personal information. In the USA, fraudsters who use a stolen identity to commit new crimes may be charged with aggravated ID theft.

Other cybercrime may impact on your business. There's cyberfraud, such as pharming, where users are moved to fake, non-genuine sites, when they try to link to their bona fide* bank website.

Then there's phishing, when a fraudster, by misrepresentation** gets Internet users to disclose personal information in reply to spam email sent unsolicited to a large number of people. Internet users can also be tricked into money laundering activities which aid the transfer of illegal or stolen money.

* **bona fide** — personal, confidential

** **misrepresentation** — making a wrong statement to trick someone into a contract

Exercise 2 Make all possible word combinations using the following words.

legal	breach	security	access	spreading	money
illegal	security	content	virus	transfer	laundering

Exercise 3 Make sentences using the word combinations above.

Exercise 4 Say whether these statements are true or false.

1. People who use computer applications are known as hackers.
2. It's a legal challenge to gain unauthorized access to a database.
3. Secure servers make virus spreading possible.
4. Distributing illegally obtained data is a breach of computer security.

Exercise 5 Complete these sentences.

1. New Internet technologies enable _____.
2. Hacking is known as _____.
3. The cybercrimes that may affect you personally are _____.
4. Fraudsters who use a stolen identity to commit new crimes, may be _____.
5. Cyberfraud, such as pharming is _____.
6. Phishing, is when a fraudster, by misrepresentation, gets _____.
7. Money laundering activities aid _____.

Exercise 6 Answer and debate these questions.

1. What is hacking? Who is involved in this illegally activity?

2. What is understood by «distribution of illegally obtained content»?
3. What types of cyberfraud do you know?
4. Has your computer ever been infected by malicious programs?
5. How can people protect themselves from phishing and pharming?

Exercise 6* **Some of you are sure to know the following computer jargon. Have you ever come across any of the problems mentioned below?**

Jargon

Malware	many types of malicious programs able to infect computers, websites and files
Phishing	used to trick surfers into handing over confidential information
Spear phishing	personalized scams, often purporting to come from friends or colleagues
Spam	unwanted email often selling fake goods or illegal services
Virus	a piece of code which attaches to a host file before copying itself and trying to infect other computers
Trojan horse	code disguised as some thing innocuous that attacks a computer and opens it up for other hackers
Botnet	large numbers of hacked computers linked together to send spam emails around the world
Spyware	a kind of malware which installs tracking systems to watch what you do on the Internet
Smashing	a relatively new form of phishing which uses text messages to mobile phones
Black hat	the most dangerous form of hacker, distinct from «white hats», who break into systems to alert the public

Over to you

Discuss the following statement in your group.

«There are more criminals on the Internet street than policemen»

E. Kaspersky, co-founder of a computer security company.

Grammar revision

Exercise 1 Translate these sentences into English. Pay attention to the complex subject construction.

They are believed to operate from Ukraine.

Полагают, что киберпреступники действуют с территории Украины

1. Полагают, что взлом компьютера и несанкционированный доступ к информации являются незаконным.
2. Сообщили, что Европол оказал огромную помощь в раскрытии этого мошенничества в киберпространстве. Известно, что мошенники, совершившие кражу персональных данных, преследуются в уголовном порядке.
3. Оказалось, что преступники использовали систему рассылки спама.
4. Считается, что главари преступных групп вовлекают в незаконную деятельность молодых, талантливых хакеров с помощью шантажа.
5. Если вы не используете антивирусные программы, ваш компьютер наверняка будет заражен вирусом.
6. Вероятно, сайт ЦРУ был атакован хакерами.
7. Предполагается, что защитные программы помогают уберечь компьютеры от вирусов и защитить информацию.

Exercise 2 Read the text. Pay attention to the constructions with the complex subject.

Victimology

The data from victimization surveys are supposed to validate some hypotheses about the nature of crime. The surveys are reported to shed light on the connections between sex, age, and race and the probability of victimization.

With the exception of rape and personal robbery with contact (purse snatching), men are more likely than women to be victims of crimes. A majority of the victimizations seem to occur within the lower age group of twelve to twenty-four years.

Youth between twelve and fifteen are most likely to be the victims of such crimes as personal larceny without contact, robbery, and simple assault.

Race is also an important factor, with blacks and other minorities being more likely than whites to be raped, robbed, and assaulted.

The elderly are less likely than the young to be victimized. Randomness also happens to contribute to the process. Being near an armed person who is intent on robbing is sure to increase the probability of victimization greatly.

Vocabulary

to validate	зд. подтвердить,
to shed light on	пролить свет на
purse snatching	вырвать сумку
to occur	происходить, случаться
larceny	воровство
minorities	национальные меньшинства
randomness	случайность
to contribute to	вносить вклад в

Exercise 3 Answer these questions.

1. Do you agree with the conclusions made in the victimization surveys?
2. What factors increase the probability of being victimized?
3. Who is more likely to be victims of crimes, men or women?
4. Does race factor play an important role?
5. Why do you think the elderly are less likely than the young to be victimized?

Exercise 4 What are people supposed to do not to become the victims of the following crimes?

aggravated assault	forcible rape	robbery	sex offenses
larceny	fraud	forgery and counterfeiting	

Exercise 5 Fill in the customs declaration form (see Appendix 3).

Exercise 6 Read the conversation and act it out, adding the details on your choice.

Customs examination

- Customs official:** Good afternoon, sir! Welcome!
- Mr Fleet:** Oh, hello!
- Customs official:** Anything to declare?
- Mr Fleet:** Oh, yes! Here is my customs declaration!
- Customs official:** Place your bag on the desk and open it, please.
- Mr Fleet:** Here you are.
- Customs official:** You're planning on staying long, aren't you?
- Mr Fleet:** I'm here on business. I'll be here for a couple of days only.
- Customs official:** Boarding card and passport, please!
- Mr Fleet:** Oh, yeah, they're somewhere here (looking for them in his bag). I know I've got them...
- Customs official:** You are looking a bit nervous! Are you nervous, sir?
- Mr Fleet:** No, no, I'm not nervous. I'm not... Ah, here they are!
- Customs official:** That's ok now. Did you pack your bag yourself, sir?
- Mr Fleet:** Yes, I did.
- Customs official:** Has anyone interfered with your bag, or asked you to take anything on board the plane?
- Mr Fleet:** Certainly not!
- Customs official:** Do you have any firearms, hazardous material or sharp instruments in your bag?
- Mr Fleet:** No, I don't!
- Customs official:** Ok. Here are your documents. Have a good flight!

Role-play

Interpol helps to investigate drug trafficking.

Situation

A plane landed at Heathrow Airport in London. One of the suitcases seemed very suspicious to one of the customs officers. After thorough

examination with the help of specialized equipment it was discovered that there were some packs of heroin inside one of the antique vases. The suitcase was not requested. As a result of the enquiry it was established that the suitcase was registered on the name of some John Fleet...

Participants:

Customs officer

Head of the customs department (Heathrow Airport)

Police department investigator (Heathrow Airport)

Police officer from the Scotland Yard department combating drugs

Interpol National Central bureau inspector

Role-play the situation in the form of conversations between

1. The customs officer and the head of the customs department of the airport
2. The head of the customs department of the airport and the police officer from the Scotland Yard department combating drugs
3. The police officer from the Scotland Yard department combating drugs and the Interpol National Central bureau inspector.

Ideas in Russian which may help:

a) for the customs officer

...один из чемоданов, прибывших в багаже рейсом № 444, на пункте таможенного досмотра вызывает подозрение...;

...на спецаппаратуре высвечиваются вазы и др. ...

...требуется задержание багажа и более тщательная проверка / заключение эксперта...

...возможно, это контрабанда или вещи, укрываемые от таможенной пошлины...

б) for head of the customs department (Heathrow Airport):

...убеждается в находке героина...

...подписывает необходимые протоколы задержания багажа, опись изъятия предметов из чемодана...

...информирует руководителя отдела по борьбе с наркотиками о результатах таможенного досмотра..., предпринятых мерах по установлению и задержанию владельца багажа..., о направлении всех материалов в Скотланд-Ярд...;

в) for police officer from the Scotland Yard department combating drugs:

...связывается с инспектором Интерпола и ставит его в известность о...
...ставит задачу экспертному отделу— изучить антикварные вазы...;
проверить по каталогам их ценность и возможную принадлежность...; снять все отпечатки пальцев...; (получив известие о том, что итальянская полиция установила личность сдавшего чемодан в Неаполе..., дает поручение компьютерному центру проверить, не проходила ли по какому-либо делу фамилия Флит...
...через 48 часов он получает информацию от следователя...

г) for the investigator:

...излагает суть дела годичной давности...
...сообщает план своих действий по...возможному допросу Флита...
...просит согласовать план своих действий...

Vocabulary for the role-play

<i>таможенный досмотр</i>	customs examination
<i>наркотик (героин)</i>	drug (heroin)
<i>пункт таможенного досмотра</i>	customs examination check-point
<i>задержание багажа</i>	detention of luggage
<i>тщательная проверка</i>	thorough inspection
<i>контрабанда</i>	contraband/smuggling
<i>укрывать вещи от таможенной пошлыны</i>	to shelter luggage/things from customs/duty
<i>возможная принадлежность к...</i>	possible belonging to...
<i>снять отпечатки пальцев</i>	to take fingerprints
<i>установить личность</i>	to identify a person
<i>не проходила ли по какому-либо делу фамилия N...?</i>	Has the surname N. been brought in connection with the prosecution...?
<i>изъятие предметов, имеющих доказательную силу</i>	seizure/removal of the items of evidential value
<i>вынести постановление о производстве выемки / обыске</i>	to issue a seizure warrant /search
<i>подлежать аресту</i>	to be subject to arrest

Writing

Complete the following letter. Use appropriate words or phrases from the list below.

I would be grateful... Thank you for your help.

I look forward to hearing from... I am writing to confirm...

Could you possibly...? Yours...

With reference to...

Dear Mr Dmitriev,

(1) _____ our telephone conversation today,

(2) _____ that I will be in Russia from 11—14 June.

(3) _____ if you could arrange for me to visit Interpol NCB in Moscow. If possible, I would like to meet Mr Sergeev.

(4) _____ also send me a list of the hotels you would recommend, and I will make the bookings from here?

(5) _____

(6) _____ you.

(7) _____ sincerely,

M.K. Stivenson.

Over to you

Complete the reply. Use the words and phrases from the list below.

I am afraid that... Please contact us again if...

Thank you for your letter of... I am enclosing...

I would be delighted to... ..sincerely

I look forward to meeting you... I am writing to...

Dear Mr Stivenson,

(1) _____ May 21.

(2) _____ give you details of the arrangements for your visit.

(3) _____ accompany you during your visit to Interpol NCB in Moscow when you arrive.

I have arranged a visit for Monday June 3 at 11 am.

(4) _____. Mr Sergeev will not be here when you come, but his deputy, Mr Tolstoy, will be pleased to meet you.

(5) _____ a list of hotels. I would particularly recommend the Savoy.

(6) _____ we can help you in any way.

(7) _____ in June.

Yours ⁽⁸⁾ _____,

M.M. Dmitriev.

Supplementary reading

Read and render the text about Al Capone.

Lesson 20

MY FUTURE PROFESSION

«He who will distinguish the true from the false must have an adequate idea of what is true and false»

B. Spinoza (1632—1637), a philosopher

«Man is happy only as he finds a work worth doing — and does it well»

E. Merrill Root, an American poet

Starting up

Study the following.

profession 1) род занятий, профессия; сфера деятельности <i>by profession</i> — по профессии 2) (<i>the profession</i>) лица какой-л. профессии <i>the legal profession</i> — юристы	professional 1. 1) профессиональный 2) имеющий профессию/специальность <i>professional classes</i> 2. профессионал; человек интеллектуального труда	<i>professional education</i> профессиональное обучение <i>professional ethics</i> профессиональная этика <i>professional qualification</i> профессиональная компетентность

Exercise 1 Translate these examples into Russian.

1. She's a lawyer *by profession*.
2. *A professional* is someone who can do his best work when he doesn't feel like it.
3. *Professionalism* is knowing how to do it, when to do it, and doing it.
4. One of the highest compliments a child can pay a parent is to choose his or her *profession*.
5. Anything you do, do it as *a professional* to *professional* standards.

Reading

Before you read, answer and discuss these questions.

1. Do you know when Russian militia was created?
2. What departments does it consist of?

Exercise 1 Read the text.

Serving the Law We Serve the People

Militia of the Russian Federation.

Militia (from Latin: militia — «army» or name of people's volunteer corps) is a state body system, belonging to executive branch of power.

The Law «On Militia» defines militia as «state armed body of executive power».

It is formed on 10th November 1917 to protect the lives, health, rights of citizens, interests of society and State. In modern Russia, militia is a part of the Ministry of the Interior of Russia.

Militia personnel ranks mostly follow those of the Army — from private, which is the lowest rank, to colonel general — with only these exceptions: there are no ranks of Army General and Marshal.

The following functions of militia are mentioned in the militia Laws: preserving the safety of persons, prevention and suppression of crimes, administrative offenses, detection and solving of crimes, safeguarding public order and maintenance of public security, protection of private, state, municipal and other forms of ownership, rendering assistance to individual and legal bodies in protection of their rights and legitimate interests.

Activity of militia is built according to the principles of respect of rights and freedom of person and citizen, legality, humanism and publicity.

Militia is divided into public security and criminal militia departments. Both departments are inquiry bodies.

Exercise 2 Say whether these statements are true or false, according to the information of the text.

1. Militia is a state body system, belonging to judicial branch of power.
2. In modern Russia, militia is a part of Ministry of Foreign Affairs of Russian Federation.
3. Militia personnel ranks follow those of the Army.

4. Activity of militia is built according to principles of respect of individual rights and freedom, legality, humanism and publicity.
5. Only criminal militia department is an inquiry body.

Exercise 3 Answer the following questions.

1. What language does the name *militia* originate from?
2. When is the birthday of Russian militia?
3. Give the legal definition of the militia.
4. Which legislation regulates the activities of the militia of the Russian Federation?
5. Which functions does our militia fulfill?
6. Which principles is the work of militia built on?
7. Do militia personnel ranks differ from those of the Army?

Exercise 4 Study the pattern below and make sentences.

to	prevent	crime	
	suppress		
	investigate		
	solve		scene
	combat		detection
	fight (against)		solution
	charge with		rate
	accuse of		lords
	commit		
	serious		
	organized		
	high /low		

Exercise 5 Translate these sentences into English.

1. Милиция была создана для защиты интересов государства и его граждан в 1917 году.
2. Офицеры милиции обеспечивают безопасность людей, охраняют их жизнь и здоровье, защищают конституционные права и свободы.
3. Если же совершено преступление, делается все возможное, чтобы раскрыть его как можно скорее.
4. Милиция обеспечивает общественный порядок.

5. Деятельность милиции строится на принципах законности, уважения прав личности, гуманизма и открытости.

Exercise 6 Use the prefixes in the box to form the opposites of the adjectives below.

<i>dis</i>	<i>il</i>	<i>in</i>	<i>ir</i>	<i>un</i>
decisive	logical	efficient	organised	
inspiring	rational	effective	punctual	
responsible	honest	reliable	fair	

Over to you

Which qualities should a militia officer possess, in your opinion? Write down at least five of them.

Grammar: Subjunctive mood (part 1)

(сослагательное наклонение)

Сослагательное наклонение показывает, что говорящий рассматривает действие не как реальный факт, а как предполагаемый или желаемый, нереальный. Конструкции 1 и 2 переводятся на русский язык с помощью глаголов прошедшего времени с частицей «бы». Третья конструкция соответствует русскому переводу «Если бы я был на твоём месте, я бы ...».

1. If I <u>saw</u> a wanted person (сейчас или в будущем)	I would should <u>apprehend him</u> could might (сейчас или в будущем)
2. If I <u>had seen</u> a wanted person (в прошлом)	I would should <u>have apprehended him</u> could might (в прошлом)
3. If I <u>were</u> you (сейчас)	I would should <u>have apprehended him</u> could might (в прошлом)

* See Grammar reference

Exercise 1 Complete these sentences. Put the verbs in brackets in appropriate form.

1. If the militia officer _____ (to find) a burglar in his home, he _____ (to arrest) him.
2. If the patrolman _____ (to notice) four people fighting on the street, he _____ (to stop) them.
3. If I _____ (to be) an investigator, I _____ (to solve) crimes.
4. If the detective _____ (to identify), they _____ (to locate) a week ago.
5. The divisional inspector _____ (to prevent) the offence, if he _____ (to come) earlier.
6. If we _____ (to study) Criminalistics better, we _____ (not to regret) about it now.

Exercise 2 Complete these sentences.

1. If I found a large sum of money on the street, _____.
2. If I saw someone shoplifting, _____.
3. If I were a detective right now, _____.
4. If I hit someone's car when I was leaving a parking lot, _____.
5. If I hadn't entered the Moscow University of the Ministry of the Interior, _____.

