

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА  
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

ГЛАВНОЕ УПРАВЛЕНИЕ ОБРАЗОВАНИЯ, НАУКИ И КАДРОВ

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И ТРУДОВОГО КРАСНОГО ЗНАМЕНИ  
СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

Кафедра лингвистических дисциплин

*И. В. Осипова*

# АНГЛИЙСКИЙ ЯЗЫК

## CRIMES AND LAW

*Сборник текстов и упражнений  
для студентов, обучающихся по специальности  
1-24 01 02 Правоведение*

Горки  
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Автор:  
старший преподаватель *И. В. Осипова*

Рецензент:  
кандидат филологических наук, доцент *Н. С. Шатравко*

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Приведены тексты для чтения по специальности, упражнения для работы с лексическим и грамматическим материалом. Упражнения охватывают достаточно широкий спектр специальных терминов, используемых в юриспруденции, и способствуют значительному расширению активного словаря студентов.

Для студентов, обучающихся по специальности 1-24 01 02 Правоведение.

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## ВВЕДЕНИЕ

Данный сборник текстов и упражнений предназначен для студентов 2-го курса факультета бизнеса и права, обучающихся по специальности «Правоведение».

Цель данного сборника: 1) развитие навыков чтения и перевода текстов по специальности; 2) развитие навыков чтения и пересказа газетных текстов в соответствии с требованиями программы. Сборник состоит из пяти уроков, куда входят тексты по специальности, упражнения для работы с лексическим и грамматическим материалом. Текстовая часть представлена двумя текстами (А и В) в каждом уроке. Упражнения, предназначенные для работы с лексикой, охватывают достаточно широкий спектр специальных терминов, используемых в юриспруденции. Схема упражнений выстроена таким образом, чтобы в значительной степени способствовать усвоению лексического материала студентами, и включает в себя двухсторонние переводные упражнения, соотношение ряда специальных терминов с их определениями, ответы на вопросы по тексту, поиск синонимов и антонимов; упражнения, предполагающие проведение ролевой игры для активизации пройденного материала.

Повторяемость структур в упражнениях направлена на консолидацию лексики. Упражнения содержат ключевые моменты статьи, необходимые для пересказа текста. Для развития навыков письменной речи предусмотрены письменные задания.

Данный сборник текстов и упражнений может использоваться как для аудиторной, так и для самостоятельной работы.

## UNIT 1

### Task 1

#### Ex. 1. Read and memorize the following words:

burglary – кража со взломом

to commit a crime – совершить преступление

criminal – преступник

offence – правонарушение

pillar – столб

theft– кража

### Text A

#### Law and society

No one knows why crime occurs. There are plenty of theories on this subject. The oldest theory says that people commit crimes deliberately, that the devil or other evil spirits make them do it. Another theory says that criminals were not brought up properly by their parents. In the XIXth century crime was thought to be result of poor living conditions: people unable to support their families in a legal way are driven to theft, burglary, prostitution and other offences, according to this theory. Nowadays theories say that crime is caused by different factors – biological, psychological, cultural, economic and political.

It was long ago that people decided to make laws for themselves in self-protection. We know nothing about laws which existed before the invention of writing in about 3500 B.C. The earliest known legal text was written by Ur-Nammu, a king of the Mesopotamian city of Ur, in about 2100 B.C. One of the most detailed ancient legal codes was written in about 1758 B.C. by Hammurabi. 282 paragraphs of this code were carved into a great stone pillar.

It's not difficult to understand that law is necessary not just because there are a lot of bad people in the world. Even if we were all good the law would still be necessary. We need certain rules of behavior. How would you drive a car if there were no traffic rules? A lot of good people could be killed in car accidents. Or what would you do if you went to a greengrocer, bought some potatoes and found on your return home that they were mold or even some of them were stones? What could you do if there were no laws

on the subject? In the absence of law you could only rely on the law of the jungle. You could go back to the shop, demand proper potatoes and hit the shopkeeper on the nose if he refused to give them to you.

Every country tries to provide laws which will help people to live safely. This is not an easy thing to do. Laws are made by people, and people are not perfect creatures, they tend to make mistakes. That's why there are no perfect laws, but even those which exist are still better than nothing at all.

**Ex. 2. Read and translate the following words paying attention to the suffixes and prefixes:**

1) crime, criminal; 2) theory, theoretic; 3) proper, properly; 4) live, living; 5) to offend, offence; 6) politics, political; 7) to protect, protection; 8) to invent, invention; 9) to write, writing, written; 10) detail, detailed; 11) to carve, carved; 12) necessary, necessarily; 13) to behave, behavior; 14) safe, safely, safety; 15) to create, creature.

**Ex. 3. Arrange the following words in pairs of synonyms:**

To occur, defence, many, necessary, crime, to rely on, easy, to trust, essential, simple, protection, to happen, plenty of, offence.

**Ex. 4. Arrange the following words in pairs of antonyms:**

Crime, the youngest, angel, good, able, legal, different, long, nothing, before, everything, poor, devil, short, unable, plenty of, the same, law, the oldest, illegal, after, few.

**Ex. 5. Translate the following word combinations and use them in sentences:**

Crime occurs, plenty of theories, to commit crimes, to bring up properly, poor living conditions, different factors, to know nothing, legal code, difficult to understand, rules of behavior, no traffic rules, to be killed in car accidents, no laws on the subject, in the absence of law, to provide laws, tend to make mistakes, no perfect laws.

**Ex. 6. Answer the following questions.**

1. What are the theories of crime? 2. What are the earliest known legal texts? 3. Why is law necessary? 4. Why are laws imperfect?

**Ex. 7. Give the English equivalents of:**

Самозащита, быть не в состоянии, воспитывать, закон джунглей, полагаться на кого-либо / что-либо, условия жизни, отсутствие закона, совершать преступление, содержать семью, правовой текст, преступник, правила поведения, требовать, совершать ошибки, кража, ограбление, создавать закон, правила дорожного движения.

**Ex. 8 Complete the following sentences with the right words from Ex. 7.**

1. He always carries a gun along with him in ... . 2. He works hard because he has to ... . 3. She doesn't ... her husband and ... her children without his help. 4. The ... was arrested yesterday. 5. If you ... you'll be arrested. 6. If you break ... you'll be fined. 7. He was ... to go as he had drunk a lot.

**Ex. 9. Match a word on the left with its definition on the right.**

accomplice	1. attacks and robs people in the street
arsonist	2. breaks into houses and other buildings to steal
assassin	3. steals from shops
bigamist	4. sets fire to property illegally
burglar	5. kills someone
deserter	6. destroys public property
drug dealer	7. steals things from people's pockets / bags in crowded places
forgery	8. gets secret information from another country
hijacker	9. buys and sells drugs illegally
hooligan	10. takes away people by force and demands money for their return
gangster	11. helps a criminal in a crime
kidnapper	12. uses violence for political reasons
mugger	13. causes disturbance in public places
murderer	14. takes control of a place by force
pickpocket	15. murders for political reasons or reward
robber	16. someone who steals
shoplifter	17. makes false money or signatures
smuggler	18. a member of a criminal group
spy	19. steals money etc. by force from people or places (e. g. banks)
terrorist	20. marries illegally being married already
thief	21. a soldier who runs away from the army
traitor	22. brings goods into a country illegally
vandal	23. betrays his / her country to another state

**Ex. 10. Fill in the chart:**

CRIME	CRIMINAL	ACTION	TRANSLATION
arson	arsonist	to set fire	поджог
		to assault	
	assassin		
			шантаж
	burglar		
desertion			
	embezzler		
		to forge	
			мошенник
hacking			
		to hijack	
	kidnapper		
mugging			
			убийство
	pickpocket		
		to poach	
rape			
			грабитель
shoplifting			
	terrorist		
			предатель
vandalism			
	deserter		
	drug dealer		

**Ex. 11. What do we call:**

- the lawyers acting for an accused person;
- 12 people who listen to the case and give their verdict;
- the person who directs proceedings, explains the legal aspect of the case and passes sentence on the accused;
- the lawyers who conduct legal proceedings against the defendant;
- the person who gives evidence in the court under oath?

**Ex. 12. Put in the right preposition.**

- He was sentenced ... five years.
- She got a sentence ... six months.
- He was accused ... murder.
- She's been charged ... theft.

## Task 2

**Ex. 1. Give the Russian equivalents for the following nouns with the suffix -ity:**

activity, reality, stability, responsibility, formality, cruelty, simplicity, humanity, seniority, popularity.

**Ex. 2. Guess the meaning of the following words:**

specialist, jurisdiction, national, to organize, veto, to block, bill, Federal Court of Appeals, problem, statistical, guarantee, phenomenon, conflict, propaganda, television, film, programme, scene, administration, international.

