

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

ГЛАВНОЕ УПРАВЛЕНИЕ ОБРАЗОВАНИЯ,
НАУКИ И КАДРОВОЙ ПОЛИТИКИ

Учреждение образования
«БЕЛАРУССКАЯ ГОСУДАРСТВЕННАЯ
ОРДЕНОВ ОКТЯБРЬСКОЙ РЕВОЛЮЦИИ
И ТРУДОВОГО КРАСНОГО ЗНАМЕНИ
СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

О. В. Прокопова, М. Н. Гаврилова

АНГЛИЙСКИЙ ЯЗЫК

ENGLISH IN LAW

*Пособие
для студентов, обучающихся по специальности
общего высшего образования
6-05-0421-01 Правоведение*

Горки
Белорусская государственная
сельскохозяйственная академия
2025

УДК 811.111(075.3)

ББК 81.2 Англ-922

П80

*Рекомендовано методической комиссией
по социально-гуманитарным и лингвистическим дисциплинам
22.10.2025 (протокол № 2)
и Научно-методическим советом
Белорусской государственной сельскохозяйственной академии
29.10.2025 (протокол № 2)*

Авторы:

старший преподаватель *О. В. Прокопова*;
старший преподаватель *М. Н. Гаврилова*

Рецензенты:

кандидат педагогических наук, доцент *В. Г. Бричикова*;
кандидат филологических наук, доцент *А. В. Никишова*

Прокопова, О. В.

П80 Английский язык. English in Law : пособие / О. В. Прокопова,
М. Н. Гаврилова. – Горки : Белорус. гос. с.-х. акад., 2025. – 106 с.
ISBN 978-985-882-749-6.

Предназначено для студентов, изучающих английский язык в области права.
Особое внимание уделяется работе над словарем и юридической терминологией.

Для студентов, обучающихся по специальности общего высшего
образования 6-05-0421-01 Правоведение.

УДК 811.111(075.3)

ББК 81.2 Англ-922

ISBN 978-985-882-749-6

© Белорусская государственная
сельскохозяйственная академия, 2025

ВВЕДЕНИЕ

Предлагаемое пособие предназначено для студентов, изучающих английский язык в области права.

Цель пособия – сформировать у студентов профессионально направленную коммуникативную компетенцию по английскому языку по профилю их будущей специальности.

Пособие направлено на формирование языковой компетенции в таких видах речевой деятельности, как чтение, говорение, письмо, и развитие следующих умений:

- использование юридической терминологии в рамках тематики пособия;
- понимание и интерпретирование юридических текстов;
- распознание и использование в речи лексических и грамматических явлений, характерных для юридического языка;
- накопление общего словарного запаса для чтения литературы по специальности.

Задания и материалы пособия призваны помочь студентам расширить их общий кругозор и профессиональные знания в сфере права, повысить интерес к изучению юридического английского языка, а также способствовать развитию учебных умений студентов в овладении иностранным языком.

Данное пособие содержит 8 разделов. Каждый раздел состоит из тематического словаря, текста для чтения и упражнений для активного усвоения лексического материала. Уделяется внимание повторению правил грамматики. Пособие также содержит дополнительные тексты для чтения.

В конце пособия приведен общий расширенный алфавитный словарь, облегчающий работу студентов.

Разработанные задания могут использоваться как в аудитории под контролем преподавателя, так и для самостоятельной работы студентов.

UNIT 1

LAW

VOCABULARY

law [lɔ:]	– 1) закон, законодательство; 2) право
to make laws	– издавать, принимать законы
to repeal laws	– отменять законы
to break laws	– нарушать законы
to obey laws	– соблюдать законы
to enforce laws	– обеспечить (принудительное) исполнение закона
to apply laws	– применять законы, право
to be against the law	– быть противозаконным
to study law	– изучать право
government ['gʌvənmənt]	– 1) власть; правительство; – 2) руководство, управление
organs of government	– органы государственного управления
court [kɔ:t]	– суд
judge [dʒʌdʒ]	– судья
police [pə'li:s]	– полиция
citizen ['sɪtɪz(ə)n]	– гражданин
offender [ə'fendə]	– преступник, правонарушитель
need for laws	– необходимость в законах
society [sə'saɪəti]	– общество
behaviour [bɪ'heɪvɪə]	– поведение
to behave in anti-social ways	– вести себя, нарушая законы общества
violent ['vaɪəl(ə)nt]	– жестокий
freedom and rights	– права и свободы
to limit rights	– ограничивать права
law-abiding ['lɔ:əbɔɪdɪŋ]	– законопослушный
prison ['prɪz(ə)n]	– тюрьма
aim [eɪm]	– цель
to set rules	– устанавливать правила
state [steɪt]	– государство
structure of government	– структура органов государственной власти
to lay down the rights and obligations	– устанавливать права и обязанности

to harm [ha:m]	– причинять вред, вредить
to steal [sti:l]	– воровать, красть
to protect [prə'tekt]	– защищать
to punish [pʌniʃ]	– наказывать
guilt [gilt]	– виновность
guilty ['gilti]	– виновный
innocent ['ɪnəs(ə)nt]	– невиновный
innocence ['ɪnəsəns]	– невиновность
to sentence ['sentəns]	– приговаривать, осуждать
crime [kraɪm]	– преступление
to commit [kə'mɪt]	– совершать

Exercise 1. Put the following words in the right column: *break, court, government, make, offender, study, judge, repeal, students, police, apply, citizen, obey, enforce, prison, society, behave*.

NOUN	VERB

Exercise 2. Fill in the gaps with the verbs from exercise 2. Use the necessary form of the verb.

1. Students ____ law at the University.
2. The government ____ laws and ____ them if they are bad.
3. Courts and judges ____ the law.
4. The police ____ the law.
5. Law-abiding citizens ____ the law.
6. Offenders ____ the law.
7. Some people in society ____ in anti-social ways.

Exercise 3. Translate the sentences into English.

1. Я законопослушный гражданин и всегда соблюдаю законы.
2. Я изучаю право в академии.
3. Полиция обеспечивает соблюдение закона.
4. Я хочу быть судьей. Это трудная, но очень интересная работа.
5. Оказание помощи преступникам противозаконно.

Exercise 4. Match the words with their definitions.

- | | |
|-----------|---|
| 1. police | a. a person who is in charge of a trial in a court and decides how a person who is guilty of a crime should be punished |
| 2. prison | b. the group of people who officially control a country |
| 3. judge | c. a place where trials and other legal cases happen |

- | | |
|---------------|---|
| 4. society | d. a building where criminals are forced to live as a punishment |
| 5. court | e. the way that someone behaves |
| 6. offender | f. the official organization that is responsible for protecting people and property, and catching people who have committed a crime |
| 7. government | g. a person who is guilty of a crime |
| 8. behaviour | h. a large group of people who live together in an organized way |

Exercise 5. Read and translate the text.

WHAT IS LAW?

People on earth live in contact with other people, and this explains the need for laws. Human beings live in social groups. This helps each person in a group to live a better life. But this also means that people must work and cooperate with each other. Unfortunately, some people in society behave in anti-social ways. Some individuals become irritable, some angry, some selfish, some aggressive, and some even violent. Their actions may harm other people's lives or their property. Imagine for a moment a world without laws. Someone bigger, stronger or faster could steal or take away your mobile phone, car or money. Even your life could be in danger – others could attack or kill you. You would have to live by the law of the jungle.

Laws protect people from the "bad" actions of others. In effect, the idea of law is to put limits on people's greed and emotions. As individuals we all have certain freedoms and rights. Sometimes for the protection of society, the law places limits on these rights. As a famous judge once said, "Your right to swing your fist ends at the point where the other fellow's nose begins."

To ensure the security of law-abiding citizens the government provides the legal machine with the weapons of compulsion – police, courts and prisons. The police enforce the law and catch those who break it, courts apply the law or establish guilt or innocence, and prisons punish offenders.

Laws have several other aims. They also set rules for our life. For example, laws guarantee to people who buy and sell goods, make wills and so on that the state will enforce these private arrangements. People know that, if necessary, laws will help them to settle their disputes peacefully.

Finally, laws establish the system of government. The basic law of every state is its constitution. It describes the structure of government and lays down the rights and obligations of the citizens.

Exercise 6. Answer the questions.

1. Why does living in a social group necessitate laws, according to the text?

2. How does the text describe the potential consequences of a world without laws?

3. What is the fundamental idea behind the existence of laws?

4. How do laws balance individual freedoms and societal protection?

5. What is the role of the government in providing legal mechanisms for law enforcement?

6. What are the key functions of police, courts, and prisons in the legal system?

7. Besides protection, what other aims do laws serve in society, according to the text?

8. How do laws ensure the enforcement of private agreements, like buying and selling goods?

9. What role do laws play in settling disputes between individuals?

10. What is the most basic law in every state, and what does it establish?

Exercise 7. Say if the following statements are *TRUE* or *FALSE*. Correct the false ones.

Model: I think this statement is false because some people behave in anti-social ways. They may become aggressive and even violent.

1. All people in society work and cooperate with each other.

2. The law of the jungle can't protect all people.

3. The law limits the freedoms and rights of individuals.

4. The government can't make people obey the law.

5. The police punish offenders.

6. The main aim of prisons is to establish guilt and innocence.

7. People apply the law themselves.

8. The law establishes the system of government.

9. The constitution guarantees the rights of citizens.

Exercise 8. Find in the text the English equivalents for the following words and phrases.

1) Жить по закону джунглей; 2) причинить вред людям и их собственности; 3) защищать людей от чего-либо; 4) обеспечить безопасность законопослушных граждан; 5) составлять завещания; 6) основной закон; 7) частные договоренности; 8) украсть или отобрать что-либо; 9) создать государственную машину (правовые институты);

10) устанавливать систему правления государством; 11) наказывать преступников (правонарушителей); 12) устанавливать виновность и невиновность; 13) разрешать споры мирным путем; 14) в интересах защиты общества; 15) основная цель; 16) жадность (алчность); 17) орудие принуждения; 18) размахивать кулаками; 19) люди (индивидуы); 20) покупать и продавать товары; 21) конституция.

Exercise 9. Fill in the blanks in the text summary with appropriate words. Translate the underlined words and expressions.

This text explains the need for laws in society. Laws have several (1) _____. The main aim of the law is to (2) ____ life and property of law-abiding citizens. That's why the government has to limit our rights and freedoms. Besides, laws set some (3) ____ of behaviour. These rules help people to enforce their personal (4) ____ and settle disputes peacefully. Finally, the law establishes the system of (5) _____. Every state provides a legal machine that enforces and (6) ____ the law and punishes (7) _____. To achieve all this, the government has (8) ____, police and prisons. The basic law of the state is the (9) _____. It (10) ____ the rights and obligations of citizens. To sum it up, the law has an important role to play in our life.

Exercise 10. Briefly summarize the content of the text "What is law?" using the following expressions.

1. This text explains... (*В тексте объясняется...*)
2. The main aim of the law is to... (*Главная цель права заключается в том, чтобы...*)
3. That's why the government... (*Вот почему власть...*)
4. Besides, laws set... (*Кроме того, законы устанавливают...*)
5. Finally, the law establishes... (*Наконец, закон устанавливает...*)
6. To achieve all this, every state has... (*Для достижения этих целей в каждом государстве имеются...*)
7. To sum it up, the law has... (*В итоге можно сказать, что закон...*)

Exercise 11. Fill in the blanks with the words from the table. Translate the sentences into Russian.

violent societies	apply judge	harm	prison
settle	ensure	property	security

1. Laws govern behaviour between people in all _____.
2. The _____ sentenced her to ninety days in prison.
3. Every 3–5 minutes a _____ crime occurs (совершается) in Texas.
4. Governments have many ways to _____ that citizens obey the law.

5. Sometimes the court can _____ the law of another country.
6. The first duty of the state is to ensure the _____ of law-abiding citizens.
7. Publication of those documents will _____ the national interest.
8. If you break the law, you may go to _____.
9. The sign said '*Private _____, Keep Out*'.
10. Both companies want to _____ the dispute out of court.

Exercise 12. Match the words from the right and left columns to form phrases. Translate the phrases into Russian.

- | | |
|-----------------|--|
| 1. to protect | a. the law, an agreement, a debt |
| 2. to establish | b. laws, a phone call, a will, a mistake |
| 3. to make | c. offenders, children, drunk drivers |
| 4. to enforce | d. a system of government, guilt, a business |
| 5. to punish | e. property, interests, rights, reputation |
| 6. to break | f. the law, a rule, a promise, a record |

Exercise 13. Translate the phrases into English.

1. защищать интересы –
2. составить завещание –
3. наказывать преступников –
4. (заставить) исполнить соглашение –
5. нарушить правило –
6. устанавливать вину –
7. взыскивать долг –
8. совершить ошибку –
9. основать компанию –
10. нарушить обещание –

Exercise 14. Fill in the blanks with the words from the table. Translate the sentences into Russian.

protects	guilt	business	enforce	violent
will	mistakes	punish		

1. English courts may _____ electronic contracts.
2. The old woman died without making a _____.
3. Judges are human and they can make _____.
4. This Act _____ people from dangerous dogs.
5. Offenders are usually aggressive and _____.
6. It is against the law to _____ an offender twice for the same crime.
7. Only courts can establish _____ and innocence.
8. I'd like to find out how to establish a _____ in Canada.

Exercise 15. Match the words with their Russian equivalents.

- | | |
|------------------------------------|---|
| 1. to protect the rights | a. обеспечить исполнение договора, заключенного в интернете |
| 2. to break traffic rules | b. наказывать пьяных водителей |
| 3. to commit suicide | c. быть противозаконным |
| 4. to punish drunk drivers | d. шлепать детей |
| 5. to slap children | e. защищать права |
| 6. to be against the law | f. совершить самоубийство |
| 7. to enforce electronic contracts | g. нарушать правила дорожного движения |

Exercise 16. Work in pairs. Ask each other the questions. Answer your partner's questions.

Student A

1. If I promise to marry my girlfriend/boyfriend and then change my mind before the wedding, can she/he take me to court?
2. Can a person under 18 make a will?
3. When parents are slapping their children, are they breaking the law?
4. Would you like to establish your own business? What business?
5. Does the law protect animals from people? How?

Student B

1. Do Belarusian courts enforce electronic contracts?
2. Is it against the law to help somebody to commit suicide?
3. How do courts punish drunk drivers?
4. Does the law protect the rights of prisoners? How?
5. Do you often break traffic rules?

Exercise 17. Put the words in the right order to make sentences.

1. Citizens / law-abiding / laws / obey.
2. In / offenders / ways / anti-social / behave.
3. Laws / judges / state / enforce.
4. Catch / offenders / arrest / and / police.
5. The law / the main / is / of / people / to protect / aim.
6. Our / the law / security / guarantees.
7. Laws / for / rules / life / set / our.
8. To settle / help / laws / people / peacefully / disputes / their.
9. Is situated / Belarus / the Constitutional Court / in / of / Minsk.

Exercise 18. Translate the sentences into English.

1. Конституция устанавливает систему государственного правления и гарантирует права и свободы граждан.
2. Цель права обеспечить безопасность законопослушных граждан и установить правила поведения в обществе.

3. В каждом государстве есть полиция, суды и тюрьмы.
4. Полиция обеспечивает исполнение законов, суды применяют законы, а тюрьмы служат для наказания преступников.
5. Все богатые люди составляют завещания.
6. Суды помогают гражданам разрешать споры мирным путем.
7. Наказывать человека дважды за одно и то же преступление противозаконно.
8. К сожалению, суды не могут обеспечить исполнение договора, заключенного в Интернете (an electronic contract).
9. Мы должны защитить животных от жестоких (cruel) людей.
10. Коррупция наносит вред интересам государства.
11. Я законопослушный гражданин и никогда не нарушаю закон.
12. Судьи иногда совершают ошибки.
13. Закон защищает частную собственность.
14. Закон ограничивает наши права и свободы, чтобы обеспечить нашу безопасность.
15. Суды не издают законы, а только применяют их.
16. Люди часто нарушают правила дорожного движения.
17. Конституция устанавливает права и обязанности граждан.
18. Закон всегда карает преступников. Они должны знать, что наказание всегда неотвратимо (unavoidable).

UNIT 2

WHY DO PEOPLE BREAK THE LAW?

VOCABULARY

criminologist department	– кафедра криминологии
causes of crime	– причины преступности
common cause	– распространенная причина
research [rɪ:sɜ:tf]	– исследование
poverty [ˈprvətɪ]	– бедность
to turn to crime	– встать на преступный путь
individuals [ɪndɪˈvɪdʒuəlz]	– люди, индивиды
irritable [ɪrɪtəb(ə)l]	– раздражительный, недовольный
selfish [ˈselfɪʃ]	– эгоистичный
mental illness	– психическое заболевание
to commit crimes	– совершать преступления
to take the law in one's own hands	– расправиться с кем-л. без суда, чинить самосуд, расправу

Grammar

Present Simple (простое настоящее время) используется для описания регулярных действий, фактов и общих истин.

В Present Simple часто употребляются слова-маркеры **sometimes, always, regularly, usually, often, seldom, sometimes, as a rule, generally** и др.

Образование Present Simple в утвердительной форме: убираем у глагола в инфинитиве частицу “to” и ставим глагол после подлежащего. Подлежащим может быть и существительное, и местоимение. Окончание -s или -es добавляется к глаголу, когда он стоит после местоимений he, she, it или слов, которые можно ими заменить.

Например: I work – he works.

Отрицательные и вопросительные предложения в Present Simple строятся с помощью вспомогательного глагола **do** (для I, we, you, they) и его формы **does** (для he, she, it) и основной формы глагола.

Например:

- ✓ The police **investigate** the case.
- The police **don't investigate** the case.
- Do** the police **investigate** the case?
- Yes, they **do**. / No, they **don't**.
- ✓ Jim **breaks** the law.
- Jim **doesn't break** the law.
- Does** Jim **break** the law?
- Yes, he **does**? No, he **doesn't**.

Exercise 1. Write the verbs in the third person singular. Pay attention to the spelling rules.

verb + s	verb (ss, x, sh, ch) + es	verb (consonant+y) → i + es
live – lives	watch – watches	study – studies

Break, steal, carry, set, die, apply, obey, lay, repeal, enforce, guarantee, provide, ensure, punish, establish, settle.

Exercise 2. Make the sentences negative.

1. The court makes laws.
2. Offenders obey laws.
3. Offenders behave well.
4. He steals money.
5. Judges enforce moral laws.
6. The constitution lays down the forms of punishment.
7. Judges catch offenders.
8. The Civil Code establishes the system of government.

Exercise 3. Make the sentences interrogative. Give short answers.

1. The government repeals laws.
2. This decision establishes a new legal principle.
3. Young people make wills.
4. Judges punish innocent people.
5. The law protects the rights of prisoners.
6. The law protects animals from people.
7. Courts punish drunk drivers.
8. Parents punish their children.

Exercise 4. Discuss the questions.

1. Can you imagine a society without criminals? Why? Why not?
2. Would you like to live in the society where all people obey the law?
3. What is the best way to fight crime?

Exercise 5. Read the report by American criminologist Paul Fisher, "Why do people break the law?"

WHY DO PEOPLE BREAK THE LAW?

Good morning, everyone. Thanks for coming to my presentation. My name is Paul Fischer. I'm head of the criminologist department at the University of Chicago.

I'm going to talk to you today about the causes of crime. Why do people break the law? What are the most common causes of crime? The research shows that most people break the law for money. They steal, rob and kill because they want to get other people's money or property. These offenders are not always poor. They just want to be rich and live a better life. The second most typical cause is poverty. Poor people often turn to crime to get money for themselves and their families. A lot of people become offenders because they can't control their emotions. Some individuals become irritable, angry, selfish or jealous. Unfortunately, this often happens to those who try to settle disputes after they've drunk too much alcohol. Fourth, young people often break the law because they are bored and have nothing to do. They think that breaking the law is cool. The next cause is mental illness. Sometimes mentally ill people commit the most horrible and violent crimes and police have difficulty in finding and catching maniacs and serial killers. Finally, there are people who take the law into their own hands. These people are usually law-abiding citizens who in extreme situations punish the offenders in their own way without the police and courts.

Well. Thanks very much for listening to my talk. Are there any questions?

Exercise 6. Number the causes of crime in the order listed by the author of the report.

According to Professor Fischer, people break the law...

- _____ because they are mentally ill.
- _____ because they can't control their emotions.
- _____ because they're bored and have nothing to do.
- _____ because they're poor.
- _____ for money.
- _____ because they take the law into their own hands.

➤ **What is the most common cause of crime?**

➤ **What is the least common cause of crime?**

Exercise 7. Find in the text the English equivalents for the following words and phrases.

- 1) Совершать самые ужасные и жестокие преступления;
- 2) наказывать преступников; 3) защищать людей от чего-либо;
- 4) нарушать закон; 5) грабить и убивать; 6) бедность; 7) имущество (собственность); 8) завистливый; 9) разрешать споры; 10) психически больные люди; 11) законопослушные граждане.

Exercise 8. Fill in the blanks with the words from the table. Translate the sentences into Russian.

property	law	crime	law-abiding
court	offender	police	

1. Women commit far less _____ than men.
2. The role of the _____ is to ensure that the law is obeyed.
3. A _____ citizen reported the scam (мошенничество) to the police.
4. This _____ has been arrested five times this year for shoplifting.
5. Of course robbery is against the _____!
6. The members of the jury left the _____ with a police escort.
7. The notice said "Private _____ – keep off!"

