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Кафедра германской филологии

LAW AND ORDER

ЗАКОН И ПОРЯДОК

Методические рекомендации

*Витебск
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Методические рекомендации содержат аутентичные тексты с упражнениями по обучению лексике и говорению, а также задания по аудированию и коммуникативные упражнения. Издание предназначается для студентов юридического факультета, обучающихся по специальности 1-24 01 01 Международное право.

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ПРЕДИСЛОВИЕ

Настоящее издание предназначено для студентов юридического факультета, обучающихся по специальности 1-24 01 01 Международное право.

Цель – обучение юристов профессиональному иноязычному общению. Аутентичный материал данных методических рекомендаций, предлагаемая система упражнений способствуют формированию языковой, речевой, социокультурной, учебно-познавательной компетенций, причем в качестве интегративной выступает коммуникативная компетенция.

Учебный материал отражает предмет и содержание избранной специальности, профессиональную деятельность юриста и ее социокультурные особенности в странах изучаемого языка, типичные ситуации производственного общения (судов, полиции).

Методические рекомендации состоят из 7 частей, в которых представлены аутентичные тексты по теме «Криминология. Преступление и наказание» с упражнениями по обучению лексике и говорению, построенными по принципу нарастания языковых трудностей, а также коммуникативные упражнения и ролевые игры, которые направлены на дальнейшее совершенствование умений как подготовленной, так и спонтанной речи в ситуациях, максимально приближенных к условиям естественной и профессиональной коммуникации.

Учебное издание может быть рекомендовано для самостоятельной работы, и полезно лицам, желающим совершенствовать свои знания в английском языке, например, аспирантам, магистрантам и др.

I. History of Law

What do you think law is?

Reading 1

What is Law?

The English word “law” refers to limits upon various forms of behaviour. There is a vague distinction between man-made law and moral precepts. Law can be defined as a set of rules which form the pattern of behaviour of a given society. Law is one of the most basic social institutions – and one of the most necessary. No society could exist if all people did just as they pleased, without regard for the right of others. Nor could a society also have certain obligations toward one another. The Law also sets penalties for people who violate these rules and it states how government shall enforce the rules and penalties.

Law essentially serves two functions in modern society. First, it serves to order and regulate the affairs of all “persons” be they individuals, corporations or governments. Secondly, law acts as standard of conduct and morality. Through both of these functions law seeks to promote and achieve a broad range of social objectives. Law can appear as the highest achievement of civilization. In man’s capacity to legislate against his own defects we can discern his chief claim to stand clearly above the animal level.

Law seems to exist apart from man and is not even noticed by him until somebody violates its orders or until it is called upon to defend interests that have been the object of encroachments.

The student of law is concerned with the questions of relationships between individual citizens and the state, as well as the relationships between states. The study of a legal process is the study of how decisions are made, who makes them, what the decisions are, how they influence subsequent events.

We commonly speak of both law and laws – the English law, or the laws of England; and these terms point to two different aspects under which legal science may be approached. The laws of a country are separate, distinct, individual rules; it is something more than the mere sum of such rules. It is rather a whole, a system which orders our conduct, in which the separate rules have their place and their relation to each other and to the whole. Lawyers generally speak of law; laymen more often of laws. This distinction between law as a system and law as enactments is brought out more clearly in languages which use different words for each.

In a developed state the sphere in which the law operates proves to be quite extensive. It embraces all the spheres of production, distribution and exchange. Law fixes the forms of administration and the constitutional system, and determines the legal status of citizens and activity of the state mechanism (state law, administrative law). It fixes the existing property relations and operates as a regulator of the measure and forms of distribution of labour and its products among the members of society (civil law, labour law). Finally, the law lays down the measures for combating encroachment on the state system, the existing order of social relations, together with the forms in which this is done (criminal law, procedural law, corrective labour law).

However, the laws enforced by government can be changed. In fact, laws are frequently changed to reflect changes in a society’s needs and attitudes.

 **Do the following exercises**

1. Pair the words in column A with those from column B.

A	B
1) forms	a) of exchange
2) set	b) of labour
3) standard	c) of law
4) sphere	d) of encroachment
5) system	e) of objectives
6) distribution	f) of citizens
7) object	g) laws
8) part	h) of behaviour
9) violation	i) of interests
10) range	j) of morality
11) man-made	k) of relationships
12) status	l) of rules

2. Express the following ideas in one word.

1. to bear (oneself) in a socially-acceptable or polite way;
2. rightness or pureness of behaviour or of an action;
3. the control or direction of affairs, as of country or business;
4. an object to be won;
5. a guiding rule on which behaviour is based;
6. to make laws;
7. a statement of something at last;
8. the body of laws and principles according to which a country is governed;
9. a condition that determines one's formal position;
10. the way or order of directing business in an official meeting, a law case;
11. to fight or struggle against;
12. the act or result of encroaching;