**Ex. 3. Read and memorize the following words:**

Chief Justice – главный судья

to approve – одобрять

circuit – округ

bench – (зд.) состав суда

judiciary – судоустройство

existing – существующий

to pass a law – принять закон

to issue – издавать (о приказе)

to face – сталкиваться (с проблемой)

to violate – нарушать

violence – насилие

violent – насильственный

to rob – грабить

neighbour – сосед

to murder – убивать

possibility – возможность

criminal – преступник

juvenile – несовершеннолетний

reason – причина

## Text B

### Jane's letter

New York  
23 January, 2017

Dear Nell,

Thank you very much for your interesting letter about your town. I hope I'll have the possibility to come to your native town and then we'll be



walking about it and I'll be able to see everything myself. And now I'll try to answer all your questions.

You asked me to tell some words about the judicial system of the USA. Though I'm not a specialist in this field I'll try to do my best. The Supreme Court is the highest judicial organ of the US and it meets in the Supreme Court Building in Washington. It's a beautiful building of white marble. Above the main entrance the words are written "Equal Justice Under Law". The Supreme Court consists of the Chief Justice of the USA and eight Associate Justices. They are all appointed by the President and approved by the Senate. The Supreme Court has the right to declare unconstitutional any law passed by Congress or any order issued by the President. This right of veto is widely used to block the passage of any progressive bills. The USA is divided into eleven judicial circuits and each one is served with a Federal Court of Appeals. As a rule the Court of Appeals sits with three judges on the bench. There are about ninety district courts in different parts of the United States. The district courts are the lowest ones in the Federal court system. Most of the criminal and civil cases are tried by these courts. The district court is the only Federal court where trials are held, juries are used, and witnesses are called. There are about two hundred district judges in the USA. Cases tried in the district court may be appealed in one of the eleven Courts of Appeal and the Supreme Court. The decision of the Supreme Court is final. In the US the judiciary is divided into the federal and state judiciary. Jurisdiction of particular courts or judges is determined by either the national or state constitutions and laws. The state courts are organized in a system that looks like the system of Federal courts with a Supreme Court at the top. In most of the states the lowest courts are the magistrates, or police courts...

One more thing I'm going to tell you concerns the problem which faces our society now. I mean the problem of violence. The latest statistical data says that violent crime is rising constantly in this country. I know about it not only by newspapers reports. I've been robbed twice already and I'm afraid to leave my flat when it becomes dark. But even staying at home isn't a guarantee for safety. My old neighbor had been killed in his own flat and as usually the murderers hadn't been found by the police. Violence has become an accepted way of life in America. There are different explanations for this phenomenon. One of them is the possibility to buy any kind of weapons at gun shops everywhere in the US. The weapon is being bought not only by criminals but by law-abiding citizens too to protect themselves.

The growth of using drugs is one more reason. To buy drugs teenagers need money, so they try to get it by robbing, committing burglary or even murdering people.

Another reason is the propaganda of violence by mass media and especially television and films. Watching TV you are being fed with all kinds of killings, beatings, gunfights and so on. Even the special programs for children are full of scenes of violence. And it's not surprising that juvenile crime record is constantly growing. I'm sorry I took so much of your time telling about my city and country, but I hope it was interesting for you. I'm looking forward to hearing from you soon. Please, give my best wishes to Pete.

Yours sincerely, Jane.

**Ex. 4. Give the Russian equivalents of the following words and word combinations:**

possibility, judicial system, the Supreme Court, entrance, equal, justice, to appoint, to approve, to declare, to issue, circuit, bench, criminal case, civil case, trial, witness, to appeal, judiciary, to face, violence, to rob, murder, weapon, law-abiding, burglary, gunfight, juvenile crime.

**Ex. 5. Say whether the following statements are true or false. Correct the false ones.**

1. The Supreme Court is not the highest judicial organ of the US.
2. The Supreme Court consists of the Chief Justice of the USA and nine Associate Justices.
3. Most of the criminal cases are tried by the district courts.
4. Violence is very extended in the USA.
5. You can see many scenes of violence watching TV.
6. One of the reasons of violence is its propaganda by mass-media.

**Ex. 6. Find the words which mean:**

1) opportunity; 2) main; 3) community; 4) growing; 5) apartment; 6) to purchase; 7) rise; 8) movie.

**Ex. 7. Fill in the gaps with the appropriate words from the list below.**

1. The Supreme Court is the highest ... of the US.
2. The Associate Justices are approved by... .
3. The USA is divided into eleven... .
4. The district courts are the lowest ones in the Federal... .
5. The latest statistical data show that... is rising in the country.
6. ... has become an accepted way of life.
7. It's not surprising that... record is constantly growing.
8. Teenagers try to get money by robbing or... .

**Committing burglary, court system, judicial organ, violence, the Senate, violent crime, juvenile crime, judicial circuits.**

**Ex. 8. Answer the following questions.**

1. Where is Washington situated?
2. What is the highest judicial organ of the USA?
3. What parts does the Supreme Court consist of?
4. What rights does the Supreme Court have?
5. What courts try most of criminal and civil cases?
6. What are the reasons of violent crime growth?
7. Why do law-abiding citizens buy weapons?
8. What crimes do teenagers commit to get money?
9. Why is juvenile crime record growing?

**Ex. 9. Say it in English:**

1. Меня попросили рассказать о судебной системе США.
2. Его предложение одобряется всеми членами совета.
3. Эти судьи назначаются президентом.
4. Этого свидетеля вызвали последним.
5. Присяжные используются в наиболее серьезных случаях.
6. Закон был принят вчера.
7. Страна разделена на несколько округов.
8. Большинство гражданских дел рассматривается судами магистрата.
9. Существующие системы судов штатов возглавляются верховными судьями штатов.
10. Суды штатов организованы подобно федеральным судам.
11. Я столкнулась с некоторыми проблемами.
12. В американских газетах каждый день сообщается об актах насилия.
13. Ограбление произошло всего час назад.
14. Молодой человек был остановлен преступниками и ограблен.
15. У убийцы не было возможности скрыться.
16. Этот человек был убит вчера около 3 часов ночи.

**Ex. 10. Match the names of the courts with their jurisdictions:**

- |                 |  |
|-----------------|--|
| Supreme Court   | 1. Most of the criminal and civil cases are by this court tried            |
| Court of Appeal | 2. It has the right to declare unconstitutional any law passed by Congress |
| District Court  | 3. It hears appeals from lower courts.                                     |

**Ex. 11. Just for fun. A note with the name of the murderer was found on the table of the murdered man. You can find out the name if you guess the following words:**

- 1, 2, 3 – deprive smb. of his property.
- 4, 5, 6, 6 – put to death
- 3, 7, 1, 8, 6, 9, 1, 10 – crime of breaking into a house by night to steal
- 11, 7, 12, 13, 14, 5, 6, 13 – young person, young offender
- 12, 5, 2, 6, 13, 14, 15, 13 – conduct accompanied by great force
- 16, 9, 17, 15, 18 – keep the eyes on

NOTE

12, 13, 1, 14, 2, 14    3, 1, 5, 9, 14    –    9, 14, 13, 5, 8, 18, 3, 2, 7, 1.

**UNIT 2**

**Task 1**

**Ex. 1. Answer the following questions:**

1. Is the place where you live safe enough to go out at night?
2. What preventive measures can you take if it is not?
3. Do you agree that punishment should fit the crime?
4. What are the most common crimes in your country?
5. Do you think the crime has increased in the past years? If you do, what do you think are the reasons?
6. What do you think is the best way to fight crime?

**Ex. 2. Translate the following words and word-combinations:**

suspect, verdict, just, offence, arrest, question, accuse, court, criminal, punishment, victim, interrogate, send to prison, fine, penalty, break the law, organized crime, violent, serious crime.

**Ex. 3. Fill in the following chart. Make use of the words and phrases from ex. 2. You may introduce your own ideas as well.**

Jobs	Advantages	Disadvantages
Judge		
Policeman		
Traffic warden		
Guard		
Member of jury		

**Ex. 4. What kind of crime do the following criminals commit?**

Arsonist, assassin, deserter, embezzler, forger, fraud, hooligan, mugger, pickpocket, poacher, racketeer, robber, shoplifter, smuggler, terrorist.

**Ex. 5. Give the name of the defined lawbreaker:**

- 1) steals;
- 2) gets money by threatening to disclose personal information;
- 3) seizes airplanes;
- 4) kills people;
- 5) steals from houses or offices;
- 6) steals from banks or trains;
- 7) takes people hostage for a ransom;
- 8) steals government secrets;
- 9) willfully destroys property;
- 10) marries illegally while being married already.