Exercise 9. Complete the following sentences with the phrases given below.

made off	got off with a warning
found guilty	broke the law
pay a fine	went to court
prison sentence	do community service

1. She was _____ of the murder of Jessie Roberts.
2. Anyone caught speeding will have to _____ of \$60.
3. Yesterday, my mum _____ to give evidence in a criminal trial.

4. The young shoplifter _____ because it was his first offence.
5. The burglar was given an 11-month _____.
6. Catherine _____ by illegally downloading music.
7. The judge told the vandal he would have to _____ in the area he lived.
8. The robbers broke into the shop and _____ with \$100,000 worth of jewelry.

Exercise 10. Match the words.

- | | |
|----------------|-----------------|
| 1. security | a. crime |
| 2. investigate | b. fine |
| 3. break | c. sentence |
| 4. prison | d. the law |
| 5. life | e. time |
| 6. heavy | f. offence |
| 7. driving | g. evidence |
| 8. police | h. station |
| 9. give | i. guard |
| 10. doing | j. imprisonment |

Exercise 11. Match court people with their definitions.

1.	the accused	a.	somebody who has been charged with committing a crime
2.	court reporter	b.	a professional who decides how a criminal should be punished;
3.	witness	c.	a professional who speaks for the accused and advises him in court
4.	policeman	d.	somebody who has seen a crime happen
5.	jury	e.	a professional who assists the lawyer of the accused
6.	judge	f.	a group of people in court who decides whether sb is innocent or guilty
7.	defence lawyer	g.	somebody whose job is to deter people from committing crimes and to those
8.	prosecutor	h.	who break the law
9.	junior defence	i.	a professional who represents the state in court
10.	lawyer	j.	somebody who notes down what is said in court

Exercise 12. Match the two halves to make sentences.

1.	They accused me ...	a.	for shoplifting.
2.	Our next-door neighbor was arrested ...	b.	she's guilty.
3.	Three people have been charged ...	c.	someone to steal something from the shop.
4.	She denied ...	d.	of someone shoplifting.
5.	I doubt whether ...	e.	stealing the clothes.
6.	I caught a glimpse, ...	f.	to steal something from the shop.
7.	My friend made me ...	g.	steal something from the shop.
8.	She says she was made ...	h.	H. with theft.
9.	It is illegal for ...	i.	I. of shoplifting.

UNIT 3

LAW AND JUSTICE

VOCABULARY

just ['dʒʌst]

– справедливый (соответствующий моральным и правовым нормам)

fair [feə]

– справедливый (беспристрастный)

moral ['mɒr(ə)l]

– моральный, нравственный

legal ['li:g(ə)l]

– законный, юридический, правовой

legal advice

– консультация юриста

polite [pə'lait]

– вежливый

honest [ˈɒnɪst]

– честный

faithful ['feɪθfʊl]

– верный, преданный

equal ['i:kw(ə)l]

– равный, одинаковый

to give sentences

– выносить приговоры

justice ['dʒʌstɪs]

– 1) справедливость; 2) правосудие

to provide / do justice

– 1) вершить правосудие;

2) восстанавливать справедливость

to administer justice

– осуществлять (отправлять) правосудие

administration of justice

– осуществление правосудия

to escape justice

– уйти от правосудия

morality [mə'rælɪti]

– мораль, нравственность

to murder smb

– убить кого-л. (умышленно)

murder ['mɜ:də]	– убийство (предумышленное)
to deal with	– 1) заниматься, иметь дело с 2) рассматривать (проблему, вопрос)
according to law	– по закону; в соответствии с законом
according to rules	– по правилам; в соответствии с правилами
natural ['nætʃ(ə)r(ə)l] law	– естественное право
natural justice	– правосудие на основе принципов естественного права
to depend on	– зависеть от
to involve [ɪn'velv]	– предполагать, подразумевать; быть связанным с
to refer to	– иметь отношение к, касаться чего-л. (это слово часто используется при определении терминов)
open hearing	– открытое слушание дела
impartial court	– беспристрастный суд
equality before the law	– равенство перед законом
to state arguments	– приводить доводы, доказательства
case [keɪs]	– судебное дело
miscarriage of justice	– судебная ошибка
to judge smb	– судить кого-л.
vigilante [,.vɪdʒɪ'læntɪ] justice	– самосуд, расправа
to appeal against the law	– обжаловать закон
believe	– убеждение
punishment ['pʌnɪʃmənt]	– наказание

Exercise 1. Read and translate the adjectives. Pay attention to the negative prefixes.

Polite – **impolite**; just – **unjust**; moral – **immoral**; honest – **dishonest**; legal – **illegal**; fair – **unfair**; equal – **unequal**; faithful – **unfaithful**.

Exercise 2. Choose the correct word. Translate the sentences into Russian.

1. All citizens have **fair / honest / equal** rights and obligations.
2. We must obey laws even if they are **impolite / unjust / illegal**.
3. Judges should be **fair / legal / faithful**.
4. It is very **unfair / impolite / unequal** to pay men more than women for the same job.
5. It is **immoral / unfair / illegal** to buy cigarettes in Britain if you are under sixteen.

6. It is ***dishonest / immoral / impolite*** to talk on the mobile phone during the performance.

7. Jack's ***impolite / immoral / unfaithful*** to his wife. He's having an affair with Helen.

8. We are all ***faithful / equal / just*** before the law and have a right to a ***fair / polite / moral*** trial.

9. Adultery (супружеская измена) is ***illegal / legal*** but it is ***immoral / moral***.

10. Unfortunately, there are ***unfaithful / illegal / dishonest*** officers in the police force.

11. ***Moral / equal / legal*** persons pay higher taxes than physical persons.

12. All is ***equal / fair / honest*** in love and war.

Exercise 3. Fill in the table by placing a sign **✓** in the necessary column. Then express your opinion on these issues using the models given below. Work in groups.

	Illegal	Immoral or impolite	OK	Make it illegal	Make it legal
Smoking inside public places		✓		✓	
Experimenting on animals					
Carrying a handgun					
Informal marriage (civil partnership)					
Prostitution					
Swearing in public					
Gay marriage					
Abortion					
Telling lies					

Model:

➤ Smoking inside public places is illegal in Belarus now. I fully agree with it. In my opinion, it's impolite and even immoral when people smoke inside public places. Those people who don't smoke have to suffer from smokers all the time. What do you think, Anna?

➤ Sorry, I don't agree with you on that. I think it's quite OK. I'm against the law banning smoking inside public places. It makes things worse for everyone!

Exercise 4. Match the words with their Russian equivalents.

- | | |
|----------------------|----------------------------|
| 1. mostly | a. от имени кого (чего)-л. |
| 2. known as | b. с одной стороны |
| 3. unlike | c. тем не менее |
| 4. on behalf of smb | d. в большей степени |
| 5. however | e. очевидно |
| 6. nevertheless | f. с другой стороны |
| 7. on the one hand | g. на самом деле |
| 8. on the other hand | h. известный как |
| 9. obviously | i. однако |
| 10. in fact | j. в отличии от |

Exercise 5. Read and translate the text.

LAW AND JUSTICE

One of the main aims of any government is to provide justice. ‘*Justice*’ is a difficult concept, because everyone has a different idea of it. A broad idea of justice is the fair and moral treatment of people. There is a strong belief that there are ‘*rules of justice*’ – rules that build on moral principles. These rules dictate that if we behave morally, there will be a reward, and if we are bad, there will be punishment. These principles, known as morality, are quite subjective. They depend on many factors, such as traditions, culture, education, religion, etc. Nevertheless, we all agree on the basic moral values. Most people willingly accept the Ten Commandments (девять заповедей) from the Bible. The Bible teaches us to honour our parents, not to murder, not to be unfaithful to our spouses, not to steal, not to make false statements against our neighbours.

Another meaning of justice is ‘*justice according to law*’. It involves a legal system, which deals with crime. Unlike moral rules, laws are compulsory for everyone. Under such a system, crimes are against the state, and only the state has the right to administer justice. On behalf of the society, it judges and punishes people who break the law.

However, most people believe that justice involves more than that. There is a concept of natural law or natural justice. This concept says that each individual has certain natural rights. Now the rules of natural justice mostly refer to basic requirements of a fair trial: an open hearing, an impartial court, equality before the law, giving each side an equal chance to state its arguments. These requirements guarantee everyone the protection of the law.

The relationship between morality and law has always been important. On the one hand, laws must be just. On the other hand, morality needs laws to uphold rights and punish wrongs. Obviously, the law and morality support one another. Most people don't steal because they know that stealing is dishonest, and punishment for stealing reinforces them in this view. It is sometimes difficult to draw a line between morality and law. For example, in the modern world adultery (супружеская измена) is clearly immoral but not illegal. Blasphemy (богохульство) is still a crime in England, but many people don't consider it illegal.

Unfortunately, no legal system can always provide justice. Some cases go wrong, judges can make mistakes, people who should win their cases lose; and people who should lose them, win. Individuals or organizations who can hire the best lawyers have an advantage over others. People with political connections and money often escape justice. The great eighteenth-century satirist Jonathan Swift said: "Laws are like cobwebs, which may catch small flies, but let wasps and hornets break through (пропускать ос и шмелей)." Sometimes the law is unjust or its administration is unfair. A miscarriage of justice often makes people take the law into their own hands. They judge and punish other people themselves. This '*vigilante justice*' is certainly against the law.

What if laws are unjust? What if we think that the administration of the law is unfair? We don't always agree with the laws we live by. In fact, we don't always know laws. However, we must live by these laws. If we feel that a law is unfair, we have the right to appeal against it or work to change it. We do not have the right to break it.

Exercise 6. Answer the questions choosing the correct variant. Some variants can also be correct.

1. Why is justice a difficult concept?

- A. Nobody likes justice.
- B. Moral rules are compulsory for everyone.
- C. People have different ideas of justice.
- D. Justice depends on many factors.

2. What do '*rules of justice*' build on?

- A. They build on laws.
- B. They build on basic moral principles.
- C. They build on The Bible and other religious codes of behaviour.
- D. They build on traditions of society.

3. What does 'justice according to law' involve?

- A. It involves a legal system that has the right to administer law.
- B. It involves punishing people who break the law.
- C. It involves taking the law into your own hands.
- D. It involves criticizing immoral behaviour.

4. Which requirements of a fair trial does the concept of natural justice refer to?

- A. It refers to an open hearing.
- B. It refers to equality before the law.
- C. It refers to basic moral values.
- D. It refers to an equal chance for each side to state arguments.

5. What is the relationship between morality and law?

- A. Morality and law are independent of each other.
- B. Morality and law usually go together.
- C. Immoral things aren't always illegal.
- D. The law always punishes immoral behaviour.

6. Why is it illegal to take the law into your own hands?

- A. It is illegal because it is immoral.
- B. It is illegal because it is unfair.
- C. It is illegal because you can't punish other people for crimes.
- D. It is illegal because only the state can administer justice.

7. According to the author, what can you do if the law is unfair?

- A. You can break the law.
- B. You can appeal against the law.
- C. You can work to change the law.
- D. You can take the law into your own hands.

Exercise 7. Find in the text the English equivalents for the following words and phrases.

- 1) Связи в политических кругах; 2) по правилам такой системы;
- 3) законы, по которым мы живем; 4) провести границу между чем-л.;
- 5) поощрять за хорошие поступки и наказывать за плохие;
- 6) лжесвидетельствовать против ближнего своего; 7) обращение с людьми;
- 8) вознаграждение;
- 9) добровольно принимать десять заповедей, изложенных в Библии;
- 10) почитать своих родителей;
- 11) изменять супругу (супруге);
- 12) учинять самосуд (расправу);
- 13) иметь преимущество над другими;
- 14) нанимать самых лучших адвокатов;
- 15) основываться на моральных принципах;
- 16) требования справедливого судебного разбирательства;
- 17) моральные ценности;
- 18) люди, которые нарушают закон;
- 19) от имени общества;
- 20) уйти от правосудия.

Exercise 8. Fill in the blanks in the summary of the text with suitable information.

This text deals with different (1)_____. The English word '*justice*' has several (2)_____.

Firstly, it means fair and moral treatment of people. Although the ideas of justice can be quite subjective, most societies agree on the basic moral (3)_____. Another meaning of justice is '*justice (4)_____ law*'. It involves a legal system that judges and punishes people for (5)_____. There is also a concept of (6)_____ *justice*. It refers to basic requirements of a fair trial, such as an open hearing, an impartial court, equality before the law and giving each side an equal chance to state its arguments. Finally, there is '*(7)_____ justice*'. People take the law into their own hands to punish offenders themselves. It is against the law.

According to the author, the law and (8)_____ usually support one another.

In conclusion, the author says that we don't have the right to (9)_____ even if we don't like it.

Exercise 9. Briefly summarize the content of the text “Law and justice” by completing the following sentences.

1. The text deals with... (*В тексте рассматриваются...*)
2. Firstly, justice means... (*Во-первых, английское слово 'justice' обозначает...*)
3. Although the ideas of justice can be quite subjective... (*Хотя представления о справедливости могут быть субъективными...*)
4. Another meaning of justice is... (*Другим значением слова 'justice' является...*)
5. It involves a legal system that... (*Оно предполагает наличие системы правосудия, которая...*)
6. There is also a concept of... (*Существует также концепция...*)
7. It refers to the basic requirements of... (*Данная концепция касается...*)
8. Finally, there is... (*Наконец, существует...*)
9. According to the author... (*По мнению автора...*)
10. In conclusion, the author says that... (*В заключение автор подчеркивает, что...*)

Exercise 10. Translate the sentences from the text into Russian. Pay attention to the underlined international words.

1. One of the main aims of any government is to administer justice.
2. These principles, known as morality, are quite subjective.

3. 'Justice' is a difficult concept, because everyone has a different idea of it.

4. There is a strong belief that there are 'rules of justice' – rules that build on moral principles.

5. They depend on many factors, such as traditions, culture, education, religion, etc.

6. This concept says that each individual has certain natural rights.

7. For example, in the modern world adultery is clearly immoral but not illegal.

8. Now the rules of natural justice mostly refer to basic requirements of a fair trial: an open hearing, an impartial court, equality before the law, giving each side an equal chance to state its arguments.

9. Sometimes the law is unjust or its administration is unfair.

10. If we feel that the law is unfair, we have the right to appeal against it or work to change it.

Exercise 11. Complete the table with the appropriate noun, adverb or adjective forms.

Noun	Adjective (+)	Adjective (-)	Adverb
		unjust	justly
	moral		
fairness			
	polite		
		dishonest	
faithfulness			
			equally
	legal		

Exercise 12. Fill in the gaps with an appropriate derivative of the word in brackets.

1. It's my _____ (*morality*) duty to tell Helen about her husband.

2. There is no _____ (*justly*) in this world!

3. The teacher treats (относиться к) all her students _____ (*fairness*).

4. Our lawyers are going to question (оспаривать) the _____ (*legal*) of the contract.

5. The text deals with the relationship between _____ (*moral*) and marriage.

6. I'm afraid I wasn't very _____ (*politely*) to her.

7. The government must administer the law _____ (*fair*).

8. For a teacher to hit (ударить) a child it's not just _____ (*moral*) wrong but also _____ (*legality*).

9. Do you believe in _____ (*equally*) between men and women?

10. I can't agree with this _____ (*fairly*) and _____ (*honesty*) decision.

Exercise 13. Make as many sentences as possible. Use the models.

Model 1:

Judges (1) deal with cases in court (2).

(1)	(2)
Judges	people who break the law
Police	different legal documents
Lawyers	human rights
Traffic wardens	cases in court
Notaries	illegal parking
Ombudsmen	different legal problems
Criminologists	research into the causes of crime

Model 2:

Morality (1) depends on many factors (2).

(1)	(2)
Good marriage	money
Getting a good job	connections
Happiness	chance/luck
Career success	good looks
	experience
	moral values
	intellect
	personal qualities
	hard work
	love
	good health

Model 3:

The concept of natural justice (1) refers to basic requirements of a fair trial (2).

(1)	(2)
The constitution	punishing people
Morality	taking law into your own hands
An open hearing	the rules of behaviour
The legal machine	the system of government
Vigilante justice	fair treatment of other people
The Ten Commandments	The Bible
Equality before the law	the concept of natural justice

Model 4:**‘Justice by law’ (1) involves a legal system (2).**

(1)	(2)
Learning English	some element of risk
Work in the police	an impartial court
Fair trial	a lot of hard work
Vigilante justice	punishment
Establishing a company	violence
Breaking the law	communicating with people
My job	a lot of paper work

Exercise 14. Put the words in the right order to make sentences.

1. The / hears / cases / week / court / times / 3 / a.
2. My / communicating / people / involves / job / with.
3. The / of / case / o’clock / hearing / the / in / 10 / starts / court / at.
4. It / to / from / is / steal / the / immoral / poor.
5. Justice / they / in / received / court.
6. The / should / crime / punishment / fit / the.
7. Is / sell / illegal / it / to / minors / alcohol / to.

Exercise 15. Translate the sentences into English.

1. Все люди равны перед законом.
2. Жестокость по отношению к животным безнравственна и незаконна.
3. Эта информация только для юридических лиц.
4. Одной из главных целей любой власти является осуществление справедливого правосудия.
5. Понятие справедливости имеет отношение к моральным ценностям общества.
6. Справедливость – субъективное понятие. Она зависит от многих факторов.
7. Законы обязательны для всех.
8. Справедливое судебное разбирательство предполагает открытое слушание дела, беспристрастных судей и равенство всех граждан перед законом.
9. Работа в полиции связана с риском.
10. Этот адвокат не занимается уголовными делами.
11. Убийство – это преступление против государства, поэтому родственники жертвы (the victim’s relatives) не имеют права устраивать самосуд и наказывать убийцу сами.
12. Осуществление правосудия предполагает наличие системы права, которая занимается нарушителями закона.

Exercise 16. Read the text and decide which answer (A, B, C or D) best fits each space.

CREDIT CARD CRIME

Fraud is becoming a great deal more widespread these days. It is also getting harder for the police to 1) ____ it. The growing use of computers is partly to 2) ____ criminals who used to 3) ____ banks can now 4) ____ your credit cards and take money out of your account. Their crime may not be detected for days.

I've had 5) ____ experience of this type of fraud. It all started a year ago. A woman 6) ____ me while I was eating in a restaurant. She pushed me to the ground and 7) ____ with my wallet, my chequebook, my fifteen credit cards and my keys. I hurried 8) ____ my office and stopped my credit cards. Then 9) ____ for my bank to close my account. It was all no 10) _____. The woman who had taken my bag had 'become me'. 11) ____ months she spent to shopping centres and used my credit card to open new accounts.

I called the credit companies and 12) ____ them what had happened. I asked them to telephone me if anyone used my cards. But when they phoned my number, I was often at work. They heard my voice on the answer phone and so they thought 13) ____ was okay. In the end, most banks and stores were convinced that I was the sort of person who did not pay their 14) _____.

1	A) arrest	B) charge	C) detect	D) find
2	A) fault	B) blame	C) accuse	D) claim
3	A) break up	B) break through	C) break away	D) break into
4	A) rob	B) steal	C) burgle	D) disuse
5	A) a	B) some	C) any	D) a few
6	A) hijacked	B) mugged	C) shoplifted	D) kidnapped
7	A) made off	B) made out	C) made for	D) made up
8	A) at	B) in	C) by	D) to
9	A) set down	B) set away	C) set off	D) set up
10	A) value	B) worth	C) good	D) hope
11	A) During	B) While	C) Throughout	D) For
12	A) warned	B) said	C) threatened	D) protested
13	A) all	B) everywhere	C) everything	D) someone
14	A) owing	B) costs	C) receipts	D) bills

UNIT 4

CRIME STORY

VOCABULARY

to investigate [ɪn'vesti'geɪt]	– расследовать
to question ['kwestʃ(ə)n]	– допрашивать
witness ['wɪtnəs]	– свидетель
court [kɔ:t]	– суд
evidence ['evid(ə)ns]	– доказательства
punishment ['pʌnɪsmənt]	– наказание
to reach the verdict	– вынести вердикт
fingerprints ['fɪŋgərpri:nt]	– отпечатки пальцев
jury ['dʒʊəri]	– присяжные
judge [dʒudʒ]	– судья
to sentence ['sentəns]	– приговорить
to acquit [ə'kwɪt]	– оправдать
manslaughter ['mænslɔ:tə]	– непредумышленное убийство
homicide ['həʊmɪsaɪd]	– убийство (общий термин, включающий как предумышленное, так и непредумышленное убийство)
to blame [bleim]	– обвинять
to serve in a jail/prison	– отбывать срок в тюрьме
investigators [ɪn'vesti'geɪtəz]	– следователи
to seek [si:k] out	– разыскивать
robbery ['rəb(ə)ri]	– ограбление
to arrest [ə'rest]	– арестовывать

Grammar

Past Simple (простое прошедшее время) выражает:

- одноразовые законченные действия в прошлом;
- повторяющие, постоянные действия в прошлом;
- последовательные действия в прошлом.

В Past Simple часто употребляются обстоятельства времени **yesterday, three days ago, in 2010, in the past, last month** и др.

Past Simple образуется для правильных глаголов путем прибавления окончания **-ed** к основной форме глагола (**visit – visited**), для неправильных глаголов – это их вторая форма (**see – saw**).

Вопросительная и отрицательная формы образуются с помощью вспомогательного глагола **did** и основной формы глагола.

Например: ✓ The police **investigated** the case.
 The police **didn't investigate** the case.
 Did the police **investigate** the case?
 ✓ Jim **went** to prison.
 Jim **didn't go** to prison.
 Did Jim **go** to prison?