Exercise 3 Translate these sentences into English.

1. Если бы полицейский покинул свой пост, могло быть совершенно преступление.
2. Жаль, что я не могу принять участие в расследовании этой кражи.
3. Если бы залог был больше, подозреваемый не получил бы возможности скрыться.
4. Жаль, что у следователей не было возможности провести криминалистическую экспертизу.
5. Если бы обвиняемый не использовал нож, наказание не было столь суровым.
6. Если бы полиция не использовала неофициальные источники информации, убийство не было бы раскрыто до сих пор.
7. Курсанты лучше бы знали профессию, если бы у них было больше практики.

8. Полиция задержала бы подозреваемого, если бы прибыла на место преступления раньше.
9. Если бы молодой человек уже не нарушал закон, сейчас его не подозревали бы.
10. Присяжные вынесли бы обвинительный вердикт, если бы в наличии были компетентные и внушающие доверие свидетели.

Reading

Before you read, answer this question.

What are the main aims and functions of militia?

Exercise 1 Read the text.

Public security militia

Public security militia ensures safety of individuals, public safety, safety of property and public order. Its tasks are: detection, prevention and suppression of crimes and administrative offenses, solving of some types of crimes and search of persons.

They wear uniforms and perform functions that require an immediate recognition of an officer's legal authority.

The following departments are within the structure of public security militia:

- inquiry;
- district militia;
- juvenile inspection handling affairs of minors;
- department for combating offenses in the sphere of consumer market, execution of administrative legislation;
- patrol-guard service;
- private security bodies;
- special designation militia department;
- state traffic safety inspection (the Highway patrol or GAI), responsible for the regulation of traffic, investigating traffic accidents, and manning the stop lights.

Exercise 2 Find in the text the English equivalents for these words and word combination.

требуется, чтобы их сразу узнавали; дознание; инспекция по делам несовершеннолетних; в сфере потребительского рынка; патрульно-охранная служба; отделы милиции специального назначения

***Exercise 3 Match the departments and their functions. Then translate the sentences into English.**

1. inquiry	силовое обеспечение проведения спец. оперативно-розыскных и следственных мероприятий
2. juvenile inspection	обеспечение безопасности граждан, охрана общественного порядка
3. district militia	предупреждение, выявление и пресечение преступлений в сфере потребительского рынка
4. department for combating offences in the sphere of consumer market	обеспечение правопорядка на улицах, объектах транспорта и других общественных местах
5. private security bodies	охрана объектов, сопровождение грузов, денег и ценностей
6. patrol-guard service	форма досудебного расследования преступлений
7. special destination militia department	проведение профилактической работы в отношении несовершеннолетних

Exercise 4 Answer these questions.

1. What is the role of militia uniform?
2. Do you know duties are of which department mentioned in the text above

Exercise 5 Translate these word combinations into English.

a crime -совершить преступление, сообщить о преступлении в полицию, экономическое преступление, серьезное преступление, политическое преступление, военное преступление.

crime — организованная преступность, бороться против преступности, предотвращать преступность, контролировать преступность.

criminal — уголовное дело, преступное деяние, уголовный процесс, уголовный кодекс, уголовное право.

a criminal — арестовать преступника, помиловать преступника, перевоспитать преступника, привлечь преступника к суду, военный преступник.

Exercise 6 Read the text.

Criminal militia

Tasks of the Criminal Militia Department are prevention, suppression and solving of generally heinous and especially grave crimes, and search of wanted and missing persons.

«Plainclothes» officers dress in attire consistent with that worn by the general public for purposes of blending in.

Criminal militia department combats organized crime. Sometimes police are assigned to work «undercover», where they conceal their police identity to investigate crimes, such as organized crime or narcotics crime.

Separate militia divisions for protection of especially important and secured objects, closed administrative-territorial foundations, on rail, water and air transport can exist in both the categories of militia departments — criminal and public security.

Exercise 7 Find in the text the English equivalents for these words and word combinations.

предотвращение; подавление преступности; раскрытие серьезных преступлений; поиск пропавших и лиц, находящихся в розыске; сотрудники в гражданской одежде; с целью смешаться с толпой; работать под прикрытием; охрана особо важных объектов

Exercise 8 Complete these sentences.

1. Tasks of criminal militia department are _____, _____ and _____ of especially grave crimes.
2. Criminal militia department _____ organized crime.
3. Sometimes police are assigned _____ «undercover», they _____ their police identity to investigate organized or narcotics crime.

4. Separate militia divisions for _____ of especially important objects _____ in both the categories of militia departments.

Exercise 9 Read the text.

Federal Migration service is responsible for issuing passports and visas and external labour migration control.

Police may also take on auxiliary administrative duties, such as issuing firearms licenses.

Municipal militia is responsible for the organization of protection of public order in its territory

Militia staff has the right to use special means and fire-arms in accordance with article 14—15 of law of Russian Federation «militia». Hand-cuffs, rubber sticks, coloring agents etc can come under special means. Makarov-make pistols (PM), various types of automatic guns such as Kalashnikov (AK-74, AK-74M, AKS-74U) and also machine guns of «Cedar» make form the armament of militia departments.

Exercise 10 Find in the text the English equivalents for these words and word combinations.

выдавать паспорта и визы; миграционный контроль; муниципальная милиция; охрана общественного порядка; использовать спецсредства и огнестрельное оружие; в соответствии со статьями; форма вооружения

Exercise 11 Insert appropriate prepositions.

1. «Plainclothes» officers dress ____ attire worn ____ public ____ purposes ____ blending in.
2. Some Divisions ____ protection ____ secured objects, maintaining law and order ____ rail, water and air transport, exist ____ both the categories ____ militia departments.
3. Federal Migration service is responsible ____ issuing passports and visas.
4. Municipal militia is responsible ____ the protection ____ public order ____ its territory.

Exercise 12 Study the pattern below and make sentences.

	identify		
	locate		
	apprehend		
	detect		
	detain		
	arrest		case
	book		Code
to	fingerprint	(a) criminal	law
	charge		investigation
	accuse		justice process
	prosecute		
	bring to justice		
	sentence		
	fine		
	convict		
	imprison		
	rehabilitate		

Exercise 13 Complete these sentences using the word combinations above.

1. The tasks of the public security militia are _____.
2. The responsibilities of criminal militia department are _____.
3. The work of «undercover» officers is dedicated to _____.
- 4 The officers of Economic crimes department are to _____.
5. The tasks of criminal militia department are _____.
6. Municipal militia is responsible for _____.
7. Federal Migration service is in charge of _____.

Grammar: Subjunctive mood (part 2) (сослагательное наклонение)

Конструкция номер 1 относится к действию в настоящем. Конструкция номер 2 относится к действию в прошлом.

I wish (ed) <i>Жаль, что...</i>	I were a detective <i>я не оперативник</i> I solved crimes <i>я не раскрываю преступления</i>
I wish (ed) <i>Жаль, что...</i>	I had become a detective <i>я не стал оперативником</i> I had solved that crime <i>я не раскрыл то преступление</i>

Exercise 1 Study the table above and complete these sentences.

1. The detective wished _____.
2. The investigator wishes _____.
3. The expert-criminalist wished _____.
4. The juvenile inspector wished _____.
5. The undercover officer wished _____.
6. The officer of the Migration service wished _____.
7. I wish _____.

Exercise 2 Translate these sentences into English.

1. Жаль, что я пока не сотрудник уголовного розыска.
2. Жаль, что следственная группа прибыла на место преступления так поздно.
3. Жаль, то материалы дела еще не переданы в суд — мы теряем время.
4. Жаль, что патрульный не заметил грабителей.
5. Жаль, что приговор недостаточно суров.
6. Жаль, что им не удалось выследить этого серийного маньяка — могут быть еще жертвы.
7. Жаль, что я не могу принять участие в расследовании этой кражи.
8. Жаль, что у следователей не было возможности провести криминалистическую экспертизу.
9. Жаль, что у обычных оперативников и участковых так мало современного оборудования.

Exercise 3 Answer the following questions.

1. What should an officer of the criminal militia do, if he were the first to arrive at the crime scene?
2. What would a detective do, if he had to arrest a dangerous criminal wanted?
3. Which steps would an officer of the Criminal Detection department take, if it were necessary to identify and locate a perpetrator?
4. What could an expert-criminalist have done, if the crime scene hadn't been protected?
5. What should an investigator do, if he wanted to present evidence in the court properly?
6. Which actions would an operative detective take, if he were to question a suspect?

Exercise 4 Complete the text with appropriate words from each group below.

Militia and public confidence

One of the main crises facing the militia today is that of loss of reputation. Damage to reputation almost always has a snowball effect and entails damages to work performance _____¹ as well as to public confidence. Some officers say that law enforcement agency's reputation is their main _____². Consequently, it is necessary not only to preserve it, but also to _____³ in it, because once you have lost some of public trust, not only is it extremely difficult to regain it, but it also costs a considerable amount of effort and money.

When _____⁴ a crisis, management must react as quickly as possible. Speed of _____⁵ is particularly crucial when human lives are in question. The next step is to make sure that you maintain a steady _____⁷ of information. You have to explain to the public what went wrong, and accept responsibility for any mistake you have made. If you are indeed responsible for what happened, an admission of _____⁸ is your only viable course of action. Denying responsibility will inevitably damage your reputation in the long term, and increase the chances of _____⁹ action being taken against you.

1 a) performance	b) administration	c) bonus	d) fame
2 a) profit	b) asset	c) benefit	d) value
3 a) pay	b) stake	c) secure	d) invest
4 a) dealing	b) foreseeing	c) handling	d) prioritizing
5 a) response	b) responding	c) reaction	d) reacting
7 a) conference	b) flow	c) release	d) press
8 a) credibility	b) illegality	c) liability	d) criminality
9 a) legal	b) lawful	c) court	d) tribunal

Exercise 5 Answer and debate the following questions.

1. What might happen in our society, if there were no laws at all? Anarchy?
2. Would human being be able to interact peacefully if there were no governments to interfere in our lives and no police to enforce laws and maintain public order?

Exercise 6 Make short conversations. Use the complex subject constructions in the following patterns.

I am going to tell you the shocking news:

Mr. Smith	is	said	to be	arrested
		likely		imprisoned
		expected		put into custody
				prosecuted
				brought to justice
				sued

But I knew that...

He	seems	to have been	accused of some offence
	turned out		charged with a felony
	appeared		just invited as a witness
			tied under the criminal code
			found guilty
			convicted

Reading

Before you read, answer and discuss these questions.

1. Do you know when the Ministry of the Interior was created?
2. How many functional departments does the Ministry of the Interior consist of?

Exercise 1 Read the text.

Fighting crime is not the only task of the militia work. The CID man is also responsible for the prevention of crime, that is why knowledge of special means, methods and forms of crime prevention and crime detection is necessary for him. It is interesting to note that many operatives of the CID, operatives of the ECID, investigators, field-criminalists, divisional inspectors are graduates of the Ministry of Internal Affairs Higher Schools.

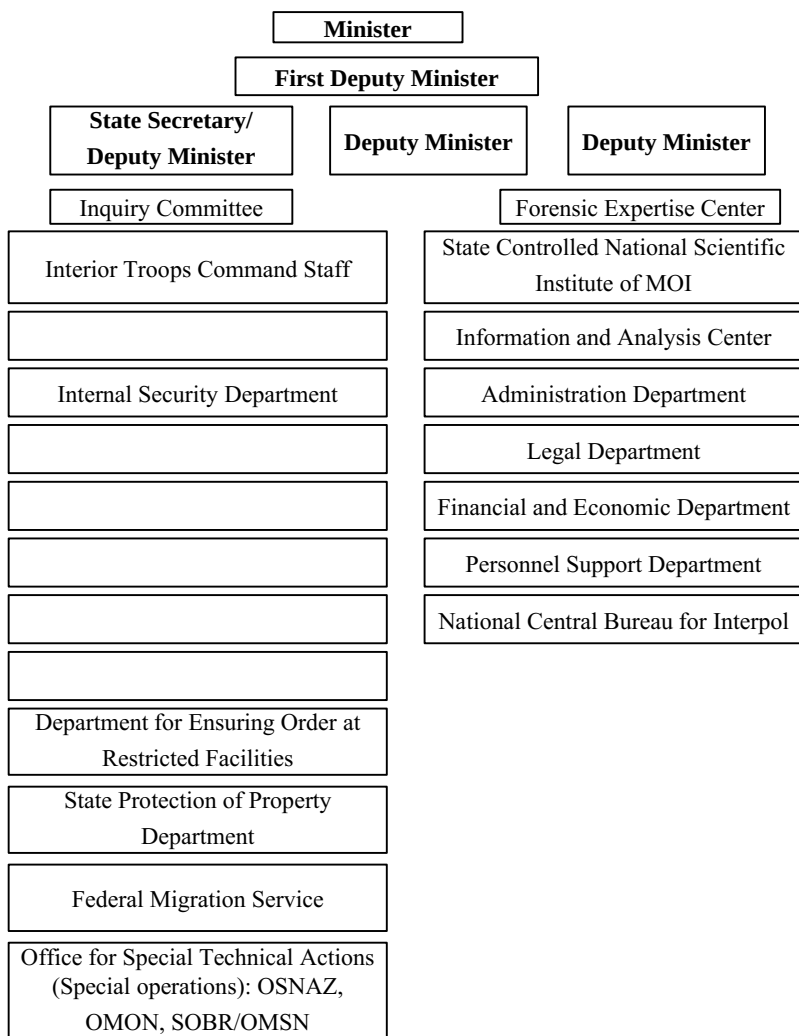
Exercise 2 Say whether these statements are true or false.

1. Militia officers work only as detectives in the law enforcement bodies.
2. The militia officers are to deal with different problems of life.
3. The officers of militia should be well- trained.
4. They need only theoretical training.

5. The CID man is not responsible for the prevention of crime.
6. Only divisional inspectors are graduates of the Ministry of Internal Affairs Higher Schools.

Exercise 3 **Study and complete the following chart, complete the gaps.**

Structure of the Ministry of the Interior of Russia



* See Appendix 4 for the keys.

Exercise 4 **Answer these questions.**

1. Why have you made up your mind to become a militia officer?
2. Who(m) do we call «a criminal»?
3. What is the main responsibility of yours in your future work?
4. Why must the detective apprehend the criminal as quickly as possible?
5. What is the final stage of an investigation?
6. Why does the investigator examine the crime scene very carefully?
7. What kind of information do the investigators try to obtain from witnesses?
8. Why is it necessary to find credible and competent witnesses?
9. Why is it important to find competent witnesses?
10. What is the main responsibility of an investigator?
11. Who(m) do we call a witness?
12. What is the final stage of an investigation?
13. Why does the investigator examine the crime scene very carefully?
14. What does quick solution of a crime depend upon?

Exercise 5 **Complete these situations.**

1. In order to improve your professional skills you should _____.
2. If you want to learn how to find evidence in the crime scene it is necessary _____.
3. As the criminal was very dangerous _____.
4. It is important to interrogate the suspect as soon as possible after the crime committed because _____.
5. As soon as the policeman was informed of the crime he _____.
6. The operative group arrived at the crime scene 15 minutes after _____.
7. It is important to interview witnesses as soon as possible after the crime committed because _____.
8. If you want to learn how to find evidence in the crime scene it is necessary _____.

Over to you

Which department of the Ministry of the Interior would you prefer to serve at, if you could choose? Give your reasons.

Exercise 6 Read the following advertisement.

POLICE OFFICER RECRUITS

Arizona

The city of Mesa Police Department in Arizona is accepting applications for the position of police officer recruit. The agency is composed of 475 sworn personnel and serves a population of approximately 325,000.

Qualifications: Applicants must be high school graduates, who are at least 20.5 years of age. They must also be U.S. citizens possessing vision that meets the ALEOAC requirement. Bilingual-speaking applicants are highly desirable.

Selection Process: All applicants must pass an oral interview, physical fitness test, written test, polygraph, background investigation and urinalysis/drug screen.

Salary Range: From \$29,328 to \$39,624 annually.

Benefits: include paid vacation, sick days and holidays; health, dental, life and vision insurance. Also include tuition reimbursement, a retirement plan and a uniform allowance.

Closing date: Testing and application process are ongoing.

Contact: For more information, contact: Personnel Division, Public Library Building, Suite 209, 64 E. First St. Or call (603) 655—2356.

Exercise 7 Match the words from the left column with their Russian equivalents.

1. application	a) личный состав под присягой
2. sworn personnel	b) требование
3. requirement	c) исследование биографии
4. annually	d) зарплата
5. physical fitness test	e) оплачиваемый отпуск
6. background investigation	f) уход на пенсию
7. paid vacation	g) обеспечение формой

8. retirement	h) тест на физическую подготовку
9. uniform allowance	i) заявление о приеме
10. salary	j) ежегодно
11. tuition reimbursement	k) компенсация расходов на обучение

Exercise 8 Answer these questions.