**Ex. 6. Read the text about crime prevention. Choose the most suitable heading from the list (A-I) for each part (1-8). There is one extra heading you do not need to use.**

- A.** Out walking.
- B.** The things you own.
- C.** Stranger at the door.
- D.** Looking after your home.
- E.** Bringing crime down.
- F.** When you are away from home.
- G.** Kidscape suggests.
- H.** At home.
- I.** Safety tips for teenagers.

**Study the meaning of the words in bold.**

## Text A

### Crime and punishment

1. What can you do to stop crime? Of course, it is the job of the police to fight crime. But we can all help to bring crime down. Most crimes are against **property**, not people. And not many crimes are carefully planned. Most crimes are done by young men on the spur of the moment when they see the chance – an unlocked car or a door or window to a house or flat left open. A lot of people make things easy for burglars and car thieves like this. You can help stop a lot of crime by always locking up your car and home.

This will also help the police, by giving them time to fight serious crime. And that's good for you and your family – because it makes your neighbourhood a safer place to live in.

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

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

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

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

6. A lot of burglaries can be **prevented**. In three burglaries out of ten, the thief does not have to force his way in because a door or window has

been left open. Burglars do not like locked windows because someone will hear breaking glass. They don't like security deadlocks n doors because they cannot open them from the inside and they have to get out through a window. Make sure your front door is strong. If it is thin, get another one. If you have a telephone entry system, don't let strangers in or hold the door open for someone who is arriving as you are leaving.

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

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

**Ex. 7. Match the words with their definitions.**

- |                |   |
|----------------|---|
| 1) property    | a) to stop something from happening or stop someone from doing something              |
| 2) mug         | b) to travel by asking drivers of passing cars for free rides                         |
| 3) secure      | c) at once, immediately   |
| 4) hitch-hike  | d) a thing or things that someone owns  |
| 5) scare off   | e) employment that a company uses or offers only for a short period of time           |
| 6) grab        | f) someone who uses their strength or power to frighten or hurt someone who is weaker |
| 7) bully       | g) useful and simple to use   |
| 8) scream      | h) someone who steals things from people's pockets, especially in a crowd             |
| 9) casual      | i) to attack someone and rob them in a public place                                   |
| 10) prevent    | j) to take hold of someone or something with a sudden or violent movement             |
| 11) pickpocket | k) to hit or knock against something  |
| 12) bump       | l) locked or guarded so that people cannot get in or out, or steal anything           |

- |                  |   |
|------------------|---|
| 13) cash         | m) money in the form of coins or notes rather than cheques, credit cards etc.                   |
| 14) straightaway | n) to make a loud high noise with your voice because you are hurt, frightened, excited etc.     |
| 15) handy        | o) to make someone uncertain or worried so that they do not do something they were going to do. |

**Ex. 8. Use the word in brackets at the end of each sentence to form the word that fits in the space in the same sentence.**

1. First reports of the air crash tell of more than 100... . (*casual*)
2. She couldn't ... the pressures of her new job. (*handy*)
3. There has been an increase in ... in the park. (*mug*)
4. Simple ... measures will reduce the risk of infection. (*prevent*)
5. I'm thinking of ... round Europe. (*hitch-hike*)
6. For reasons of ..., all luggage must be searched. (*secure*)
7. The woman lay there ... with pain. (*scream*)

**Ex. 9. Fill in the blanks with the words in bold from the reading passage.**

1. It was dark, I ... into a tree.
2. ... are often cowards.
3. Let's start work ... .
4. Rising prices are ... many potential customers.
5. In crowded places there are a lot of ... .
6. That's my personal ... .
7. The policeman ... his shoulder.
8. I'm bringing €400 in traveller's cheques and €100 in ... .

**Ex. 10. If you commit a crime you may be:**

*accused*

*arrested*

*convicted*

*interrogated*

*paroled*

*sent to prison*

*suspected*

*tried.*

**Put the actions in the correct order.**



## Grammar section

### Tag questions

#### Ex. 11. Match the two parts of the questions.

- |                                     |                  |
|-------------------------------------|------------------|
| 1. You speak Spanish,               | a. aren't they?  |
| 2. She can't swim,                  | b. does he?      |
| 3. I'm going to the cinema tonight, | c. can't you?    |
| 4. Everybody is here,               | d. is it?        |
| 5. Give me a hand,                  | e. aren't I?     |
| 6. It wasn't cold,                  | f. haven't they? |
| 7. The apple isn't nice,            | g. don't you?    |
| 8. Shut up,                         | h. will you?     |
| 9. He doesn't work hard,            | i. can she?      |
| 10. Somebody has brought a cake,    | j. was it?       |

#### Ex. 12. Complete the tag questions.

1. Stand up, ... ?
2. Bad weather, ... ?
3. He wasn't ready, ... ?
4. Nobody laughed, ... ?
5. You aren't listening to me, ... ?
6. He didn't see the film, ... ?
7. He never plays cards, ... ?
8. Let's listen to his song, ... ?
9. Don't forget, ... ?
10. There won't be any problems, ... ?

#### Ex. 13. Correct the errors.

1. Don't forget to pass my letter, won't you?
2. I am right, am I?
3. You don't like ballet, don't you?
4. It's a good café, is it?
5. You haven't read this book, haven't you?
6. Open the door, won't you?
7. They were shy, were they?
8. He'd never seen him before, hadn't he?
9. It's a beautiful day, is it?
10. He works hard, does he?

## Task 2

**Ex. 1. You are going to read an article about capital punishment. Seven sentences have been removed from the article. Choose one sentence from the sentences (A-H) to fit each gap. There is one extra sentence you do not need to use. There is an example at the beginning.**

**A.** But studies show no unusual increase in murders when the death penalty is abolished.

**B.** Such crimes include armed robbery, hijacking, and kidnapping.

**C.** The problem demands a solution.

**D.** However, most countries worldwide continued to permit capital punishment, including most developed.

**E.** It ruled that capital punishment for murder was “not unconstitutionally severe”.

**F.** Critics also warn against the risk of executing mistakenly convicted people.

**G.** In the 1700<sup>th</sup>, England had more than 200 capital offences.

**H.** The court had banned the death penalty as it was then imposed.

## Text B

### Capital punishment

Capital punishment is punishment by death for committing a crime. Since the early 1800<sup>th</sup>, most executions have resulted from conviction for murder. The death penalty has also been imposed for such serious crimes as armed robbery, kidnapping, rape and treason. People disagree about whether capital punishment is normal and whether it is effective in discouraging crime.

In the mid-1990s, 38 states of the United States had laws that allowed the death penalty. These laws were influenced by a 1972 U. S. Supreme Court decision. 1 – H. It ruled that “the imposition and carrying out of the death penalty” was cruel and unusual punishment in violation of the 8<sup>th</sup> and 14<sup>th</sup> amendments to the Constitution. But the court left open the possibility that the death penalty might be constitutional – if imposed for certain crimes and applied according to clear standards.

After the 1972 decision, many state legislatures passed new capital punishment laws designed to satisfy the Supreme Court’s requirements. These laws limit the death penalty to murder and to other specified crimes

that result in a person's death. 2 – . The laws of several states specify the circumstances under which a judge or jury may impose the death penalty.

In 1976, the court upheld death sentences for three men convicted of murder under new laws in Florida, Georgia, and Texas. 3 – . But the court struck down laws that made the death penalty *mandatory* (required) for certain crimes. In addition to state laws on capital punishment, the death penalty may be imposed under federal laws or military laws.

Capital punishment was widely used during the Middle Ages, especially for crimes against the state and church. 4 – . Most were abolished in the 1800s. Britain abolished capital punishment on an experimental basis in 1965 and permanently abolished in 1969.

Many other countries, including most European and Latin American nations, have abolished the death penalty since 1900. Canada did so in 1976. In the early 1990s the United States was the only Western industrialized nation where execution still took place. 5 – .

Many people oppose the death penalty, chiefly because they consider it cruel. 6 – . Supporters of capital punishment believe that, in certain circumstances, people who take a human life deserve to lose their own. Many supporters argue that the threat of death discourages crime more effectively than the threat of prison does. 7 – .

By the mid-1990s, about 400 people had been executed in the United States since the Supreme Court upheld the death penalty in 1976. In addition, over 3,000 people had been sentenced to death and were awaiting the outcome of legal appeals.