Exercise 1. Write the Past Simple form of the following verbs.
 Translate the verbs into Russian. Name the irregular verbs.

be	– was/were
leave	–
shout	–
transfer	–
throw	–
search	–
hold out	–
shoot	–
threaten	–
make	–
ask	–
come	–
go	–
take	–
offer	–
sell	–
find	–
walk	–
steal	–

Exercise 2. Insert the verbs in the Past Simple form from exercise 1 into the following sentences. Translate the sentences into Russian.

- A gang ____ a rich man's son and ____ or money.
- She ____ to her ex-husband's house and ____ him dead.
- A passenger on a flight ____ the pilot land in a desert.
- After the party the man ____ the woman have sex with him.
- We ____ home from holiday and ____ that our TV had gone.
- Someone ____ marijuana during the concert.
- When the boarder police ____ his car, it ____ full of cigarettes.

- h) Someone ____ paint on the statue in the park.
 i) He ____ to send the photos to a newspaper if the actress didn't pay him a lot of money.
 j) An armed man ____ into the bank and ____ "Hands up!"
 k) A man ____ company money into his own account.
 l) A builder ____ the mayor a free flat in return for a favour.
 m) Two men ____ a bomb in the supermarket car park.
 n) Somebody ____ my car last night from outside my house.
 o) A man ____ a knife and ____ me give my wallet.

Exercise 3. Complete the table. Translate the words.

	Crime	Criminal	Verb
1	blackmail		to blackmail
2	hijacking	hijacker	
3		burglar	to burgle
4			to kidnap
5	mugging		
6		murderer	
7	rape		to rape
8		robber	
9			to smuggle
10		terrorist	to set off bombs
11	theft		to steal
12			to vandalize

Exercise 4. Read and translate the text.

WHAT HAPPENS TO A CRIMINAL

Carl and Adam committed a crime. They murdered a man. The police investigated the crime. They caught them on the way to the airport. The police arrested them and took them to a police station. They questioned them for ten hours. Finally they charged them with robbery.

Two months later, Carl and Adam appeared in court. The witnesses told the court what they knew. The jury heard all the evidence. After two days the jury reached their verdict. The jury found Carl guilty. His fingerprints were on the gun. The judge gave him the punishment. He sentenced him to 10 years in jail. Adam was found not guilty. There was no proof that he was a murderer. He was acquitted and went free.

Exercise 5. Complete the questions using the text.

1. – What did Carl and Adam do?
– They committed a crime.
2. – What crime ____ commit?
– They murdered a man.
3. – Where ____ the police ____ them?
– On the way to the airport.
4. – Where ____ them?
– To a police station.
5. – How long ____ them?
– For ten hours.
6. – When ____ Carl and Adam ____ in court?
– Two months later.
7. – What ____ do?
– They heard all the evidence and reached their verdict.
8. – Why ____ the jury ____ Carl guilty?
– Because his fingerprints were on the gun.
9. – ____ the judge give to Carl?
– He sentenced him to 10 years in jail.
10. – Why ____ go free?
– Because he was acquitted.

Exercise 6. Read and translate the text.**RUSSIA HAILS VITALY KALOYEV A HERO**

Mark Franchetti, The Sunday Times
February 10, 2008

A killer who stabbed a man to death is usually shunned upon his release from prison. In Russia, however, the 52-year-old architect Vitaly Kaloyev, who killed the air traffic controller whom blamed for the plane crash in which he lost his wife and two children, is almost a national hero.

Last month upon his release from a Swiss jail, where he spent less than four years, Kaloyev got a job as deputy construction minister for his home region of North Ossetia, in southern Russia. The Russian government lobbied hard his early release. When he arrived in Moscow he thanked Vladimir Putin, the Russian president. Members of the Nashi, a pro-Kremlin youth movement, lined the roads from the airport in Vladikavkaz, the North Ossetian capital, with posters hailing him as a hero.

“I’m not a hero. I’m an ordinary guy,” he said recently. “As for those people who lined the streets, they just care about their children and other people’s children. People ask me, ‘Do I feel any remorse?’ There’s only one thing I regret. That I’ve lost my family and my life is ruined.”

Kaloyev was building a holiday villa in Spain for a wealthy Russian when his wife Svetlana, 44, 10-year-old son Konstantin and four-year-old daughter Diana, set out to join him for a holiday in July 2002. As their plane flew over Germany it collided with a cargo jet killing all 71 people on board, most of them Russian schoolchildren.

Investigators later established that Peter Nielsen, a Dane working for Skyguide, the Swiss air-traffic control service at Zurich airport, was the only person on duty. When he realised the two planes were on a collision course he panicked and gave wrong instructions to the pilots.

“I was at the airport when I learned about the crash,” Kaloyev said. “I immediately flew to Germany to the crash site and for days walked round the fields looking for my wife and children. I found my children’s remains, washed them and laid them to rest in their coffins.”

Like other bereaved relatives, Kaloyev grew angry at the slow pace of the investigation and the way Skyguide, fearful of lawsuits, tried to place the blame on others.

“I wanted Skyguide to apologise, instead I got lies about the Russian pilots,” he said. In February 2004, he flew to Zurich to meet with representatives of Skyguide. When they refused to see him he sought out Nielsen at his house. “I wanted to talk to him. I wanted an explanation, an apology,” he said.

“I was very calm when I knocked on his door. He came out, I told him that I was from Russia and I asked him to let me in, but he unexpectedly shut the door behind me. I said, ‘Okay’, and pulled out pictures of my children’s grave. Nielsen pushed my hand away, waving at me to go. The pictures fell on the ground. When they fell, I felt that Nielsen had killed my children all over again. Everything turned black, I couldn’t see anything.”

Kaloyev claims he cannot remember what happened next, but does not deny stabbing Nielsen several times with a pocket knife. Nielsen died before an ambulance arrived. The police arrested Kaloyev the following day and the Swiss court sentenced him to eight years for manslaughter.

Last year the court found four Skyguide employees guilty of negligent homicide. Three middle-level managers received suspended jail sentences and another received a fine of £6,000.

Kaloyev believes that the killing speeded up the crash investigation. “People ask me, ‘Have you forgiven Nielsen?’ ” he said. “Why should I? All I did was to protect the memory of my children.”

“His children are growing up. They're healthy and happy. I've no reason to be happy with my life. He is a nobody to me. I think he was foolish and he paid for it. If he had invited me in, I believe we would have had a different conversation and this tragedy could have been avoided.”

Exercise 7. Answer the questions.

1. Who is Vitaly Kaloyev?
2. What did he do?
3. Why did he do it?
4. How many years did Vitaly Kaloyev spend in a Swiss jail?
5. Why did some Russian people hail him as a hero?
6. Does Kaloyev feel sorry about his crime?
7. Why did Kaloyev come to Zurich?
8. How did Kaloyev kill Nielsen?
9. How many years did the Swiss court sentence Kaloev to?

Exercise 8. Find in the text the English equivalents for the following words and phrases.

- 1) Авиадиспетчер;
- 2) столкнуться с транспортным самолетом;
- 3) идти встречным курсом;
- 4) судебные иски;
- 5) убитые горем родственники;
- 6) место катастрофы;
- 7) получить условный тюремный срок;
- 8) штраф;
- 9) испытывать угрызения совести;
- 10) избежать трагедии;
- 11) приветствовать как героя;
- 12) могила;
- 13) сожалеть;
- 14) ускорить расследование катастрофы;
- 15) заколоть человека;
- 16) признать виновным за убийство по неосторожности.

Exercise 9. Say if the following statements are *TRUE* or *FALSE*. Correct the false ones.

1. Vitaly Kaloyev shot the air traffic controller whom he blamed for the death of his family in the air crash.
2. Kaloyev left prison earlier.
3. The Russian government didn't do anything to help Kaloyev.
4. Many Russian people supported Kaloyev's release from prison.
5. Kaloyev doesn't think he's a hero.
6. He feels sorry about his crime.
7. Kaloyev and his family planned to spend a holiday in Germany.
8. Two planes collided because of the pilots' mistake.
9. The relatives of the victims were not satisfied with the crash investigation.
10. The management of the air-traffic control service Skyguide apologized to the relatives for their mistake.
11. Kaloyev came to Zurich to kill Nielsen.

12. Nielsen refused to let Kaloyev inside his house and told him to go away.
13. Kaloyev killed Nielsen in the heat of passion.
14. Nielsen died in hospital.
15. The Swiss court found Kaloyev guilty of murder.
16. Kaloyev's case played a positive role in the crash investigation.
17. Vitaly Kaloyev didn't forgive Nielsen.

Exercise 10. Discuss the following questions.

1. In your opinion, is Vitaly Kaloyev a hero, a criminal or both? Give your reasons.
2. What crime did he commit? Murder? Manslaughter? Heat of passion homicide (убийство в состоянии аффекта)?
3. Do you agree with the punishment that the Swiss court gave Kaloyev? Why (not)?
4. What punishment did Peter Nielsen deserve?
5. Was it right for the Russian government and the president to lobby Kaloyev's early release from prison?
6. Do you find it easy or difficult to forgive other people?

Exercise 11. Make up questions to the following answers.

Model: His wife and two children. – Who did Vitaly Kaloyev lose in the plane crash?

1. Less than four years.
2. Vladimir Putin, the Russian president.
3. That he's lost his family and that his life is ruined.
4. They established that Peter Nielsen was the only person on duty.
5. To Zurich.
6. A pocket knife.
7. Suspended jail sentences and a fine of £6,000 (What punishment ...?)

Exercise 12. Fill in the blanks with the words from the table. Translate the sentences into Russian.

sentence	avoid	investigation	deny	release	free
apology	commit	blame	guilty	regret	collision

1. The Russian government lobbied hard to secure Kaloyev's early _____ from prison.
2. She is still under _____ by the Spanish police.
3. Crime is a complex issue – we can't simply _____ poverty and unemployment.
4. _____ that area after dark.
5. I deeply _____ what happened – there's no excuse for it.

6. We wrote to the editor demanding an ____.
7. Mr. Wright pleaded ____ to all charges.
8. All three athletes strongly ____ taking the drug.
9. This car was in ____ with an ambulance.
10. He is serving a three-year ____ for burglary.
11. The prisoner suddenly broke ____ and ran towards the car.
12. The study aims to find out what makes people ____ crimes.

Exercise 13. Write the names of the criminals in the left column.

vandal	murderer	hijacker	thief	counterfeiter
assassin	blackmailer	kidnapper	mugger	
con man/con woman		pickpocket	shoplifter	robber
burglar		terrorist	stalker	

- | | |
|------------|--|
| 1. A thief | steals. |
| 2. | gets money by threatening to disclose personal information. |
| 3. | attacks people in public places and steals their money, jewellery or other things. |
| 4. | takes people hostage for a ransom. |
| 5. | deliberately damages property. |
| 6. | uses violence in order to achieve political aims. |
| 7. | seizes aero planes. |
| 8. | kills people. |
| 9. | steals purses and wallets. |
| 10. | takes things from the shops without paying. |
| 11. | steals from banks or trains. |
| 12. | copies money illegally. |
| 13. | follows and watches another person all the time in a threatening way. |
| 14. | kills a famous or important person, especially for political reasons. |
| 15. | steals from houses or offices. |
| 16. | deceives other people in order to get their money. |

Exercise 14. Match the words from the left column with the definitions from the right column. Translate the words into Russian.

- | | |
|---------------------------|---|
| 1. Pimp | a. Someone who gets paid to kill other people. |
| 2. Accomplice / accessory | b. Someone whose job is to hide an illegal or secret activity for another person or organisation. |

- | | |
|---------------|---|
| 3. Front man | c. Someone who carries drugs or weapons illegally from one place to another. |
| 4. Hit man | d. A member of a criminal organization such as the Mafia. |
| 5. Fence | e. A man who earns money by finding customers for prostitutes. |
| 6. Runner | f. Someone who helps a criminal. |
| 7. Gang | g. A group of criminals working together. |
| 8. Godfather | h. Someone who buys and sells stolen property. |
| 9. Supergrass | i. A man who controls a large criminal organisation, especially in the Mafia. |
| 10. Mobster | j. A criminal who gives information about other criminals to the police. |

Exercise 15. Find one word that is different from the other words.

1. assassin	drug dealer	hit man	murderer
2. con man	robber	burglar	pickpocket
3. judge	jury	investigator	sentence
4. bribe	smuggle	charge	mug
5. proof	alibi	fingerprints	prison
6. shoplifter	hijacker	stalker	murder
7. stole	deceived	damaged	questioned
8. guilty	manslaughter	theft	fraud
9. caught	sold	bought	sought

Exercise 16. Translate the sentences into English.

1. Следователи установили, что отпечатки на пистолете принадлежат опасному преступнику.

2. На прошлой неделе на вокзале полиция арестовала двух фальшивомонетчиков.

3. Я считаю, что это было убийство в состоянии аффекта.

4. Закоренелые (hardened) преступники обычно не испытывают угрызений совести за свои преступления.

5. Наёмные убийцы обычно оставляют оружие на месте преступления (at the scene of the crime).

6. Вчера двое вооруженных людей ограбили инкассаторов (money collectors).

7. Джессика Браун отрицает, что украла документы из сейфа.

8. Суд приговорил Тома Ричардсона к пяти годам тюрьмы за разбойное нападение, а его сообщники получили только условные сроки.

UNIT 5

CRIMINALS

VOCABULARY

outlaw ['aʊtlɔ:]	– преступник; бандит; грабитель; лицо, объявленное вне закона
at gunpoint ['gʌnpɔɪnt]	– под дулом пистолета
gangster ['gæŋstə]	– гангстер, бандит
gang [gæŋ]	– банда
notorious [nəʊ'tɔ:riəs]	– пресловутый; пользующийся дурной славой
to escape [ɪ'skeɪp]	– совершать побег, убежать (из тюрьмы)
break [breɪk]	– побег (из тюрьмы)
weapon ['wep(ə)n]	– оружие
reward [rɪ'wɔ:d]	– вознаграждение
inmate ['ɪnmɪt]	– заключенный
to violate ['vaɪəleɪt]	– нарушать (закон)
to eliminate [ɪ'lɪmɪneɪt]	– ликвидировать, устраниТЬ
sentence ['sentəns]	– приговор
prisoner ['prɪz(ə)nə]	– заключенный, подсудимый
to shoot [ʃu:t] (shot)	– стрелять
to yell [jel] out	– громко кричать
to wink [wɪŋk]	– подмигивать
hostage ['həʊstɪdʒ]	– заложник

Exercise 1. Read the following numerals.

5, 15, 29, 35, 78, 99, 107, 224, 400, 1000, 1092, 2050, 3000, 4700, 11000, 120.000, 200.000

Exercise 2. Read the following numerals first as numbers and then as years.

1955, 2200, 1700, 1500, 2006, 1987, 1578, 1344, 2000.

Exercise 3. Translate the sentences into Russian.

1. Prisons are usually run by the government.
2. The **prisoner** tried to escape but failed.
3. The **robbery** took place at midnight.
4. He shot the man to death and now is **on the run**.
5. He confessed to the crime **at gunpoint**.
6. That **thief** stole silver and other things.
7. The terrorists demanded a plane and a pilot in exchange for the **hostages**.

8. “Stop! Drop your **weapon!**” ordered the officer.
9. Being an **outlaw** meant living outside the law.
10. Los Angeles is experiencing serious problems with violence between **gangs** of youths in the inner city neighborhoods.

Exercise 4. Discuss the following questions:

- Do you know any legendary or notorious criminals?
- Why were they famous?
- People sometimes make heroes of criminals. Why? Can you give some examples?

Exercise 5. Read and translate the text.

PUBLIC ENEMY No.1

Who is John Dillinger?

During the 1930s Depression, many Americans made heroes of outlaws who took what they wanted at gunpoint. Of all the outlaws, one man, John Herbert Dillinger, became a legendary figure of this Gangster Era.

Dillinger was a notorious thief. During his short career he and his gangs stole over \$300,000 in cash from banks across five states. He successfully escaped several Police and FBI traps, staged 3 jail breaks, and raided three police departments, successfully stealing all their weapons. The FBI labeled him “Public Enemy Number 1” and placed a \$10,000 reward on his head.

Dillinger's family background

Born in 1903 in Indianapolis, Indiana, John Dillinger came from a middle-class neighborhood. His father was a grocer until they moved to Mooresville, Indiana, to get away from city life and run a farm. His mother died when he was 3 and his older sister Audrey raised him until his father later remarried. Farm life was never the life for Dillinger. Dillinger once said, “I made more money in ten minutes than my father did his entire life.”

His criminal career

By 21, he was already in jail for attempted robbery of a local grocer. Dillinger received a combined sentence of 34 years. In prison he met Harry Pierpont, Homer Van Meter and Walter Dietrich who taught Dillinger the art of robbery. Together with other inmates this group makes up Dillinger's first gang.

After serving 8 1/2 years, Dillinger was released but helped 10 prisoners to escape from the Michigan City Prison, making it the largest prison break in Indiana history. Dillinger and his gang started a wave of robberies across the Midwest, 12 banks in 14 months.

In January 1934, Dillinger's gang killed East Chicago police officer William O'Malley during a hold-up of the First National Bank. Dillinger went to prison again. He escaped, stole the sheriff's car and drove across the Illinois state line to Chicago. In doing so, he violated federal law and brought himself to the attention of J. Edgar Hoover and the Federal Bureau of Investigation. Hoover systematically eliminated Dillinger's gang one by one.

Dillinger soon became Public Enemy No.1 and continued his life on the run. On July 22, 1934 special agents received a call from Dillinger insider, Anna Sage, informing them that he would be at the theater that evening. When Bureau agents saw him leave the Biograph Theater in Chicago, he was shot twice and killed. John Dillinger was 31 years old.

What was Dillinger's typical robbery like?

Newspapers wrote sensational stories of Dillinger's gang. Dillinger's robberies always looked like a theatrical performance.

The gang usually double parked their cars on the side street just outside the bank just before closing time. Two men remained outside, and one man stayed by the car, while another stood outside by the front door to traffic control. The third man stood just inside lobby by front door to stop any customers entering. The other two men spread out on opposite sides of the bank and Dillinger yelled out, "This is a hold-up! Everyone on their stomachs, now!" During the robbery Dillinger often winked at the women and told them that everyone would be all right. The gang robberies went like "Clock Work". With a click of a gold pocket watch, the outlaw in the lobby yelled out, "Three minutes counting down." Another robber took the money from the cash register. Then the lobby man yelled out, "One minute."

Sometimes police arrived and took positions around the bank. However, the gang took their time and got all the money. They grabbed a dozen hostages and exited bank. Wise police officers didn't fire at the hostages who stood on the car's running boards. Dillinger apologized to the hostages for the momentary inconvenience. During the ride, outlaw Charley Makley cursed out some foul words. Dillinger warned him not curse, saying that there were ladies present. Later Dillinger let them off safely out of town and gave them bus fare to get home. After that, the gang drove to another location, switched cars and split up for some time until things cooled down. The whole bank robbery looked like a walk in the park on a calm spring night.

What was John Dillinger like?

Those who knew John Dillinger best (people often called him Johnny) described him as a kind person with a good sense of humor. He was a bit of a practical joker with unpredictable behavior. With an IQ between 110 to 135, he was also an outlaw with originality and cleverness. Dillinger was a compassionate criminal who presented bravery in battle. One story told of a farmer who had come to a bank to make a deposit while the gang was robbing the place. Standing at the teller window with his money in front of him, Dillinger asked the farmer if the money was his or the bank's. The farmer answered it was his and Dillinger told him, "Keep it. We only want the banks' money."

Exercise 6. Answer the questions.

1. Why was John Dillinger a notorious outlaw?
2. When and where was he born?
3. What family did he come from?
4. Why did he go to jail when he was 21?
5. What sentence did he receive?
6. Who did he meet in prison?
7. What did he do upon his release from prison?
8. How did Dillinger bring himself to the attention of the FBI?
9. How did the FBI find out about Dillinger's whereabouts (местонахождение)?
10. Where did the police kill Dillinger?
11. What did the gangsters do during the robbery?
12. What did Dillinger do with the hostages?
13. What did the gang do after the robbery?
14. What was Dillinger like?

Exercise 7. Say the same in English.

- 1) В бегах; 2) побег; 3) налет; 4) сострадательный преступник; 5) кассовый аппарат; 6) заключенный (сущ.); 7) западня; 8) легендарная личность (фигура); 9) выругался грязными словами; 10) золотые карманные часы; 11) заложники; 12) под дулом пистолета; 13) приговор; 14) ограбление.

Exercise 8. Choose the correct variant.

1. Dillinger was a notorious *murderer / thief / kidnapper*.
2. He lived in *the USA / Britain / Australia* in the late 19th / early 20th / late 20th century.
3. Dillinger came from a *poor / middle-class / rich* family.
4. He went to prison when he was *18 / 21 / 25*.

5. The FBI placed a **\$10,000 / \$50,000 / \$100,000** reward on his head.
6. **The FBI Director Edgar Hoover / President Roosevelt / Rockefeller** labeled him “Public Enemy Number 1”.
7. During the robbery Dillinger **didn't take / took hostages**.
8. John Dillinger was killed by **the police / another gangster / his girlfriend**.
9. He died when he was **31 / 45 / 49**.
10. Dillinger was a **kind / cruel** person.

Exercise 9. Match the words with their definitions.