1. How many languages are desirable for an applicant?
2. What tests does the applicant have to pass?
3. Would you like to apply for this position?
4. Which of the benefits do you find attractive?
5. Do you satisfy all these requirements? Write an application letter.

Exercise 9 Translate the text in writing.

The breadth of the police's responsibility is impressive. Among there duties are:

- to prevent and control conduct widely recognized as threatening to life and property (serious crime);
- to aid individuals who are in danger of physical harm, such as the victim of a criminal attack;
- to protect constitutional guarantees, such as the right of free speech and assembly;
- to facilitate the movement of people and vehicles;
- to assist those who cannot care for themselves: the intoxicated, the addicted, the mentally ill, the physically ill or disabled, the old, and the young;
- to resolve conflict, whether it be between individuals, groups of individuals, or individuals and their government;
- to identify problems that have the potential for becoming more serious problems for the individual citizen, for the police, or for government;
- to create and maintain a feeling of security in the community.

Over to you

Write an advertisement. Your militia department is looking for new recruits for the position of a patrol officer.

Grammar revision

Exercise 1 Read and translate these sentences with the infinitive constructions.

1. An offender may be ordered to pay compensation for personal injury, loss or damage resulting from an offense.
2. In countries where the public trust the police, citizens are more likely to report crimes.
3. The County Court judges are asked to hear matters such as contract and tort disputes.
4. The police officer happened to be not far from the crime scene and arrived at the scene soon after the incident.
5. The person sentenced to life imprisonment was satisfied to have been visited by the priest.

Over to you

Write a paragraph on the problem of public confidence in militia. What should be done, in your opinion, to improve the situation?

Supplementary reading

Read and render the text about John Dillinger.

SUPPLEMENTARY READING

Lesson 7.

Branches of law

Financial law deals with the broad range of savings and investments products in which individuals, businesses and institutions hold trillions of dollars, and the services related to those products. The products and services play a vital role in the world economy and directly employ millions of individuals. They include:

- (1) Banking (whether at banks, trust companies, savings banks, savings and loans or credit unions)
- (2) Brokerage services (covered under Broker Disputes)
- (3) Commodities
- (4) Consumer lenders (including credit card issuers)
- (5) Insurance including annuities (which is covered in a Practice Area of its own)
- (6) Investment advisors
- (7) Mortgages (which are covered as a topic in Real Estate)
- (8) Mutual funds (a type of security)
- (9) Stocks and bonds (covered under Securities)

Administrative law is the body of law that governs the activities of administrative agencies of government. Government agency action can include rulemaking, adjudication, or the enforcement of a specific regulatory agenda. Administrative law is considered a branch of public law. As a body of law, administrative law deals with the decision-making of administrative units of government (e.g., tribunals, boards or commissions) that are part of a national regulatory scheme in such areas as police law, international trade, manufacturing, the environment, taxation, broadcasting, immigration and transport. Administrative law expanded greatly during the twentieth century, as legislative bodies worldwide created more government agencies to regulate the increasingly complex social, economic and political spheres of human interaction.

Taxation decisions are the decisions based on administrative law that are most often contested in courts. Civil law countries often have specialized courts, administrative courts that review these decisions.

Constitutional law is the study of basic laws of nation states and other political organizations. Constitutions are the framework for government and may limit or define the authority and procedure of political bodies to execute new laws and regulations.

Not all nation states have codified constitutions, though all such states have a *jus commune*, or law of the land, that may consist of a variety of imperative and consensual rules. These may include customary law, conventions, statutory law, judge-made law or international rules and norms, etc.

Constitutional laws may often be considered second order rulemaking or rules about making rules to exercise power. It governs the relationships between the judiciary, the legislature and the executive with the bodies under its authority. One of the key tasks of constitutions within this context is to indicate hierarchies and relationships of power. For example, in a unitary state, the constitution will vest ultimate authority in one central administration and legislature, and judiciary, though there is often a delegation of power or authority to local or municipal authorities. When a constitution establishes a federal state, it will identify the several levels of government coexisting with exclusive or shared areas of jurisdiction over lawmaking, application and enforcement.

Human rights or civil liberties form a crucial part of a country's constitution and govern the rights of the individual against the state

Another main function of constitutions may be to describe the procedure by which parliaments may legislate. For instance, special majorities may be required to alter the constitution. In bicameral legislatures, there may be a process laid out for second or third readings of bills before a new law can enter into force. Alternatively, there may further be requirements for maximum terms that a government can keep power before holding an election.

Labor law (or employment law) is the body of laws, administrative rulings, and precedents which address the legal rights of, and restrictions on, working people and their organizations. As such, it mediates many aspects of the relationship between trade unions, employers and employees.

There are two broad categories of labor law. First, collective labor law relates to the tripartite relationship between employee, employer and union. Second, individual labor law concerns employees' rights at work and through the contract for work.

Civil law is a legal system inspired by Roman law, the primary feature of which is that laws are written into a collection, codified, and not determined, as is common law, by judges. The principle of civil law is to provide all citizens with an accessible and written collection of the laws which apply to them and which judges must follow. It is the most prevalent and oldest surviving legal system in the world. The primary source of law is the law code, which is a grouping of statutes relating to a particular subject matter and arranged in classified order; a code may also be described as «a systematic collection of interrelated articles written in a terse, staccato style.» Law codes are usually created by a legislature«s enactment of a new statute that embodies all the old statutes relating to the subject and including changes necessitated by court decisions. In some cases, the change results in a new statutory concept. The two other major legal systems in the world are common law and Islamic law. A prominent example of civil law would be the Code Napoleon (1804), named after French emperor Napoleon Bonaparte. The Code comprises three components: «Persons,« «Things and Different Forms of Ownership,« and «Different Ways of Acquiring the Ownership of Things.» Rather than a catalog of judicial decisions, the Code consists of abstractly written principles as rules of law.

Civil law is sometimes inappropriately referred to as Roman law or otherwise called Romano-Germanic law or continental civil law, especially by people under its jurisdiction. The expression *civil law* is a translation of Latin *Jus Civile*, which was the Late Imperial term for its legal system, as opposed to the legal systems of conquered or adversarial peoples.

Lesson 9.

1. Powers and duties.

The first power conferred upon the President by the U.S. Constitution is the legislative power of the presidential veto. The Presentment Clause requires all bills passed by Congress to be presented to the President before they become law.

Perhaps the most important of all presidential powers is command of the United States armed forces as commander-in-chief. While the power to declare war is constitutionally vested in Congress, the President commands and directs the military and is responsible for planning military strategy.

Congress must authorize any troop deployments more than 60 days in length. Additionally, Congress provides a check to presidential military power through its control over military spending and regulation.

Foreign Policy is also directed by the President. The president is responsible for the protection of Americans abroad and of foreign nation-

als in the United States. The president decides whether to recognize new nations and new governments, and negotiates treaties with other nations, which become binding on the United States when approved by two-thirds of the Senate.

The President is the chief executive of the United States, whose responsibility is to «take care that the laws be faithfully executed.» To carry out this duty, he is given control of the four million employees of the federal executive branch.

Various executive branch appointments are made by Presidents. Up to 6,000 appointments may be made by an incoming President before he takes office and 8,000 more may be made while in office. Ambassadors, members of the Cabinet, and other federal officers, are all appointed by the President with the «advice and consent» of a majority of the Senate. The President also has the power to nominate federal judges, including members of the United States Courts of Appeals and the United States Supreme Court. However, these nominations do require Senate confirmation. The President must appoint judges for the United States District Courts, but he will often defer to Senatorial courtesy in making these choices. He may also grant pardons and reprieves, as is often done just before the end of a presidential term.

While the President cannot directly introduce legislation, he can play an important role in shaping it. The President can further influence the legislative branch through the annual constitutionally-mandated report to Congress, which may be written or oral but in modern times is the State of the Union address, which often outlines the President's legislative proposals for the coming year.

The Constitution sets the principal qualifications one must meet to be eligible for election as President. A Presidential candidate must:

- be a natural born citizen of the United States;
- be at least thirty-five years old;
- have been a permanent resident in the United States for at least fourteen years. Under the Twenty-second Amendment, no one can be elected President more than twice.

2. Presidential election campaign

The modern Presidential campaign begins before the primary elections, which the two major political parties use to clear the field of candidates in advance of their national nominating conventions, where the most successful candidate is made the party's nominee for President. Typically, the party's Presidential candidate chooses a Vice Presidential nominee, and this choice is rubber-stamped by the convention.

Nominees participate in nationally televised debates, and while the debates are usually restricted to the Democratic and Republican nominees, third party candidates may be invited, such as Ross Perot in the 1992 debates. Nominees campaign across the country to explain their views, convince voters and solicit contributions. Much of the modern electoral process is concerned with winning swing states through frequent visits and mass media advertising drives.

3. Election and oath

Presidents are elected indirectly in the United States. A number of electors, collectively known as the Electoral College, officially select the President. On Election Day, voters in each of the states and the District of Columbia cast ballots for these electors. Each state is allocated a number of electors, equal to the size of its delegation in both Houses of Congress combined. Generally, the ticket that wins the most votes in a state wins all of that state's electoral votes and thus has its slate of electors chosen to vote in the Electoral College.

The winning slate of electors meet at its state's capital on the first Monday after the second Wednesday in December, about six weeks after the election, to vote. They then send a record of that vote to Congress. The vote of the electors is opened by the sitting Vice President, acting in his capacity as President of the Senate and read aloud to a joint session of the incoming Congress, which was elected at the same time as the President.

Pursuant to the Twentieth Amendment, the President's term of office begins at noon on January 20 of the year following the election. This date, known as Inauguration Day, marks the beginning of the four-year terms of both the President and Vice President. Before executing the powers of the office, the President is constitutionally required to take the presidential oath:

«I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States.»

Every President has followed the precedent set by George Washington by suffixing to the end of the oath «So help me God!» Although not required, Presidents have traditionally used a Bible to take oath of office. Further, though no law requires that the oath of office be administered by any specific person, Presidents are traditionally sworn in by the Chief Justice of the United States.

Lesson 10

Detection methods

The responsibility of law enforcement agencies is to detect crimes, apprehend the perpetrators, and provide evidence that will convince judges and juries that the perpetrators are guilty beyond a reasonable doubt. To accomplish these aims a variety of methods are used, including reconstructing the crime, collecting physical clues, and interrogating suspects and witnesses.

The methods of detection employed are dictated by the nature of the crime and the procedures permitted by the legal system. Most investigations begin with careful, objective observations that are then assembled, collated, and matched against applicable law. If there is reason to assume that a crime has indeed been committed, further investigation is undertaken using scientific methods and techniques. Technological advances have been incorporated into criminal investigation as well; for example, analyzing trace clues such as dust, paint, glass, and other microscopic evidence is now possible.

Early criminal investigation was a crude process, relying on eyewitnesses, inferences, and confessions extracted under torture.

The first major step in modern crime detection took place in Great Britain. In 1829 the Metropolitan Police Act established the basis for the Scotland Yard detective department. The British example influenced the development of criminal investigation in the United States, where large cities patterned their police efforts after the successful model in England.

Criminal investigations are now conducted in the U.S. at municipal, state, and federal levels in accordance with the dictates of the law. The conduct of an investigation is governed by information obtained from people, records, and physical evidence. Victims or witnesses still provide the bulk of facts as to when, where, how, why, and by whom the crime was committed.

One of the oldest ways of detecting criminal activity is through surveillance. This method is used when it is likely that a crime will take place at a specific location or when certain persons are suspected of criminal activity. The first situation usually is handled by fixed police observation known as a stakeout; the second circumstance may require mobile observation as well, perhaps on foot or by automobile. Some situations

may call for aerial observation (using helicopters) or electronic procedures (using listening devices that monitor telephone lines).

The observation method must be legal. Surveillance techniques, for example, may include placing personnel in strategic locations and equipping them with optical aids, such as binoculars or scopes with the capacity to detect an object illuminated only by moonlight, or with electronic devices, sensitive to a conversation taking place at a considerable distance. Where a possibility exists of invasion of privacy, a court order is required to make the police action and the information obtained acceptable at a trial.

Allied to surveillance are covert or undercover observations, which usually are confined to activities such as gambling, dealing in narcotics, and other major organized crimes. Informants are the source of much useful information in investigations; they may be citizen motivated by civic duty or sometimes, criminals motivated by self-interest.

Lesson 11

1. Interrogation

The information needed to further an investigation must be obtained from people who have some significant knowledge concerning the crime. Witnesses or victims are interviewed, and suspects are interrogated. Eyewitnesses to a crime are often asked to identify the perpetrator although identification errors have prompted psychologists to explore the processes and pitfalls of memory, recall, and recognition. Experiments under controlled conditions indicate that jurors will convict four times as often if eyewitness testimony is offered, even when the visual acuity of the witness is discredited. Eyewitness identifications, therefore, must be considered carefully, and the credibility of the identification must be tested to ensure that error is unlikely.

Interrogation is used when the information sought is not readily forthcoming, perhaps because of hostility or guilt. Often some key to the solution of a crime, such as the location of the weapon in a murder case, is known only to the perpetrator. Without information provided by the suspect, a crime may go unsolved. Legal safeguards against abuse now surround this process. Before using any information obtained from an interrogation, the court must be assured that the suspect was advised of his or her rights. If proper legal procedures are not followed, any evidence obtained is inadmissible in a trial.

2. Records

Criminal records represent an important data base for police activities. Each time an arrest is made, the suspect is fingerprinted in multiple copies; a copy is sent to the state identification system and another goes to the Federal Bureau of Investigation, or FBI, in Washington, D.C. If the suspect is wanted by a law enforcement agency, a notice in the file of the National Crime Information Center of the FBI will apprise the interested agency of the status and location of that individual.

A special branch of records called intelligence files contains biographical information on selected criminals. These files include criminal specialties, associates, and skills and other information that might suggest future criminal involvement and the means by which the criminals can be apprehended. Records are also used for a general analysis of crimes and are consulted by investigators to locate wanted or missing persons.

Lesson 12

Interesting facts from the history of the Metropolitan police

Until 1829, law enforcement had been lacking in organisation. As London expanded during the 18th and 19th centuries the question of maintaining law and order had become a matter of public concern. Sir Robert Peel's police Bill led to the setting up of the Metropolitan Police Force on 29 September. In 1836 the Metropolitan Police absorbed the Bow Street Horse Patrol into its control. The Detective Department was formed in 1842.

1846—1847 — Plain clothes officers were frequently used at this time, but a June order made clear that two officers per division would be employed on detective duties, but that police in plain clothes must make themselves known if interfered with in their duty.

In 1858 first Police vans for conveying prisoners were acquired. Those were horse drawn, and known as «Black Marias».

In 1860 Police began the occasional use of hand ambulances for injured, sick or drunk people. Accommodation or «ambulance sheds» were later provided for those in police station yards.

In 1878 Charles Vincent was appointed Director of Criminal Investigations, the reformed Detective Branch which became known as C.I.D.

Initial rules for dealing with Murder cases, released on 7 June 1879, stated «the body must not be moved,



Charles Vincent

nor anything about it or in the room or place interfered with, and the public must be excluded».

The strength of the force in 1885 was 13,319, but statistics show that only 1,383 officers were available for beat duty in the day. The population of London at this time was 5,255,069.

In 1890 the new headquarters at the Norman Shaw Building on the Embankment known as New Scotland Yard were opened.

The Alphonse Bertillon system of identification came into operation in 1894.

To join the Metropolitan Police in 1895 the following qualifications were necessary:

- to be over 21 and under 27 years of age
- to stand clear 5ft 9ins without shoes or stockings
- to be able to read well, write legibly and have a fair knowledge of spelling
- to be generally intelligent
- to be free from any bodily complaint (flat foot, stiffness of joints, narrow chest and deformities of the face)

In 1898—1899 after a series of assaults and the murder of PC there were calls for the Metropolitan Police to be armed with revolvers. High rate of suicides amongst officers was blamed on harsh discipline and insensitive handling of the men.

1901 The Fingerprint Bureau commenced operation.

1906 The Metropolitan Police at this stage in their history were on duty for 13 days a fortnight and have an additional leave of 10 days.

Since 1908 the authorities at Scotland Yard had been seriously discussing the use of dogs as the constable companion and help, and Sir Edward Henry (Commissioner) regarded the innovation sympathetically.

Women Police was founded in 1914.

During World War 1 some 2,300 members of the Metropolitan Police were serving in the armed services.

The Metropolitan Police College opened at Hendon in 1934.

Metropolitan Police Forensic Laboratory was opened in 1935.

The 999 crime detection and emergency service system was introduced in 1937.

As air raid bombings continued in 1941, many police stations were destroyed or too badly damaged to be used.

In 1957 Commissioner Scott introduced training of cadets aged 16—18 to become police officers.

In 1960s Criminal Intelligence Section and Stolen Motor Vehicle Investigation branches were established The first computer to be used by

the Met was set up in the office of the Receiver for use on pay and crime statistics. Serious Crime Squad became permanent.