**Ex. 2. Match the punishment with its description.**

- |                         |  |
|-------------------------|--|
| 1) capital punishment   | a) a period of time in jail  |
| 2) corporate punishment | b) being made to do specially hard work while in prison              |
| 3) eviction             | c) death   |
| 4) heavy fine           | d) a punishment imposed only if you commit a further crime           |
| 5) internment           | e) a large sum of money to pay                                       |
| 6) penal servitude      | f) whipping or beating   |
| 7) prison sentence      | g) regular meetings with a social worker                             |
| 8) probation            | h) removing (a person) from a house or land by law                   |
| 9) solitary confinement | i) limiting the freedom of movement especially for political reasons |
| 10) suspended sentence  | j) being imprisoned completely alone                                 |

## Language functions

### *Asking for permission*

Can I..., please?  
Do you think I could ...?  
Would it be possible...?  
Could I...?  
I wonder if I could ...?  
Do you mind if ...?  
Any chance of ...?  
Mind if ...?  
OK ...?  
All right if ...?  
Let me ... , would you?

### *Giving permissions*

(Yes), certainly...  
Of course...  
(Yes), certainly you can.  
By all means.  
Yes, that's fine / all right.  
You are (very) welcome to ...  
Please, don't hesitate to...  
OK / Fine / All right (by me).  
Go (right) ahead.  
(Yes), why not?  
(Yes), of course you can ...  
Go (right) ahead and...  
No reason why not...  
No reason why you shouldn't...

### *Refusing permissions*

(Sorry), I'm afraid...  
I'm afraid you can't...  
I'm afraid not.  
I'm afraid I can't let you...  
I'm afraid that's not / is not possible (for you) to...  
I'm sorry, that's not / not allowed...  
I'm sorry, I'm not supposed to / not allowed to let you...  
You are not really supposed to / allowed to ...  
I don't really think you should /ought to...  
I'd like to, but...

I can't possibly...

Sorry...

(Sorry), no way.

(Sorry), out of the question.

**Develop the following idea. In pairs role play the situation.**

Your friend invites you to visit his / her place with your parents. You like / don't like the idea.

### Speaking

**Ex. 3.** Do you agree that capital punishment is the only way to deter criminals? Share your point of view on the topic.

**Ex. 4.** What do you think about the following statement: *Crime pays very well?*

**Ex. 5.** The success of a lawyer, especially a prosecutor, among other things, depends on a skill in making a capital speech, based in some cases on the ability to attack, to force his opinion on the jury. Act as an attorney for the state in an imaginary case and prove at least one piece of evidence against the accused. Exercise your ability to ask the right kinds of questions, to be forceful in proving your point, in attacking the counter arguments.

**Ex. 6.** Make short reports from each of the following headlines from a newspaper: *100 CDs Stolen from the Mega Store – Who Knows These Two Teenagers. Plastic Bag Found in Town Square – Five Local Men Arrested.*

*New Evidence in Murder Case. The Witness for the Prosecution Speaks up Bad Accident Downtown. 15 People Taken to Hospital.*

**Ex. 7.** You are a journalist who is going to interview a prisoner. What questions are you going to ask?

**Ex. 8.** Discuss in groups if graffiti is art or crime. What should happen to people who draw graffiti on walls or public transport?

**Ex. 9. In pairs role play the following situations:**

1. You and your mum are coming home late. Your dad has gone on business to another country. Suddenly you see a light in your kitchen.

2. The police received a phone call that there is a bomb at the nearest underground station. You are a policeman responsible for this area.

3. Something has been stolen from your hotel room. You have reported it to the receptionist.

## Writing

**Ex. 10.** You were a witness to a crime. Fill in the police statement.

### POLICE STATEMENT

Statement of ...

Where taken ...

Date ...

Date of birth ...

Occupation ...

Home address ...

Business / Holiday address ...

Telephone numbers: ...

Home ...

Business ...

This statement, consisting of the page signed by me, is true to the best of my knowledge and belief and I take it knowing that, if it is entered into evidence, I shall be liable to prosecution if I have willfully stated in it anything which I know to be false or do not believe to be false.

Date ... day of ..., signed ...

**Ex. 11.** Write a newspaper article (160–180 words). The headline of the article is *“Local Girl’s Evidence Gets Mugger Two Years in Prison.”*

## UNIT 3

### Task 1

**Ex. 1. Read and memorize the following words:**

assessor inferior court – низший суд

coroners’ court – суд коронера (*специальный судья, в обязанность которого входит выяснение причины смерти, наступившей при необычных или подозрительных обстоятельствах*)

court of appeal – апелляционный суд

hearing – слушание (дела)

juvenile court – суд по делам несовершеннолетних

litigation – гражданский судебный спор, процесс

people’s assessor – народный заседатель

sue or be sued – выступать в качестве истца или ответчика

superior court – высший суд

## **Text A**

### **Court system**

Court is a person or body of persons having judicial authority to hear and determine disputes in particular cases: civil, criminal or military. Court is also a large room in a building where trials and other legal cases happen.

English courts are divided by certain features. The first distinction is between courts trying criminal cases and courts trying civil cases. The second distinction is made between the inferior courts, or courts of first instance, in which the first hearing of any judicial proceeding takes place, and the superior courts, or courts of appeal, in which the judgement of the first courts are brought under review. The court of appeal is the main appeal court, whose decision may be reviewed by the House of Lords in important points of Law.

The legal system also includes juvenile courts (which deal with offenders under seventeen) and coroners' courts (which investigate violent, sudden or unnatural deaths). There are administrative tribunals, which make quick, cheap and fair decisions with much less formality. Tribunal deals with professional standards, disputes between individuals, and disputes between individuals and government departments (e. g. over taxation).

The American court system is complex. It functions as part of the federal system of government. Each state runs its own court system, and no two are identical. The federal courts coexist with the state courts.

Individuals fall under the jurisdiction of two different court systems, their state courts and federal courts. They can sue or be sued in either system, depending mostly on what their case is about. The vast majority of cases are resolved in the state courts.

The federal courts are organized in three tiers, like a pyramid. At the bottom of the pyramid there are the U. S. district courts, where litigation begins. In the middle there are the U. S. courts of appeals. At the top there is the U. S. Supreme Court. To appeal means to take a case to a higher court. The courts of appeals and the Supreme Court are appellate courts, with few exceptions; they review cases that have been decided in lower courts. Most federal courts hear and decide a wide array of cases, the judges in these courts are known as generalists.

Belarusian courts are judicial organs of government, which resolve disputes and criminal cases on the territory of Belarus. The Constitution of Belarus (Articles 109–116) provides the system of election of judges and

People's assessors and the collective order of trying criminal and civil cases in courts. In general the court system is divided into three stages – district (municipal) People's courts, regional courts and Minsk city court and the highest one – the Supreme Court of the Republic of Belarus. Criminal and civil courts are distinguished as courts of first and second instances. Courts of first instance pronounce verdicts in criminal cases and pass judgement in civil cases after trial. Courts of second instance are courts of cassation and can control the legality and justification of verdicts or judgement pronounced by courts of first instance.

**Ex. 2. Answer the following questions.**

1. What is court in a wide sense of the word?
2. How are English courts divided?
3. What is a court of appeal?
4. What are the main functions of juvenile courts?
5. How do tribunals function?
6. Name American courts in the descending order.
7. In what way are the federal courts organized?
8. Where does litigation begin?
9. What does the word "to appeal" mean?
10. What do Articles 109–116 of the Constitution of Belarus provide?
11. What is the hierarchy of the Belarusian court system?
12. What functions does the court of first instance have?
13. What are the main functions of the court of second instance?

**Ex. 3. Give verbs corresponding to the following nouns:**

Court, authority, room, case, feature, proceeding, point of law, system, tribunal, standard, majority, organ, order.

**Ex. 4. Translate the following words and word combinations into Russian. Use some of them in sentences:**

judicial authority, criminal case, certain features, civil case, inferior court, judicial proceeding, court of appeal, to bring under review, the House of Lords, point of law, juvenile court, coroners' court, administrative tribunal, fair decision, professional standards, government department, court system, state court, to fall under the jurisdiction, to be sued, vast majority, district court, Supreme Court, few exceptions, a wide array of cases.

**Ex. 5. Find in the text the English equivalents of the following words and word combinations. Use some of them in sentences:**

Коллегия, гражданское дело, происходит слушание, апелляционный суд, палата лордов, суд по делам несовершеннолетних,



суд коронера, судебная система, федеральный суд, выступать в суде в качестве истца, выступать в суде в качестве ответчика, окружной суд, гражданский судебный процесс, народный заседатель, областной суд, кассационный суд.