1.	hostage	a.	a building where people are forced to live if their freedom has been taken away
2.	outlaw	b.	the crime of taking or attempting to take anything of value by force, threat of force, or by use of fear
3.	prison	c.	the punishment given by a court of law
4.	prisoner	d.	a person who is held captive against his or her will
5.	sentence	e.	a group of criminals working together
6.	robbery	f.	a plan for tricking a person into being caught unawares
7.	gang	g.	a person who is kept in a prison
8.	trap	h.	a person who has broken the law

Exercise 10. Match the beginning of each sentence with its logical ending.

1.	Dillinger was ...	a.	a middle-class neighborhood.
2.	Dillinger and his gangs stole over \$300,000 in cash ...	b.	to the attention of J. Edgar Hoover and the FBI.
3.	John Dillinger came from ...	c.	Dillinger's gang one by one.
4.	Farm life was never ...	d.	a notorious thief.
5.	In prison H. Pierpont, H. Van Meter and W. Dietrich ...	e.	described him as a kind person with a good sense of humour.
6.	Dillinger violated federal law and brought himself ...	f.	always looked like a theatrical performance.
7.	J. E. Hoover systematically eliminated ...	g.	taught Dillinger the art of robbery.

8.	J. Dillinger died...	h.	who presented bravery in battle.
9.	Dillinger's robberies ...	i.	from banks across five states.
10.	Those people who knew John Dillinger best ...	j.	when he was 31 years old.
11.	Dillinger was a compassionate criminal ...	k.	the life for Dillinger.

Exercise 11. Prepare an oral presentation on one of the following topics.

- ✓ A notorious or legendary criminal.
- ✓ A great crime.
- ✓ My favourite crime story (a book or film about a crime or criminal).

Exercise 12. Read the sentences and choose the correct alternative.

A

1. After a while, detectives managed to (*break / crash*) the code and catch the spy.

2. The judge said he hoped the teenager would learn a lesson after the (*attack / punishment*) he was given.

3. Criminals often think they will never get (*caught / hold*).

4. The girl was found (*guilty / innocent*) so the judge set her free.

5. The tramp was (*assassinated / murdered*) in the park.

6. She saw the men put a bomb in the car, so she was a (*victim / witness*).

7. The shoplifter was (*sentenced / charged*) to two months' imprisonment.

8. A gang of youth (*kidnapped / attacked*) a man in the street.

9. Criminals think they are clever but they usually end up in (*trial / court*).

10. She (*copied / forged*) her mother's signature on a cheque and tried to cash it.

11. I think she will be found (*guilty / innocent*), as they had lots of evidence.

12. He was (*caught / imprisoned*) for ten years!

B

1. Three boys (*mugged / murdered*) another of their gang and tried to hide the body.

2. The man was attacked from behind so he was unable to (*identify / find*) who had done it.

3. As she was seen at the scene of the crime, the lady is being treated as a (*witness / suspect*).

4. It is a criminal (*crime / offence*) to sell stolen property.

5. It's (*unlawful / illegal*) not to wear a seat belt while driving in the UK.

6. The punishment for electronic fraud is up to ten years' (*sentence / imprisonment*).

7. The accused was (*found / announced*) not guilty and released from prison.

8. He was only (*fined / charged*), but it was more than he could afford to pay.

9. I think it was unfair that she was (*let off / found guilty*). She'll just do it again.

10. He was (*arrested / charged*) for speeding in his car, but they had to release him, as they had evidence.

11. The court found the woman (*innocent / guilty*), but I think she did it.

12. She was taken to the police station last night and will be (*charged / arrested*) in the morning.

UNIT 6

SENTENCING AND PUNISHMENT

VOCABULARY

crime [kraɪm]	– преступление
criminal ['krimɪn(ə)l]	– преступник
murderer ['mɜ:d(ə)rə]	– убийца
arsonist ['a:s(ə)nɪst]	– поджигатель
thief [θi:f]	– вор
trafficker / smuggler ['smʌglə]	– контрабандист
hijacker ['haɪdʒækə] / terrorist	– террорист
shoplifter ['ʃɒp,lɪftə]	– вор из магазина
vandal ['vænd(ə)l]	– вандал
teenage criminal / juvenile	– малолетний преступник
[dʒu:v(ə)nail] delinquent	
gang [gæŋ]	– банда
drug addict ['ædikt]	– наркоман
prevention [pri'ven(t)ʃ(ə)n]	– предотвращение, предупреждение
justice ['dʒʌstɪs]	– справедливость, правосудие

guilt [gilt]	– вина; виновность
subject ['sʌbjekɪt]	– объект, предмет; субъект, человек
cure [kjue]	– лечение, лекарство
penalty ['pen(ə)lti]	– наказание; взыскание; штраф
circumstance ['sɜːkəmstæns]	– обстоятельство; случай; условие
object ['ɔːbjekɪt]	– объект, предмет; цель
retribution [rɪtri'bju:sʃ(ə)n]	– возмездие, наказание, расплата
deprivation [dɪprɪ'veɪʃ(ə)n]	– потеря; лишение
supervision [s(j)u:pə'veɪʒ(ə)n]	– надзор, наблюдение; контроль
transgression [træn'greʃ(ə)n]	– правонарушение; злоупотребление
completely [kəm'pli:tlɪ]	– полностью, совершенно
premeditated [pri'medɪteɪtɪd]	– преднамеренный
embezzlement [ɪm'bezelmənt]	– растрата, хищение; присвоение
contemporary [kən'temp(ə)r(ə)rɪ]	– современник
restoration [rest(ə)'reɪʃ(ə)n]	– восстановление, реабилитация
convict ['kɔnvɪkt]	– осуждённый, заключённый
prohibit [prə'hɪbɪt]	– запрещать, препятствовать
inflict [ɪn'flikt]	– наносить (удар, рану); налагать (наказание)
violate ['vaɪəleɪt]	– нарушать, преступать
execute ['eksɪkju:t]	– приводить в исполнение (постановление суда); казнить
legislate ['ledʒɪsleɪt]	– издавать законы
apply [ə'plai]	– применять, использовать, употреблять
classify ['klæsɪfai]	– классифицировать, систематизировать
provision [prə'veɪʒ(ə)n]	мера предосторожности
assess [ə'ses]	– определять сумму налога, штрафа, ущерба; оценивать имущество
punishment ['pʌnɪʃmənt]	– наказание
abduction [ə'bʌdʌkʃ(ə)n] /	– похищение людей
kidnapping	
arson ['a:s(ə)n]	– поджог
mugging ['mʌgɪŋ]	– уличное нападение
burglary ['bɜːgləri]	– кража со взломом
child abuse [tʃaɪldəbju:s]	– издевательство над детьми
drug trafficking	– распространение наркотиков
false imprisonment	– ложное обвинение
hacking	– хакерство

hijacking	– террористический захват
human trafficking	– незаконная перевозка людей
murder ['mɜ:də]	– убийство
attempted [ə'temptɪd] murder	– покушение на убийство
attempt /	– покушение
assassination [ə,sæs'i-neɪʃ(ə)n] /	
assault [ə'sɔ:lt]	
genocide ['dʒenəsaɪd]	– истребление нации
euthanasia [ju:θe'neɪzɪə]	– эфтаназия
organized crime	– организованное преступление
smuggling ['smʌglɪŋ]	– контрабанда
exile ['eksail]	– ссылка
ordeal [ɔ:'di:l]	– испытание
fraud [frɔ:d]	– мошенничество
fraudster ['frɔ:dstə]	– мошенник
scam [skæm]	– афера
spy [spaɪ]	– шпион
victim ['vɪktɪm]	– жертва
hostage ['həʊstɪdʒ]	– заложник
doing time	– отбывание срока
solitary confinement [kən'fainmənt]	– одиночное заключение
to forge [fɔ:dʒ]	– подделывать
pick pocketing	– карманничество

Exercise 1. What is the relationship between the verb and noun forms in each section of the table? Give each of the eight sections a suitable heading as in the first example.

(1) V + -tion		(2)		(4)	
convict	conviction	provide	provision	assess	assessment
prohibit	subjection			judge	
inflict		decide		imprison	
violate		conclude		treat	
execute	humiliation			punish	
legislate				develop	
apply		(3)			
classify		demand			
		control			
		review			
		influence	influence		
				(5)	
				murder	murderer
				break	
				supervise	
				rob	

Exercise 2. Write all the words in the same family employing proper prefixes and suffixes. Translate the derivatives.

Word from the text	Related word (with prefixes or suffixes)	Translation
1. punish	punishment, punishable	
2. justice		
3. crime		
4. judge	judge, judgement	судья; решение
5. restore		
6. prison	imprisonment, prisoner	
7. supervise	supervision	
8. deprive	deprivation	
9. require		
10. proportion	proportional	

Exercise 3. Match the following phrases with their translation.

1.	to fit the crime	a.	условное наказание
2.	to be relevant to the case	b.	форма надзора
3.	subjective judgement	c.	иметь отношение к делу
4.	community service order	d.	принять во внимание
5.	death penalty	e.	наказание работой в сфере коммунальной службы
6.	to be found guilty	f.	соответствовать совершенному преступлению
7.	a fairly small offence	g.	быть признанным виновным
8.	to take into account	h.	ряд приговоров без содержания под стражей
9.	a range of non-custodial sentences	i.	довольно мелкое преступление
10.	suspended sentence	j.	наказание смертной казнью
11.	a form of supervision	l.	исцелять от уголовных наклонностей
12.	a probation order	l.	закоренелый преступник
13.	to be liable to fine	m.	приказ суда о назначении преступнику системы «испытания»
14.	monetary deprivation	n.	подлежать наказанию штрафом

15.	individual and general deterrence	o.	денежный штраф
16.	to cure of criminal tendencies	p.	субъективное решение суда
17.	habitual criminal	q.	общие и индивидуальные средства устрашения

Exercise 4. Which word in box A do you think to be most closely connected with words in box B? You must find a match for every word but there is not necessarily only one correct solution!

- | A | B |
|------------------|-------------------|
| 1. to educate | a. punishment |
| 2. to impose | b. penalty |
| 3. to grade | c. young offender |
| 4. to supervise | d. judgment |
| 5. to pass | e. sentence |
| 6. to justify | f. conviction |
| 7. non-custodial | g. law-breakers |
| 8. habitual | h. offence |
| 9. previous | i. deprivation |
| 10. monetary | j. fine |

Exercise 5. Which punishment do you think is generally most suitable for each of the crime?

- | | |
|---------------------------|----------------|
| 1. a parking offence | 7. arson |
| 2. rape | 8. assault |
| 3. armed robbery | 9. indecency |
| 4. bribery and corruption | 10. murder |
| 5. theft | 11. kidnapping |
| 6. drunken driving | |

Exercise 6. Match criminals and wrongdoers with their definitions.

Part A.

- | | |
|---------------|----------------|
| 1. burglar | 6. hijacker |
| 2. smuggler | 7. thief |
| 3. shoplifter | 8. forger |
| 4. arsonist | 9. robber |
| 5. kidnapper | 10. pickpocket |

- a) sets fire to buildings / forests etc. on purpose;
- b) takes someone by force and doesn't release them until a ransom is paid;
- c) breaks into a building in order to steal things;
- d) makes copies of money, letters, documents, works of art, signatures etc. in order to deceive people;
- e) takes things into or out of a country illegally;
- f) steals things from a shop while pretending to be a customer;
- g) illegally takes control of a plane or other vehicle using force;
- h) steals another person's property;
- i) steals from banks, shops, etc., usually planning them in advance in great detail;
- j) steals things from people's pockets, bags in public places.

Part B.

- | | |
|--------------------------|-----------------|
| 1. an accomplice | 7. a mugger |
| 2. an assassin | 8. a poacher |
| 3. a charlatan | 9. a ringleader |
| 4. a criminal | 10. a traitor |
| 5. an impostor | 11. a vandal |
| 6. a juvenile delinquent | |

- a) attacks people in the street and steals their money or other possessions;
- b) deliberately damages public property, often because he is bored or enjoys doing it;
- c) murders someone important, such as a king or a president;
- d) leads others to do wrong or to make trouble;
- e) helps another person to commit a crime;
- f) deceives others by pretending to have special skills or knowledge, especially about medicine;
- g) betrays his or her country;
- h) deceives people by pretending to be someone else;
- i) is a young person who has broken the law;
- j) catches or shoots animals, fish or birds on private land without permission;
- k) is someone who is guilty of a crime (or several crimes).

Part C.

- | | | |
|-----------------------------|------------------|------------------|
| 1. a drug addict / a junkie | 6. a hostage | 11. a recidivist |
| 2. an assailant | 7. an informer | 12. a stowaway |
| 3. a bigamist | 8. a murderer | 13. a swindler |
| 4. a conspirator | 9. an offender | 14. a victim |
| 5. a culprit | 10. a pickpocket | 15. a witness |

- a) is a formal or legal word for someone who is guilty of a crime;
- b) deceives others in order to get money from them;
- c) gives information to the police in return for money;
- d) is unable to stop himself or herself from taking drugs;
- e) hides on board a ship or inside a plane in order to get a free ride;
- f) sees a crime being committed;
- g) is the person blamed for a crime or for doing something wrong;
- h) is a formal or legal word for someone who attacks another person;
- i) is someone who has been attacked or against whom a crime has been committed;
- j) is kept as a prisoner by a person or organization and may be killed if people don't do what the person or organization is demanding;
- k) steals things from people's pockets and handbags in crowded places;
- l) takes part in a secret plan to do something against the law;
- m) keeps going back to a life of crime even after being punished, in other words, an incurable criminal;
- n) marries illegally because he or she is already married to someone else;
- o) deliberately kills someone.

Exercise 7. Complete the following text with the words and phrases from the box.

wrongdoer	misdeeds	deterrent	retribution
death penalty	rehabilitate	law-abiding	
corporal punishment	reform	barbaric	
	humane		

What is the purpose of punishment? One purpose is obviously to 1)_____ the offender, to correct the offender's moral attitudes and anti-social behaviour and to 2)_____ him or her, which means to assist the offender to return to normal life as a useful member of the community.

Punishment can also be seen as a 3)_____ because it warns other people of what will happen if they are tempted to break the law and prevent them from doing so. However, the third purpose of punishment lies, perhaps, in

society's desire for 4)_____, which basically means revenge. In other words, don't we feel that a 5)____ should suffer for his 6)_____?

The form of punishment should also be considered. On the one hand, some believe that we should "make the punishment fit the crime". Those who steal from others should be deprived of their own property to ensure that criminals are left in no doubt that crime doesn't pay. For those who attack others 7)____ should be used. Murderers should be subject to the principle "an eye for an eye and a tooth for a tooth" and automatically receive the 8)_____.

On the other hand, it is said that such views are unreasonable, cruel and 9)____ and that we should show a more 10)____ attitude to punishment and try to understand why a person commits a crime and how society has failed to enable him to live a respectable, 11)____ life.

Exercise 8. Complete the following sentences with the correct form of the verbs given below.

rob	steal	burglary	hijack
lie	deceive	cheat	shoplift
blackmail	blow up	hit	

1. The criminal's innocent looks ____ people into trusting him.
2. 'Don't ____ to me. I know you weren't at school today!' shouted my mother.
3. Our house was ____ last night and all our valuables were ____.
4. Two terrorists ____ the plane and made the pilot change the course.
5. The student tried to ____ during the test, but the teacher caught him and took away his paper.
6. It is dangerous to ____ people on the head.
7. As a teenager, Bob ____ from the local store and was even caught once.
8. Two masked men ____ the bank on Elm street this morning.
9. Kim ____ John by demanding \$10,000 so that she wouldn't reveal his secret.
10. Rebels attempted to ____ the bridge.

Exercise 9. Fill in the missing verbs in the sentences below. Choose from the following list and make any changes where necessary.

acquit	deport	imprison	prosecute	smuggle	swindle
assault	kidnap		rob	threaten	
blackmail	interrogate		trespass	burglary	

1. An armed gang _____ the Kingsway Road branch of Barclays bank yesterday afternoon and got away with nearly £ 90,000.
2. The salesman was very persuasive and managed to _____ the elderly couple out of their life savings.
3. Tourists have been advised to avoid going off into the mountains as six people have been _____ in the past month. As yet, no one has been freed.
4. The man was _____ from Britain to Germany where he will face charges of terrorism and murder.
5. The youths were fined £ 300 for _____ on Government property and deliberately causing damage to expensive machinery.
6. She had pleaded not guilty throughout the trial, so it was a relief when the jury finally _____ her.
7. The judge _____ him for ten years for fraud.
8. The prisoner was _____ just hours before he was due to be executed.
9. The robbers _____ to shoot anyone who tried to sound the alarm.
10. The politician was being _____ by a man who claimed he had photographs of him accepting bribes.
11. The cleaner was caught _____ towels and glasses from the hotel.
12. He threatened to _____ her for every penny she had if she tried to break her contract.

Exercise 10. Read and translate the text.

GENERAL AIMS OF PUNISHMENT IN BRITAIN

The main object of Criminal Law is to punish the wrong-doer. The nature of punishment is an important aspect of the Criminal Law. Punishment has as its objects both justice (retribution) and deterrence both of the wrong-doer and other potential criminals.

The punishment should fit the crime. Penalty must be imposed first of all according to the gravity of the crime committed, the personality of an offender, the nature of his guilt and other circumstances relevant to the case in hand. But no form of punishment can ever be totally rational – there will inevitably be a large element of subjective judgement.

The courts now have a wide range of different types of sentences they may pass. They range from the life sentence to community service orders

(the death penalty for murder was first abolished for a five-year period in 1965; it was then completely abolished in 1969, although opinion polls seemed to show that over two-thirds of the public were in favour of it).

Offences themselves and therefore the punishments for those offences are graded according to social danger. The heaviest penalties are for premeditated murder, robbery, theft, bribe taking, large scale embezzlement, and grave offences committed by individuals with a past record of serious crimes.

If a person is found guilty of a fairly small offence, and has no previous convictions, he may receive no punishment at all, but be told that if he does wrong again the first offence will be taken into account along with the next. Apart from imprisonment there is a range of non-custodial sentences that the courts can impose. Suspended sentences can only be applied to an offence which carries a maximum sentence of two years' imprisonment or less. During the period that the sentence stays suspended, the offender is obliged to remain of good behaviour – that is not to commit another offence.

A different form of supervision is the probation order. No sentence is involved in this case, the offender is left at liberty, but is obliged to report regularly to a probation officer, who is a trained professional worker. A probation order will be for a period of between one and three years.

A further variation within non-custodial sentencing is that of Community Service Order. The court may order any offender over the age of 16 to undertake specific, unpaid work that will be of benefit to the community over a period of twelve months for a minimum of 40 hours and a maximum of 240. Any break of the order by the offender will make him liable to fines or other punishments. Of course, the common form of non-custodial punishment is that of monetary deprivation – the fine. The courts may attach a number of conditions to fines for example, the offender may be required to have a regular sum deducted from the weekly or monthly earnings; he or she may be supervised by a probation officer. The offender may also be made the subject of a compensation order for injury or damage suffered by another person as a result of his or her wrongdoing or a restoration order (returning stolen goods or goods bought out of the proceeds of stolen property).

Punishment by the state can only be justified if there are in its objective two key elements, namely the reduction of crime and the promotion of respect for the criminal code.

Contemporary legislators make considerable attempts to base modern forms of punishment on the notions of fairness, proportionality, prevention, individual and general deterrence, education and reform.

Some attention under the English sentencing system is paid towards directing efforts in reform and education towards young offenders in the hope that at least they should be saved from further transgressions. The younger the person is cured of criminal tendencies, the fewer habitual law-breakers will there be in adult life.

Exercise 11. Mark the statements which are *true* and give your reasons:

1. Penalty must be imposed according to the circumstances and the personality of the offender.
2. Punishments range from life sentence to community service.
3. All forms of punishment can be totally rational.
4. If a person is found guilty of a fairly small offence, he may receive no punishment.
5. The most common form of non-custodial punishment is “suspended sentence”.
6. Contemporary legislators use unfair, cruel forms of punishment.
7. Any break of the Community Service Order by the offender will make him liable to fines or other punishment.
8. During the period that the sentence stays suspended, the offender can do what he wants.

Exercise 12. Read the parts of the text containing the answers to the following questions.

1. Why is the main object of Criminal Law to punish the wrong-doer?
2. Why should the punishment fit the crime?
3. What types of sentences may the courts pass?
4. When is a person found guilty of a fairly small offence?
5. What is meant under “suspended sentence”?
6. What are the actions of the offender during the probation order?
7. When does a person receive no punishment?
8. What measures are taken by legislators and the English sentencing system towards young offenders?

Exercise 13. Discuss the following points using words and phrases from the text.

- Which forms of punishment are effective deterrents?
- Which punishments can help to rehabilitate an offender?
- What do you think are the main aims of the penal system in your country?

**Exercise 14. How can you qualify the following wrongs committed?
What punishments can you suggest?**

1. A person who robbed a shop and wounded the owner with a knife.

2. A person who set fire to his or her flat for the insurance money.
3. A person in the Government who has been spying for a foreign power.
4. A person who took a bar of chocolate from a shop without paying for it.
5. A person who bought a camera with a false cheque.
6. A person who murdered a policeman in cold blood.
7. A person who kidnapped a small child and held him to ransom. (The child was unhurt.)
8. A person who hi-jacked a plane. In the rescue attempt one passenger died
of a heart attack.
9. A person caught selling cocaine and heroin.
10. A person who saw a woman being attacked, went to her aid and accidentally killed her attacker.
11. A person who refuses to do military service.
12. A person who stole a car, then crashed into another one, seriously injuring the driver.
13. A football supporter who threw a brick at a referee during a football match. (The brick struck the referee on the leg.)

Exercise 15. Case study.