3. Say it in English.

- 1) установленная норма нравственного поведения; 2) главное требование; 3) устанавливать правовой статус; 4) простая сумма правил; 5) образец поведения; 6) социальные цели; 7) определять формы управления; 8) издавать закон против чьих-либо пороков; 9) объект посягательства; 10) нечеткое различие; 11) нравственные заповеди; 12) определять набор правил; 13) закон, созданный человеком; 14) регулировать отношения; 15) влиять на последующие события; 16) сферы производства; 17) устанавливать меры

4. Choose the best alternative to complete the following sentences.

1. The English word "law" refers to limits upon *various* / *some* forms of behaviour.
2. Laws prescribe how people *can* / *ought* to behave.
3. Law essentially serves *two* / *four* functions in modern society.
4. There is a *vague/clear* distinction between man-made law and moral precepts.
5. In a *developed* / *feudal* state the sphere in which the law *operates* / *develops* proves to be extensive.
6. Law fixes the forms of *constitutional* / *educational* system.
7. Law operates as a *regulator* / *obstacle* of distribution of labour and its products.
8. The law of a country may be analysed as a *selection* / *set* of rules.

9. The study of legal process is the study how *decisions/customs* are made, who *makes/fixes* them.
10. Law *seems/regards* to exist apart *from / inside* man and is not even *noticed / decided* by him until *somebody/criminal* violates its orders.
11. Law is *called / invited* upon to defend *interests / habits* that have been the *object / crime* of encroachments.
12. Law *embraces / separates* all the spheres of production, distribution and exchange.

Reading 2

The Foundation of British Law: Habeas Corpus Act Let the Body Be Brought...

Read and complete the following text with the words and phrases from the box.

jail in prison acquitted similar	violently punishment diet treatment statute	justice harsh brought warrant
---	--	--

In Britain, the United States and many other English-speaking countries, the law of Habeas Corpus guarantees that nobody can be held _____ without trial. Habeas Corpus became a law because of a wild party held in 1621 at the London home of a notoriously rowdy lady, Alice Robinson. When a constable appeared and asked her and her guests to quiet down, Mrs. Robinson allegedly swore at him so _____ that he arrested her, and a local _____ of the peace committed her to _____.

When she was finally _____ to trial, Mrs. Robinson's story of her treatment in prison caused an outcry. She had been put on a _____ of bread and water, forced to sleep on the bare earth, stripped, and given 50 lashes. Such _____ was barbaric even by the _____ standards of the time; what made it worse was that Mrs. Robinson was pregnant.

Public anger was so great that she was _____ the constable who had arrested her without a _____ was himself sent to prison. And the case, along with other _____ cases, led to the passing of the Habeas Corpus Act in Britain in 1679. The law is still on the British _____ books.

Do the following exercises

1. Choose the best way to complete the sentences.

1. The English word "law" refers to
 - a) development of institution of behaviour;
 - b) limits upon various forms of behaviour;
 - c) discernment in main claims for forms of behaviour.
2. Law can be defined as
 - a) a set of rules which form the pattern of behaviour of a given society;
 - b) a body of abstract rules of a particular society;
 - c) concept of common sense.
3. Law acts as
 - a) product of social and historical forces;
 - b) hallmark of civilized society;
 - c) standard of conduct and morality.

4. The study of a legal process is
 - a) the study of how decisions are made;
 - b) the operation of court system;
 - c) the influence of a society upon individual citizens.
5. Each rule which we call a law is a part of
 - a) the whole which we call the law;
 - b) a completely new subject;
 - c) the obvious question: what is law?

2. Define the statements as true or false.

1. In all societies relations between people are regulated by government.
2. Functions of law seek to promote and achieve a broad range of social objectives.
3. There is a definite distinction between man-made law and moral precepts.
4. In man's capacity to legislate against his own defects one can discern his claim to stand above the animal level.
5. The spheres of law embrace all forms of production, distribution and exchange.
6. Law enacts the legal status of citizens and the activity of the state mechanism.
7. Law embraces the measures for combating encroachment on the state system.
8. The laws of the country are common rules enforced by the government.
9. Law is based upon long observation of different people in different situations.
10. The general nature of the law is that it is enforced equally against all members of the nation.