The headquarters was moved to a new building in Broadway, just off Victoria Street. The name of New Scotland Yard is retained.

Metropolitan Air Support Unit with its own Bell 222 helicopter was formed in 1980.

In 1995 Crime Report Information System (CRIS) was introduced. It revolutionised the means of recording crimes.

In 1996 the MPS launched its Website at **www.met.police.uk**. The National Automated Fingerprint Identification System was installed.

The Metropolitan Police have launched the Policing Diversity Strategy since 1998. The aim is to provide better protection to ethnic communities from racial and violent crime and demonstrate fairness in every aspect of policing.

Lesson 13

1. The FBI

The FBI currently have jurisdiction over violations of more than 200 categories of federal law, and you can find the major ones below, grouped within our three national security priorities and our five criminal priorities.

National Security Priorities	Criminal Priorities	
1. Counterterrorism -International Terrorism -Domestic Terrorism Weapons of Mass Destruction 2. Counterintelligence -Counterespionage -Counterproliferation -Economic Espionage 3. Cyber Crime -Computer Intrusions -Online Predators -Piracy/Intellectual Property Theft -Internet Fraud	4. Public Corruption -Government Fraud -Election Fraud -Foreign Corrupt Practices 5. Civil Rights -Hate Crime -Human Trafficking -Color of Law -Freedom of Access to Clinics 6. Organized Crime -Italian Mafia/LCN -Eurasian -Balkan	7. White-Collar Crime -Antitrust -Bankruptcy Fraud -Corporate/Securities Fraud -Health Care Fraud -Identity Theft -Insurance Fraud -Money Laundering -Mortgage Fraud -Telemarketing Fraud -More White-Collar Frauds 8. Major Thefts/Violent Crime

National Security Priorities	Criminal Priorities	
	-Middle Eastern -Asian -African -Sports Bribery	-Art Theft -Cargo Theft -Crimes Against Children -Cruise Ship Crime -Indian Country Crime -Jewelry and Gems Theft -Retail Theft -Vehicle Theft -Violent Gangs

2. FBI Laboratory

The DNA Analysis Unit examines items of evidence from a wide variety of alleged crimes including counterterrorism and intelligence gathering efforts, threatening letters (e.g. anthrax threat letters), violent crimes such as homicides and sexual assaults, bank robberies, extortion and organized crime cases, and many other violations investigated by the FBI. The unit is also responsible for the processing of known DNA samples from the nation's federal convicted offenders

The Trace Evidence Unit identifies and compares specific types of trace materials that could be transferred during the commission of a violent crime. These trace materials include human hair, animal hair, textile fibers and fabric, rope, feathers, wood, soil, glass, and building materials. The physical and comparison of these materials can often link a suspect to a crime scene or to physical contact with another individual. Torn pieces of fabric can be positively associated to a damaged garment, and broken pieces of glass or wood can be positively fit together. Physical anthropology (skeletal remains) examinations are also performed. These examinations are conducted to assist in the identification of human remains.

The DNA Analysis Unit II examines biological items of evidence from crime scenes to determine the mitochondrial DNA sequence from samples such as hair, bones, and teeth. Typically, these items contain low concentrations of degraded DNA, making them unsuitable for nuclear DNA examinations. DNAAU-2 also maintains the National Missing Person DNA Database program for the identification of missing and unidentified persons and the Scientific Working Group DNA

Analysis Methods Population Database, which is an integrated software and database resource for forensic comparison.

The Cryptanalysis and Racketeering Records Unit examines both manually encrypted documents and records of illegal enterprises, as well as provides expert testimony and other forensic assistance to further identify terrorism, foreign intelligence, and criminal activities in support of federal, state, local, and international law enforcement investigations and prosecutions.

The Firearms-Toolmarks Unit applies valid scientific practices in the forensic examination of firearms, ammunition components, toolmarks, gunshot residue on victim clothing, bullet trajectories, and closely-related physical evidence.

The Latent Print Operations Unit conducts timely, high-quality scientific examinations in the area of friction ridge analysis, including the development and comparison of latent fingerprints, palm prints, and footprints; reports findings; provides expert testimony relating to these examinations in legal proceedings; and provides training and forensic field support to the law enforcement community on a national and international level.

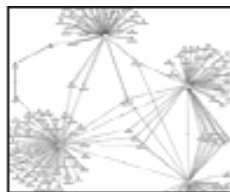
The Explosives Unit conducts examinations of evidence associated with bombing matters, devices, and their respective remains, while providing expert witness testimony in court regarding the results of these examinations. The EU also provides direct field support in bombing matters, bombing crime scene investigations, and searches of bomb factories and safe houses in which bombs or bomb components may be encountered.

The Photographic Operations and Imaging Services Unit provides investigative/forensic photography, imaging, and photographic processing support for federal, state, local, and international law enforcement investigations. It also captures, processes, and produces photographic images utilizing traditional silver based methods, as well as digital imaging technologies. The Unit manages the FBI photographic program and is responsible for the oversight and management of the field photographic program encompassing over 125 full time and back up photographers in the 56 field divisions.

Here are some of the investigative techniques and operational capabilities the FBI agents use to solve cases and support their law enforcement partners.

- Behavioral Analysis
- Crime Reports & Analysis

- Cryptanalysis
- Composite Sketches/Crime Scene Reconstructions
- Crime Data Management
- Crisis Negotiation
- Disaster Victim IDs
- DNA Analysis
- Digital Forensics
- Evidence Recovery
- Firearms Identification
- Forensic Accounting
- Fugitive/Missing Persons Searches
- Fingerprint IDs & Exams
- Gun Background Checks
- Hazardous Materials response
- Hostage Rescue
- Intel Gathering & Analysis
- Link/Network Analysis
- Operational Technologies
- Special Event Security
- SWAT Teams
- Translation Services
- Undercover Operations
- Underwater Operations



Lesson 14

The «Brides in the Bath» Murders

George Joseph Smith (alias Oliver George Love, Charles Oliver James, Henry Williams and John Lloyd) was found guilty of the murders of Bessie Williams who was found dead in a bath in 1912, Alice Burnham who died in a bath at Blackpool in December 1913, and Margaret Elizabeth Loft who was found in a bath in Highgate in December 1914.



It was significant that when the case was under investigation Divisional Detective Inspector Neil formed the opinion along with the pathologist Dr Bernard Spilsbury that it would be impossible for anyone to accidentally drown in any of the baths in question. On 13 July 1912 Bessie Williams was found dead in her bath at 80 High

Street, Herne Bay. It was ascertained that five days before her death she had made a will in favour of her husband, Henry Williams (alias George Joseph Smith) by which he benefited to the amount of J2,579, 13 shillings and 7 pence. Smith was questioned closely, but the opinion of the doctor who examined Bessie at the time of her death apparently convinced the jury.

Dr Frank French said he believed she had had an epileptic fit, and thought the cause of death had been asphyxia brought about by drowning. Asked if he had seen any signs of a struggle on the body he replied that he had seen none. The last question at the inquest was whether the death had been due to anything else other than drowning. The doctor replied: «I have no reason to suspect any other cause than drowning.» The jury did not wish for a post mortem and returned a verdict of «Death by misadventure».

The death of Alice Smith on 12th December 1913 saw George Joseph Smith at work again. Alice's father had severe doubts about his prospective son in law, describing him during the engagement as being of «very evil appearance», and yet the marriage went ahead nonetheless.

On the evening of her death Alice went for a bath at the apartments, owned by Mr & Mrs Crossley, where she and her husband were staying, and never returned.

Joseph Crossley noted when her body was found sometime later that her head was at the foot of the bath. The inquest held on the 13th December returned the verdict that Alice had «accidentally drowned through heart failure when in the bath.» Alice, it transpired, had insured herself for J500.

Life insurance was also the death warrant for Margaret Elizabeth Lloyd (nee Lofty). John Lloyd (otherwise known as George Joseph Smith) took rooms with his wife in a boarding house at 14 Bismark Road, in Highgate, London.

On the afternoon of 18 December 1914 Margaret Lloyd had visited her solicitor in Islington and made a will in favour of her husband. Later that evening «John Lloyd» told the owner of the house that he was going out to buy some tomatoes for his wife's supper whilst she took a bath.

When he returned he called out to his wife and, getting no answer, entered the bathroom and found her dead in the bath. The inquest took place on the 1st January 1915 and a verdict of accidental death was recorded.

When the hearse drew up at the funeral Smith told the undertaker Herbert Francis Beckett: «I don't want any walking, get it over as quick as

you can», and after the funeral was over he was heard to say: «Thank goodness, that's all over».

On January 3 1915 Joseph Crossley wrote to the Metropolitan Police and enclosed a newspaper cutting about the death of Margaret Lloyd, remarking how similar it was to the death of Alice Smith 12 months previously in Blackpool. Thus started the downfall of Smith.

Upon investigation the details of Smith's sinister life emerged. George Joseph Smith had been born in Bethnal Green on the 11th January 1872. In 1898 he married Caroline Beatrice Thornhill. In 1908 he married Edith Peglar (in the name of Oliver George Love), although his first wife was still alive. In 1910 when he married Bessie Mundy, Edith Peglar was still alive. From that moment murder and money took over his life.

Divisional Detective Inspector Neil stopped Smith on the 1st February 1915 in Uxbridge Road in London. On the 8th February Smith appeared at Bow Street Police Court and was remanded till the 15th of February.

He was initially charged with causing a false entry to be made in a marriage register, but the ensuing enquiries revealed the darker side of the case.

On the 23rd March he was charged with the murders of Bessie Williams, Alice Smith, and Margaret Lloyd. He was eventually found guilty and sentenced to death. He was executed at Maidstone Gaol on 13 August 1915.

Charles Matthews, Director of Public Prosecutions wrote on the 1st July 1915 to the Commissioner of the Metropolitan Police concerning Divisional Detective Inspector Neil:

«I feel I ought not to allow any interval of time to pass without expressing the acknowledgement which in my opinion, the administration of justice is under to Divisional Detective Inspector Neil, and to the officers who served under him, for their untiring, able, zealous, and intelligent efforts, which played so conspicuous a part in securing the conviction which was this day obtained of the above named malefactor.»

Under ordinary circumstances the investigation would have been conducted by a Chief Inspector from the Commissioners Office, but it was felt that Neil had so much ability it was better to leave the case in his hands.

The case was an intricate one, and it is alarming to imagine how far Smith may have gone had Crossley not written the letter which led to his downfall.

Lesson 15

Police and human rights

- Law enforcement officials shall respect and protect human dignity, and shall maintain and uphold the human rights of all persons.
- Law enforcement agencies shall be accountable to the community as a whole.
- Effective mechanisms shall be established to ensure internal discipline and external control, as well as the effective supervision of law enforcement officials.
- Law enforcement officials who have reason to believe that a violation has occurred, or is about to occur, shall report the matter.
- Provisions shall be made for the receipt and processing of complaints against law enforcement officials made by members of the public, and existence of those provisions shall be publicized.
- Investigations into violations shall be prompt, competent, thorough, and impartial.
- Superior officers shall be held responsible for abuses if they knew, or should have known, of their occurrence and did not take action.
- Police are to receive immunity from prosecution or discipline for refusing unlawful superior orders.
- Obedience to superior orders shall not be a defence for violations committed by police.

Lesson 16

1. The extract from the book *The Godfather* (by Mario Puzo)

Amerigo Bonasera sat in New York Criminal Court Number 3 and waited for justice; vengeance on the men who had so cruelly hurt his daughter, who had tried to dishonor her.

The judge, a formidably heavy-featured man, rolled up the sleeves of his black robe as if to physically chastise the two young men standing before the bench. His face was cold with majestic contempt. But there was something false in all this that Amerigo Bonasera sensed but did not yet understand.

«You acted like the worst kind of degenerates, »the judge said harshly. Yes, yes, thought Amerigo Bonasera. Animals. Animals. The two young men, glossy hair crew cut, scrubbed clean-cut faces composed into humble contrition, bowed their heads in submission.

The judge went on. «You acted like wild beasts in a jungle and you are fortunate you did not sexually molest that poor girl or I'd put you behind bars for twenty years.» The judge, paused, his eyes beneath impressively thick brows flickered slyly toward the sallow-faced Amerigo Bonasera, then lowered to a stack of probation reports before him. He frowned and shrugged as if convinced against his own natural desire. He spoke again.

«But because of your youth, your clean records, because of your fine families, and because the law in its majesty does not seek vengeance, I hereby sentence you to three years» confinement to the penitentiary. Sentence to be suspended.»

Only forty years of professional mourning kept the over-whelming frustration and hatred from showing on Amerigo Bonasera's face. His beautiful young daughter was still in the hospital with her broken jaw wired together; and now these two *animates* went free? It had all been a farce. He watched the happy parents cluster around their darling sons.

Oh, they were all happy now, they were smiling now.

The black bile, sourly bitter, rose in Bonasera's throat, overflowed through tightly clenched teeth. He used his white linen pocket handkerchief and held it against his lips. He was standing so when the two young men strode freely up the aisle, confident and cool-eyed, smiling, not giving him so much as a glance. He let them pass without saying a word, pressing the fresh linen against his mouth.

The parents of the *animales* were coming by now, two men and two women his age but more American in their *dress*. They glanced at him, shamefaced, yet in their eyes was an odd, triumphant defiance.

Out of control, Bonasera leaned forward toward the aisle and shouted hoarsely, «You will weep as I have wept — I will make you weep as your children make me weep» — the linen at his eyes now. The defense attorneys bringing up the rear swept their clients forward in a tight little band, enveloping the two young men, who had started back down the aisle as if to protect their parents. A huge bailiff moved quickly to block the row in which Bonasera stood. But it was not necessary.

All his years in America, Amerigo Bonasera had trusted in law and order. And he had prospered thereby. Now, though his brain smoked with hatred, though wild visions of buying a gun and killing the two young men jangled the very bones of his skull, Bonasera turned to his still uncomprehending wife and explained to her, «They have made fools of us.» He paused and then made his decision, no longer fearing the cost, «For justice we must go on our knees to Don Corleone.»

2. Burden of proof

In criminal litigation, the burden of proof is *always* on the state. The state must prove that the defendant is guilty. The defendant is *assumed* to be innocent; the defendant needs to prove nothing. (There are exceptions. If the defendant wishes to claim that he/she is insane, and therefore not guilty, the defendant bears the burden of proving his/her insanity. Other exceptions include defendants who claim self-defense or duress.)

In criminal litigation, the state must prove that the defendant satisfied each element of the statutory definition of the crime, and the defendant's participation, «beyond a reasonable doubt.» It is difficult to put a valid numerical value on the probability that a guilty person really committed the crime, but legal authorities who do assign a numerical value generally say «at least 98% or 99%» certainty of guilt.

In civil litigation, the burden of proof is initially on the plaintiff. However, there are a number of technical situations in which the burden shifts to the defendant. For example, when the plaintiff has made a *prima facie* case, the burden shifts to the defendant to refute or rebut the plaintiff's evidence.

In civil litigation, the plaintiff wins if the preponderance of the evidence favors the plaintiff. For example, if the jury believes that there is *more than a 50%* probability that the defendant was negligent in causing the plaintiff's injury, the plaintiff wins. This is a very low standard, compared to criminal law. It is too low a standard, especially considering that the defendant could be ordered to pay millions of dollars to the plaintiff (s).

A few tort claims (e.g., fraud) require that plaintiff prove his/her case at a level of «clear and convincing evidence», which is a standard higher than preponderance, but less than «beyond a reasonable doubt.»

Protections for criminal defendants

Anyone who has studied civics in the USA knows of a number of protections specified in the U.S. Constitution:

- No *ex post facto* law. If an act was lawful when it was performed, the performer can *not* be convicted of a crime as a result of a law enacted after the performance.
- prohibition against «unreasonable searches and seizures.
- prohibition of double jeopardy. This protection takes two forms:
 1. A defendant who is found «not guilty» of a more serious charge can *not* have a second trial on a lesser included offense. For example, if D is found «not guilty» on a charge of felony murder (e.g., incidental killing

2. The prosecution can *not* appeal a «not guilty» verdict. Of course, the criminal defendant can appeal a «guilty» verdict and an incarcerated criminal can file a «habeas corpus» writ.

However, it is possible to try a defendant in criminal court and then try the same defendant again in civil court, for the same event.

- prohibition against compelled self-incrimination.
- the right to a speedy trial.
- the right to the assistance of counsel.

Indigent defendants have the right to an attorney who is paid by the state, even during custodial questioning by police.

These protections are *not* available in civil law. The prohibition against double jeopardy applies *only* to criminal trials. The corresponding concept in civil litigation is *res judicata*: one can have only one trial for claims arising from one transaction or occurrence.