Business tycoon, George Henderson, aged 45, was found murdered last night in the library of his mansion. Police detectives are questioning the four suspects. Working in pairs, read the information about the victim and the suspects and decide who the murderer could be and what sentence can be applied.

George Henderson (the victim). The multi-millionaire had been stabbed in the back at about 10 pm. No murder weapon was found. The victim had been watching a documentary on TV Channel 3 when he was killed. His supper tray was found on a table in the library; the food had not been touched!

Roy Smith (the butler). The butler's mother is very ill, but his salary is too low to pay for the surgery she needs, even though he had been working for Henderson for twenty years. He was considered by all to be a loyal employee. He claims that at the time of the murder, he was watching a documentary on TV Channel 3.

Charles Henderson (the nephew). George Henderson's nephew, Charles, had been warned by his uncle to change his "wild ways" or he would be cut out of the will. He had no keys to the mansion. He was

secretly seeing Henderson's housemaid, Claudine. He says he was at home alone watching a sports programme on TV Channel 3 between 9 and 11 pm.

Claudine Dupont (the maid). George Henderson's maid for the past two years, Claudine, was believed to be a reliable employee. She says she was washing Henderson's supper dishes in the mansion's kitchen at the time of the murder.

Charlotte Henderson (the wife). Henderson and his wife Charlotte had been separated for seven months. She was not living in the mansion at the time of the murder, although she still had a key! The divorce was not yet final when the murder occurred. Charlotte believed she'd probably be awarded very little money in the divorce case. She says she was at the home of Henderson's lawyer when the murder occurred.

Exercise 16. Read the text and get ready to discuss its main points.

CAPITAL PUNISHMENT

Until medieval times, the death penalty was a frequently imposed criminal sanction. During the sixteenth century there was a shift in practice in Europe from the death penalty and corporal punishment to imprisonment, which has since become the major sanction for criminal acts. Although capital punishment is currently being fought by a number of organized groups and is abolished or at least restricted in many countries, it is still part of the crime control system of the majority of the world.

International efforts to abolish capital punishment have not been very successful. The chances of bringing about changes are much worse at the international level than at the regional level, where unanimity is easier to achieve.

The more society has felt obliged to provide justification for the death penalty, the more studies have tried to prove or disapprove the deterrent effect of capital punishment. The deterrence theory envisions potential criminals weighing the potential punishment before committing crimes. But murders are more often than not committed out of conflict situations that involve emotions rather than rational calculations. Moreover, the risk of execution is difficult to take into account because potential murderers are more likely to dissociate themselves with the people executed because they regard them as unsuccessful and socially inferior. Current research indicates that the death penalty has no consistent, demonstrable deterrent effect. There is even evidence that executions have the opposite, brutalizing effect, meaning that homicide rates increase slightly several weeks after an execution.

Public opinion is currently calling for the re-establishment or the extension of capital punishment because of rising crime rates, growing violence and ineffectiveness of other forms of punishment. Although state legislatures and politicians must do everything they can to fight crime and achieve more public safety, they must not respond to such emotional demands directly.

A. How are the following ideas expressed in the text?

- 1) to keep in a place or state from which one cannot get out as one wishes;
- 2) punishment for breaking a law, rule, or agreement in law;
- 3) a good reason for doing something;
- 4) to turn aside or prevent from acting (as by fear, threats);
- 5) lawful killing as a punishment;
- 6) an act of murder;
- 7) use of bodily force on others.

B. Complete the following sentences.

1. The death penalty, until medieval time ...
2. In Europe during the sixteenth century there was a shift ...
3. Capital punishment is currently being fought ...
4. The chances to abolish capital punishment ...
5. Rational calculations are not taken into account ...
6. Public opinion is calling for ...
7. State legislatures have to fight ...

C. Answer the following questions.

1. What is the definition to the term “capital punishment”?
2. What is the aim of the capital punishment?
3. For what crimes can this penalty be imposed?
4. How does public opinion assess the deterrent effect of the death penalty?

Exercise 17. Complete the table with the suitable part of speech.

Crime	Verb	Person
1. shoplifting .....	.....	.....
2.	to forge .....	.....
3. ....	.....	a mugger
4. ....	.....	a robber
5.	to burgle .....	.....
6. theft .....	.....	.....
7.	to murder .....	.....
8. vandalism .....	.....	.....
9.	to defraud .....	.....
10. ....	.....	a pickpocket
11. smuggling.....	.....	.....

Exercise 18. Match the two halves to make sentences.

- | | |
|---|--|
| 1. I heard they're going to bring ... | A. off accidentally in his hand. |
| 2. The police are appealing for members of the public to come ... | B. away with serious crimes every day. |
| 3. Nobody was convinced when the man claimed the gun had gone ... | C. in by this trick and have lost lots of money. |
| 4. The policewoman started to take ... | D. forward with any information they feel might be useful. |
| 5. Lots of old people have been taken ... | E. up the bank and was sentenced to five years in prison. |
| 6. Peterson was found guilty of holding ... | F. off this time, but told him that he wouldn't be so lucky next time. |
| 7. Many people get ... | G. in a law banning smoking in public places. |
| 8. The policeman decided to let Shaun ... | H. down everything I was saying and I knew |
| | I. was in serious trouble. |

Exercise 19. Complete each sentence (1—10) with a suitable ending (A—J).

- | |
|---|
| 1. I decided to buy a burglar alarm after someone broke ... |
| 2. When Alan was stopped outside the supermarket, he ended... |
| 3. As it was Sheila's first offence, she was let... |
| 4. After climbing over the prison wall, Pete managed to get... |
| 5. The old couple who lived opposite were taken... |
| 6. At the end of the trial Hilary was found ... |
| 7. My neighbours admitted denting (помяли) my car but got away... |
| 8. The bank at the end of the street was held... |
| 9. Nobody saw Jack cheating and he got away with... |
| 10. The hijackers took fifteen people... |

- | |
|---|
| A. in by a salesman who cheated them out of their money. |
| B. away by stealing a car parked nearby. |
| C. up at the police station, charged with shoplifting. |
| D. it, although everyone suspected what had happened. |
| E. into my house and stole my stereo. |
| F. off with only a warning. |
| G. with paying only \$100 damages. |
| H. hostage and demanded \$1,000,000 from the authorities. |
| I. guilty and sentenced to six months in prison. |
| J. up by two masked men last week. |

Exercise 20. Read the text and decide which answer (A, B, C or D) best fits each space.

WILD HUNT

Living in a modern society, we cannot 1) _____ the acts of crime that take place every day. Criminal activity ranges from stealing to the more serious crimes of kidnapping and murder.

Just recently, a hunt was on for two men who 2) _____ an off-license in broad daylight. The shop owner tried to call the police, but he received a severe blow to the back of his head, which left him unconscious. It appears that the two 3) _____ had planned everything very well, since they 4) _____ getting caught. They were seen getting on their motorbike holding guns by two policemen in a patrol car, who started 5) _____ them.

6) _____, the robbers managed to get away through the back streets. All exits from the city were closed 7) _____ immediately. Even the airport was put on alert and flights were delayed, as strict security measures were 8) _____ and all passengers were asked to give proof of their identity. Many people considered this a nuisance and were shocked 9) _____ these tactics. So, they put the 10) _____ for the situation on the police and 11) _____ them of incompetence. In the end, the police 12) _____ responsibility for the setbacks (проблемы).

1. A) ignore	B) neglect	C) forget	D) forgive
2. A) stole	B) robbed	C) shoplifted	D) hijacked
3. A) criminals	B) convicts	C) pickpockets	D) burglars
4. A) escaped	B) avoided	C) prevented	D) stopped
5. A) arresting	B) chasing	C) hunting	D) following
6. A) Despite	B) Therefore	C) Although	D) However
7. A) down	B) off	C) up	D) away
8. A) taken	B) followed	C) put	D) made
9. A) with	B) about	C) from	D) by
10. A) fault	B) accusation	C) blame	D) convicted
11. A) charged	B) accused	C) blamed	D) convicted
12. A) got	B) recognized	C) took	D) received

Exercise 21. Read the text and decide which answer (A, B, C or D) best fits each space.

CONFESIONS

Media publicity about 1) ____ work of the police often helps them in fight against crime. Some television programmes actually give 2) ____ viewers details about 3) ____ crimes committed in their area. The idea is that members of the public are reminded 4) ____ things they may have seen or heard and then come forward with new information that can lead 5) ____ arrest.

6) ____ other occasions, however, media coverage of crime can result 7) ____ false confessions which can be very annoying 8) ____ the police.

Some of these confessions come from 9) ____ innocent people who are confessing in order to protect the guilty person a loved one or 10) ____ criminal colleague. It is thought that 11) ____ others confess because they enjoy 12) ____ attention that this brings. They become famous for 13) ____ short while, possibly seeing themselves 14) ____ television news. Sometimes such people even manage to convince themselves that they must have committed the crime, until the police can prove that this not 15) ____ case.

1. A) a	B) an	C) the	D) –
2. A) a	B) an	C) the	D) –
3. A) a	B) an	C) the	D) –
4. A) for	B) about	C) with	D) to
5. A) to	B) for	C) by	D) in
6. A) for	B) in	C) on	D) by
7. A) to	B) from	C) for	D) in
8. A) for	B) to	C) about	D) with
9. A) a	B) an	C) the	D) –
10. A) a	B) an	C) the	D) –
11. A) a	B) an	C) the	D) –
12. A) a	B) an	C) the	D) –
13. A) a	B) an	C) the	D) –
14. A) in	B) on	C) from	D) about
15. A) a	B) an	C) the	D) –

UNIT 7

POLICE

VOCABULARY

to investigate (into)	– расследовать
investigation [ɪn'vestɪgейʃ(ə)n]	– расследование
to accuse sb. of / to charge sb with	– обвинять кого-то в чем-то
to blame sb. for	– винить кого-то за...
to put the blame on	– возложить вину
to chase [fεɪs] sb.	– преследовать
to blackmail ['blækmeɪl]	– шантажировать
to threaten ['θret(ə)n] sb (with)	– угрожать чем-то
to interrogate [ɪn'terəgeɪt]	– допрашивать
to reveal [r'veɪl]	– раскрывать
to give testimony ['testiməni]	– давать показания
to sentence ['sentən(t)s] sb to	– приговорить к
to bring sb to criminal liability /	– привлекать к уголовной
responsibility [rɪ'spɔn(t)sə'bɪləti]	ответственности
to bring sb to administrative	– привлекать к административной
liability [laɪə'bɪləti] /	ответственности
responsibility	
life sentence ['sentən(t)s]	– пожизненное заключение
to release [rɪ'li:s] / to let sb off	– освободить кого-то
to take sb for a ride	– обмануть, провести
to offend [ə'fend]	– нарушать
offender [ə'fendə]	– нарушитель
offence [ə'fen(t)s] / trespassing	– нарушение
to mess around	– бездельничать, хулиганить
to catch sb in the act / to catch sb	– поймать с поличным (на месте)
red-handed	
to blow up (blew / blown)	– взрывать
patrol [pə'trəʊl]	– дозор; разъезд; патруль
undergo [ʌndə'gəʊ]	– подвергаться (чему-л.)
politician [pəlɪ'tiʃ(ə)n]	– политик; государственный деятель
warden ['wɔ:d(ə)n]	– начальник тюрьмы
guard [ga:d]	– охрана, защита
abolish [ə'bɔliʃ]	– аннулировать, отменять

coroner	[ˈkɔrənə]	– коронер, следователь по убийствам
internment	[ɪnˈtɜːnmənt]	– интернирование
alibi	[ˈælibaɪ]	– алиби
damages	[dæmɪdʒəz]	– возмещение убытков
justice	[dʒʌstɪs]	– справедливость
amnesty	[æmnəsti]	– амнистия, помилование
injunction	[ɪnˈdʒʌŋkʃ(ə)n]	– судебный запрет
legislation	[,ledʒɪsl'eɪʃ(ə)n]	– законодательство
martial law	[ˈmɑːʃ(ə)l ˈlaʊ]	– военное положение
warder	['wɔːdə]	– караульный; сторож
warrant	[ˈwɔːr(ə)nt]	– ордер (на арест, обыск и т. п.)

Exercise 1. Complete the list of derivatives. Use a dictionary if necessary.

Verb	Noun (agent)	Noun (concept)
to keep		
to order		
to drive		
to train		
to investigate	investigator	investigation
to maintain		
to detect		
to guard		

Exercise 2. Match English phrases and their Russian equivalents.

1.	the police forces	a.	носить форму
2.	professional skills	b.	период интенсивной подготовки
3.	to keep law and order	c.	профессиональные навыки
4.	a certain level of academic qualification	d.	соблюдать правила парковки
5.	to wear uniforms	e.	уполномоченный по поддержанию порядка на дороге
6.	traffic wardens	f.	полицейские силы
7.	to obey the parking regulations	g.	обнаруживать преступников

8.	to be armed	h.	поддерживать правопорядок
9.	to guard politicians and diplomats	i.	оказывать помощь при дорожно- транспортных происшествиях
10.	to patrol the airport	j.	быть вооруженным
11.	to assist at accidents	k.	выполнять обязанности дорожно- патрульной службы
12.	to deal with lost property	l.	охранять политических деятелей и дипломатов
13.	to perform road traffic duties	m.	патрулировать аэропорт
14.	to detect criminals	n.	иметь дело с пропавшим имуществом

Exercise 3. Pair the words, translate the word combinations.

- | | |
|--|--|
| 1) detective
2) odd
3) professional
4) academic
5) intensive
6) police
7) parking
8) controlling
9) national | a) skills
b) training
c) stories
d) regulations
e) qualification
f) helmet
g) authority
h) force
i) offences |
|--|--|

Exercise 4. How are the following ideas expressed in one word?

- A.** an official body of men whose duty is to protect people and property, to catch criminals;
- B.** a policeman whose special job is to find out information that will lead to criminals being caught;
- C.** the condition in which laws and rules are obeyed by most of the people and the government or the person(s) in charge can keep control;
- D.** type of clothing which all members of a group wear, esp. in the army or the police;
- E.** an official who helps to see that certain laws are obeyed;
- F.** to do what one is asked or ordered to do by someone;
- G.** the offence of driving faster than the lawful limit;
- H.** to examine the reason for something, the character of someone;
- I.** to go at regular times round an area or building to see that there is no trouble, that no one is trying to get in or out unlawfully;

J. to keep safe, esp. by watching for danger;

K. something unpleasant, undesirable that happens unexpectedly or by chance;

L. ownership, with its rights and duties according to the law.

Exercise 5. Fill in the missing words in the sentences below. Choose from the following:

abolished	alibi	amnesty	martial law
coroner	damages	injunction	warder
internment	justice	legislation	warrant

1. The ____ of political prisoners is quite common in some countries. Britain tried it unsuccessfully in Northern Ireland to combat the IRA.

2. The government is thinking of introducing ____ making it compulsory for every citizen to carry an identity card.

3. A person who looks after prisoners is called a prison officer or a ____.

4. Since there was something very suspicious about the man's sudden death, the ____ was held at the Town Hall.

5. In Britain, capital punishment in the form of death by hanging ____ in 1969.

6. The court issued an ____ forbidding the newspaper from publishing any more photographs of the Princess of Wales at a private Health Club.

7. The police have issued a ____ for her arrest.

8. Trial by jury is an important part of the British system of ____.

9. The new governor issued a general ____ to all the rebels.

10. After the unsuccessful attempt to overthrow the government, the whole country was put under ____ for a month.

11. His ____ for the night of murder was that he had been at his girlfriend's, watching TV.

12. He successfully sued the newspaper for libel and was awarded nearly £50,000 in ____.

Exercise 6. Complete the following sentences with the words given below.

accused	evidence	guilty	lawyer	statement
charged	fine	jury	sentence	suspect

1. The customs officers arrested Bob and ____ him with smuggling.

2. The police spent all morning searching the house for ____.

3. Jean left her car in a no-parking area and had to pay a ____.

4. Unfortunately, at the end of the trial my brother was found _____.
5. The trial took a long time as the ____ couldn't reach a verdict.
6. George won his case because he had a very good defence _____.
7. The police visited Dawn and asked her to make a _____.
8. Because of his past criminal record, Brian was the main _____.
9. Pauline decided to sue the police because she had been wrongly _____.

10. The murderer of the children received a life _____.

Exercise 7. Read the sentences and choose the correct alternative.

1. Sally didn't realize that she had **broken / refused / denied** the law.
2. The police have **banned / cancelled / rejected** parking in this street.
3. I must remember to get a(an) **agreement / license / permission** for my television.
4. The president admitted that there had been a breakdown of law and **crime / government / order**.
5. Jake was arrested because he had entered the country **falsely / illegally / wrongly**.
6. Talking to other students is against the **law / order / rules** of the examination.
7. The two men were arrested before they could **commit / make / perform** any more crimes.
8. I had to take the company to **court / justice / law** to get the money they owed me.
9. Smoking is **compulsory / prohibited / refused** near petrol station.
10. Mary admitted that she had **imitate / forged / copied** the teacher's signature.

Exercise 8. Choose the most suitable word to complete each sentence.

1. Most schools in my country no longer have _____ punishment.
a) physical b) capital c) bodily d) corporal
2. The policemen following the robbers were in _____ clothes.
a) plain b) ordinary c) normal d) simple
3. The two old ladies were _____ of their purses.
a) stolen b) attacked c) robbed d) snatched
4. At the end of the story, the hero manages to arrest the _____.
a) offenders b) villains c) wrongs d) evils
5. Charles could not _____ having been at the scene of the crime.
a) refuse b) object c) deny d) alter
6. As there was no evidence, the judge dismissed the _____.
a) trial b) witness c) court d) case

7. After ten years in prison, Stephen was _____ and set free.
a) pardoned b) released c) innocent d) forgiven
8. The detective inspector told the young _____ to make some tea.
a) officer b) official c) guardian d) police
9. After Tom was stopped for _____ the police discovered that the car which he was driving had been stolen.
a) skidding b) speeding c) driving d) slipping
10. Although Tom pleaded not guilty, there were three _____ who saw him smash the window of the car and drive it away.
a) statements b) spectators c) viewers d) witnesses

Exercise 9. Complete using the correct form of the words in CAPITALS.

The 1) _____ (FREQUENT) with which surveillance cameras are used is increasing 2) _____ (STEADY) all the time, and due to the 3) _____ (INTRODUCE) of improved technologies that are being used in a 4) _____ (VARY) of new and unusual ways.

CCTV cameras improve public 5) _____ (SAFE). It is said, because they help the police to identify 6) _____ (CRIME), which makes the 7) _____ (PREVENT) of crime much easier. Traffic cameras film those 8) _____ (GUILT) of speeding and 9) _____ (DANGER) driving, so reducing the risk of accidents.

Despite the general 10) _____ (POPULAR) of CCTV cameras, some people 11) _____ (APPROVE) of their use, because they feel that any surveillance is an invasion of privacy.

Exercise 10. Read the text and translate it into Russian.

POLICING IN THE UNITED KINGDOM

During the twentieth century the English police forces have become well-known throughout the world from the great mass of fiction and films about crime and detection. Any regular reader of English detective stories is familiar with the name of Scotland Yard and its detectives. The modern policeman needs a great variety of new professional skills to enable him to deal with new-style crime. All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training.

Most countries have a national police force which is controlled by central Government. Britain has no national police force, instead there is

a separate police force headed by Chief Constable for each of 52 areas into which the country is divided. Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables – members of the public who work for the police voluntarily for a few hours a week.

Each police force has its own Criminal Investigation Department¹ (CID). Members of CID are detectives and they do not wear uniforms. (The other uniformed people you see in British towns are traffic wardens. Their job is to make sure that drivers obey the parking regulations. They have no other powers – it is the police who are responsible for controlling offences like speeding, careless driving and drunken driving).

There are Regional Crime Squads in England and Wales with experienced detective officers. The object of the Squads is to provide trained flexible mobile groups of crime investigation.

In most countries, the police carry guns. The British police generally do not carry firearms, except in Northern Ireland. Only a few police are regularly armed – those who guard politicians and diplomats or who patrol airports. In certain circumstances specially trained police officers can be armed, but only with the signed permission of a magistrate.

The duties of the police are varied, ranging from assisting at accidents to safeguarding public order and dealing with lost property.

The Royal Commission on the Police listed eight main functions of the contemporary police force: to maintain law and order, to protect persons and their property, to prevent crime, to detect criminals, to decide whether to prosecute, to perform road traffic duties, to befriend the public.

About a quarter of the police strength of the country is in the Metropolitan Police² of London which is responsible for the area of 788 square miles (excluding the City of London).

Notes:

¹ Criminal Investigation Department - департамент уголовного расследования

² Metropolitan Police – столичная полиция

Exercise 11. Choose the best alternative to complete the following sentences.

1. During *the twentieth / eighteenth* century the English police forces have become well known *throughout the world / only in Great Britain*.

2. Policemen are to be seen in towns and cities *walking in the streets / sitting in the offices*.

3. The modern policeman needs *ordinary qualification / a great variety of new professional skills.*

4. Separate police force is controlled by *central government / a committee of local county councillors and magistrates.*

5. The Royal Commission on the Police listed *eight / ten* main functions of the contemporary police force.

6. About a quarter of the police strength of the country is in *Scotland Yard / the Metropolitan Police of London.*

Exercise 12. Choose the best way to complete the sentences.