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

Part A

Part B

- | | |
|---|---|
| <ol style="list-style-type: none"> 1) In all societies relations between people ... 2) Law can be defined as a set of rules which ... 3) Law serves to order and regulate ... 4) The functions of law seek to promote and achieve ... 5) The student of law is concerned with ... 6) The study of a legal process is ... 7) Law fixes the forms of ... 8) Law lays down the measures for ... 9) Each rule which we call a law is a part of ... 10) Lawyers generally speak of law and laymen ... 11) Law covers ... 12) The laws of a country are ... | <ol style="list-style-type: none"> a) all the spheres of production, distribution and exchange. b) separate, distinct, individual laws. c) are regulated by laws. d) form the pattern of behaviour. e) the affairs of all "persons". f) a broad range of social objectives. g) the questions of relationships between citizens and the state and between states. h) the study of how the decisions are made. i) administration and constitutional system. j) combating encroachment on the state system. k) the whole which we call the law. l) more often of laws. |
|---|---|

4. Choose someone to act as an expert of law and answer the students' questions.

- | | |
|---|---|
| <p>What do you mean by saying</p> <p>What are (is)</p> <p>Could you explain to me</p> | <p>the English word "law" refers to limits upon various forms of behaviour;</p> <p>laws prescribe how people ought to behave;</p> <p>law can be defined as a set of rules;</p> <p>law serves two functions in modern society;</p> |
|---|---|

Can you tell me

Could you prove that

Would you give the examples of

vague distinction between man-made law and moral precepts;
the chief claim to stand clearly above the animal level;
law is the highest achievement of civilization;
the law operates in extensive spheres;
two different aspects under which legal science may be approached;
the distinction between law as a system and law as enactments.

5. Speak on the essence of Law. Include the following points.

- **Law is the highest achievement of civilization:** to refer to; to appear; various forms of behaviour; to be regulated by laws; to define as a set of rules; the pattern of conduct; to legislate against one's own defects; to discern one's chief claim; to stand above the animal level.
- **Functions of law:** to serve; to regulate the affairs; to act; individuals; governments; a standard of conduct; morality; to seek; to promote; to achieve; a broad range; social objectives; a vague distinction; man-made law.
- **Spheres of law:** to operate; to prove; to be quite extensive; to embrace all the spheres; of production; distribution and exchange; to fix the forms; the constitutional system; to determine the legal status; the existing property relations; to lay down the measures of combating encroachment.
- **Law and laws:** to point; different aspects; to approach legal science; separate; distinct; individual rules; to analyse as separate rules; to order one's conduct; the mere sum of rules; to call a law; law as a system; law as enactments.

6. Argue the following points.

1. Laws are made to be broken.
2. Laws are like nets: little fish slip through them, big fish break through them and only medium-sized fish get caught.
3. There's one law for the rich and another for the poor.
4. The law of the jungle and the people.

Reading 3

Sources of Law

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

Students of the law discover early that law is complex and flows from a great number of sources. Law can and does take many forms. British Law comes from two main sources: Common Law, sometimes known as customary or case law, and parliamentary or statutory law. But it is the latter which in the end always prevails; there is nothing more supreme than parliamentary law.

English common law dates from the "time immemorial". Various customs, usages and conventions have been developed throughout the history of British legal tradition. Case law arises out of disputes and may be found in the decisions of courts. This is a system in which legal decisions are based upon decisions in previous cases and on custom rather than on detailed written law.

If there is no previous similar case the court will decide by applying existing laws to a new set of facts and its decision will become a new precedent for courts to follow in the future. The essential feature then, of Common Law is, that although partly based on local and national customs it is fundamentally judge-made law developed over many centuries.

Laws made by Parliament constitute parliamentary or statutory law. Now it is parliamentary law which is gradually seeing common law off the legal field. Statute law can be used to abolish common law rules which have outlived their usefulness, or to amend the common law to cope with the changing circumstances and values of society. Once enacted, statutes, even if obsolete, do not cease to have the force of law. A statute stands as law until it is specifically repealed by Parliament. All Acts of Parliament can be repealed by subsequent Parliaments.

Statutes alone would not provide a system of law but merely a set of disjointed rules. The basis of the law remains the Common Law and if all the statutes were repealed we should still have a legal system.

Among other sources of British law lawyers name equity, natural justice, European law. Equity dates from the fifteenth century, if not earlier, in the form of the Court of Chancery. Those who were not satisfied with the way in which the common law courts had handled their grievances might petition the King. Often it was a case of the common law being defective in its own rules or not being able to deliver the remedy appropriate to the individual's particular needs. To overcome the situation, plaintiffs started to petition the Sovereign directly, and such petitions were referred by the King to his deputy who was the principal judge in the Chancellor's Court of Chancery. Where there was a conflict between equity and common law practices in any subsequent case, equity would prevail.

Do the following exercises

1. Comment on the following sources of law and branches of law.

Common law, Parliamentary law, Equity, Natural justice, European law.