In a criminal case, the suspect or defendant has the right to remain silent during questioning by police and prosecuting attorneys. In a criminal case, the defendant may choose to refuse to be a witness, and the jury may infer *nothing* from the defendant's choice not to testify. However, in a civil case, the defendant must be available and cooperative for testimony as a witness in the trial. The defendant in a civil case must voluntarily provide names of people who are «likely to have discoverable information relevant to disputed facts alleged with particularity in the pleadings.» In other words, the defendant in a civil case must help his/her opponent collect evidence that will defeat the defendant.

People who can not pay for an attorney (legal fees for trial preparation often run to more than US\$100,000) are practically *unable* to obtain access to the courts in civil cases.

The one notable exception is in tort law, where attorneys for plaintiffs often take cases with the possibility of large awards (e.g., more than US\$500,000) on a contingency fee: the attorney is paid, for example, 1/3 of any award, but the attorney is paid nothing for his/her time if plaintiff loses. However, the plaintiff usually pays for expert witnesses, deposition transcripts, and other expenses.

Lesson 17

1. Criminal law

The term **criminal law**, sometimes called **penal law**, refers to any of various bodies of rules in different jurisdictions whose common charac-

teristic is the potential for unique and often severe impositions as punishment for failure to comply.

Criminal punishment, depending on the offense and jurisdiction, may include execution, loss of liberty, government supervision (parole or probation), or fines. There are some archetypal crimes, like murder, but the acts that are forbidden are not wholly consistent between different criminal codes, and even within a particular code lines may be blurred as civil infractions may give rise also to criminal consequences. Criminal law typically is enforced by the government, unlike the civil law, which may be enforced by private parties.

Criminal law history

The first civilizations generally did not distinguish between civil and criminal law. The first written codes of law were produced by the Sumerians. Around 2100–2050 BC Ur-Nammu, the Neo-Sumerian king of Ur, enacted the oldest written legal code whose text has been discovered: the *Code of Ur-Nammu* although an earlier code of Urukagina of Lagash is also known to have existed. Another important early code was the Code Hammurabi, which formed the core of Babylonian law. These early legal codes did not separate penal and civil laws. The similarly significant Commentaries of Gaius on the Twelve Tables also conflated the civil and criminal aspects, treating theft or *furtum* as a tort. Assault and violent robbery were analogized to trespass as to property. Breach of such laws created an obligation of law or *vinculum juris* discharged by payment of monetary compensation or damages.

The first signs of the modern distinction between crimes and civil matters emerged during the Norman Invasion of England. The special notion of criminal penalty, at least concerning Europe, arose in Spanish Late Scholasticism, when the theological notion of God's penalty that was inflicted solely for a guilty mind, became transfused into canon law first and, finally, to secular criminal law. The development of the state dispensing justice in a court clearly emerged in the eighteenth century when European countries began maintaining police services. From this point, criminal law had formalized the mechanisms for enforcement, which allowed for its development as a discernible entity.

Criminal sanctions

Criminal law is distinctive for the uniquely serious potential consequences or sanctions for failure to abide by its rules. Every crime is composed of criminal elements. Capital punishment may be imposed in some jurisdictions for the most serious crimes. Physical or corporal

punishment may be imposed, although these punishments are prohibited in much of the world. Individuals may be incarcerated in prison or jail in a variety of conditions depending on the jurisdiction. Confinement may be solitary. Length of incarceration may vary from a day to life. Government supervision may be imposed, including house arrest, and convicts may be required to conform to particularized guidelines as part of a parole or probation regimen. Fines also may be imposed, seizing money or property from a person convicted of a crime.

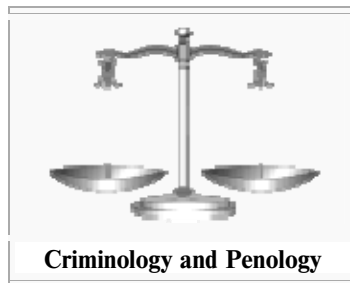
Criminal law vs. Civil law

Criminal law is much better known to laymen than civil law, as a result of journalists' reports of famous criminal trials. People often misapply principles from criminal law to situations in civil (e.g., tort) law, which results in their misunderstanding. They are surprised when they learn the actual legal principles that apply to a problem.

In civil law, a private party (e.g., a corporation or individual person) files the lawsuit and becomes the plaintiff. In criminal law, the litigation is always filed by the government, who is called the prosecution.

2. Rehabilitation

Rehabilitation means *to restore to useful life, as through therapy and education or to restore to good condition, operation, or capacity*. The assumption of rehabilitation is that people are not natively criminal and that it is possible to restore a criminal to a useful life, to a life in which they contribute to themselves and to society. Rather than punishing the harm out of a criminal, rehabilitation would seek, by means of education or therapy, to bring a criminal into a more normal state of mind, or into an attitude which would be helpful to society, rather than be harmful to society.



This theory of punishment is based on the notion that punishment is to be inflicted on an offender so as to reform him/her, or rehabilitate them so as to make their re-integration into society easier. Punishments that

are in accordance with this theory are community service, probation orders, and any form of punishment which entails any form of guidance and aftercare towards the offender.

This theory is founded on the belief that one cannot inflict a severe punishment of imprisonment and expect the offender to be reformed and to be able to re-integrate into society upon his release. Although the importance of inflicting punishment on those persons who breach the law, so as to maintain social order, is retained, the importance of rehabilitation is also given priority. Humanitarians have, over the years, supported rehabilitation as an alternative, even for capital punishment.

Practical difficulties

Rehabilitation theories present the following deficiencies:

- 1) there is no sound scientific research to determine how different individuals react to the same rehabilitating methods;
- 2) rehabilitation may depend on the individual psychological background, hence on his particular motives to commit crimes, than on the rehabilitating methods or philosophy;
- 3) a rehabilitation program may prove to be too costly and complex to be successfully implemented in most countries;
- 4) rehabilitation must refer to the sociological findings on the socialization and resocialization processes, as change in life-long socially acquired patterns of behavior and values entails a much more complex — and sometime traumatic — change on the individual's structure of character. On the other hand rehabilitation and recidivism are two interacting side of a system that can not be separated. One important aspect of rehabilitation that has been neglected by scholars of recent past is the role of the public in the rehabilitation chain. The public occupies the topmost position in this chain since rehabilitation is not done in a vacuum. How they respond to ex — convicts and treatment meted against them determines there proneness to recidivism.

3. Punishment

One of the most fundamental distinctions between civil and criminal law is in the notion of punishment. In criminal law, a guilty defendant is punished by either (1) incarceration in a jail or prison, (2) fine paid to the government, or, in exceptional cases, (3) execution of the defendant: the death penalty. Crimes are divided into two broad classes: felonies have a maximum possible sentence of more than one year incarceration, misdemeanors have a maximum possible sentence of less than one year incarceration.

In contrast, a defendant in civil litigation is *never* incarcerated and never executed. In general, a losing defendant in civil litigation only reimburses the plaintiff for losses caused by the defendant's behavior. So-called punitive damages are never awarded in a civil case under contract law. In a civil case under tort law, there is a possibility of punitive damages. The use of punitive damages makes a public example of the defendant and supposedly deters future wrongful conduct by others. Punitive damages are particularly important in torts involving civil rights, where the actual monetary injury to plaintiff (s) may be small. While a court can order a defendant to pay damages, the plaintiff may receive nothing if the defendant has no assets and no insurance, or if the defendant is skillful in concealing assets.

Effect of punishment

The notion that the threat of punishment will deter criminal conduct is based on the principle that human beings are rational. In practice, criminals are either impulsive or believe that they will not be caught by the police. Therefore, the threat of punishment does *not* deter criminal conduct, as one is reminded every day by reading reports of journalists. Legal theory considers the possibility of loss of freedom (i.e., incarceration) as much more serious than merely paying damages to an injured plaintiff. As a result of this high value placed on personal freedom, legal dogma is that criminal litigation is more serious than civil litigation; therefore criminal defendants have more rights and protections than civil defendants. The economic reality is that most people would prefer to spend, for example, one year in prison, than pay a million dollars from their personal assets.

Lesson 18

A **conditional discharge** is a sentence passed by a court whereby the defendant is not punished provided he or she complies with certain conditions. In England and Wales, a conditional discharge is a sentence in which the offender receives no punishment provided that, in a period set by the court (not more than three years), no further offence is committed. If an offence is committed in that time, then the offender may also be sentenced for the offence for which a conditional discharge was given. In English conditional discharges, a conviction and record of the discharge becomes part of the offender's criminal record, but does not count as a conviction except for certain purposes within the criminal justice system (unless the offender is resentenced for reoffending).

An absolute discharge is a lesser sentence imposed by a court, in which no penalty is imposed at all. It is normally passed when a defendant is being sentenced for more than one crime: after receiving a heavier sentence for his most serious crime, he may then receive no separate penalty for a more trivial crime. An absolute discharge is unconditional: in some jurisdictions, where no conditions are imposed at all, in others where the conditions have been successfully complied with.

Admonition (or «being admonished») is a punishment under Scots law when an offender has been found guilty but is neither imprisoned nor fined but receives a verbal warning and is afterwards set free. The conviction is still recorded.

A «**deferred sentence**» is a way to keep tabs on someone by means of probation/house arrest, if the guilty party completes the probationary term successfully, the charges are dropped and you are free to go with a clean record. The person can then deny ever being convicted of a criminal offense. It is also known as an «In Lieu of Conviction» type ruling, it is an alternative to going to jail / prison for previously law abiding citizens. If the person violates his/or probation, the conviction will stand and they will be charged and sentenced.

A **suspended sentence** is a sentence given after the formal conviction of a crime that the convicted person is not required to serve.

In criminal cases a trial judge has the ability to suspend the sentence of a convicted person. There are two types of suspended sentences. A judge may unconditionally discharge the defendant of all obligations and restraints. An unconditionally suspended sentence ends the court system's involvement in the matter, and the defendant has no penalty to pay. However, the defendant's criminal conviction will remain part of the public record. A judge may also issue a conditionally suspended sentence. This type of sentence withholds execution of the penalty as long as the defendant exhibits good behavior. For example, if a person was convicted of shoplifting for the first time, the judge could impose thirty days of incarceration as a penalty and then suspend the imprisonment on the condition that the defendant not commit any crimes during the next year. Once the year passes without incident, the penalty is discharged. If, however, the defendant does commit another crime, the judge is entitled to revoke the suspension and have the defendant serve the thirty days in jail.

Probation is a sentence which may be imposed by a court in lieu of incarceration. A criminal who is «on probation» has been convicted of a crime but has served only part of the sentence in jail, or has not served time at all. In most jurisdictions, probation is a sentencing option for

misdeemeanors and many felonies (these are commonly called «probationable» offenses), but not for higher-order felonies, such as capital crimes, forcible rape, and many others.

An offender on probation is ordered to follow certain conditions forth by the court, under the supervision of a probation officer. He or she is ordinarily required to refrain from subsequent criminal activity or possession of firearms, and may be ordered to remain employed, abide to a curfew, live at a directed place, obey the orders of the probation officer, or not leave the jurisdiction. The probationer may be ordered as well to refrain from contact with the victims (such as a former partner in a domestic violence case), with potential victims of similar crimes (such as minors, if the instant offense involves child sexual abuse), or with known criminals, particularly co-defendants. The offender on probation may be fitted with an electronic tag, which signals her or his whereabouts to officials, and it is very common for offenders to be ordered to submit to alcohol/drug testing or to participate in alcohol/drug or psychological treatment, or to perform Community Service work.

In justice and law, **house arrest** (also called **home confinement**, **home detention**, or **electronic monitoring**) is a measure by which a person is confined by the authorities to his or her residence. Travel is usually restricted, if allowed at all. House arrest is a lenient alternative to prison time or juvenile-detention time.

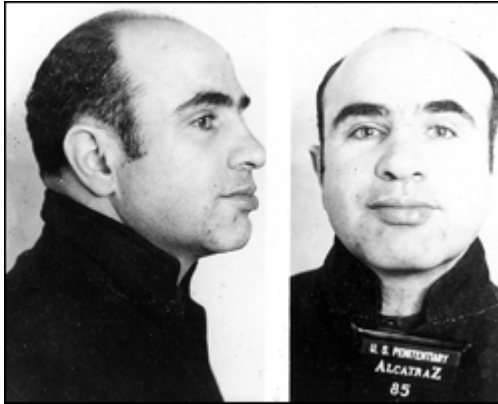
Community Service Order requires you to do unpaid work in the community. It can be given to someone aged 16 or over convicted of an imprisonable offence if the offender consents and may be between forty (40) and two hundred & forty (240) hours duration. Probation Officers organize what work is to be done and ensure offenders attend and work to standards. The range of work carried out by the offender is varied, for example; assisting at social clubs for older people or people with disabilities, painting and decorating work, gardening and landscaping etc.

Lesson 19

Famous Cases: Alphonse Capone, aka. Al, Scarface

Born in Brooklyn, New York, in 1899, of an immigrant family, Al Capone quit school after the sixth grade and associated with a notorious street gang, becoming accepted as a member. Johnny Torrio was the street gang leader. About 1920, at Torrio's invitation, Capone joined Torrio in Chicago where he had become an influential lieutenant in the Colosimo mob. The rackets spawned by enactment of the Prohibition

Amendment, illegal brewing and distribution of beer and liquor, were viewed as «growth industries.» Torrio, abetted by Al Capone, intended to take full advantage of opportunities. The mobs also developed interests in legitimate businesses, in the cleaning and dyeing field, and cultivated influence with receptive public officials, labor unions and employees» associations.



In 1925, Capone became boss when Torrio, seriously wounded in an assassination attempt, surrendered control and retired to Brooklyn. Capone had built a fearsome reputation in the ruthless gang rivalries of the period, struggling to acquire and retain «racketeering rights» to several areas of Chicago.

Perhaps the St. Valentine's Day Massacre on February 14, 1929, might be regarded as the culminating violence of the Chicago gang era, as seven members or associates of the «Bugs» Moran mob were machine-gunned against a garage wall by rivals posing as police. The massacre was generally ascribed to the Capone mob, although Al himself was then in Florida.

The investigative jurisdiction of the Bureau of Investigation during the 1920s and early 1930s was more limited than it is now, and the gang warfare and depredations of the period were not within the Bureau's investigative authority.

The Bureau's investigation of Al Capone arose from his reluctance to appear before a Federal Grand Jury on March 12, 1929, in response to a subpoena. Capone appeared before the Federal Grand Jury at Chicago on March 20, 1929, and completed his testimony on March 27. As he left the courtroom, he was arrested by Agents for Contempt of Court, an offense for which the penalty could be one year and a \$1,000 fine. He posted \$5,000 bond and was released.

On May 17, 1929, Al Capone and his bodyguard were arrested in Philadelphia for carrying concealed deadly weapons. Within 16 hours they had been sentenced to terms of one year each. Capone served his time and was released in nine months for good behavior on March 17, 1930.

On February 28, 1931, Capone was found guilty in Federal Court on the Contempt of Court charge and was sentenced to six months in

Cook County Jail. His appeal on that charge was subsequently dismissed.

Meanwhile, the U.S. Treasury Department had been developing evidence on tax evasion charges — in addition to Al Capone, his brother Ralph «Bottles» Capone, Jake «Greasy Thumb» Guzik, Frank Nitti and other mobsters were subjects of tax evasion charges.

On June 16, 1931, Al Capone pled guilty to tax evasion and prohibition charges. He then boasted to the press that he had struck a deal for a two-and-one-half year sentence, but the presiding judge informed him he, the judge, was not bound by any deal. Capone then changed his plea to not guilty.

On October 18, 1931, Capone was convicted after trial and was sentenced to eleven years in Federal prison, fined \$50,000 and charged \$7,692 for court costs, in addition to \$215,000 plus interest due on back taxes. The six-month Contempt of Court sentence was to be served concurrently.

While awaiting the results of appeals, Capone was confined to the Cook County Jail. Upon denial of appeals, he entered the U.S. Penitentiary at Atlanta, serving his sentence there and at Alcatraz.

In 1939 Al Capone was released after having served seven years, six months and fifteen days, and having paid all fines and back taxes.

Suffering from paresis derived from syphilis, he had deteriorated greatly during his confinement. Immediately on release he entered a Baltimore hospital for brain treatment, and then went on to his Florida home, an estate on Palm Island in Biscayne Bay near Miami, which he had purchased in 1928.

Following his release, he never publicly returned to Chicago. He had become mentally incapable of returning to gangland politics. In 1946, his physician and a Baltimore psychiatrist, after examination, both concluded Al Capone then had the mentality of a 12-year-old child. Capone resided on Palm Island with his wife and immediate family, in a secluded atmosphere, until his death due to a stroke and pneumonia on January 25, 1947.

Lesson 20

Famous Cases: John Dillinger

During the 1930s Depression, many Americans, nearly helpless against forces they didn't understand, made heroes of outlaws who took what they wanted at gunpoint. Of all the lurid desperadoes, one man, John

Herbert Dillinger, came to evoke this Gangster Era, and stirred mass emotion to a degree rarely seen in this country.