1. Any regular reader of English detective stories is familiar with the detectives from _____.
a) Scotland Yard
b) Criminal Investigation Department
c) Regional Crime Squads

2. Each separate police force is headed by _____.
a) Chief Superintendent
b) Chief Constable
c) Chief Inspector

3. The object of the Squads is _____.
a) to patrol airports
b) to perform road traffic duties
c) to provide trained flexible mobile groups of crime investigation

4. The duties of the police are controlled by _____.
a) central government
b) a committee of local county councilors and magistrates
c) the Crown Court

5. Only a few policemen are regularly armed – _____.
a) those who guard politicians and diplomats
b) traffic wardens
c) detectives

6. The main duties of police are listed by _____.
a) the Metropolitan Police of London
b) the Royal Commission on the Police
c) the Home Secretary

7. Traffic wardens are sure that _____.
a) Special Constables patrol airports
b) drivers obey the parking regulations
c) detectives wear uniforms

8. *Each police force has its own _____.*

- a) Scotland Yard
- b) the Royal Commission
- c) Criminal Investigation Department

9. *There are Regional Crime Squads in England and Wales with _____.*

- a) experienced detective officers
- b) traffic wardens
- c) a number of Special Constables

10. *There is a separate police force for each of fifty-two areas headed by*

a _____.

- a) Chief Inspector
- b) Chief Superintendent
- c) Chief Constable

Exercise 13. Mark the statements which are TRUE.

- 1. Britain has its national police force.
- 2. The police are helped by members of public working voluntarily.
- 3. The police are not responsible for controlling offences like speeding, careless driving.
- 4. All police forces are armed.
- 5. The Metropolitan Police of London are responsible for the whole area of Great Britain.
- 6. In practice the police bring about 97 % of all criminal cases to court.
- 7. A few police are regularly armed – those who investigate serious crimes.
- 8. All members of the police have no any level of academic qualification.
- 9. Members of the CID are detectives and they wear uniforms.

Exercise 14. Read the text and decide which answer (A, B, C or D) best fits each space.

Today the police are able to use of all kinds of scientific and technological aids in their 1) _____ against crime. This was not always the 2) _____, however.

In the early days of the British police force, during the 19th century, the police officer's whistle was his 3) _____ way of calling for help if he got into 4) _____. Gradually, in the 20th century things 5) _____ to improve. Those police officers lucky enough to be 6) _____ a patrol car rather than a bicycle could also take 7) _____ of radio communications.

In 1903, a new system for identifying people by their fingerprints was discovered. 8) _____ it soon proved to be one of the most significant

developments in crime investigation, a 9) _____ of the national fingerprint collection could 10) _____ days, if not weeks, until computers were introduced in the 1970s.

A similar problem 11) _____ any police officer who got the registration number of a car used in a midnight robbery and needed urgently to 12) _____ who owned it. The only way of doing this out of office 13) _____ was to phone up Police Headquarters in London. They would send an officer to wake up the caretaker at County Hall, where the records were 14) _____. The two would then have to go 15) _____ an enormous card index system in the basement. Today, police officers can identify the owner of a vehicle in seconds, via the Police National Computer.

1. A) charge	B) fight	C) duty	D) match
2. A) instance	B) event	C) case	D) condition
3. A) simple	B) whole	C) main	D) pure
4. A) complaint	B) anxiety	C) concern	D) difficulty
5. A) believed	B) began	C) became	D) belonged
6. A) thought	B) given	C) thrown	D) caught
7. A) advantage	B) profit	C) benefit	D) service
8. A) Although	B) Whether	C) Despite	D) Moreover
9. A) hunt	B) look	C) seek	D) search
10. A) pass	B) stand	C) take	D) spend
11. A) approached	B) posed	C) solved	D) faced
12. A) ask after	B) find out	C) check in	D) come across
13. A) hours	B) place	C) doors	D) date
14. A) wrapped	B) stocked	C) looked after	D) kept
15. A) across	B) through	C) about	D) round

Exercise 15. Complete using the correct form of the words in CAPITALS.

SOMEONE TO WATCH US

There has been a 1) _____ (**SIGNIFY**) fall in the popularity of the police in the last few years. That's why this week a public relations campaign is being launched to make people more 2) _____ (**SENSE**) to the role of the police officer. The ads will stress that the police do more than just give 3) _____ (**MOTOR**) speeding tickets. They often act as unofficial social workers, visit schools and talk to students, 4) _____ (**FAMILIAR**) them with traffic signs and warning them of 5) _____ (**VARY**) dangers.

Being a police officer can be extremely 6) _____ (**RISK**), considering that every day they deal with all sorts of 7) _____ (**CRIME**), such as thieves and even 8) _____ (**MURDER**). They deal with the situations most of us would find really scary.

In 9) _____ (**CONCLUDE**), the campaign wants to make the public realize that even though in some cases the police's approach may seem extreme, they cannot ignore the 10) _____ (**POSSIBLE**) of injury or, in some case, even 11) _____ (**DIE**) while on duty.

Exercise 16. Complete using the correct form of the words in CAPITALS.

Private detectives are employed by 1) _____ (**LAW**), businesses and ordinary members of the public. They need to have a detailed 2) _____ (**KNOW**) of the law and be good at blending into a crowd without attracting 3) _____ (**ATTEND**). The hours are long and 4) _____ (**PREDICT**) – every day is different.

Ken Lodge runs his own detective 5) _____ (**AGENT**) in London. He has been working as a private detective now for 30 years. 'We 6) _____ (**GENERAL**) take on all sorts of work,' he explains. 'A client might ask us for 7) _____ (**EVIDENT**) that someone is breaking the law or to find a 8) _____ (**MISS**) member of their family. Some companies even ask us to check their 9) _____ (**SECURE**) by breaking into their offices.' But is the job as 10) _____ (**GLAMOUR**) as it may seem on TV? 'You can spend 12 hours in a car, waiting for someone.'

Exercise 17. Each line has a word that should not be there. Cross it out. There is an example at the beginning (0).

0. If you are been worried about burglary, which in 1996 cost insurance companies 1. millions of pounds of compensation, there is a good news for you. A traditional 2. security system, with specially built security doors and detectors at each one door 3. and window, is very expensive to install. Technology, though, will soon make the 4. "intelligent home" as possible, and the whole system will be included in the price 5. of the house. New homes will have be built with a special electronic systems which 6. will connect up lights, heating, security and anything else the owner chooses. 7. This means lights can to be programmed to turn on and off automatically at set 8. times, making it seem as even if someone is at home even when everyone is out. 9. Curtains can also be opened and closed by the computer and all of intruders 10. can be recorded by video cameras, making it very possible to protect yourself and your belongings easily.

Exercise 18. Complete using the correct form of the words in CAPITALS.

STOP PRESS

Frank Turner, the 1) ____ (ACCUSE) in a trial that has attracted national attention, was today convicted of murder. The police 2) ____ (INVESTIGATE) lasted for a year and during the trial over 100 hours 3) ____ (EVIDENT) were heard. Turner's 4) ____ (LAW) had all argued that he was not in the area at the time, but could not provide the necessary 5) ____ (PROVE). The police described Turner as a well-known 6) ____ (THEFT) who was responsible for many 7) ____ (ROB) in the local region. This is not Turner's first 8) ____ (CONVICT). Seven years ago, he was found guilty of 9) ____ (FORGE) and served three years in prison. The judge is expected to sentence Turner to a period of 10) ____ (PRISON) later this week.

Exercise 19. Complete using the correct form of the words in CAPITALS.

THE GRAFFITI ARTIST

I started doing graffiti when I was about twelve. I thought it was 1) ____ (FANTASY). A group of us used to do it – we saw it as a way of expressing our 2) ____ (INDIVIDUAL). We used to have 3) ____ (COMPETE) between us to see who could paint the largest walls. As I got older, it got more serious and our gang became 4) ____ (FAMOUS) with the local police. We always signed our graffiti with a tag, which is like an 5) ____ (ADVERTISE) for the group, a way of showing off. We were so 6) ____ (THOUGHT), we didn't see that we were causing damage.

Eventually, when I was 18, three of us were arrested. Because we had been stupid enough to 7) ____ (PERSONAL) our graffiti, it was easy to identify us as the artists. We were found guilty and got a 8) ____ (CONVICT), and the leader of the gang was actually 9) ____ (PRISON). My 10) ____ (LAW) said I was lucky just to get a fine. Now I work with kids teaching them art in a centre at weekends. I want to show them how being 11) ____ (ARTIST) doesn't have to mean damaging other people's property.

Exercise 20. Read the text and choose the correct alternative.

JUST TO BE ON THE SAFE SIDE

People are becoming more security conscious (*these / those*) days. Crimes like theft and burglary are definitely (*in / on*) the increase. One of the most painful experiences a home owner can have is to come back from (*work / job*) or a trip and find that his or her valuables have disappeared (*at / from*) their house because a window or door had accidentally been (*left / stayed*) open.

What can we do to (*protect / safe*) ourselves? The most important (*peace / piece*) of advice is to make (*sure / use*) that your home insurance coverage is up to date and covers burglary. Another (*sensitive / sensible*) thing to do is to go along to your local police station, where they will be able to make suggestions on how to safeguard your property. At (*least / last*) you'll know their advice is reliable.

Exercise 21. Analyse and translate the sentences with Participle I and Participle II.

a) 1. A constable must have reasonable suspicion justifying the arrest. 2. Being suspected of a petty larceny Henry Tucker was arrested. 3. A custody officer makes a written record in the presence of the person arrested, informing at that time the person orally of the grounds of his detention. 4. Having nothing more to say the prisoner kept silence. 5. Doubting that the person arrested would appear in court the custody officer decided to detain him. 6. Having decided not to prosecute the young man the police released him without bail. 7. Having no evidence against him we won't be able to charge him. 8. Following the criminal, the police car ran into a truck. 9. Having stopped and searched the man in the circumstances you acted unlawfully. 10. I wouldn't have journalists distorting the facts of the case.

b) 1. The hearing of the cases in the International Court of Justice is under the control of President or Vice-President elected by the Court itself. 2. The Court gives advisory opinions on legal matters referred to it by the General Assembly, the Security Council and other organs authorized by the General Assembly. 3. Tribunals chaired by someone who is legally qualified often consist of lay people. 4. Tribunals normally do not employ staff or spend money themselves, but their expenses are paid by the departments concerned. 5. It takes much longer to have a case heard in the Crown Court than in the Magistrates Court. 6. It is a royal prerogative to

pardon a person convicted of a crime or to remit all or a part of a penalty imposed by a court. **7.** When heard in public, such cases always attract a lot of public. **8.** Appeals, if made, must be made promptly. They soon become time-barred.

Exercise 22. Fill in the blanks with the appropriate Participle I from the box.

searching	suspecting
lying	belonging
fitting	relating
investigating	conveying

1. To inform a juvenile's parents of his arrest is sometimes a heavy responsibility ____ on the custody officer.
2. All the suspects ____ to a "similar group" should be paraded separately.
3. The ____ officer can request a video identification if a suspect refuses an identification parade.
4. He attacked the policeman ____ him to the police station.
5. ____ that a young man had stolen a valuable ring from a jeweller a constable arrested him.
6. These documents were not the evidence ____ to the offence.
7. ____ the man suspected of drug-trafficking a policeman found some heroin on him.
8. Sergeant Brown saw a person ____ the description of the burglar, stopped and searched him.

Exercise 23. Fill in the blanks with Participle II from the box.

filed	selected
concerned	composed
decided	heard
unpaid	investigated

1. In Britain the vast majority of judges are ____.
2. Magistrates ____ by special committees in every town and city are also called Justices of the Peace.
3. Cases ____ in Magistrates' Courts can be appealed to the Crown Court.
4. Petitions ____ to the European Court of Human Rights resulted in some change in practices in a number of areas.
5. A sudden death of a pop star ____ by the coroner's court was quite a shock for the city.
6. The Supreme Court is reviewing the case ____ in a lower court.
7. The Federal judicial system ____ of three tiers is like a pyramid.
8. Supreme Courts ____ with legal matters including the legality of government acts have no role in legislation.

UNIT 8

CONSTITUTIONAL LAW

VOCABULARY

constitution [kən(t)stɪ'tju:ʃ(ə)n]	– конституция, основной закон
ideological [aɪdɪə'lɒdʒɪk(ə)l]	– идеологический
detail ['di:teɪl]	– подробность; деталь
convention [kən'ven(t)ʃ(ə)n]	– соглашение, договорённость, конвенция
statute ['stætju:t]	– законодательный акт, статут
sanction ['sænʃ(k)ʃ(ə)n]	– официальное одобрение, разрешение
debate [dɪ'beit]	– дискуссия, обсуждение
department [dɪ'pa:tment]	– отделение; управление; служба
committee [kə'mіt̩tɪ]	– комитет, комиссия
confidential [kənfi'den(t)ʃ(ə)l]	– тайный, конфиденциальный
procedure [prə'si:dʒə]	– процедура, порядок осуществления действия
Sovereign ['sɔv(ə)gn]	– верховный, высший, главный
House of Lords	– Палата лордов (верхняя палата британского парламента)
House of Commons	– Палата общин (нижняя палата британского парламента)
Prime Minister	– премьер-министр
The Court of Appeal [ə'pri:l]	– апелляционный суд
Majesty ['mædʒəsti]	– величество (титул)
The Lord Chancellor	– лорд-канцлер (глава судебного ведомства и верховный судья Англии, председатель палаты лордов и одного из отделений Верховного суда)

Exercise 1. Complete the list of derivatives. Use a dictionary if necessary.

Verb	Noun (agent)	Noun (concept)
to operate	operator	operation
to pass		
to introduce		

to execute		
to constitute		
to debate		
to enforce		
to protect		
to adopt		
to elect		
to function		
to compose		
to administer		

Exercise 2. Match Russian and English equivalents.

1.	вводить законопроект	a.	to alter the convention
2.	отклонить законопроект	b.	to vest with power
3.	выполнить обязанности	c.	to apply laws
4.	подписать законопроект	d.	a draft law
5.	исполнять законы	e.	detailed consideration
6.	судебная власть	f.	to delay the law
7.	изменять договор	g.	private and confidential proceedings
8.	проект закона	h.	to reject a bill
9.	приостановить прохождение закона	i.	to sign a bill
10.	частное и секретное судопроизводство	j.	to perform the duties
11.	облекать властью	k.	to introduce a draft law
12.	толковать закон	l.	to execute laws
13.	детальное обсуждение	m.	judicial power
14.	применять законы	n.	to interpret laws

Exercise 3. Pair the words, translate the word combinations.

- | | |
|----------------|------------------|
| 1. political | a) ministers |
| 2. ministerial | b) departments |
| 3. single | c) consideration |
| 4. general | d) direction |
| 5. changing | e) appointments |
| 6. special | f) government |
| 7. powerful | g) affair |

- | | |
|-------------------|--------------|
| 8. supreme | h) document |
| 9. administrative | i) procedure |
| 10. similar | j) structure |
| 11. departmental | k) condition |
| 12. government | l) authority |
| 13. detailed | m) law |
| 14. judicial | n) agreement |

Exercise 4. In the sentences below, fill each blank space with a suitable word from the word family given in CAPITALS.

- 1) Most countries have a formal ____ (**WRITE**) Constitutions describing how laws are made and enforced.
- 2) The English constitution has no ____ (**EXIST**) apart from the ordinary law.
- 3) The Magna Carta, the Petition of Rights, the Habeas Corpus Act, the Bill of Rights and the Act of Settlement are the leading ____ (**ENACT**).
- 4) Constitutions, written or unwritten, must be ____ (**DISTINGUISH**) according to whether they are “rigid” or “flexible”.
- 5) Nearly all British citizens over the age of 18 are members of the ____ (**ELECT**).
- 6) In the British constitution the Queen in Parliament is the legislative ____ (**SOVEREIGN**).
- 7) Many British ____ (**VOTE**) are in favour of changing the ____ (**ELECT**).
- 8) For the purpose of tax, a person is a ____ (**RESIDE**) in the UK if s/he stays there for more than six months of the year.
- 9) Parliament ____ (**APPROVE**) the ____ (**RECOMMEND**) of the special Commission.
- 10) Direct ____ (**ELECT**) to the European Parliament are held every five years.

Exercise 5. Complete the following text with the words and phrases from the box.

Parliament	failure in administration
ministerial responsibility	Departmental Ministers
Government's policy	House of Commons
collective responsibility	

The doctrine of 1)_____ means that the Cabinet acts unanimously even when Cabinet ministers do not all agree on a subject. The policy of 2)_____ must be consistent with the policy of the Government as a whole. Once the 3)_____ on a matter has been decided, each minister is expected to support it or resign.

The doctrine of 4)_____ means that ministers are answerable to 5)_____ for all their departments' activities. They bear the consequences of any 6)_____, any injustice to an individual or any aspect of policy which may be criticised in Parliament, whether personally responsible or not. Since most ministers are members of the 7)_____, they must answer questions and defend themselves against criticism in person.

Exercise 6. Read and translate the following text.

BRITISH CONSTITUTION

A constitution is the political and ideological structure within which a system of law operates. Most countries have a formal written constitution describing how laws are to be made and enforced. A constitution is more than a mechanical set of ground rules. It is a mirror reflecting the national soul. It reflects those values the country regards as important, and shows how these values will be protected.

The British constitution has evolved over many centuries. Unlike the constitutions of most other countries, it is not contained in any single document: there is no written constitution. Instead, it is made up of statute law, common law and conventions. The constitution can be altered by an Act of Parliament or by general agreement to alter a convention. It is thus adaptable to changing political conditions. One of the reasons for having special constitutional laws is to prevent governments from becoming too powerful.

Most modern constitutions have adopted the principle of separation of powers, developed in the eighteenth century by the French philosopher Montesquieu. In Britain Parliament is vested with legislative powers and is the supreme authority. Parliament makes laws. Executive branch is represented by the government, which executes laws, i.e. puts them into effect. Law courts constitute the judicial branch, they interpret and apply laws.

Parliament. The British Parliament, like parliaments in other countries, is often referred to as 'the Legislature' – the body which makes laws. Its essential function could probably be best described as 'to discuss what the

Government has done, is doing and intends to do, and on occasion to try to show up the Government's errors and even try to persuade the Government to change or modify its policies'. Nevertheless, new laws can only come into force when they have passed through Parliament.

The three elements which make up British Parliament are the Queen (King), the House of Lords and the elected House of Commons. The agreement of all three is normally required for legislation.

To become an Act of Parliament a bill must be passed in **the House of Commons**, adopted in the House of Lords and finally signed by the Queen (King). Any member of the House of Commons may introduce a bill (a draft law). In the House a bill must pass three readings. There is no debate at the first reading. This is followed by a thorough debate on general principles at the second reading. A bill is then given detailed consideration, clause by clause, by a Commons committee and amended, if necessary, before a third and final reading. If a bill is passed by the Commons it goes to the Lords.

The House of Lords has similar procedures. Today the Lords cannot reject bills passed by the Commons but can only delay the passage of a bill. Until the early years of the 20th century, however, the House of Lords had the power to prevent legislation, as bills had to be passed by both Houses of Parliament (since 1949 four acts have been passed into law without the consent of the House of Lords: The War Crimes Act 1991; the European Parliamentary Elections Act 1999; the Sexual Offences (Amendment) Act 2000; the Hunting Act 2004).

If the Lords agree to a bill it will be placed before the Queen (King) for signature. When the Queen (King) signs it, it becomes an Act of Parliament.

Government. The party which has majority in the House of Commons forms the government and may hold office for five years. The leader of the majority party becomes the Prime Minister. Her Majesty's Government is responsible for the administration of national affairs. Government consists of about seventy politicians. The composition of government may vary both in the number of ministers and in the titles. New ministerial offices may be created, others may be abolished and functions may be transferred from one minister to another. There are departmental (in charge of government departments) and non-departmental ministers, holders of various traditional offices, the latter performing any duties **the Prime Minister** may wish to give them. Departmental ministers are usually in the Cabinet. **The Cabinet** is composed of about twenty ministers chosen by the Prime Minister, although the number can vary. The functions of the Cabinet are initiating

and deciding on policy, the supreme control of government and the coordination of government departments. The Cabinet can always have the last word. No change of policy of any importance would be considered without the Cabinet sanction. The Cabinet meets in private and its proceedings are confidential. The Cabinet is also the Court of Appeal.

The Judiciary. The judiciary is independent of the executive; its judgements are not subject to ministerial direction or control. The Prime Minister recommends the highest judicial appointments to the Crown. The Lord Chancellor is head of the judiciary except in Scotland (although Britain is a unitary state, England and Wales, Scotland and Northern Ireland all have their own legal systems). Lord Chancellor's responsibilities include administration of all courts, judicial appointments and appointment of magistrates.

Exercise 7. Choose the correct alternative and complete each of the sentences below.

1. The Constitution is a mirror ____ the national soul.
 - a) reflecting
 - b) having
 - c) vesting
 - d) debating
2. One of the reasons for having special constitutional laws is ____ government from becoming too powerful.
 - a) to constitute
 - b) to prevent
 - c) to elect
 - d) to introduce
3. No change of policy of any importance would be considered without ____.
 - a) Queen's sanction
 - b) Parliament sanction
 - c) the Lord Chancellor's sanction
 - d) the Cabinet sanction
4. The ____ met urgently at 10 Downing Street to decide government policy on the new economic crises.
 - a) civil service
 - b) Privy Council
 - c) Cabinet
 - d) ministries

5. The exact effect of legislation is influenced by judicial _____.
a) interpretation
b) custom
c) sovereignty
d) codification
6. Parliament is a _____ body.
a) legislation
b) legislature
c) legislative
d) legislate
7. _____, codes and delegated legislation are all sources of written law.
a) Law reports
b) statutes
c) Rules of law
d) Court cases
8. The Minister presented the new Housing _____ to the House of Commons for reading and debate.
a) Act
b) Code
c) Law
d) Bill
9. The government lost the confidence of the House of Commons, Parliament was dissolved and a/an _____ was called.
a) general Election
b) electoral roll
c) by-election
d) election campaign
10. In general, a Bill becomes an Act of Parliament when it has received the _____ of both Houses of Parliament and the sovereign.
a) consent
b) ratification
c) enactment
d) assent

Exercise 8. Mark the statements which are *true*.