**Ex. 6. Complete the table using facts from the text and your knowledge of the court system.**

1) Definition of the court.	
2) Types of courts.	
3) Main distinctions between different courts	
4) The American court system.	
5) The federal courts.	
6) The court system of Belarus.	
7) Hierarchy of the court system in Belarus	
8) Courts of first and second instance	

### Task 2

**Ex. 1. Read and memorize the following words.**

skyrocketing – быстрый, взлетевший до небес

hate crime – преступление, совершенное на почве ненависти

Investigating Committee – следственный комитет

overall – в общем

critical issue – критический показатель

homicide – убийство

solving – раскрытие

ranking – расположение, расстановка

fraction – часть

to constitute – включать в понятие

stark – совершенный

pickpocket – вор-карманник

favorably – снисходительно

similarly – подобным образом

**Ex. 2. Complete the table.**

<b>Noun</b>	<b>Adjective</b>	<b>Verb</b>	<b>Meaning</b>
increase			
investigation			
		to note	
		to characterize	
danger			
	terrifying		
favor			
		to continue	

**Ex. 3. Translate the following words. Pay attention to the translation of different parts of speech.**

Increase, total, murder, crime, fraction, far, characterize, global, statistics, native, pickpocket, spoke, other, criminal, bribery, meeting, continues, incident.

**Text B**

**Calculating City Crime**

by Alisa Ballard  
The Moscow News

**Moscow has seen a skyrocketing increase in hate crimes, as well as a notable increase in rape and bribery in the first half of this year, according to a recent announcement by head of the Russian Prosecutor General’s Investigative Committee Alexander Bastrykin. While overall, according to Bastrykin, crime in the city has decreased by 7.9 percent from last year, the report signifies that violent crime in Moscow is a critical issue, particularly in comparison with that in other international cities.**

“The city is seeing a significant increase in rape, by 31 percent (135 incidents), despite the fact that in total in Russia the number of these crimes decreased by 13 percent”, Bastrykin said at the department’s meeting last Friday, as quoted by RIA Novosti. Furthermore, hate crimes in Moscow have increased sixfold, at a total of 73 such crimes registered in the city thus far in 2018, said Bastrykin.

The city’s homicide rate continues to be high, although it has decreased. Bastrykin shows that at 494 murders Moscow’s murder rate is 15 percent less than in the analogous period last year. But the city’s rate of solving

murders is only 83 percent, in comparison to 90 percent in the rest of Russia.

Foreigners have also become more criminally active. Bastrykin noted that the number of Moscow crimes committed by foreigners has increased by 12 percent, to over 9200 incidents. Also, he said that recorded incidents of bribery in the capital have climbed by 11.5 percent.

On international rankings of crime statistics, including those gathered by the U. N., Moscow shows only a fraction of the number of crimes in New York and the largest European capitals. But, as all data banks warn, these statistics are affected by the quality of the individual country's law enforcement and by what the country constitutes as a crime. Comparisons of homicidal rates, however, place Moscow much higher than the largest Western cities. Meanwhile, New York City (population 8.2 mln) reported fewer than 500 murders last year, hitting a record low, a stark contrast to Moscow's 494 murders thus far in 2018.

Francesca, an American who has extensively lived in Moscow and New York, characterized the two cities: "I'm definitely more worried about having my wallet, purse, or mobile stolen in Moscow than I am in New York. I also sometimes worry about the rise of hate crimes. Although, in New York city we have plenty of those, too."

Moscow is called "the most dangerous city for personal safety in Europe" by consulting firm Mercer's global personal safety rankings published in June 2018. This broad ranking is based not only on crime, but also on internal stability, effectiveness of law enforcement and relationships with other countries. Moscow received a score of 37.7 on a scale with New York City as the base at 100, while Luxembourg, in contrast, received the highest global score at 131.4. London score was 69.

While statistics can make Moscow seem terrifying, residents appear less worried. Masha, a native Muscovite, noted that "common people" in Moscow don't think about hate crimes. They worry when news comes out, but they forget about it."

Like many, another Muscovite, Igor, worries mostly about violent pickpockets. "They work in groups and might be really dangerous", he said.

For Moscow's tourists, however, crime does not seem to be the top fear. Juri, Young Japanese tourist we spoke to on Red Square feels as threatened by dangerous driving as by serious crime. "I fear robbers and traffic. Drivers are driving so fast, and they are very aggressive!" she said.

Many tourists even favorably compare the city's sense of safety to that of other large cities where they have been. "We've got so much crime in London at the moment, so it feels safe here," said Lesley, who had just

arrived from Great Britain. “I was in Moscow in ’89, and I was here in 70s, and it was very safe. I would imagine from what I’ve heard that it’s getting worse, but that’s true about any other big city”, she continued. For her, she noted, Moscow’s scariest factor is that “No one speaks English.”

Similarly, two young Italians, Francesco and Federico, said: “It’s possible that something criminal happens. But it’s not more dangerous here than, for example, in Rome, Paris and other European cities.”

**Ex. 4. Find the missing words from the list given below.**

1. Moscow has seen skyrocketing increase in ... . 2. In Russia the number of such crimes ... by 13 percent. 3. The rate of ... murders is only 83 percent. 4. Foreigners have become more ... active. 5. The statistics are affected by what the country ... as a crime. 6. Broad ... is based on internal stability. 7. Statistics can make Moscow seem ... . 8. Pickpockets work in groups and might be really ... . 9. For tourists crime does not seem to be the top... .

**Criminally, fear, dangerous, hate crimes, solving, constitutes, decreased, ranking, terrifying.**

**Ex. 5. Choose the right word in brackets. Translate the sentences into Russian.**

1. Moscow has seen a notable (increase / decrease) in rape and bribery in the first half of this year. 2. The total number of these (criminals / crimes) decreased by 13 percent. 3. At 494 murders Moscow’s (murder / homicide) rate is 15 percent less than in the analogous period last year. 4. The number of crimes (committed / recorded) by foreigners has increased by 12 percent. 5. The statistics are affected by what the country (constitutes / compares) as a crime. 6. Francesca is worried about having her wallet, purse, or mobile (found / stolen) in Moscow. 7. Broad ranking is based on law (effectiveness / enforcement).

**Ex. 6. Translate into Russian:**

1) skyrocketing increase, 2) hate crimes, 3) Investigating Committee, 4) overall, 5) critical issue, 6) homicide rate, 7) solving, 8) international ranking, 9) only a fraction, 10) constitute as a crime, 11) stark contrast, 12) broad ranking, 13) violent pickpockets, 14) favorably compare, 15) similarly.

**Ex. 7. Ask your own questions to get the following answers.**

1. The level of violent crimes is a critical issue. 2. Hate crimes have increased sixfold. 3. Homicidal rates place Moscow much higher than the largest Western cities. 4. Pickpockets work in groups and might be really dangerous. 5. The scariest factor is that no one speaks English. 6. It’s not more dangerous here than in other European cities.

**Ex. 8. Answer the questions.**

1. What is the level of violent crimes in Moscow? 2. How has the amount of hate crimes increased? 3. What is the rate of solving murders? 4. What is the criminal statistics affected by? 5. What crimes are foreigners in Russia afraid of? 6. Is the criminal situation more dangerous in Russia than in other countries?

**Ex. 9. Match the following proverbs with their Russian equivalents.**

**Explain your ideas.**

1. An eye for an eye and a tooth for a tooth.	1. Не суди, да не судим будешь.
2. Judge not lest to be judged.	2. Око за око, зуб за зуб.
3. Everyone deserves a second chance.	3. Справедливость ничто, если она не умерена милосердием.
4. Justice is nothing unless it is tempered with mercy.	4. Каждый заслуживает второй шанс.

**UNIT 4**

**Task 1**

**Ex. 1. Read and memorize the following words:**

Abolition – отмена

departure – уход

revenge – месть

deterrent – сдерживающий фактор

assassin – наемный убийца, террорист

controversial – спорный

to refute – опровергать

insane – душевнобольной

**Text A**

**Crime**

***Murder***

The abolition of capital punishment in England in November 1965 was welcomed by most people with humane and progressive ideas. To them it seemed a departure from feudalism, from the cruel pre-Christian spirit of revenge: an eye for an eye and a tooth for a tooth.

Many of these people think differently now. Three unarmed policemen have been killed in London by bandits who shot them down in cold blood. This crime has drawn attention to the fact that since the abolition of capital punishment crime – and especially murder – has been on increase throughout Britain. Today, therefore, public opinion in Britain has changed. People who before, also in Parliament, stated that capital punishment was not a deterrent to murder – for there have always been murders in all countries with or without the law of execution – now feel that killing the assassin is the lesser of two evils. Capital punishment, they think, may not be an ideal answer, but it is better than nothing, especially when, as in England, a sentence of “lifelong” imprisonment (a life sentence, as it is called) only lasts eight or nine years.

All this is very controversial. And all the arguments for and against can be refused in practice. The problem remains – the problem of how to prevent murders. Some murders are committed by criminals evading arrest, by insane or mentally disturbed people, by cold-blooded sadists completely devoid of all human feelings. The important thing in the prevention of murder is to eliminate as far as possible the weapons and instruments, the guns and knives, with which these crimes are committed, and furthermore to stop the dangerous influence of violence in books, films, television and other mass media, from which so many criminals derive their “inspiration”.