Dillinger was a notorious and vicious thief. From September, 1933, until July, 1934, he and his violent gang terrorized the Midwest, killing 10 men, wounding 7 others, robbing banks and police arsenals, and staging 3 jail breaks — killing a sheriff during one and wounding 2 guards in another.



John Herbert Dillinger was born on June 22, 1903, in the Oak Hill section of Indianapolis, a middle-class residential neighborhood. His father, a hardworking grocer, raised him in an atmosphere of disciplinary extremes, harsh and repressive on some occasions, but generous and permissive on others. John's mother died when he was three, and when his father remarried six years later, John resented his stepmother.

Finally, he quit school and got a job in a machine shop in Indianapolis. Although intelligent and a good worker, he soon became bored and often stayed out all night. His father, worried that the temptations of the city were corrupting his teenaged son, sold his property in Indianapolis and moved his family to a farm near Mooresville, Indiana. However, John reacted no better to rural life than he had to that in the city and soon began to run wild again.

A break with his father and trouble with the law (auto theft) led him to enlist in the Navy. There he soon got into trouble and deserted his ship when it docked in Boston. Returning to Mooresville, he married 16-year-old Beryl Hovius in 1924. A dazzling dream of bright lights and excitement led the newlyweds to Indianapolis. Dillinger had no luck finding work in the city and joined the town pool shark, Ed Singleton, in his search for easy money. In their first attempt, they tried to rob a Mooresville grocer, but were quickly apprehended. Singleton pleaded not guilty, stood trial, and was sentenced to two years. Dillinger, following his father's advice, confessed, was convicted of assault and battery with intent to rob, and conspiracy to commit a felony, and received joint sentences of 2 to 14 years and 10 to 20 years in the Indiana State Prison. Stunned by the harsh sentence, Dillinger became a tortured, bitter man in prison.

His period of infamy began on May 10, 1933, when he was paroled from prison after serving 8 1/2 years of his sentence. Almost immediately, Dillinger robbed a bank in Bluffton, Ohio. Dayton police arrested

him on September 22, and he was lodged in the county jail in Lima, Ohio, to await trial.



The many faces of John Dillinger

In frisking Dillinger, the Lima police found a document which seemed to be a plan for a prison break, but the prisoner denied knowledge of any plan. Four days later, using the same plans, eight of Dillinger's friends escaped from the Indiana State Prison, using shotguns and rifles which had been smuggled into their cells. During their escape, they shot two guards.

On October 12, three of the escaped prisoners and a parolee from the same prison showed up at the Lima jail where Dillinger was incarcerated. They told the sheriff that they had come to return Dillinger to the Indiana State Prison for violation of his parole.

When the sheriff asked to see their credentials, one of the men pulled a gun, shot the sheriff and beat him into unconsciousness. Then taking the keys to the jail, the bandits freed Dillinger, locked the sheriff's wife and a deputy in a cell, and leaving the sheriff to die on the floor, made their getaway.

Although none of these men had violated a Federal law, the FBI's assistance was requested in identifying and locating the criminals. The four men were identified as Harry Pierpont, Russell Clark, Charles Makley,

and Harry Copeland. Their fingerprint cards in the FBI Identification Division were flagged with red metal tags, indicating that they were wanted.

Meanwhile, Dillinger and his gang pulled several bank robberies. They also plundered the police arsenals at Auburn, Indiana, and Peru, Indiana, stealing several machine guns, rifles, and revolvers, a quantity of ammunition, and several bulletproof vests. On December 14, John Hamilton, a Dillinger gang member, shot and killed a police detective in Chicago. A month later, the Dillinger gang killed a police officer during the robbery of the First National Bank of East Chicago, Indiana. Then they made their way to Florida and, subsequently, to Tucson, Arizona. There on January 23, 1934, a fire broke out in the hotel where Clark and Makley were hiding under assumed names. Firemen recognized the men from their photographs, and local police arrested them, as well as Dillinger and Harry Pierpont. They also seized 3 Thompson submachine guns, 2 Winchester rifles mounted as machine guns, 5 bulletproof vests, and more than \$25,000 in cash, part of it from the East Chicago robbery.

Dillinger was sequestered at the county jail in Crown Point, Indiana, to await trial for the murder of the East Chicago police officer. Authorities boasted that the jail was «escape proof.» But on March 3, 1934, Dillinger cowed the guards with what he claimed later was a wooden gun he had whittled. He forced them to open the door to his cell, then grabbed two machine guns, locked up the guards and several trustees, and fled.

It was then that Dillinger made the mistake that would cost him his life. He stole the sheriff's car and drove across the Indiana-Illinois line, heading for Chicago. By doing that, he violated the National Motor Vehicle Theft Act, which made it a Federal offense to transport a stolen motor vehicle across a state line.

A Federal complaint was sworn charging Dillinger with the theft and interstate transportation of the sheriff's car, which was recovered in Chicago. After the grand jury returned an indictment, the FBI became actively involved in the nationwide search for Dillinger.

Meanwhile, Pierpont, Makley, and Clark were returned to Ohio and convicted of the murder of the Lima sheriff. Pierpont and Makley were sentenced to death, and Clark to life imprisonment. But in an escape attempt, Makley was killed and Pierpont was wounded. A month later, Pierpont had recovered sufficiently to be executed.

In Chicago, Dillinger joined his girlfriend, Evelyn Frechette. They proceeded to St. Paul, where Dillinger teamed up with Homer Van Meter,

Lester («Baby Face Nelson») Gillis, Eddie Green, and Tommy Carroll, among others. The gang's business prospered as they continued robbing banks of large amounts of money.

Then on March 30, 1934, an Agent talked to the manager of the Lincoln Court Apartments in St. Paul, who reported two suspicious tenants, Mr. and Mrs. Hellman, who acted nervous and refused to admit the apartment caretaker. The FBI began a surveillance of the Hellman's apartment. The next day, an Agent and a police officer knocked on the door of the apartment. Evelyn Frechette opened the door, but quickly slammed it shut. The Agent called for reinforcements to surround the building.

While waiting, the Agents saw a man enter a hall near the Hellman's apartment. When questioned, the man, Homer Van Meter, drew a gun. Shots were exchanged, during which Van Meter fled the building and forced a truck driver at gunpoint to drive him to Green's apartment. Suddenly the door of the Hellman apartment opened and the muzzle of a machine gun began spraying the hallway with lead. Under cover of the machine gun fire, Dillinger and Evelyn Frechette fled through a back door. They, too, drove to Green's apartment, where Dillinger was treated for a bullet wound received in the escape.

At the Lincoln Court Apartments, the FBI found a Thompson submachine gun with the stock removed, two automatic rifles, one .38 caliber Colt automatic with twenty-shot magazine clips, and two bulletproof vests. Across town, other Agents located one of Eddie Green's hideouts where he and Bessie Skinner had been living as «Mr. and Mrs. Stephens.» On April 3, when Green was located, he attempted to draw his gun, but was shot by the Agents. He died in a hospital eight days later.

Dillinger and Evelyn Frechette fled to Mooresville, Indiana, where they stayed with his father and half-brother until his wound healed. Then Frechette went to Chicago to visit a friend—and was arrested by the FBI. She was taken to St. Paul for trial on a charge of conspiracy to harbor a fugitive. She was convicted, fined \$1,000, and sentenced to two years in prison. Bessie Skinner, Eddie Green's girlfriend, got 15 months on the same charge.

Meanwhile, Dillinger and Van Meter robbed a police station at Warsaw, Indiana, of guns and bulletproof vests. Dillinger stayed for awhile in Upper Michigan, departing just ahead of a posse of FBI Agents dispatched there by airplane. Then the FBI received a tip that there had been a sudden influx of rather suspicious guests at the summer resort of Little Bohemia Lodge, about 50 miles north of Rhinelander, Wisconsin.

One of them sounded like John Dillinger and another like «Baby Face Nelson.»

From Rhinelander, an FBI task force set out by car for Little Bohemia. Two of the rented cars broke down enroute, and, in the uncommonly cold April weather, some of the Agents had to make the trip standing on the running boards of the other cars. Two miles from the resort, the car lights were turned off and the posse proceeded through the darkness. When the cars reached the resort, dogs began barking. The Agents spread out to surround the lodge and as they approached, machine gun fire rattled down on them from the roof. Swiftly, the Agents took cover. One of them hurried to a telephone to give directions to additional Agents who had arrived in Rhinelander to back up the operation.

While the Agent was telephoning, the operator broke in to tell him there was trouble at another cottage about two miles away. Special Agent W. Carter Baum, another FBI man, and a constable went there and found a parked car which the constable recognized as belonging to a local resident. They pulled up and identified themselves.

Inside the other car, «Baby Face Nelson» was holding three local residents at gunpoint. He turned, leveled a revolver at the lawmen's car, and ordered them to step out. But without waiting for them to comply, Nelson opened fire. Baum was killed, and the constable and the other Agent were severely wounded. Nelson jumped into the Ford they had been using and fled.

When the firing had subsided at the Little Bohemia Lodge, Dillinger was gone. When the Agents entered the lodge the next morning, they found only three frightened females. Dillinger and five others had fled through a back window before the Agents surrounded the house.

In Washington, FBI Director J. Edgar Hoover assigned Special Agent Samuel A. Cowley to head the FBI's investigative efforts against Dillinger. Cowley set up headquarters in Chicago, where he and Melvin Pur-



vis, Special Agent in Charge of the Chicago office, planned their strategy. A squad of Agents under Cowley worked with East Chicago policemen in tracking down all tips and rumors.

Late in the afternoon of Saturday, July 21, 1934, the madam of a brothel in Gary, Indiana, contacted one of the police officers with information. This woman called herself Anna Sage, however, her real name was Ana Cumpanas, and she had entered the United States from her native Rumania in 1914. Because of the nature of her profession, she was considered an undesirable alien by the Immigration and Naturalization Service, and deportation proceedings had been started. Anna was willing to sell the FBI some information about Dillinger for a cash reward, plus the FBI's help in preventing her deportation.

At a meeting with Anna, Cowley and Purvis were cautious. They promised her the reward if her information led to Dillinger's capture, but said all they could do was call her cooperation to the attention of the Department of Labor, which at that time handled deportation matters. Satisfied, Anna told the Agents that a girlfriend of hers, Polly Hamilton, had visited her establishment with Dillinger. Anna had recognized Dillinger from a newspaper photograph.

Anna told the Agents that she, Polly Hamilton, and Dillinger probably would be going to the movies the following evening at either the Biograph or the Marbro Theaters. She said that she would notify them when the theater was chosen. She also said that she would wear a red dress so that they could identify her.

On Sunday, July 22, Cowley ordered all Agents of the Chicago office to stand by for urgent duty. Anna Sage called that evening to confirm the plans, but she still did not know which theater they would attend. Therefore, Agents and policemen were sent to both theaters. At 8:30 p.m., Anna Sage, John Dillinger, and Polly Hamilton strolled into the Biograph Theater to see Clark Gable in «Manhattan Melodrama.» Purvis phoned Cowley, who shifted the other men from the Marbro to the Biograph.

Cowley also phoned Hoover for instructions. Hoover cautioned them to wait outside rather than risk a shooting match inside the crowded theater. Each man was instructed not to unnecessarily endanger himself and was told that if Dillinger offered any resistance, it would be each man for himself.

At 10:30 p.m., Dillinger, with his two female companions on either side, walked out of the theater and turned to his left. As they walked past the doorway in which Purvis was standing, Purvis lit a cigar as a

signal for the other men to close in. Dillinger quickly realized what was happening and acted by instinct. He grabbed a pistol from his right trouser pocket as he ran toward the alley. Five shots were fired from the guns of three FBI Agents. Three of the shots hit Dillinger and he fell face down on the pavement. At 10:50 p.m. on July 22, 1934, John Dillinger was pronounced dead in a little room in the Alexian Brothers Hospital.

The Agents who fired at Dillinger were Charles B. Winstead, Clarence O. Hurt, and Herman E. Hollis. Each man was commended by J. Edgar Hoover for fearlessness and courageous action. None of them ever said who actually killed Dillinger. The events of that sultry July night in Chicago marked the beginning of the end of the Gangster Era. Eventually, 27 persons were convicted in Federal courts on charges of harboring, and aiding and abetting John Dillinger and his cronies during their reign of terror. «Baby Face Nelson» was fatally wounded on November 27, 1934, in a gun battle with FBI Agents in which Special Agents Cowley and Hollis also were killed. Dillinger was buried in Crown Hill Cemetery in Indianapolis, Indiana.

Grammar reference

Уроки 1-2

1. **Артикль (The Article)** ставится перед существительным или перед определениями к нему. В английском языке существует 2 артикля: **неопределенный «a» / «an»** и **определенный «the»**.

Неопределённый артикль «a» может употребляться только с исчисляемыми существительными в единственном числе:

I am a teacher. Я учитель.

This is an apple. Это — яблоко.

Определённый артикль «the» часто переводится словами *этот, эта, это, эти*. Употребляется перед существительными в единственном и во множественном числе в следующих случаях:

1. когда речь идёт об определённом лице или предмете:

Where is the car? Где машина? (известная нам)

2. перед названиями океанов, морей, частей света, другими географическими названиями, состоящими из существительных нарицательных с определением:

the United States, the Black Sea, the Pacific Ocean

3. перед названиями рек и горных хребтов (но не отдельных гор):

the Volga, the Thames, the Mississippi, the Alps

4. перед названиями кораблей, гостиниц, газет и журналов:

the «Intourist», the Independent

5. перед существительным, если ему предшествует прилагательное в превосходной степени или порядковое числительное:

What is the biggest city in the world?

6. в выражениях *in the morning, in the evening, in the afternoon*

Если есть притяжательное местоимение, то артикль не нужен:

my car — моя машина, его ручка — his pen

Артикль не употребляется с существительным, после которого стоит относящееся к нему количественное числительное:

Room 7. Look at page 48.

В газетных заголовках, телеграммах, объявлениях артикли часто опускаются. Без артикля, как правило, употребляются и имена собственные:

Peter Brooks, Moscow, England.

Если перед фамилией во множественном числе стоит определённый артикль, то она обозначает всех членов семьи:

The Svensons are coming to visit us. — К нам едут Свенсоны.

без артикля	с артиклем
<i>Red Square</i>	<i>the Moscow region</i>
<i>Arbat Avenue</i>	<i>the Russian Federation</i>
<i>Pavlov Street</i>	<i>the United States of America</i>
<i>Russian</i>	<i>the Kremlin</i>
<i>English</i>	<i>the Russian language</i>
<i>to speak/to read/to write English</i>	<i>at the end of the week/month/year/century</i>
	<i>at the beginning of...</i>
	<i>in the middle of...</i>
	<i>the 21st century</i>
	<i>the militia, the police</i>

2. Группа простых форм (Indefinite/Simple)

Все времена группы **Indefinite/Simple** могут употребляться для выражения: однократного или регулярно повторяющегося действия, а также постоянного признака предмета. Времена этой группы с определенным моментом не связаны, они лишь констатируют факт совершения действия без указания на характер его протекания. Часто глаголы группы Simple употребляются с такими словами, как **usually** (обычно); **often** (часто); **sometimes** (иногда); **yesterday** (вчера); **last week** (на прошлой неделе); **tomorrow** (завтра); **next week** (на следующей неделе); **always** (всегда); **usually** (обычно); **never** (никогда).

Present Indefinite/Simple совпадает с инфинитивом без частицы **to** для всех лиц, кроме третьего лица единственного числа (в этой форме к глаголу прибавляется окончание **-s /-es**).

She lives in Saint-Petersburg. — Она живет в Санкт-Петербурге.

Вопросительная форма образуется при помощи вспомогательного глагола **does** для 3л. ед.ч. и глагола **do** для остальных лиц и чисел.

Do you often go to the cinema? — Вы часто ходите в кино?

Отрицательная форма образуется при помощи **do** или **does** и частицы **not**.

She does not like horror films. — Она не любит фильмы ужасов.

We do not speak French. — Мы не говорим по-французски.

Past Indefinite/Simple употребляется для выражения действий в прошлом, однократных или повторяющихся:

They often went to the river in summer. — Они часто ездили на реку летом.

She watched TV last night. — Вчера вечером она смотрела телевизор.

She took a book, sat into the armchair and began reading it. —
Она взяла книгу, села в кресло и нашла читать.

Правильные глаголы образуют Past Indefinite/ Simple с помощью окончания -ed. Глаголы, оканчивающиеся на букву у, меняют эту букву на i (to study — studied). Если последний слог глагола ударный и в нем краткая гласная, то конечная согласная удваивается (to stop — stopped).

Группа глаголов, называемых *неправильными*, образуют **Past Indefinite/ Simple** иными способами. Форма глаголов **Past Indefinite/ Simple** обычно называется **II-й** формой глагола (*do — did; make — made; write — wrote*).

We worked in the garden yeaterday. — Вчера вечером мы работали в саду.