1. The Constitution describes the life of the people.
2. The Constitution is contained in a lot of documents.
3. In Britain Parliament is the supreme authority.
4. Law courts interpret and apply laws.
5. To become an Act of Parliament a bill must be signed by the Queen (King).

6. In the House a bill must pass only one reading.
7. The Lords can reject any bill.
8. Government consists of about seventy politicians.
9. The Cabinet proceedings are private and confidential.
10. The Court judgements are not subject to ministerial direction or control.

Exercise 9. Complete the following sentences by adding the phrases given in part B.

Part A	Part B
1) A constitution is ...	a) ... the judicial branch.
2) British constitution is made up of ...	b) ... in the number of ministers and in titles.
3) Most modern constitutions have adopted ...	c) ... administration of all courts, judicial appointments and appointment of magistrates.
4) The executive branch puts ...	d) ... more than a mechanical set of ground rules.
5) Law courts constitute ...	e) ... the laws into effect.
6) The first reading of a bill is followed by ...	f) ... it will be passed before the Queen for signature.
7) If the Lords agree to a bill ...	g) ... the last word.
8) The composition of government may vary both ...	h) ... statute law, common law and conventions.
9) The Cabinet can always have ...	i) ... a debate in general principle.
10) The job of Lord ...	j) ... the principle of separation of powers.

Exercise 10. Read the text and insert a suitable verb from the box.

PRIME MINISTER

to win	to belong	to nominate	to meet
to preside	to inform	to include	to reconstruct

Unlike heads of Government in some countries, the Prime Minister is not directly elected by voters, although he or she is an elected Member of Parliament – an MP. Prime Minister is the leader of that party which 1)_____ the General Election or which has the support of a majority

of the members of the House of Commons. He 2)_____ members of the Government, forms the Cabinet. In Britain he (or she) is a virtual ruler of the country. The Prime Minister and the Cabinet govern Britain collectively. The decisive role in the Cabinet 3)_____ to the Prime Minister. His position in the Cabinet is described as “primus inter pares”¹. The Prime Minister 4)_____ the Queen of the general business of the Government, 5)_____ over the meetings of the Cabinet and is responsible for the allocation of functions among ministers. The Prime Minister’s other responsibilities 6)_____ recommending to the Queen a number of important appointments.

The official residence of the British Prime Minister is 10 Downing Street. This is the place where the Cabinet of Ministers to discuss all government issues. “Number 10” has been the official residence of the Prime Minister since the 1720s. It was between 1960 and 1963.

Notes:

1 “primus inter pares” (Lat.) - первый среди равных

Exercise 11. Fill in the blanks with the appropriate words from the box.

MPs	chamber
debate	Bar
seat	speech
sides	back
Opposition	

Seating arrangements in the House of Commons have existed for hundreds of years and reflect the nature of the party system. At the end is the 1)____ of the Speaker, and at the end a formal barrier, known as the 2)“____”. Benches for the members run the length of the chamber, on both 3)____. Benches to the right of the Speaker are used by the Government and its supporters; those to the left are occupied by the 4)____ and members of the other parties.

The most important 5)____ sit on the front bench (and are therefore called “front benchers”). Younger and less experienced MPs sit on the 6)____ (and are known as “back-benchers”). When the Prime Minister or any other leading politician makes a 7)____, they stand at the table in the center, below the Speaker’s Chair. There are red lines running along each side of the 8)____. By tradition, they must not be crossed, to prevent either side attacking the other during a 9)____.

Exercise 12. Analyse the tenses in the following sentences. Pay attention to the Sequence of Tenses rule.

1. The examiner asked him if he knew the difference between a bill and an Act of Parliament.
2. It appeared that Oliver Cromwell was going to appoint himself as Lord- Protector of the Commonwealth.
3. In 1783 a lot of people in France expected the consequence of the political revolution would be a radical change of the legal system.
4. He admitted that he had no idea of the Prime Minister's responsibilities.
5. By the end of the Tudor period it became clear that Parliament had achieved status as the law-making body.
6. While in Southern Europe in moulding the legal system was Roman Law, in England the Saxon tribes had already developed their own legal process.
7. Nobody expected that the Privy Council would decline in importance with the development of the Cabinet.
8. The speaker emphasized that no change of policy would be considered without the Cabinet sanction.

Exercise 13. Use the proper forms of the verbs. Mind the Sequence of Tenses rule.

1. The students were explained that the basic legal framework laid down in 1688 still (*to remain*), but its political content, and the political balance between its main elements, the Crown, the House of Lords and the House of Commons (*to change*) radically.
2. The teacher stressed that Oliver Cromwell (*to create*) a written constitution – “The Instrument of Government” – which (*to be*) effective only for a few years.
3. I read that constitutionalism (*to be*) part of the British political tradition at least since medieval times.
4. It is believed that the Magna Carta (1215) (*to regard*) as Britain’s closest equivalent to a written constitution as it (*to be*) a source of inspiration for subsequent constitutional development both in the UK and overseas.
5. The teacher said that the ancient theory of separation of powers (*to try*) to combat tyranny by dividing the functions of government between groups with different interests so that no power centre (*to act*) without cooperation with others.
6. It was interesting to know that Australia, New Zealand and Canada each (*to recognize*) the Crown as their Head of State.

7. We were explained that since 1688 the functions and personal powers of the monarchy gradually (*to reduce*).

8. The report was devoted to the English Civil War (1642-1648) which (*to be*) the country's greatest internal conflict between supporters of Parliament and supporters of Charles I.

9. The reporter stated that three Parliaments (*to summon*) and (*to dissolve*) in the first four years of Charles I reign, then 11 years he (*to rule*) without one.

10. He informed us that since 1688 the unwritten constitution (*to attempt*) to adjust the economic and social changes within the broad principles which (*to lay*) down in 1688.

11. He stressed that the 1688 Glorious Revolution (*to be*) a compromise which (*to design*) to satisfy all the influential political and economic interests.

12. He tried to prove that the “unwritten constitution” (*to have*) the “virtue of flexibility” and (*to permit*) both evolutionary and constitutional changes.

Exercise 14. Report the following in the indirect speech using the words suggested. Mind that the sequence of tenses rule is not always applied when direct speech becomes indirect.

Statements

Model: “*We study Constitutional Law this year.*” (*He said...*)

He said that they studied Constitutional Law that year.

1. “The Constitution of Great Britain is not the source of law, but the law gives birth to the Constitution”. (*The teacher explained...*)

2. “The English Constitution has not been codified in any particular document”. (*The teacher added...*)

3. “To understand the English Constitution you will study numerous documents, including constitutional treaties like the Bill of Rights, various statutes and judicial decisions.” (*The teacher stressed ...*)

4. “In spite of numerous duties the Queen's powers are limited by Parliament. The British Queen reigns, but doesn't rule”. (*The teacher said...*)

5. “In theory certain persons (e. g. Lord Mayor) are vested with judicial powers at trials in the Central Criminal Court, but in practice they don't take part in judicial work there.” (*He admitted ...*)

6. “The Prime Minister usually takes policy decisions with the agreement of the Cabinet.” (*We were explained...*)

7. "Each new Prime Minister may take changes in the size of the Cabinet and may create new ministries or make other changes". (*It was reported...*)

8. "The Prime Minister holds Cabinet meetings at his/her house at Number 10 Downing Street not far from the Houses of Parliament." (*We knew that...*)

9. "I am the Chancellor and the keeper of the King's conscience." (*The bishop declared...*).

Questions

Model 1: *The teacher asked, "Did the Magna Carta establish the principle of limited government?"*

The teacher asked if the Magna Carta had established the principle of limited government.

1. Has the Queen ever dissolved Parliament during her reign?
2. Does the Prime Minister change the Cabinet?
3. Was the British Constitution codified?
4. Does Britain have written or unwritten Constitution?
5. Is the Prime Minister appointed by the Queen?
6. Is judiciary an independent branch of power in Britain?
7. Is the Cabinet the central institution of the UK constitution?
8. Do England and Wales, Scotland and Northern Ireland have their own legal systems?

Model 2: *The teacher asked, "What did the Bill of Rights prevent the sovereign from?"*

The teacher asked what the Bill of Rights had prevented the sovereign from.

1. What kind of state is Great Britain?
2. What does the constitution reflect?
3. How long has the British Constitution evolved?
4. What principle has been adopted by most modern constitutions?
5. What is one of the reasons for having special constitutional laws?
6. Who was the principle of separation of powers developed by?
7. How many readings does a bill pass to become an Act of Parliament?
8. Where does the Prime Minister hold Cabinet meetings?
9. What are the relationships between the legislative and the executive branches of government?
10. What does the doctrine of separation of powers mean?

11. Who is Head of the judiciary in the country?
 12. Where are laws interpreted and applied?

Commands, requests, advice

Model 3: My father said, “Don’t waste your time.”

My father advised me not to waste my time.

1. "Get ready to speak about the British Constitution." (***The teacher told me ...***)
 2. "Could you name the duties of the Queen?" (***The teacher asked ...***)
 3. "Don't mix two notions The Law as a system and a law as an individual, separate rule." (***The teacher warned ...***)
 4. "Don't forget about the difference between Statute Law and Common Law." (***I was warned ...***)
 5. "Don't look for the British Constitution in any single document." (***I was advised...***)
 6. "Will you characterize the judicial branch of Great Britain?" (***The students were asked ...***)
 7. "Shall I deliver my report today or tomorrow?" (***The student asked...***)

Exercise 15. Choose the phrasal verb that best fits the sentences.

SUPPLEMENTARY READING

TEXT 1

CENSORSHIP

Censorship is universal. There is always someone trying to stop someone else doing, saying or showing something that the first person doesn't like. It can be moral, political, or religious censorship. It is a battle between those who believe that everyone should have the right to see, read, talk, write about what they choose. And those who believe that the State or Church or Party should decide what everyone is allowed to see, read, talk or write about.

The discussion usually centres on the amount of sex in films, books, or TV programmes, but also concerns the use of bad language and excessive violence. The disagreement is usually between those who say erotic films or books are "obscene" and those who believe they are "realistic" or "artistic". But these value judgements are more political. For the difference is really between those who believe "I don't like this book or film or idea, but you can decide for yourself", and those who believe "I don't like this book or film or idea, so you must not be allowed to find out about it".

But censorship is not only concerned with sex or violence. It is also concerned with ideas - social ideas, artistic ideas, political ideas. It concerns people's right to freedom of speech, freedom of expression. And because people disagree about the meaning of freedom, there is disagreement about the meaning and necessity of censorship.

TEXT 2

THE LAW OF TREATIES

International agreements are not only a principal source of international legal rules but are also the subject of a considerable body of international law called law of treaties. Law of treaties is similar to law of contracts. It sets forth rules respecting making, effect, amendment, invalidity, and termination of agreements among states.

The making of treaties. Sovereign states may make treaties. Every state has capacity to make treaties.

Negotiation of treaties. International rules that deal with negotiation of treaties have to do with circumstances under which countries have a right to rely on certain individuals as authorized representatives of foreign states. Person representing a state in making treaty must have full appropriate power, usually shown by official document stating diplomat's authority to represent state in treaty negotiations. However, certain individuals, such as heads of state and ministers of foreign affairs, presumed to have authority to represent states without having to produce full powers.

Adoption of treaties. Unlike making contract, signing treaty cannot be assumed to constitute acceptance by state that treaty's provisions are to become legally binding obligations. Rather, signature only involves adoption and authentication of treaty's text. Adoption is step of treaty-making process where final form and content of agreement is agreed. Generally, text of treaty must be satisfactory to all participating states before it can be adopted. After treaty's text is adopted, representative of participating state may sign or initial treaty, but that act does not constitute an expression of consent by that state to be legally bound. Rather, it is an indication that state agrees that text of treaty is authentic and definite.

TEXT 3

THE JURY

The jury has a long history within the English legal system, although its role has changed significantly during that time. Originally, members of the jury were witnesses, summoned for their local knowledge. Today, they are a group of twelve ordinary people with no special knowledge, chosen at random to act as impartial judges of the facts of a case. In a jury trial, the

jury is advised by the trial judge on the relevant law; its function is then to apply the law to the facts and then decide, in criminal cases, whether the defendant is guilty or not guilty and, in civil cases, whether the defendant is liable to the plaintiff. The decision of a jury is called a verdict. In civil cases the jury will also decide on the amount of damages to be awarded to the plaintiff.

Although the jury continues to have much symbolic importance in the English legal system, in practice its role has been greatly diminished over recent years.

TEXT 4

CRIME AND PUNISHMENT

Societies define crime as the breach of one or more rules or laws for which some governing authority may prescribe a punishment. A crime is a serious offence such as murder or robbery. Many people view crime as deviant behavior (отклоняющееся от моральной нормы поведение) that violates norms – cultural standards prescribing how humans ought to behave normally. This approach considers the complex realities surrounding the concept of crime and seeks to understand how changing social, political, psychological, and economic conditions may affect the current definitions of crime and the form of the legal, law-enforcement, and penal responses made by society. Legislatures pass laws to define crimes which violate social norms. These laws vary from time to time and from place to place: note variations in gambling laws, for example, and the prohibition or encouragement of physically removed, or the offender can be geographically removed.

The offender's ability to commit crime can be physically removed in several ways. Incapacitation, in this sense, can include any number of punishments including taking away the driving license of a dangerous driver but can also include capital punishment. Capital punishment, also referred to as the death penalty, is the judicially ordered execution of a prisoner as a punishment for a serious crime, often called a capital offence or a capital crime. In those jurisdictions that practice capital punishment, its use is restricted to a small number of criminal offences, principally, treason and murder. Prisoners who have been sentenced to death are usually kept segregated from other prisoners in a special part of the prison, pending their dueling. Other crimes, called *mala in se* (деяние, преступное по своему

характеры), count as outlawed in almost all societies (murder, theft, and rape, for example).

Punishment is the practice of imposing something unpleasant on a person or animal, usually in response to disobedience, defiance, or behavior deemed morally wrong by individual, governmental, or religious principles. A punishment may be a penalty imposed on somebody who is convicted of a crime. A punishment could be, for example, time in prison or a fine. There are many possible reasons that might be given to justify or explain why someone ought to be punished; here follows a broad outline of typical, possibly contradictory justifications (противоречивые оправдания).

Some punishment includes work to reform and rehabilitate (восстанавливать в правах) the wrongdoers so that they will not commit the offense again. This is distinguished not from deterrence (средство устрашения от совершения действий), in that the goal here is to change the offender's attitude to what they have done, and make them come to see that their behavior was wrong.

Incapacitation (поражение в правах) is a justification of punishment that refers to when the offender's ability to commit further offenses is removed. This is a forward-looking justification of punishment that views the future reductions in re-offending as sufficient justification for the punishment. This can occur in one of two ways; the offender's ability to commit crime can be execution. In some places this segregated area is known as Death Row (or Green Mile).

TEXT 5

A BANK ROBBERY IN STOCKHOLM

Last week in Sweden there was a dramatic bank robbery. The whole of central Stockholm was brought to a halt for several days as police cordoned off the area around a major bank where two men were holding four hostages.

It all began on Tuesday when a man armed with a machine-gun entered the bank. The police were called but were unable to prevent the gunman from taking six hostages, shooting a policeman in the hand as he did so. Three hostages were later released, one a pregnant woman, the two others elderly people, leaving three women in the bank. A further hostage later became involved after the gunman found him hiding in another part of the bank.

The gunman, who has a criminal record, did not appear to be trying to rob the bank. Although he demanded three million Swedish crowns, his main demand was for the release of a former associate from prison. This man was brought to the bank from prison to join the gunman and the hostages. The police also arranged for half the demanded amount of money to be sent in but the gunman was not satisfied with particularly as it was in new, and not used, banknotes.

For two and a half days food and drink was sent in to the group but during this time all negotiations with the gunman proved fruitless as he refused to leave without taking the hostages with him. It was not clear where he wanted to go. At no time did he demand a safe conduct out of the country, merely ordering a Mustang to be kept ready outside the bank.

On the third day the gunman took the hostages down into the bank vaults (хранилище) and locked himself in with them. The police now decided that more decisive action was necessary and began to bore through the roof of the vault in order to use tear gas. But their plans were thwarted (разрушены) by the gunman, who was kept informed of events outside by listening to news broadcasts on his radio. He promptly tied the hostages up and stood them against a wall with nooses round their necks.

This stalemate (безвыходная ситуация) continued for six days until finally the police made more effective plans to blast a way into the vaults. It was at his point that the gunman decided to give up. Dramatically, he personally helped to open the door, handed over his gun and was arrested. He is still being questioned by the police. Meanwhile ambulances arrived to carry away the hostages to hospital where they will be able to recover from their week-long ordeal.

TEXT 6

BLACKMAIL

Blackmail may be defined as the sale of information to an individual who would be incriminated by its publication, and at first glance it appears to be an efficient method of private enforcement of the law. The value of the information to the blackmailed individual is equal to the cost of the punishment that the individual will incur if the information is communicated to the authorities and he is punished as a result, and so he will be willing to pay up to that amount to the blackmailer for the information. The individual is thereby punished, and the punishment is the

same as if he had been apprehended and convicted for the crime that the blackmailer has discovered, but the fine is paid to the blackmailer rather than to the state. Studies show that practices indistinguishable from blackmail, though not called by that name, are permitted in areas where the law is enforced privately rather than publicly. No one seems to object to a person's collecting information about his or her spouse's adulterous activities, and threatening to disclose that information in a divorce proceeding or other forum, in order to extract maximum compensation for the offending spouse's breach of the marital obligations.

Blackmail and bribery appear to be virtually identical practices from the standpoint of the analysis of private enforcement. The blackmailer and the bribed official both receive payment in exchange for not enforcing the law. We therefore predict that in areas where there is a public monopoly of enforcement, bribery, like blackmail, will be prohibited, while in areas where there is no public monopoly, it will be permitted. And so we observe.

TEXT 7

PRISONS IN THE UK

In the UK a big controversy is about prisons. The UK has one of the highest prison populations in Europe. Six new prisons are being built. Despite police efforts, the crime rate is rising. The controversy is about the purpose of prisons. Are they for punishment only? In which case a severe regime of bare cells, compulsory work, bad food and bad treatment would be appropriate.

Are prisons for rehabilitation to make the criminals into good citizens who will not commit another crime when they are released? In this case training and education seem appropriate, and helping the prisoners to learn how to use their leisure and to live in normal, everyday conditions such as with TV, freedom to meet their families, etc. – even spend weekends with them, as they do in Holland. Or are prisons for treatment? If so, the deeper causes of each prisoner's criminal behaviour need to be discovered by psychiatrists, group therapy sessions, counselling. These causes then need to be treated through psychotherapy, and social therapy, gradually helping each prisoner to adapt in new ways to life outside the prisons. What are the facts? The "severe regime" for punishment does not effectively deter criminals from committing crime. Such "regimes" prisoners show seven times more recidivism (the prisoners committing more crimes when they are

released) than the “rehabilitation regimes” prisoners. The reconviction rates are also much higher for criminals sent to any prison than for criminals given sentences to serve in the community.

Prisons don’t deter criminals from committing crime, but they do lock up criminals so they can’t commit crimes while in prison. Therefore, should the UK simply lock up more criminals, and for longer? The statistics show that to reduce the crime rate by 1%, 25% more criminals would have to be imprisoned each year. It would cost £1 billion more per year to keep these extra 10,000 to 12,000 people locked up. Why is this so ineffective? In the UK, for every 300 crimes committed, only one results in a criminal being caught and put in prison. What do you think? What are the causes of criminal behaviour? What should be done about these causes? How should prisoners be treated? How can the crime rate be reduced? How can more crimes be solved? What happens in your country? What should happen?

TEXT 8

SOME OLD FORMS OF PUNISHMENT

The stocks, the pillory and the ducking-stool are forms of punishment that were common in the seventeenth and eighteenth centuries. Fortunately for wrong-doers today they were abolished a long time ago.

Stocks were wooden boards with holes in which a person’s ankles were made fast. The top board could be lifted and then lowered, after which the two boards were locked together.

The pillory was a larger frame of wood on a wooden post. In this frame there were holes through which a person’s head and arms were put.

Stocks and pillories were set up in public places, often in a market place. The purpose of this form of punishment was not only to make the criminal suffer physical discomfort, but also to put him to shame, and to allow the neighbours to make fun of him for hours.

The ducking-stool was a seat at the end of a long board. The person to be punished was tied into the seat, and then lowered into the water of a river or lake suddenly, or “given a ducking”. This punishment, it is said, was used for dishonest tradesmen, and also for women who were continually finding fault with their husbands. There are no records that the ducking-stool was ever used for punishing husbands who treated their wives badly.

Pillories may still be seen in some English towns and villages, and the word pillory is still used as a verb. If a politician, for example, is pilloried in the press, it means that the newspapers write about him in a way that brings him into contempt.