### ***Crime in Great Britain***

About 90 per cent of all crimes are dealt with by Magistrates’ courts. Sentences (that is, the punishments, decided by the court) vary a lot but most people who are found guilty have to pay a fine. Magistrates’ courts can impose fines up to £ 2,000 or prison sentences of up to six months. If the punishment is to be more severe the case must go to a Crown Court. The most severe punishment is life imprisonment: there has been no death penalty in Britain since 1965.

The level of recorded crime and the number of people sent to prison both increased during the 1970s and 1980s. By the end of this period the average prison population was more than 50,000 and new prisons had to be built as overcrowding had become a serious problem. By 1988 the cost of keeping someone in prison was over £ 250 per week, which was more than the national average wage.

#### **Ex. 2. Give nouns corresponding to the following verbs:**

To abolish, to depart, to attend, to punish, to change, to deter, to execute, to answer, to imprison, to argue, to prevent, to commit, to feel, to influence, to inspire, to vary, to pay, to increase, to build.

**Ex. 3. Arrange the following words in pairs of synonyms:**

- |               |               |
|---------------|---------------|
| a) revocation | 1) argument   |
| b) execution  | 2) punishment |
| c) killing    | 3) abolition  |
| d) reason     | 4) murder     |
| e) to prevent | 5) to avoid   |
| f) severe     | 6) violent    |
| g) sentence   | 7) verdict    |
| h) prison     | 8) jail       |

**Ex. 4. Find in the text one word for the following:**

The fact of leaving somewhere, the act of punishing someone, the crime of intentionally killing a person, the process of disagreeing, to stop something from happening, very serious, illegal activities, a building where criminals are forced to live as a punishment, not armed, a person or institution with the authority to adjudicate legal disputes between parties.

**Ex. 5. Translate into Russian the following words and word combinations. Use some of them in sentences:**

the spirit of revenge, human and progressive ideas, a departure of feudalism, an eye for an eye, capital punishment, a life sentence, in cold blood, the abolition of crime, to prevent murders, mentally disturbed people, as far as possible, life imprisonment, to impose fines, the average prison population, the level of recorded crime.

**Ex. 6. Find in the text English equivalents of the following words and word combinations:**

Гуманные и прогрессивные идеи, око за око, сдерживающий фактор для убийств, меньшее из двух зол, пожизненное заключение, пистолеты и ножи, средства массовой информации, смертная казнь, считающиеся виновными, средний уровень заработной платы, зарегистрированный уровень преступности.

**Ex. 7. Answer the following questions.**

1. Why was the abolition of capital punishment in England welcomed by most people? 2. Why is killing of the assassin felt as the lesser of two evils? 3. Was there an increase or fall of crime in Britain after the abolition of capital punishment? 4. How can people stop the dangerous influence of violence in mass media?

**Ex. 8. Translate into English.**

1. Отмена смертной казни приветствовалась людьми с прогрессивными идеями. 2. Безоружный полицейский был хладнокровно убит бандитами. 3. Сегодня общественное мнение

изменилось. 4. Для предотвращения насилия важно остановить опасное влияние телевидения. 5. Многие преступники получают «вдохновение» от средств массовой информации. 6. Суды могут назначить тюремное заключение на срок до шести месяцев. 7. Переполненные тюрьмы стали серьезной проблемой.

**Ex. 9. Work in groups. Make a list of arguments for and against the following statements.**

1. Mild sentences are a sign of a civilized society.
2. Capital punishment is not a deterrent to murder.
3. Armed policemen can perform their duties better.
4. Scenes of violence in films encourage crime.
5. Legalized selling of firearms stimulates murder.
6. Legalized selling of firearms ensures security.
7. The instinct to kill is basic to human nature.

**Ex. 10. Using the information from the text prepare a report under the headline “Crime and murder”. In work-groups debate on the problem of capital punishment.**

## Task 2

**Ex. 1. Read and memorize the following words:**

warning – предупреждение

custody – под стражей

to rape – насилловать

interrogation room – комната для допросов

confession – признание

voluntarily – добровольно

attorney – адвокат

Amendment – поправка

to deprive – лишать

suspect – подозреваемый

prior – до

**Ex. 2. Practice the pronunciation of the following words and geographical names. Consult the dictionary.**

Supreme, Arizona, identify, emerge, voluntarily, guilt, the fifth, Constitution, deprive, due, ensure, aware, suspect, law, prior, desire, throughout.



## Text B

### The Miranda Warning

“You have the right to remain silent, anything you say can be used against you...”, these are the words of the Miranda warning which was created as a result of 1966 United States Supreme Court case, *Miranda v. Arizona*. It began when Ernesto Miranda was arrested at his home and taken into custody to the police station, where he was identified by a witness as the man who had kidnapped and raped a woman. Police officers took Mr. Miranda into an interrogation room and two hours later emerged with a written confession signed by Mr. Miranda that also stated that the confession was made voluntarily and with full knowledge of his legal rights. The officers, however, failed to advise Mr. Miranda that he had a right to have an attorney present.

The United States Supreme Court ruled that the confession could not be used as evidence of Mr. Miranda’s guilt because he was not fully advised on his legal rights, which included the right to have an attorney present. The Fifth Amendment to the United States Constitution states that no person can be deprived of life, liberty, or property, without due process of law. To ensure that other accused criminals are made aware of their constitutional rights, The Supreme Court ruled that a suspect who is taken into custody and interrogated must receive a warning of the following rights: the right to remain silent, that everything he says can be used against him in a court of law, that he has a right of the presence of an attorney, and that if he cannot afford an attorney, one will be appointed for him prior to any questioning if he so desires. The “Miranda warning” is now applied by law officers throughout the United States as a result of this ruling.

**Ex. 3. From the sentences given below choose the one which contains the main idea of the second part of the text.**

1) The “Miranda warning” is now applied by law officers throughout the United States. 2) No person can be deprived of life, liberty, or property, without due process of law. 3) A suspect who is taken into custody has the right to remain silent, anything he says can be used against him in a court of law, he has a right of the presence of an attorney.

**Ex. 4. What is missing?**

1. The Miranda warning was created as a result of 1966 United States Supreme Court \_\_\_\_\_. 2. Ernesto Miranda was taken into \_\_\_\_\_ to the police

station. 3. Two hours later police officers emerged with a written \_\_\_\_ signed by Mr. Miranda. 4. The officers failed to advise Mr. Miranda that he had a right to have \_\_\_\_ present. 5. The confession could not be used as evidence of Mr. Miranda's \_\_\_\_\_. 6. Anything a suspect says can be used against him in \_\_\_\_ .

**Ex. 5. Are the statements true or false? Begin your answer with “It’s true, I guess ...”; “I don’t think it’s true”; “I’m afraid it’s wrong”.**

1. The Miranda warning was created as a result of the United States Supreme Court case in 1966. 2. Ernesto Miranda was taken into custody to the police station. 3. Mr. Miranda’s confession was made voluntarily. 4. The officers advised Mr. Miranda that he had a right to have an attorney present. 5. The confession could be used as evidence of Mr. Miranda’s guilt. 6. A person can be deprived of life, liberty, or property, without due process of law. 7. If a suspect cannot afford an attorney, one will be appointed for him. 8. The “Miranda warning” is now applied in the United States.

**Ex. 6. Match the following English expressions with their Russian equivalents:**

- |                                |  |
|--------------------------------|--|
| 1) credit for time in custody  | a) возвращение под стражу                |
| 2) detention in custody        | b) дальнейшее содержание под стражей     |
| 3) escape by person in custody | c) передать под стражу                   |
| 4) to submit to custody        | d) допрос лица, находящегося под стражей |
| 5) in-custody interrogation    | e) содержать под стражей                 |
| 6) person in custody           | f) зачет времени пребывания под стражей  |
| 7) remand in custody           | g) лицо, содержащееся под стражей        |
| 8) to submit to custody        | h) освободить из-под стражи              |
| 9) to discharge from custody   | i) побег из-под стражи                   |
| 10) to keep in custody         |  |
| 11) to submit to custody       |  |

**Ex. 7. Open the brackets and put the verbs into the correct form.**

1. The Miranda warning (to create) in 1966. 2. Ernesto Miranda was identified as the man who (to kidnap) a woman. 3. The confession (to make) voluntarily. 4. The officer failed to advise Mr. Miranda that he (to have) a right to have an attorney present. 5. Mr. Miranda (not to advise) on his legal rights. 6. No person can (to deprive) of life. 7. Other accused criminals (to make aware) of their constitutional rights. 8. The “Miranda warning” (to apply) by law officers.