They came into the room. — Они вошли в комнату.

Вопросительная форма образуется при помощи вспомогательного глагола **did**, который ставится перед подлежащим. Основной глагол имеет форму инфинитива без частицы **to**.

Did he go to the USA last year? — Он ездил в США в прошлом году?

Отрицательная форма образуется при помощи вспомогательного глагола **did** и отрицания **not**.

We did not work yesterday. — Вчера вечером мы не работали.

Future Indefinite/Simple употребляется для выражения действий в будущем, однократных или последовательных:

He will go home after classes. — После уроков он пойдет домой.

Future Indefinite/Simple образуется при помощи вспомогательного глагола **will** и смыслового глагола (*инфинитив без частицы to*).

We will go to the cinema at the weekend. — На выходных мы пойдем в кино.

В вопросительной форме вспомогательный глагол ставится перед подлежащим.

Will you go to the country house in summer? — Ты поедешь на дачу летом?

В отрицательном предложении после вспомогательного глагола ставится отрицание **not**.

He will not go to the country in summer. — Он не поедет в деревню летом.

3. Вопросительные предложения

Общий вопрос требует ответа «да» / «нет». На первое место в предложении ставится вспомогательный или модальный глагол:

Do you like my room? — Тебе нравится моя комната?

Can your father help me? — Твой отец может помочь мне?

Альтернативный вопрос—это вопрос, предполагающий в ответе выбор между двумя или более предметами, действиями или качествами. Альтернативный вопрос строится по принципу общего вопроса:

Is this pen red or black? — Эта ручка красная или черная?

Специальные вопросы — это вопросы, требующие специального ответа, дополнительной информации. Такие вопросы относятся к отдельным членам предложения и начинаются с вопросительного слова:

What's this? — Что это?

Вопросы к подлежащему или его определению начинаются с вопросительных местоимений **who** (кто), **what** (что, какой), **whose** (чей), **which** (который) и др. и имеют прямой порядок слов, то есть порядок слов повествовательного предложения. Вспомогательный глагол не нужен. Вопросительные слова согласуются с глаголом-сказуемым в 3-ем лице единственного числа:

Who knows this girl? — Кто знает эту девушку?

Which of you speaks German well? — Кто из вас хорошо говорит по-немецки?

Урок 3

1. Группа продолженных времен (Continuous/Progressive)

Образование **Continuous/Progressive** можно представить в виде следующей формулы, где вспомогательный глагол **to be** — это изменяемая часть, показатель лица, числа и времени:

to be + -ing (Participle I)

I am reading a book now — Сейчас я читаю книгу.

При образовании вопросительной формы глагол **to be** ставится перед подлежащим, а при образовании отрицательной формы после **to be** ставится отрицание **not**.

She was not cooking at 8 pm; she was watching her favourite film on TV. —

В 8 часов вечера она не готовила, она смотрела свой любимый фильм по телевизору.

What are you looking at? Are you looking at her expensive ring? —

На что ты смотришь? Ты смотришь на ее дорогое кольцо?

Все времена группы **Continuous/Progressive** употребляются для выражения конкретного действия в процессе его развития, протекающего в точно указанное время, либо одновременно с другим действием.

Есть глаголы, которые *не употребляются* в форме **Continuous/Progressive**

- обозначающие мыслительную дееспособность (*to know, to mind, to understand, to believe, to forget, to remember, to mean, to doubt, to recognize*)

- выражающие отношения (*to like, to dislike, to look, to prefer, to want, to hate, to love, to need*)
- обозначающие чувства (*to see, to smell, to taste, to hear, to feel*)
- обозначающие обладание (*to possess, to own, to belong, to have*)

2. Степени сравнения прилагательных

Качественные имена прилагательные в английском языке имеют три степени сравнения: положительную, сравнительную и превосходную. Односложные и двусложные прилагательные на *-y, -e, -er, -ow* образуют сравнительную степень путем прибавления суффикса **-er**, и превосходную степень — путем прибавления суффикса **-est**.

Исключения:

small (маленький)	smaller (меньший)	smallest (наименьший)
easy (легкий)	easier (легче)	easiest (самый легкий)
good (хороший)	better (лучше)	best (наилучший)
bad (плохой)	worse (хуже)	worst (наихудший)
little (маленький)	less (меньше)	least (наименьший)
many (много)	more (больше)	most (больше всего)
far (далекий)	further (дальнейший)	furthest, farthest (самый далекий)
	farther (более далекий)	

Большинство многосложных прилагательных образуют степени сравнения при помощи слов **more** (более) или **less** (менее), **most** (самый, наиболее) или **least** (наименее):

<i>more active</i> (более активный)	<i>most active</i> (самый активный)
<i>less active</i> (менее активный)	<i>least active</i> (наименее активный)

Сравнение двух предметов, которым в равной степени присуще одно и то же качество, производится при помощи сравнительного союза **as...as** (так же,... как; такой же,... как).

This book is as interesting as that one — Эта книга такая же интересная, как и та.

This book is not so interesting as that one. — Эта книга не такая интересная, как та.

Урок 4

1.оборот **there is / there are** указывает на нахождение какого-либо предмета или лица в определенном месте.

There is a car in front of the entrance. — Перед входом стоит машина.

There are many students in the group. — В этой группе много студентов.

У этой конструкции есть особенности:

а) существительное, обозначающее предмет нахождения, употребляется с *неопределенным* артиклем.

There is a guest in your room. —

В вашей комнате находится гость.

There is a strange man in front of the door. —

Перед дверью стоит странный мужчина.

б) существительное, обозначающее место нахождения, употребляется с *определенным* артиклем или каким-либо местоимением.

There is a carpet on the floor. — На полу лежит ковер.

There are many text books on her desk. —

На ее письменном столе лежит много учебников.

в) если предмет один, то употребляется оборот **there is**.

There is a pocket on my suit. — На моем костюме есть карман.

There is a sofa in our living room. — В нашем зале стоит диван.

2. В английском языке глаголы могут иметь два залога: действительный (**the Active Voice**) и страдательный (**the Passive Voice**). Глагол в *действительном* залоге показывает, что действие выполняется лицом или предметом, обозначенным подлежащим. Глагол в *страдательном* залоге показывает, что лицо или предмет, обозначенный подлежащим, испытывает воздействие или находится в определенном состоянии в результате какого-то воздействия.

В английском языке **the Passive Voice** образуется с помощью вспомогательного глагола **to be** и формы **причастия II** смыслового глагола. Это можно представить формулой:

to be + Participle II

Вспомогательный глагол **to be** — это изменяемая часть, показатель лица, числа и времени.

Such cases are tried by Federal courts. —

Такие дела рассматриваются Федеральными судами.

This law was passed two years ago. — Этот закон был принят 2 года назад.

The exhibition will be opened in a week. —

Эта выставка откроется через неделю.

Отрицательные и вопросительные предложения со сказуемым в форме страдательного залога, а также краткие ответы строятся по общему правилу:

This problem was not discussed at the last seminar. —

Эту проблему не обсуждали на прошлом семинаре.

Are these texts translated by our students? — Yes, they are. (No, they aren't.) —
Эти тексты переводят наши студенты? — Да. (Нет.)

Перевод предложений типа «*This problem is much spoken about*» следует начинать с предлога, стоящего за глаголом, т.е. «*Об этой проблеме много говорят*».

Урок 5

Группа перфектных времен /Perfect Tenses

Все времена **Perfect** образуются при помощи вспомогательного глагола **to have** в соответствующем времени, и третьей основной формы смыслового глагола (причастия II), то есть по формуле:

to have + Participle II

I have never been to London. — Я никогда не бывал в Лондоне.

Настоящее время группы **Perfect** часто употребляется с наречиями неопределенного времени **ever** (когда-либо), **never** (никогда), **already** (уже), **yet** (еще), **just** (только что), **lately**, **recently** (недавно) up **to now** (до сих пор) и др.

Все времена группы **Perfect** употребляются для выражения действия, предшествующего другому действию или какому-либо моменту времени. **Present Perfect** обозначает:

- действие, которое уже совершено, но время действия при этом еще не закончилось:

I have read an interesting article today. —
Сегодня я прочитал интересную статью.

I have already had a holiday this year. —
В этом году у меня уже был отпуск.

- действие, которое началось ранее, но продолжается в момент речи:

I have known him for 5 years. — Я знаю его 5 лет.

- действие или состояние, которое свершилось к моменту речи, но говорящего не интересует, когда это произошло. Важен сам факт совершения действия:

I'm so sorry, I have broken the vase. — Извини, я разбил вазу.

They have already arrived. — Они уже приехали.

- действие, которое своим результатом связано с последующими событиями:

I have finished my work and now I can help you. —
Я закончил свою работу и теперь могу тебе помочь.

Связь действия, обозначаемого **Present Perfect**, с настоящей ситуацией иногда выражается указанием на период времени в настоящем, которое еще не закончено: **today** (сегодня), **this week** (на этой неделе) и др.

Present Perfect никогда не употребляется, если время действия или обстоятельства в отношении к прошлому, а также после вопросительного слова **when**:

When did you arrive? — Когда вы приехали?

I never lied to my mother. — Я никогда не лгал матери.

Past Perfect образуется при помощи вспомогательного глагола **had** и третьей формы глагола.

I had finished my work before you came home. —

Я закончил работу до того, как ты пришел домой.

When we arrived at the cinema, the film had already begun. —

Когда мы пришли в кинотеатр, фильм уже начался.

Past Perfect обозначает действие, которое совершилось раньше другого действия в прошлом или определенному моменту в прошлом.

Урок 8

Причастие (The Participle) — это неличная форма глагола, сочетающая свойства глагола, прилагательного и наречия. При переводе причастия в английском соответствуют причастие и деепричастие в русском языке.

Present Participle (причастие настоящего времени, или **Participle I**) обозначает действие, одновременное с действием глагола в личной форме.

All the weekend we stayed at home watching TV and cooking. — Все выходные мы провели дома, готовили и смотрели телевизор.

Being clever, he never answers their questions directly. — Будучи умным, он никогда не отвечает на их вопросы прямо.

Present Participle обоих залогов (Active и Passive) в предложении чаще всего отвечает на вопросы *какой?* и *как?* Отвечая на вопрос *какой?*, оно соответствует русскому причастию, отвечая на вопрос *как?*, оно соответствует русскому деепричастию.

Perfect Participle (Active и Passive) обозначает действие, предшествующее действию глагола в личной форме.

Having finished his work, he hurried home. —

Закончив работу, он поспешил домой.

Причастие настоящего времени в форме Perfect обоих залогов обычно отвечает в предложении на вопрос *как?*, *при каких обстоятельствах?* и в этом отношении соответствует русскому деепричастию.

Past Participle (Participle II) переходных глаголов соответствует русскому страдательному причастию прошедшего времени, обозначая законченное действие, выполненное над каким-либо объектом. **Participle II** имеет только одну форму, в предложении отвечает на вопрос *какой?* и часто переводится причастием страдательного залога.

The methods, used in the XX century, are not popular now. —
Методы, использовавшиеся в 20 веке, сейчас непопулярны.

Урок 10

1. Условные придаточные предложения

Условие, содержащееся в придаточном предложении, рассматривается говорящим как реально предполагаемый факт, относящийся к будущему временам. Сказуемые главного и придаточного предложений выражаются глаголами в формах изъявительного наклонения.

If the weather is nice, we'll go for a walk. —
Если погода будет хорошая, мы пойдём на прогулку.

В придаточном предложении после союза глагол ставится в настоящем времени, а переводится будущим.

В условных придаточных предложениях употребляются союзы **if** (если); **in case** (в случае, если); **suppose (that)** (предположим, что); **on condition (that), provided (that)** (при условии, что); **unless** (если ... не); **but for** (если бы не) и другие. Подобному правилу согласования времен подчиняются и придаточные предложения с союзами **after** (после того как), **before** (до того как), **while** (в то время как) и некоторыми другими.

2. Модальные глаголы с перфектным инфинитивом (Modals with the Perfect Infinitive)

may have done — предположение, что действие произошло

must have done — уверенность, что действие произошло

should/could have done — упрек за то, что действие не произошло

to be to have done — невыполненность запланированного действия.

Перфектный инфинитив образуется по формуле:

have + 3-я форма смыслового глагола (Participle II)

have made, have seen, have heard

He must have forgotten about his promise. —
Должно быть, он забыл о своем обещании.

He could have called us! — Он мог бы и позвонить нам!

I might have lost my documents. — Может быть, я потерял документы.

Уроки 11–12

Инфинитив (Infinitive) — это неличная форма глагола, сочетающая свойства глагола и существительного. Инфинитив (неопределенная форма глагола) существует и в русском языке и отвечает на вопрос **что делать /сделать?** Во многих случаях свойства и функции инфинитива в предложении в обоих языках совпадают:

I want to help you. — Я хочу помочь тебе.

Признаком инфинитива в предложении является наличие частицы **to** перед глаголом. В некоторых случаях частица **to** перед инфинитивом не ставится:

- после всех модальных глаголов, кроме **ought**:

I can help you. — Я могу помочь тебе.

- после глагола **let**:

Let me help you. — Позвольте, я помогу вам.

- после глагола **to make** в значении заставлять (Active):

He made me help him. — Он заставил меня помогать ему.

Инфинитив имеет несколько форм, в каждой из которых заключено понятие залога (Active / Passive) и характера действия (Simple/ Progressive/ Perfect).

Active

1. *I am glad to help you.* — Я рад помочь тебе.

2. *I am glad to have helped you.* — Я рад, что помог тебе.

Passive

1. *I am glad to be helped.* — Я рад, что мне помогают.

2. *I am glad to have been helped.* — Я рад, что мне помогли.

Формы **Infinitive Simple** (Active/Passive), а также **Active Progressive Infinitive** обозначают действие, происходящее одновременно с действием, обозначенным сказуемым предложения:

1. *I am glad to help you.* — Я рад помочь тебе.

2. *I am glad to be helping you.* — Я рад, что помогаю тебе.

3. *I am glad to be helped.* — Я рад, что мне помогают.

Формы **Perfect Infinitive** (Active/Passive) и **Active Perfect Continuous Infinitive** обозначают действие, предшествовавшее действию, обозначенному сказуемым, при этом различаются оттенки:

1. *I am glad to have helped you.* — Я рад, что помог тебе.

2. *I am glad to have been helped.* — Я рад, что мне помогли.

Урок 13

Конструкция «Сложное дополнение» (Complex Object) состоит из двух частей: первая часть — существительное в общем падеже (или местоимение в объектном падеже), обозначающее лицо или предмет, вторая часть — инфинитив, причастие или герундий, выражающий действие, производимое этим лицом. Конструкция выполняет в предложении функцию дополнения.

Конструкция может употребляться после глаголов **to want** хотеть, **to expect** ожидать, предполагать, а также после глаголов чувственного восприятия и после выражения **should (would) like** (хотелось бы).

I want you to understand me. — Я хочу, чтобы вы поняли меня.

What do you want him to do for you? — Что вы хотите, чтобы он для вас сделал?

He doesn't want us to do it now. — Он не хочет, чтобы мы делали это сейчас.

I expect you to write to me. — Надеюсь (ожидая), что вы напишете мне.

После глаголов, выражающих восприятие посредством органов чувств, например, **to see** (видеть), **to watch** (наблюдать), **to notice** (замечать), **to hear** (слышать), **to feel** (чувствовать) и др., в конструкции «сложное дополнение» вторая часть выражается инфинитивом глагола без частицы **to** или причастием **I**.

I've seen them go into the room. — Я видел, что они вошли в комнату.

I saw him writing something. — Я видел, как (что) он что-то писал.

I saw him fall while getting off the bus. — Я видел, как он упал,
когда выходил из автобуса.

После глагола **to make** (заставлять), **to let** (позволят, разрешать) в конструкции «сложное дополнение» инфинитив употребляется без частицы **to**.

What makes you hurry like that? — Что заставляет вас так спешить?

Let me pass. — Позвольте мне пройти.

Урок 14

Герундий (The Gerund) — это неличная форма глагола, сочетающая свойства глагола и существительного. Подобной неличной формы в русском языке нет. Все формы герундия совпадают с формами причастия. Однако причастие и герундий являются разными формами глагола, отличаются друг от друга по значению и по синтаксическим функциям.

Indefinite Gerund обычно обозначает действие, одновременное с действием глагола в личной форме. **Perfect Gerund** выражает действие, предшествующее действию глагола в личной форме.

He gave up smoking 4 years ago. — Он бросил курить 4 года назад.

He denied having been told about it. — Он отрицал, что ему об этом говорили.

1. Глагольные свойства.

Герундий переходных глаголов может иметь прямое, косвенное и предложное дополнение, может определяться наречием.

I hate packing things. — Ненавижу собирать вещи.

2. Именные свойства.

а) Герундий так же, как и существительное, образует предложные сочетания, чаще всего с предлогами of, for, in, without, before, after, on (upon), by, about, to.