ENGLISH-RUSSIAN VOCABULARY

A

abduction [ə'b'dʌkʃ(ə)n]	– похищение людей
abolish [ə'bəlɪʃ]	– аннулировать, отменять
accessory [æk'sesəri]	– соучастник, совиновный
accomplice [ə'kʌmplɪs]	– соучастник (преступления); сообщник
according to law	– по закону; в соответствии с законом
according to rules	– по правилам; в соответствии с правилами
accuse [ə'kjue:z] of	– обвинять в чем-то
acquit [ə'kwɪt]	– оправдать
administer justice	– осуществлять (отправлять) правосудие
administration of justice	– осуществление правосудия
against the law	– быть противозаконным
aim [eim]	– цель
alibi ['ælibaɪ]	– алиби
amnesty ['æmnəsti]	– амнистия, помилование
appeal against the law	– обжаловать закон
apply [ə'plai] laws	– применять законы, право
arrest [ə'rest]	– 1) арестовывать; – 2) арест, задержание
armed robbery	– вооружённое ограбление
arson ['a:s(ə)n]	– поджог
arsonist ['a:s(ə)nɪst]	– поджигатель
assassin [ə'sæsm]	– наёмный убийца; убийца политического или общественного деятеля
assassination [ə'sæsɪ'næʃ(ə)n]	– покушение
assault [ə'sɔ:lɪt]	– покушение
assess [ə'ses]	– определять сумму налога, штрафа, ущерба; оценивать имущество
attempt [ə'tempt]	– покушение
attempted [ə'temptɪd]	– покушение на убийство

B

ban [bæn]	– 1) запрет, запрещение; объявление вне закона; изгнание (как мера наказания); – 2) налагать запрет, запрещать
behave [bɪ'heɪv] in anti-social ways	– вести себя, нарушая законы общества
behaviour [bɪ'heɪvɪə]	– поведение
believe [bɪ'li:v]	– 1) верить, полагать; – 2) убеждение
blackmail ['blækmeɪl]	– шантажировать
blame [bleɪm]	– 1) обвинять; 2) вина
blow up (blew / blown)	– взрывать
bribery ['braɪbərɪ]	– взяточничество; подкупность, продажность
break [breɪk]	– побег (из тюрьмы)
break laws	– нарушать законы
bring to criminal liability / responsibility [rɪ,spɔn(t)sə'bɪlətɪ]	– привлекать к уголовной ответственности
bring to administrative liability [laiə'bɪlətɪ] / responsibility [rɪ,spɔn(t)sə'bɪlətɪ]	– привлекать к административной ответственности
burglare [bɜ:ggl]	– совершать кражу со взломом
burglar [bɜ:gglə]	– грабитель, взломщик, вор
burglary [bɜ:gglərɪ]	– кража со взломом

C

cancel ['kæns(ə)l]	– 1) отмена; 2) отменять
case [keɪs]	– судебное дело
catch sb in the act	– поймать с поличным (на месте)
catch sb red-handed	
causes of crime	– причины преступности
charge sb with	– обвинять кого-то в чем-то
chase [fεɪs]	– преследовать
child abuse [tʃaɪldəbju:s]	– издевательство над детьми
circumstance ['sɜ:kəmstæns]	– обстоятельство; случай; условие
classify ['klæsɪfaɪ]	– классифицировать;

citizen ['sɪtɪz(ə)n]	– гражданин
collision [kə'lrʒn]	– столкновение, противоречие (интересов и т. п.)
commit [kə'mɪt]	– совершать
committee [kə'mɪt̬ɪ]	– комитет, комиссия
common cause	– распространенная причина
completely [kəm'pli:tlɪ]	– полностью, совершенно
confidential [kənfɪd̬'enʃ(ə)l]	– тайный, конфиденциальный
con man	– мошенник, жулик
constitution [kənſtrɪ'tju:ʃ(ə)n]	– конституция, основной закон
contemporary [kən'temp(ə)r(ə)rɪ]	– современник
convention [kən'venʃ(ə)n]	– соглашение, договорённость, конвенция
convict [kən'vɪkt]	– осуждённый, заключённый
coroner ['kɔrənə]	– коронер, следователь по убийствам
corruption [kə'rʌpʃ(ə)n]	– коррупция, продажность
counterfeiter ['kaʊntəfɪtə]	– подделыватель; обманщик; притворщик; фальшивомонетчик; имитатор
court [kɔ:t]	– суд
crime [kraɪm]	– преступление
criminal ['krimɪn(ə)l]	– преступник
criminologist department	– кафедра криминологии
culprit ['klprɪt]	– виновный; преступник; обвиняемый; подсудимый
cure [kjue]	– лечение, лекарство

D

damages ['dæmɪdʒəz]	– возмещение убытков
deal [di:l] with	– 1) заниматься, иметь дело с; – 2) рассматривать (проблему, вопрос)
death penalty	– смертная казнь
debate [dɪ'beit]	– дискуссия, обсуждение
department [dɪ'pa:tment]	– отделение; управление; служба
depend [di'pend] on	– зависеть от
deprivation [dɪ'prɪ'veɪʃ(ə)n]	– потеря; лишение
deprive [dɪ'praɪv]	– лишать; отбирать, отнимать

detail ['di:teil]	– подробность; деталь
do justice	<ul style="list-style-type: none"> – 1) вершить правосудие; 2) восстанавливать
	справедливость
doing time	– отбывание срока
drug addict ['ædikt]	– наркоман
drug trafficker ['dræg 'træfɪkə(r)]	– торговец наркотиками
drug trafficking ['dræg 'træfɪkɪŋ]	– распространение наркотиков
drunken driving ['drʌŋkən 'draɪvɪŋ]	– вождение автомобиля в нетрезвом виде

E

eliminate [ɪ'lɪmɪneɪt]	– ликвидировать, устранять
embezzlement [im'bɛzləmənt]	– растрата, хищение; присвоение
enforce [ɪn'fɔ:s] laws	<ul style="list-style-type: none"> – обеспечить (принудительное) исполнение закона
equal ['i:kw(ə)l]	– равный, одинаковый
equality [i'kwɒlɪtɪ] before the law	– равенство перед законом
escape [ɪ'skeɪp]	<ul style="list-style-type: none"> – совершать побег, убежать (из тюрьмы)
escape justice	– уйти от правосудия
euthanasia [ju:θə'næzɪə]	– эфтаназия
evidence ['evid(ə)ns]	– доказательства
execute ['eksɪkju:t]	<ul style="list-style-type: none"> – приводить в исполнение (постановление суда); казнить
exile ['eksail]	– ссылка

F

fair [feə]	– справедливый (беспристрастный)
faithful ['feɪθfʊl]	– верный, преданный
false imprisonment	– ложное обвинение
fence [fens]	– скопщик краденого
fine [fain]	<ul style="list-style-type: none"> – 1) штраф; 2) оштрафовать
fingerprints ['fɪŋgəprints]	– отпечатки пальцев
forge [fɔ:dʒ]	– подделывать
forger ['fɔ:dʒə]	– фальшивомонетчик
fraud [frɔ:d]	– мошенничество

fraudster ['frɔ:dstə]

freedom and rights

front man

- мошенник
- права и свободы
- подставное лицо

G

gang [gæŋ]

gangster ['gæŋstə]

genocide ['dʒenəsaɪd]

give sentences

give testimony ['testiməni]

godfather []

government ['gʌvənmənt]

guard [ga:d]

guilt [gilt]

guilty ['gilti]

gunman ['gʌnmən]

gunpoint ['gʌnpɔɪnt] (at gunpoint)

- банда
- гангстер, бандит
- истребление нации
- выносить приговоры
- давать показания
- “крестный отец”, главарь мафии, банды
- 1) власть; правительство;
- 2) руководство, управление
- охрана, защита
- виновность
- виновный
- преступник, убийца, вооружённый бандит
- дуло пистолета (под дулом пистолета)

H

hacking ['hækɪŋ]

- хакерство (взлом компьютерных систем)

harm [ha:m]

- 1) причинять вред, вредить;
- 2) вред

hijacker ['haɪdʒækə]

- угонщик самолета

hijacking ['haɪdʒækɪŋ]

- террористический захват

hit man

- наемный убийца, киллер

homicide ['hɒmɪsaɪd]

- убийство (общий термин, включающий как

предумышленное, так и

непредумышленное убийство)

- честный

- заложник

honest ['ɒnɪst]

hostage ['hɔstɪdʒ]

human trafficking

- незаконная перевозка людей

I

ideological [aɪdɪə'lɒdʒɪk(ə)l]	– идеологический
impartial [ɪm'pɔ:tʃl] court	– беспристрастный суд
impostor [ɪm'pɒstə]	– самозванец, обманщик
indecency [ɪn'di:snsɪ]	– непристойное действие
individuals [ɪndɪ'vɪdʒuəlz]	– люди, индивиды
inflict [ɪn'flɪkt]	– наносить (удар, рану); налагать (наказание)
informer [ɪn'fɔ:mrə]	– информатор, осведомитель
injunction [ɪn'fɜ:ljŋkʃ(ə)n]	– судебный запрет
inmate [ɪn'meɪt]	– заключенный
innocent ['ɪnəs(ə)nt]	– невиновный
innocence ['ɪnəsəns]	– невиновность
internment [ɪn'tɜ:nmənt]	– интернирование
interrogate [ɪn'terəgeɪt]	– допрашивать
investigate [ɪn'vestɪ'geɪt]	– расследовать
investigation [ɪn'vestɪ'geɪʃ(ə)n]	– расследование
investigators [ɪn'vestɪ'geɪtəz]	– следователи
involve [ɪn'velv]	– предполагать, подразумевать; быть связанным с
irritable ['ɪritəb(ə)l]	– раздражительный, недовольный

J

judge [dʒʌdʒ]	– 1) судья – 2) судить кого-л.
junkie ['dʒʌŋki]	– наркоман
jury ['dʒʊərɪ]	– присяжные
just ['dʒʌst]	– справедливый (соответствующий моральным и правовым нормам)
justice ['dʒʌstɪs]	– 1) справедливость; 2) правосудие
juvenile ['dʒu:v(ə)nail]	– малолетний преступник
delinquent	

K

kidnap ['kɪdnæp]	– похищать людей (для получения выкупа)
kidnapper ['kɪdnæpər]	– похититель, киднеппер (лицо, похитившее человека, особенно с целью выкупа)

kidnapping ['kɪdnæpɪŋ]
kill [kɪl]
– похищение людей
– 1) убийство; 2) убивать

L

law [lɔ:]
lawyer ['lɔ:jə]
law-abiding ['lɔ:əbɔɪdɪŋ]
lay down the rights and obligations
legal ['li:g(ə)l]
legal advice [əd'veɪsɪ]
legislate ['ledfɪzleɪt]
legislation [,ledfɪ'sleɪʃ(ə)n]
let [let] off
life sentence ['sentəns]
limit rights
– 1) закон, законодательство;
– 2) право
– юрист; адвокат; правовед
– законопослушный
– устанавливать права и
обязанности
– законный, юридический,
правовой
– консультация юриста
– издавать законы
– законодательство
– освободить
– пожизненное заключение
– ограничивать права

M

make [meɪk] laws
manslaughter ['mænslɔ:tə]
martial law ['ma:ʃ(ə)l 'lɔ:]
mental illness
mess around
miscarriage [mɪ'skærɪdʒ] of justice
mobster ['mɒbstə]
moral ['mɔr(ə)l]
morality [mɔ:r'ælɪtɪ]
mugging ['mʌgɪŋ]
murderer ['mɜ:d(ə)rə]
murder ['mɜ:də]
– издавать, принимать законы
– непредумышленное убийство;
убийство по неосторожности
– военное положение
– психическое заболевание
– бездельничать, хулиганить
– судебная ошибка
– бандит, гангстер; член шайки
– моральный, нравственный
– мораль, нравственность
– уличное нападение
– убийца
– 1) убийство (предумышленное);
– 2) убить кого-л. (умышленно)

N

natural ['nætʃ(ə)r(ə)l] law
– естественное право

natural ['nætʃ(ə)r(ə)l] justice

– правосудие на основе принципов естественного права

need for laws

– необходимость в законах

notary ['nəʊt(ə)ri]

– нотариус

notorious [nəʊ'tɔ:riəs]

– пресловутый; пользующийся дурной славой

O

obey [ə'beɪ] laws

– соблюдать законы

object ['əbɒdʒɪkt]

– объект, предмет; цель

offend [ə'fend]

– нарушать

offender [ə'fendə]

– преступник, правонарушитель

offence [ə'fens]

– нарушение

open hearing

– открытое слушание дела

ordeal [ɔ:'di:l]

– испытание

organized crime

– организованное преступление

organs of government

– органы государственного

управления

outlaw ['aʊtlɔ:]

– преступник; бандит; грабитель; лицо, объявленное вне закона

P

patrol [pə'trəʊl]

– дозор; разъезд; патруль

penalty ['pen(ə)lti]

– наказание; взыскание; штраф

pickpocket ['pɪkpəkət]

– вор-карманник

pillory ['pɪləri]

– 1) позорный столб;

– 2) пригвоздить к позорному столбу

pick pocketing ['pɪk'pəkɪŋ]

– карманничество

pimp [pɪmp]

– сутенёр

plaintiff ['pleɪntɪf]

– истец

police [pə'li:s]

– полиция

polite [pə'lait]

– вежливый

politician [,.pol'ɪtɪʃ(ə)n]

– государственный деятель; политик

poverty ['pɒvəti]

– бедность

premeditated [,.pri:'mediteɪtɪd]

– преднамеренный

prevention [prɪ'venʃ(ə)n]

Prime Minister

prison ['prɪz(ə)n]

prisoner ['prɪz(ə)nə]

procedure [prə'si:dʒə]

prohibit [prə'hɪbɪt]

prosecutor ['prəsɪkju:tə]

protect [prə'tekt]

provide [prə'veɪd] justice

provision [prə'veɪz(ə)n]

punish ['pʌnɪʃ]

punishment ['pʌnɪʃmənt]

put the blame on

– предотвращение,

предупреждение

– премьер-министр

– тюрьма

– заключенный, подсудимый

– процедура, порядок

осуществления действия

– запрещать, препятствовать

– прокурор, обвинитель

– защищать

– 1) вершить правосудие;

2) восстанавливать

справедливость

– мера предосторожности

– наказывать

– наказание

– возложить вину

Q

question ['kwestʃ(ə)n]

– 1) допрашивать;

– 2) допрос, следствие

R

rape [reɪp]

– 1) изнасилование;

– 2) изнасиловать; совершить
насилие над женщиной

– вынести вердикт

– иметь отношение к, касаться
чего-л. (это слово часто
используется при определении
терминов)

– раскаяние, сожаление

– освободить

– отменять законы

– исследование

– восстановление, реабилитация

– возмездие, наказание, расплата

reach [ri:tʃ] the verdict

refer [rɪ'fɜ:] to

regret [rɪ'gret]

release [rɪ'li:s]

repeal [rɪ'pi:l] laws

research ['ri:sɜ:ʃə]

restoration [rɪ'stɔ:rəʃ(ə)n]

retribution [rɪ'tribju:ʃ(ə)n]

reveal [r'veil]	– раскрывать
reward [r'wɔ:d]	– вознаграждение
ringleader ['rɪŋli:də]	– главарь
rob [rɒb]	– грабить, обкрадывать
robber ['rɒbə]	– грабитель, разбойник; вор
robbery ['rɒb(ə)rɪ]	– ограбление
runner ['rʌnə]	– контрабандист

S

sanction ['sænʃ(k)ʃ(ə)n]	– официальное одобрение, разрешение
scam [skæm]	– афера
seek [si:k] out	– разыскивать
selfish ['selfiʃ]	– эгоистичный
sentence ['sentəns]	– 1) приговаривать, осуждать; – 2) приговор
serve [sɜ:v] in a jail/prison	– отбывать срок в тюрьме
set rules	– устанавливать правила
shoot [ʃu:t] (shot)	– стрелять; вести огонь
shoplifter ['ʃɒplɪftə]	– вор из магазина
smuggler ['smʌglə]	– контрабандист
smuggling ['smʌglɪŋ]	– контрабанда
society [sə'saɪti]	– общество
solitary confinement [kən'faimmənt]	– одиночное заключение
sovereign ['sɔv(ə)rɪn]	– верховный, высший, главный
spy [spaɪ]	– шпион
stalker ['stɔ:kər]	– упорный преследователь
state [steɪt]	– государство
state arguments ['a:gjʊmənts]	– приводить доводы, доказательства
statute ['stætju:t]	– законодательный акт, статут
steal [sti:l]	– воровать, красть
structure ['strʌktʃə] of government	– структура органов государственной власти
study ['stʌdi] law	– изучать право
subject ['sʌbdʒekt]	– объект, предмет; субъект, человек
supergrass [su:pə'gra:s]	– стукач

supervision [,s(j)u:pə'veɪʒ(ə)n]
swindler ['swɪndlə]

– надзор, наблюдение; контроль
– мошенник; жулик

T

take [teɪk] for a ride
take the law in one's own hands

teenage ['ti:neɪdʒ] criminal
terrorist ['terərɪst]
thief [θi:f]
threaten ['θret(ə)n]
traitor []
transgression [trænz'gref(ə)n]

treason ['tri:z(ə)n]
trespassing ['trespəsɪŋ]
trial ['traɪəl]
turn [tɜ:n] to crime

– обмануть, провести
– расправиться с кем-л. без суда, чинить самосуд, расправу
– малолетний преступник
– террорист
– вор
– угрожать
– изменник, предатель
– правонарушение;
– злоупотребление
– измена; государственная измена
– нарушение
– суд
– встать на преступный путь

U

undergo [,ʌndə'gəʊ]

– подвергаться (чему-л.)

V

vandal ['vænd(ə)l]
verdict ['vɜ:dikt]
victim ['vɪktɪm]
vigilante [,vɪdʒɪ'læntɪ] justice
violate ['vaɪəleɪt]
violence ['vaɪəl(ə)ns]

violent ['vaɪəl(ə)nt]

– вандал
– вердикт, решение присяжных
– жертва
– самосуд, расправа
– нарушать (закон)
– насилие, жестокость, расправа, избиение
– жестокий

W

warden ['wə:d(ə)n]
warder ['wə:də]
warrant ['wɔ:r(ə)nt]

– начальник тюрьмы
– караульный; сторож
– ордер (на арест, обыск и т. п.)

weapon ['wep(ə)n]

– оружие

wink [wɪŋk]

– подмигивать

witness ['wɪtnəs]

– свидетель

X, Y

yell [jel] out

– громко кричать

Z

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

1. Английский для студентов-юристов = English for Law Students : учеб.-метод. пособие / О. И. Васючкова [и др.]; под общ. ред. О. И. Васючковой; под общ. ред. Л. В. Хведчени. – Минск : БГУ, 2011. – 295 с.
2. Комаровская, Д. С. Justice and Law in Britain / Д. С. Комаровская. – М. : Университет, 1998. – 334 р.
3. Макарова, Е. А. Английский для юристов и сотрудников правоохранительных органов (A1–B1) : учеб. пособие для среднего профессионального образования / Е.А. Макарова. – Москва : Юрайт, 2024. – 161 с. (Профессиональное образование).
4. Английский для юристов. English in Law : учебник и практикум для среднего профессионального образования / С. Ю. Рубцова, В. В. Шарова, Т. А. Винникова, О. В. Пржигодзкая; под общ. ред. С. Ю. Рубцовой. – М. : Юрайт, 2024. – 213 с. (Профессиональное образование).
5. Рыбин, П. В. Английский для юристов: учебник / П. В. Рыбин, Л. Ф. Милицына. – М. : Проспект, 2024. – 144 с.
6. Сущинский, И. И. Практический курс современного английского языка для юристов : учебник / И. И. Сущинский, С. И. Сущинская. – М. : ГИС, 2000. – 272 с.
7. Bailey, S. On the Modern English System / S. Bailey, M. Gunn. Third Edition. L, Smith and Bailey, 1996. – Р. 19–426.
8. Evans, V. Grammarway / V. Evans, J. Doodley. Express Publishing, 200. – 223 р.
9. Mann, M. Destination B2 Grammar and Vocabulary / M. Mann, S. Taylore-Knowles. – McMillan.
10. Upgrade your vocabulary and grammar. Подготовка к централизованному экзамену и тестированию по английскому языку : пособие для учащихся учреждений общего среднего образования / сост. О. В. Басовец. – Мозырь : Выснова, 2023. – 151, [1] с.

СОДЕРЖАНИЕ

ВВЕДЕНИЕ	3
UNIT 1. Law.....	4
UNIT 2. Why do people break the law?.....	11
UNIT 3. Law and Justice	16
UNIT 4. Crime Story	27
UNIT 5. Criminals.....	36
UNIT 6. Sentencing and Punishment	42
UNIT 7. Police.....	59
UNIT 8. Constitutional Law	73
SUPPLEMENTARY READING.....	86
ENGLISH-RUSSIAN VOCABULARY.....	93
БИБЛИОГРАФИЧЕСКИЙ СПИОК	105

Учебное издание

Прокопова Ольга Владимировна,
Гаврилова Марина Николаевна

АНГЛИЙСКИЙ ЯЗЫК

ENGLISH IN LAW

Пособие

Редактор *И. П. Макаренко*
Технический редактор *Н. Л. Якубовская*

Подписано в печать 21.11.2025. Формат 60×84 $\frac{1}{16}$. Бумага офсетная.
Ризография. Гарнитура «Таймс». Усл. печ. л. 6,28. Уч.-изд. л. 4,53.
Тираж 40 экз. Заказ .

Белорусская государственная сельскохозяйственная академия.
Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 1/52 от 09.10.2013.
Ул. Мичурина, 13, 213407, г. Горки.

Отпечатано в Белорусской государственной сельскохозяйственной академии.
Ул. Мичурина, 5, 213407, г. Горки.