**Ex. 8. Match the two halves of the sentences:**

1) The Miranda warning was created	a) into an interrogation room.
2) Ernesto Miranda was arrested	b) he had a right to have an attorney.
3) Police officers took Mr. Miranda	c) without due process of law.
4) The officers failed to advise him	d) to remain silent.
5) He was not fully advised	e) of life, liberty, or property.
6) No person can be deprived	f) one will be appointed for you.
7) Accused criminals are made aware	g) on his legal rights.
8) You have the right	h) of their constitutional rights.
9) If you cannot afford an attorney,	i) as a result of 1966 Court case.
10) No one can be deprived of liberty	j) at his home.

**Ex. 9. Answer the questions.**

1. When was the Miranda warning created? 2. Why was Ernesto Miranda arrested? 3. Was his confession made voluntarily? 4. What kind of right does an accused person have? 5. What did the United States Supreme Court rule? 6. What does the Fifth Amendment of the United States Constitution state? 7. Will an attorney be appointed for a person who cannot afford one? 8. Is the “Miranda warning” applied now? 9. Can a suspect who is taken into custody receive a warning of his rights?

**Ex. 10. Let's go back to 1966. Imagine that you're on the Supreme Court and you are responsible for Mr. Miranda's case. Write a short paragraph explaining how you would decide the case using the “Miranda warning”.**

**UNIT 5**

**Task 1**

**Ex. 1. Read and memorize the following words:**

detention – содержание под стражей  
 proceeding – судебное разбирательство  
 breach – нарушение

offensive – причиняющий вред  
grounds – данные  
warrant – ордер (на арест)  
summons – судебная повестка  
charge – обвинение  
to preclude – предотвращать  
precedence – приоритет  
to release on bail – отпустить под залог  
writ – приказ

## **Text A**

### **Police powers**

The powers of a police officer in England and Wales to stop and search, arrest and place a person under detention are contained in the Police and Criminal Evidence Act 1984. The legislation and the code of practice set out the powers and responsibilities of officers in the investigation of offences, and the rights of citizens.

An officer is liable to disciplinary proceedings of the codes, and evidence obtained in breach of the codes may be ruled inadmissible in court. The code must be readily available in all police stations for consultation by police officers, detained people and members of the public.

#### **Stop and Search**

A police officer in England and Wales has the power to stop and search people and vehicles if there are reasonable grounds for suspecting that he or she will find stolen goods, offensive weapons or implements that could be used for theft, burglary or other offences. The officer must, however, state and record the grounds for taking this action and what, if anything, was found.

The Criminal Justice and Public Order Act 1994 enables a senior police officer to authorize uniformed officers to stop and search people or vehicles for offensive weapons, dangerous implements where he or she has reasonable grounds for believing that serious incidents of violence may take place. The officer must specify the time-scale and area in which the powers are to be exercised.

#### **Arrest**

In England and Wales the police have wide powers to arrest people suspected of having committed an offence with or without a warrant issued

by a court. For serious offences, known as 'arrestable offences', a suspect can be arrested without a warrant. Arrestable offences are those for which five or more years' imprisonment can be imposed. This category also includes 'serious arrestable offences' such as murder, rape and kidnapping.

There is also a general arrest power for all other offences if it is impracticable or inappropriate to send out a summons to appear in court, or if the police officer has reasonable grounds for believing that arrest is necessary to prevent the person concerned from causing injury to any other person or damage to property.

### **Detention, treatment and Questioning**

An arrested person must be taken to a police station (if he or she is not already at one) as soon as practicable after arrest. At the station, he or she will be seen by the custody officer who will consider the reason for the arrest and whether there are sufficient grounds for the person to be detained. The Code of Practice under the 1984 Police and Criminal Evidence Act made it clear that juveniles should not be placed in the cells. Most police stations should have a detention room for those juveniles who need to be detained. The suspect has a right to speak to an independent solicitor free of charge and to have a relative or other named person told of his or her arrest. Where a person has been arrested in connection with a serious arrestable offence, but has not yet been charged, the police may delay the exercise of these rights for up to 36 hours in the interests of the investigation if certain strict criteria are met.

A suspect may refuse to answer police questions or to give evidence in court. Changes to this so-called 'right to silence' have been made by the Criminal Justice and Public Order Act 1994 to allow courts in England and Wales to draw inferences from a defendant's refusal to answer police questions or to give information during his or her trial. Reflecting this change in the law, a new form of police caution (which must precede any questions to a suspect for the purpose of obtaining evidence) is intended to ensure that people understand the possible consequences if they answer questions or stay silent.

Questions relating to an offence may not normally be put to a person after he or she has been charged with that offence or informed that he or she may be prosecuted for it.

The length of time a suspect is held in police custody before charge is strictly regulated. For lesser offences this may not exceed 24 hours. A person suspected of committing a serious arrestable offence can be detained

for up to 96 hours without charge but beyond 36 hours only if a warrant is obtained from a magistrates' court.

Reviews must be made of a person's detention at regular intervals – six hours after initial detention and thereafter every nine hours as a maximum – to check whether the criteria for detention are still satisfied. If they are not, the person must be released immediately.

**Interviews with suspected offenders** at police stations must be tape-recorded when the police are investigating indictable offence and in certain other cases. The police are not precluded from taping interviews for other types of offences. The taping of interviews is regulated by a code of practice approved by Parliament, and the suspect is entitled to a copy of the tape.

A person who thinks that the grounds for detention are unlawful may apply to the High Court in England and Wales for a writ of *Habeas Corpus* against the person who detained him or her, requiring that person to appear before the court to justify the detention. Habeas Corpus proceedings take precedence over others. Similar procedures apply in Northern Ireland and a similar remedy is available to anyone who is lawfully detained in Scotland.

Recognising that the use of DNA analysis has become a powerful tool in the investigation of crime, the Government has extended police powers to take body samples from suspects. The Criminal Justice and Public Order Act 1994 allows the police to take non-intimate samples without consent from anyone who is detained or convicted for a recordable offence, and to use the samples to search against existing records of convicted offenders or unsolved crimes. In time a national database will be built up.

### **Charging**

Once there is sufficient evidence, the police have to decide whether a detained person should be charged with the offence. If there is insufficient evidence to charge, the person may be released on bail pending further enquiries by the police. The police may decide to take no further action in respect of a particular offence and to release the person. Alternatively, they may decide to issue him or her with a formal caution, which will be recorded and may be taken into account if he or she subsequently re-offends.

If charged with an offence, a person may be kept in custody if there is a risk that he or she might fail to appear in court or might interfere with the administration of justice. When no such considerations apply, the person must be released on or without bail. Where someone is detained after charge, he or she must be brought before a magistrates' court as soon as practicable. This is usually no later than the next working day.

## POLICE CAUTION

**You do not have to say anything but it may harm your defense if you do not mention when questioned something which you later rely on in court, anything you do say may be given in evidence.**

### **Ex. 2. Correct the following statements.**

1. Evidence obtained in breach of the codes may be ruled admissible in court. 2. The officer doesn't have to state and record the grounds for stopping and searching people. 3. There is no general arrest power for the offences if it is impracticable to send a summons to appear in court. 4. A new form in police caution is intended to precede any questions to a suspect. 5. The Criminal Justice and Public Order Act 1994 allows the police to take intimate samples with consent from someone who is detained or convicted for a recordable offence. 6. Once there is a sufficient evidence, the police cannot decide whether a detained person should be charged with the offence.

### **Ex. 3. Use these words to make sentences.**

1. And / search / the power / arrest / of / and / a person / place / police / officer / to stop / under / detention. 2. The power / officer / a / and / search / to stop / has / police / vehicles / people / and. 3. Be / or / are / can / five / offences / imprisonment / which / arrestable / years' / for / imposed / more / those. 4. Not / been / offence / has / an / after / relating / a / offence / questions / to / may / put / to / person / he / charged / with / that / be. 5. A / the / should / to / with / person / have / charged / whether / the / detained / police / be / decide / the.

### **Ex. 4. Give antonyms to the following words:**

To let smb. go, to free, to release from custody, with, practicable, appropriate, dependent, obligation, to contribute, request, different.

### **Ex. 5. Translate into English:**

- 1) Задержание и досмотр
- 2) процессуальный кодекс
- 3) расследование преступлений
- 4) права граждан
- 5) преступления, в связи с которыми может быть произведен арест
- 6) судебная повестка
- 7) причинение ущерба / нанесение телесных повреждений
- 8) право не отвечать на вопросы
- 9) преступления, рассматриваемые по обвинительному акту
- 10) основания для задержания

- 11) расширенные полномочия полиции
- 12) запротоколированное, зарегистрированное преступление
- 13) веские / достаточные доказательства
- 14) полицейский участок
- 15) подлежать дисциплинарному взысканию
- 16) иметь веские / разумные основания
- 17) уполномочивать, давать право
- 18) принимать меры
- 19) совершать повторные правонарушения.