I apologise for being impolite. — Извиняюсь за то, что был невежлив.

б) Герундий может иметь определение, выраженное притяжательным местоимением (или существительным в притяжательном падеже).

John's leaving home upset everybody. —

То, что Джон ушел из дома, всех расстроило.

в) Герундий может выполнять в предложении функции, свойственные существительному: подлежащего, дополнения и именной части составного сказуемого.

На русский язык герундий переводится по-разному: отглагольным существительным, инфинитивом или целым предложением в зависимости от функции герундия в предложении и от контекста.

Урок 16

Пунктуация (Punctuation)

1. **Точка** ставится в конце предложения:

Peter is my colleague. — Питер — мой коллега.

2. **Запятые** используются в английском языке для разделения слов или выражений при перечислении:

We had wine, whisky, and brandy. — У нас было вино, виски и бренди.

Однако запятая между последними двумя словами или выражениями не является обязательной. Оба способа пунктуации допустимы в английском языке при условии последовательного использования лишь одного из них.

Запятые обычно **не ставятся** перед следующими союзами и союзными словами: **that, if, what, where** в косвенной речи.

He said that he was going. — Он сказал, что идет.

I wonder if he knows. — Интересно, знает ли он.

Запятые традиционно используются после придаточных предложений, начинающихся с **if, when, after**, когда придаточное предложение предвещает главное:

If you're ready, we can start. — Если вы готовы, мы можем начать.

Если же главное предложение стоит перед придаточным, они обычно не разделяются запятой:

We can start if you're ready. — Мы можем начать, если вы готовы.

3. Кавычки ставятся в английском языке для выделения прямой речи.

John said, «The trouble is, I can't afford it.» —

Джон сказал: «Проблема в том, что я не могу себе этого позволить».

4. Апостроф используется для обозначения притяжательного падежа: *John's car, the boys' playroom; Dr James' consulting room*. Кроме того, апостроф ставится в различных сокращениях или для того, чтобы показать, что в слове или выражении пропущены буквы или цифры, а также в случаях, когда даты использованы во множественном числе.

I can't help you. (cannot) It doesn't work. (does not)

I met her in '72. (1972) 17 September '87. (1987) the 1920's

5. Точка с запятой ставится для разделения бессоюзных сложных предложений, являющихся независимыми друг от друга с точки зрения грамматики, при этом значение предложений тесно связано.

People say that travel broadens the mind; it can also be a frustrating and dangerous experience. — Говорят, что путешествия расширяют кругозор; но они также могут стать опасным приключением.

6. Двоеточие ставится перед перечислением:

A first-aid kit should contain the following items: cotton wool, sticking plasters, antiseptic cream, bandages, and a pair of scissors. — В аптечке должны быть следующие предметы: вата, пластырь, антисептическая мазь, бинты и пара ножниц.

7. Дефис используется после целого ряда приставок во многих сложных словах, а также в словах и словосочетаниях, содержащих имена прилагательные и состоящих из нескольких элементов: *horse-race; air-conditioning; semi-automatic*. Дефис также ставится в выражениях, обозначающих меру, количество, возраст и сумму: *a ten-pound note; a three-hour film; a forty-five minute tape*.

8. Скобки в английском языке ставятся в случаях, когда необходимо отделить дополнительную информацию от целого предложения: *Schooldays (as we are told) are the happiest days of our lives*.

Урок 17

Усилительная конструкция *it is... that* служит для выделения любого члена предложения (кроме сказуемого). Два дополнительных элемента *it is* и *that* как бы обрамляют выделяемое слово (ее иногда называют «рамочной» конструкцией).

<i>My brother threw an egg at the singer yesterday.</i>	— Вчера мой брат бросил яйцо в этого певца.
<i>It was my brother that threw an egg at the singer yesterday</i>	— (Именно мой брат...)
<i>It was an egg that my brother threw at the singer yesterday</i>	— (Яйцо, а не что-то другое...)
<i>It was yesterday that my brother threw an egg at the singer</i>	— (Именно вчера...)
<i>It was the singer that my brother threw an egg at yesterday</i>	— (Именно в этого певца...)

В такой конструкции (вместо *that*) могут использоваться слова *which, who, when*, например:

It was he who helped me. — Именно он помог мне.

Первый элемент этой конструкции — **it is** — стоит в начале предложения, а второй — **that, who, which, when** — может находиться далеко от первого. Глагол **to be** в этой конструкции может иметь разные формы времени.

Урок 19

Сложное подлежащее (**Complex Subject**) состоит из существительного или местоимения в именительном падеже и инфинитива. Переводится на русский язык придаточным предложением.

<i>She is expected to come any minute.</i>	— Ожидается, что она придет с минуты на минуту.
<i>The water seems to be boiling.</i>	— Кажется, вода кипит.
<i>The Delegation is reported to have left London.</i>	— Сообщается, что делегация покинула Лондон.
<i>He is likely to know her address.</i>	— Он, вероятно, знает её адрес.
<i>He is sure to be asked about it.</i>	— Его, наверняка, об этом спросят.
<i>She is said to be very beautiful.</i>	— Говорят, что она очень красива.
<i>The car was seen to disappear.</i>	— Видели, как машина скрылась.

Эта конструкция употребляется:

- С глаголами, обозначающими чувственное восприятие — *to see, to hear, to notice* и др. и с глаголами, обозначающими умственную деятельность — *to think, to consider, to expect* и др. (в страдательном залоге); а также с глаголами *to say, to report, to ask, to order, to announce* (в страдательном залоге).
- Со словосочетаниями *to be likely* (вероятно), *to be unlikely* (маловероятно), *to be certain/to be sure* (несомненно/обязательно).
- С глаголами в действительном залоге *to seem / to appear* (казаться/повидимому), *to prove/to turn out* (оказываться), *to happen* (случаться).

Урок 20

Придаточные предложения условия используются в английском языке для описания ситуаций с различными признаками. Правильный выбор формы сказуемого в придаточном условия зависит от ситуации в русском языке.

Всего существуют 3 варианта придаточных условных предложений:

1. Без сослагательного наклонения — для описания ситуаций, в которых действие представляется реально выполнимым при каком-либо условии:

Если он придет за нами, мы сможем пойти в кино. —
If he comes to take us, we'll be able to go to the cinema. (реально)

При этом сказуемое главного предложения стоит в **Future**, а сказуемое придаточного — в **Present**:

Если он будет спать, мы подождем. —
If he is sleeping, we will wait. (реально)

2. Используются формы сослагательного наклонения 1-го вида (**Subjunctive I**) — для описания ситуаций, в которых выполнение действия представляется маловероятным, но при этом какая-то возможность его выполнения все-таки существует. Вся ситуация воспринимается в настоящем времени:

Если бы он пришел за нами, мы смогли бы пойти в кино.
(еще может прийти, и мы пойдем в кино) —
If he came to take us, we could go to the cinema.

Сказуемое придаточного предложения стоит в форме, совпадающей с **Indefinite Past**, а сказуемое главного — в форме, состоящей из двух слов:

If he was / were here, he could do it. — Если бы он был здесь, он мог бы это сделать. (А вдруг еще придет?)

We could buy this house if we had money. — Мы могли бы купить этот дом, если бы у нас были деньги. (Может быть, деньги еще появятся, и мы сможем купить дом)

3. Используются формы сослагательного наклонения 2-го вида (**Subjunctive II**) — для описания ситуаций, в которых действие уже никак невыполнимо (момент для его выполнения упущен). Вся ситуация воспринимается в прошедшем времени:

If he had come to take us, we could have gone to the cinema. — Если бы он пришел за нами, мы смогли бы пойти в кино. (Сеанс уже начался — на этот фильм мы попасть не сможем)

Сказуемое придаточного предложения совпадает по форме с **Perfect Past**, а сказуемое главного — в любой другой форме 2-го вида.

Описание ситуаций в 2. в 3. выглядит по-русски совершенно одинаково (потому что в русском языке для сослагательного наклонения существует всего одна форма), но в действительности эти ситуации совершенно разные.

*If he **had been** here, he **could** have done it.* — Если бы он был здесь, он мог бы сделать это. (Действие осталось невыполненным, потому что в нужный момент его не было здесь)

We could have bought this house if we had had money. — Мы могли бы купить этот дом, если бы у нас были деньги. (Мы уже не сможем купить этот дом, потому что в нужный момент у нас не было денег, а теперь его продали кому-то другому)

Appendix 1

Irregular verbs chart (exercise 1, Lesson 2)

be		been
become	became	become
begin		begun
break		broken
bring	<i>brought</i>	<i>brought</i>
build		<i>built</i>
buy		<i>bought</i>
can		<i>could</i>
catch	<i>caught</i>	<i>caught</i>
choose		chosen
come		come
cost		cost
cut	cut	cut
do		done
drink	drank	drunk
drive		driven
fall		fallen
feel		<i>felt</i>
find		<i>found</i>
fly	flew	flown
forget		forgotten
get	got	got
give		given
go		gone
grow	grew	grown
have		had
hear		<i>heard</i>
keep		kept
know		known
leave		<i>left</i>
let	let	let
lose		<i>lost</i>
make		<i>made</i>
meet		<i>met</i>

pay		<i>paid</i>
put		put
read	read	read
ring	rang	rung
run	ran	run
say		<i>said</i>
see		seen
sell		<i>sold</i>
send		<i>sent</i>
sleep		<i>slept</i>
speak		spoken
spend		<i>spent</i>
swim	swam	swum
take		taken
tell		<i>told</i>
think		<i>thought</i>
understand	understood	understood
win	won	won
write		written

Appendix 2

Letter to File Complaint in a Case of Discrimination During a Job Interview

Your street address City, State, Zip Code Date
Name of official
Title
Name of Agency
Address

Dear _____ :

This letter is a formal protest against certain hiring practices of (name of employer) that I believe are illegal.

On (date), I was interviewed by (name and title of employee) for the position of (job title). The interview took place at (location). During the interview, (name of employee) asked the following questions that I believe are illegal under federal and state law: (specify).

I explained to the interviewer that such questions were improper and refused to answer them. The interviewer told me such questions were routinely asked of all job candidates and that the interview would be terminated immediately if I chose not to answer them. The interviewer then told me I had an «attitude problem» and that the position was no longer available.

Based on this, I believe I have been the victim of discrimination, because I am highly qualified for the job and was never given the opportunity to display my qualifications and be considered. I authorize you to investigate this matter to determine if these charges have merit. You may also institute legal proceedings if appropriate,

I am available to meet with you at your office at a mutually convenient date and can furnish you with additional facts upon your request. Thank you for your cooperation and attention in this matter.

Sincerely, (your name)
Enclosures

Appendix 3

Customs Declaration

- * To be filled in by persons over 16.
- * To answer mark a cross in the appropriate box below ☒
- * Keep for the whole duration of your temporary stay abroad/in the country and submit to the Customs on your way back. Not renewable in case of loss.

☐ entry

☐ exit

☐ transit

1. Information on traveller:

family name (last name)			first name			second name					
country of permanent residence			nationality			passport					
arrived from (country of departure)						left from (country of destination)					

With me I have children under age

☐ Yes

☐ No

Number

2. information on luggage:
(a/s accompanying documents)

2.1. Accompanied luggage
including hand luggage

☐ Yes

☐ No

2.2. Unaccompanied luggage
(a/s accompanying documents)

☐ Yes

☐ No

Pieces

Pieces

3. Information on merchandise:

With me and in my luggage I have items which are due to be declared and transportation of which across borders must be documentarily permitted by authorities:

3.1. National and other currency in cash, securities, articles made of precious stones and metals in any form or condition except those taken in (out) temporarily

☐ Yes

☐ No

Description of currency, valuables or items	Total sum/Quantity	
	In figures	In words

3.2. Weapons of all descriptions, ammunition, explosives	☐ Yes	☐ No	3.8. Wildlife objects, parts and products thereof	☐ Yes	☐ No
3.3. Drugs and psychotropic substances	☐ Yes	☐ No	3.9. High-frequency radio-electronic devices	☐ Yes	☐ No
3.4. Cultural values	☐ Yes	☐ No	3.10. Goods subject to customs duties	☐ Yes	☐ No
3.5. Printed editions and information media	☐ Yes	☐ No	3.11. Temporarily admitted (exported) goods	☐ Yes	☐ No
3.6. Poisonous and powerful medicines and substances	☐ Yes	☐ No	3.12. Transportation unit	☐ Yes	☐ No
3.7. Radioactive materials	☐ Yes	☐ No			

* For the purposes of Customs control goods as in 3.2—3.12, in any, must be described in detail on the back side of the Customs Declaration in 4.

4. Information on merchandise:

4.1. Information on goods as in 3.2-3.11

n/n	Description and other merchandise features, permit number, date of issue and issuing authority	Quantity		Value in national currency or USD
		in figures	in words	
Total:				

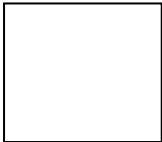
4.2. Information on transportation unit:

Model _____	Mfg year _____	Body number or identification number _____	
Chassis _____	Body _____	Engine _____	
Purpose of travel:	importation ☐	temporary admission ☐	exportation ☐
	exportation ☐	temporary exportation ☐	reimportation ☐

I am aware that giving information in the Customs Declaration shall render myself liable under acting legislation.

« _____ » _____ 200 ____ Signature _____
.....

For office use only:



Seal

Appendix 4

Keys

Lesson 5, exercise 3

1. Vatican City (0.44 square kilometers)
2. Hong Kong (247,501 people per square mile)
3. Angel Falls (979 meters)
4. the Caspian Sea (378,400 square kilometers)
5. the Pacific 9 average depth of 4,028 meters)
6. Mount Everest (8,848 meters)
7. the Nile (6,670 kilometers)
8. France (60 million tourists)

Lesson 20, exercise 3

Economic Security Department

Department for Ensuring Order at Transport Facilities

Organized Crime and Terrorism Department

Public Order Department

Traffic Safety Department

Criminal Investigation Department

GLOSSARY

Total Crimes

On 1st April 2004, the MPS made some revisions in the way they categorise certain crimes. Changes have been made to reflect national Home Office categories and so that the MPS falls in line with national performance targets that have been set in the Policing Performance Assessment Framework. Specifically: robbery replaces street crime; motor vehicle crime and gun enabled crime have been redefined.

Homicide

Includes murder and manslaughter and infanticide. This is included in the overall violence against the person category.

Violence Against the Person (Total)

Includes a range of offences including murder, harassment, common assault, actual bodily harm and grievous bodily harm.

Rape

Rape of a male or female.

Other Sexual

All other sexual offences including indecent assault and unlawful (under age) sexual intercourse.

Robbery (Total)

Theft with the use of force or a threat of force. Both personal and commercial robbery are included.

Robbery (Person)

The category of «street crime» no longer exists. We have aligned with the national priority of «robbery», this includes both robbery of personal property and that of business property. A crime is categorised as a robbery where force is intimidated or used to steal property. Snatch theft that was counted in «street crime» will be included with other theft offences and will be monitored internally.

Robbery (Business)

The category of «street crime» no longer exists. We have aligned with the national priority of «robbery», this includes both robbery of personal property and that of business property. A crime is categorised as a robbery where force is intimidated or used to steal property. Snatch theft that was counted in «street crime» will be included with other theft offences and will be monitored internally.

Burglary (Total)

Burglary is the theft, or attempted theft, from a building where access is not authorised. Damage to buildings that appears to have been caused by a person attempting to enter to commit a burglary is also counted in this category as a burglary. Residential and commercial burglaries are distinguished by the nature of the building.

Burglary Residential

Burglary is the theft, or attempted theft, from a building where access is not authorised. Damage to buildings that appears to have been caused by a person attempting to enter to commit a burglary is also counted in this category as a burglary. Residential and commercial burglaries are distinguished by the nature of the building.

Burglary Non-Residential

Burglary is the theft, or attempted theft, from a building where access is not authorised. Damage to buildings that appears to have been caused by a person attempting to enter to commit a burglary is also counted in this category as a burglary. Residential and commercial burglaries are distinguished by the nature of the building.

Gun Enabled Crime

Includes all offences involving a firearm. This will include offences where a firearm has been seen, or discharged/used. Both real, and fake firearms, and air weapons are counted within this category. Theft and handling offences are no longer included in the gun crime definition.

Motor Vehicle Crime

Includes theft of and from vehicles. Criminal damage to vehicles and vehicle interference/tampering are no longer included. Criminal damage to vehicles is now counted in criminal damage and the crimes of interference and tampering are both counted in the theft category.

Domestic Crime

A Domestic Offence is any classified notifiable offence of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or who have been intimate partners or family members, regardless of gender.

Racist Crime

A Racist Offence is any classified notifiable offence which is perceived to be racist by the victim or any other person.

Homophobic Crime

A Homophobic Offence is any classified notifiable offence which is perceived to be homophobic by the victim or any other person (that is directed to impact upon those known or perceived to be lesbians, gay men, bisexual or transgender people).

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