**Ex. 6. Complete the sentences using the words from the text.**

1. The code of practice must be available in all police stations ... . 2. The police officer must specify the time-scale and area ... . 3. There is a general arrest power for all offences ... to appear in court. 4. Questions relating to an offence may not be put to a person after he or she ... . 5. If the criteria for detention are not satisfied, ... . 6. Interviews with suspected offenders at police stations must be ... . 7. Recognising that the use of DNA analysis has become a powerful tool in the investigation of crime, ... . 8. The police may decide to issue a person with a formal caution, ... . 9. Where someone is detained after charge, he or she must be brought before a magistrates' court no later than ... .

**Ex. 7. Answer the following questions.**

1. What are the main police powers in England and Wales? 2. In what cases can a police officer stop and search the suspect? 3. What does the procedure of stop and search consist of? 4. What are the provisions of 1994 Criminal Justice and Public Order Act? 5. What document is necessary to carry out for an arrest? 6. What are the arrestable offences? 7. When can a person be arrested without a warrant? 8. Where should the suspects be taken after arrest? 9. What rights does the arrested person have? 10. When can the exercise of these rights be delayed? 11. What is the police caution? 12. What does the right of silence consist of? 13. How long can a person be kept in custody before being charged? 14. What is the procedure of interviewing the detained person at the police station? 15. What can a person do in case of unlawful detention? 16. What are the provisions of the Habeas Corpus Act? 17. What happens to a person after he or she has been charged?

**Ex. 8. Role-play.**

**Student 1.** Act as a **Police Officer** who stops, searches, questions the offender and prepares a record of the case for the magistrates' court.

**Student 2.** Act as a **Detained Person** who is being questioned in police custody.



**Ex. 9. Writing task.** You were detained by the police and suffered from their unlawful actions. Write a petition to the court officials. Report your problems and ask the officials to take measures.

## Task 2

### Ex. 1. Read and memorize the following words:

disguise – маскировка, переодевание  
loot – добыча; награбленное  
to turn in – выдать  
teller – кассир (в банке)  
granted – само собой разумеется  
hold up – налет, ограбление (на улице, дороге)  
to wrestle – бороться  
subpoena – повестка в суд  
slip – листок, бланк  
fussy – суетливый, нервный  
surveillance – надзор, наблюдение  
to smear – мазать  
mercury – ртуть  
diversion – отвлечение внимания  
tool booth – магазин, торгующий инструментами  
dye pack – упаковка  
to stuff – набивать, заполнять  
gains – прибыль  
ineptitude – глупость

### Ex. 2. Translate the following words without the dictionary:

Bank, criminal, business, information, farmer, almanac, camera, percent, plan, restaurant, police, address, base, transport, history, bandit, nervous, federal, report.

## Text B

### Bank robberies

According to the FBI, most modern-day robberies are “unsophisticated and unprofessional crimes”, committed by young male repeat offenders who apparently don’t know the first thing about their business. The information was included in an interesting, amusing article titled “How Not to Rob a

Bank,” by Tim Clark, which appeared in the 1987 edition of *The Old Farmers’ Almanac*.

Clark reported that in spite of the widespread use of surveillance cameras, 76 percent of bank robberies use no disguise, 86 percent never study the bank before robbing it, and 95 percent no long-range plans for concealing the loot. Thus, he offered his advice to would-be bank robbers, along with examples of what can happen if the rules aren’t followed:

1. Pick the right bank. Clark advises that you don’t follow the lead of the fellow in Anaheim, Calif., who tried to hold up a bank that was no longer in business and had no money. On the other hand, you don’t want to be too familiar with the bank. A California robber ran into his mother while making his getaway. She turned him in.

2. Approach the right teller. Granted, Clark says, this is harder to plan. One teller in Springfield, Mass., followed the holdup man out of the bank and down the street until she saw him go into a restaurant. She hailed a passing police car, and the police picked him up. Another teller was given a holdup note by a robber, and her father, who was next in line, wrestled the man to the ground and sat on him until authorities arrived.

3. Don’t write your demand note. Demand notes have been written on the back of a subpoena issued in the name of a bank robber in Pittsburg, on an envelope bearing the name and address of another in Detroit, and in East Hartford, Conn., on the back of a withdrawal slip giving the robber’s signature and account number.

4. Beware of dangerous vegetables. A man in White Plains, N. Y., tried to hold up a bank with a zucchini. The police captured him at his house, where he showed them his “weapon”.

5. Avoid being fussy. A robber in Panorama City, Cal., gave a teller a note saying, “I have a gun. Give me all your twenties in this envelope”. The teller said, “All I’ve got is two twenties”. The robber took them and left.

6. Don’t advertise. A holdup man thought that if he smeared mercury ointment on his face, it would make him invisible to the cameras. Actually, it accentuated his features, giving authorities a much cleaner picture. Bank robbers in Minnesota and California tried to create a diversion by throwing stolen money out of the windows of their cars. They succeeded only in drawing attention to themselves.

7. Take right turns only. Avoid the same fate of the thieves in Florida who took a wrong turn and ended up on the Homestead Air Force Base. They drove up to a military police guardhouse and, thinking it was a tooth booth, offered the security men money.

8. Provide your own transportation. It is not clever to borrow the teller's car, which she carefully described to police. This resulted in the most quickly solved bank robbery on the history of Pittsfield, Mass.

9. Don't be too sensitive. In these days of exploding dye packs stuffing the cash into your pants can lead to embarrassing stains, Clark points out, not to mention severe burns in sensitive places – as bandits in San Diego and Boston painfully discovered.

10. Consider another line of work. One nervous Newport, R.I., robber, while trying to stuff his ill-gotten gains into his shirt pocket, shot himself in the head and died instantly. Then there was the case of the hopeful criminal in Swansea, Mass., who, when the teller told him she had no money, fainted. He was still unconscious when the police arrived.

In view of such ineptitude, it is not surprising that in 1978 and 1979, for example, federal and state officers made arrests in 69 percent of the bank holdups reported.

**Ex. 3. Give the derivatives of the following words:**

to use, to move, saline, to reclaim, to improve, to apply, fertile, to indicate, nature, to observe, to measure, product.

**Ex. 4. Arrange the following words in pairs of synonyms.**

Grade, development, common, purpose, expenses, to require, rapid, particularly, supplemental, usual, aim, cost, additional, to call for, especially, quick, slope, growth.

**Ex. 5. Find in the text one word for the following:**

1) to be published; 2) official instruction; 3) to take somebody to the police; 4) a person who steals money from a bank; 5) your name which you write in your own characteristic way; 6) to point a weapon at somebody in order to make him give you money; 7) to manage to do something; 8) a person who steals something from another person.

**Ex. 6. Translate into Russian the following words and word combinations. Use some of them in sentences:**

1) Modern-day bank robberies; 2) surveillance camera; 3) to be too familiar with smb/smith; 4) to pick smb up; 5) demand note; 6) to capture smb; 7) two twenties; 8) to draw attention to smb; 9) a wrong turn; 10) the most quickly solved bank robbery; 11) embarrassing stains; 12) in view of such ineptitude.

**Ex. 7. Find in the text English equivalents of the following words and word combinations:**

1) непрофессиональное преступление; 2) не использовать маскировку;

3) пытаться совершить ограбление банка; 4) подойти к нужному кассиру; 5) на обратной стороне повестки в суд; 6) остерегаться опасных овощей; 7) не суетиться; 8) намазать ртутью лицо; 9) магазин инструментов; 10) взять машину кассира; 11) сильные ожоги; 12) карман рубашки; 13) не удивительно.

**Ex. 8. Translate the sentences.**

1. “Unsophisticated and unprofessional crimes” are committed by young offenders. 2. 95 percent of robbers make no long-range plans for concealing the loot. 3. You don’t want to be too familiar with the bank. 4. A teller was following the holdup man out of he bank. 5. Demand notes are written on the back of a subpoena. 6. The man showed the police his weapon. 7. All I’ve got is two twenties. 8. Bank robbers succeeded only in drawing attention to themselves. 9. The thieves took a wrong turn.

**Ex. 9. Ask questions to the following answers.**

1. An amusing article titled “How Not to Rob a Bank” appeared in *The Old Farmers’ Almanac*. 2. Surveillance cameras are used everywhere. 3. You should pick the right bank. 4. The teller’s father wrestled the man to the ground and sat on him until the authorities arrived. 5. The demand note gave the robber’s signature and account number. 6. The police captured a man at his house. 7. You should avoid being fussy. 8. The robbers through stolen money out of the windows of their cars.

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**Осипова Ирина Владимировна**

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