2. Complete the sentences.

1. Students of Law discover that _____
2. _____ becomes a new precedent for courts to follow
3. Parliament makes laws which constitute _____
4. Statute law can be used _____
5. Legislation of subsequent Parliaments can _____

2. What do we call

1. a rule that is supported by the power or government and that governs the behaviour of members of a society;
2. that part of the law which is based on former judgements;
3. the body of written laws established by Parliament;
4. the use of former customs or decisions as a guide to present actions;
5. a room or building in which law cases can be heard and judged;

Reading 4

Advantages and Disadvantages of Case Law

Read the text and focus on its main points.

The system of Case Law is peculiar to England and the countries, which have derived their law from England. Its essential principle is the rule that decided cases are building authorities for the future. In other countries the judge is not bound by previous decisions of the

same or any other court. The great advantages of a system of Common Law in the English sense are four:

1) Certainty. The fact that decided cases are binding for the future makes it certain or highly probable that every future case which is essentially similar will be decided in the same way. People may therefore regulate their conduct with confidence upon the law once laid down by the judges.

2) The possibility of growth. Where there is no system of Case Law the work of the judge is to develop new rules of law.

3) A great wealth of detailed rules. Case Law is much richer in detail than any code of law can possibly be.

4) The practical character. Case Law rules are the product of difficulties which actually arise in everyday life, they are practical in nature, not solely academic speculations.

The great disadvantages of Case Law are:

1) Rigidity. When a rule has once been decided, even though wrongly, it is difficult and sometimes impossible to depart from it. Flexibility is not a characteristic of Case Law.

2) Bulk and complexity. The fact that the rules of law are scattered over more than 2,000 volumes of law reports, makes the law extraordinary difficult to learn and apply.

Do the following exercises

1. Put the following sentences in the logical order to speak about British case law.

- 1) The system of Case Law is peculiar to England.
- 2) People may regulate their conduct with confidence upon the law once laid down by the judges.
- 3) The rules of case law are practical in nature and arise in everyday life.
- 4) There are some disadvantages of Case Law.
- 5) The work of the judge is to develop new rules of law if there is no system of Case law (in the possibility of growth).
- 6) The law is extraordinary difficult to learn and apply because it is bulky and complex.
- 7) It is difficult and sometimes impossible to depart from the rule once has been decided.

Discussion

Team up and discuss the advantages and disadvantages of Case Law.

Reading 5

Early Systems of Law

Read the text and insert a suitable term from the box

law	verdict	case	codify
legal	code	jury	court

One of the earliest systems of law which we have knowledge of is the collection of laws, known as the Code of Hammurabi, the Babylonian king, who lived in about 1800 B.C. Another early (1) _____ is the code of Hebrew Law, contained in the Book of Exodus in the Bible.

In Greece each city state had its own (2) _____. Some laws were common to many states. In the seventh century B.C. the Greeks began to put their laws into writing. About 594 B.C. Solon, the famous Athenian law-giver, provided a new code of law. The Athenians did not consider it necessary to have (3) _____ experts for non-criminal cases. In a civil (4)

_____ the (5) _____ was given by a jury. The members of the (6) _____ listened to speeches made by persons who had brought the case before them.

Roman Law is one of the greatest systems that has ever existed. It was based upon custom. Roman Law has had a strong influence on the law of most European countries and on Anglo-Saxon law, which is the other great law system of the world. In the eleventh century many European countries began to use Roman Law in their (7) _____. In France, however, until Napoleon (8) _____ the law in 1804, each province had its own laws. The Napoleonic Code was a splendid achievement, and it has influenced the laws of many countries in Europe and South America.

Answer the following questions.

1. What are the two earliest systems of law?
2. When and by whom were the laws put into writing?
3. What cases were heard by a jury? Was the jury made up of legal experts?
4. What law had a great impact on British law? What was it based upon?

II. Criminology

Reading 1

Lombroso and the origins of modern criminology

Cesare Lombroso was described as the father of modern criminology, and his theory of the 'born criminal' dominated thinking about criminal behaviour in the late 19th and early 20th century.

It began in Italy in 1871 with a meeting between a criminal and a scientist. The criminal was a man named Giuseppe Villella, a notorious Calabrian thief and arsonist. The scientist was an army doctor called Cesare Lombroso, who had begun his career working in lunatic asylums and had then become interested in crime and criminals while studying Italian soldiers. Now he was trying to pinpoint the differences between lunatics, criminals and normal individuals by examining inmates in Italian prisons. Lombroso found Villella interesting, with his extraordinary agility and cynicism as well as his tendency to boast of his escapades and abilities. After Villella's death, Lombroso conducted a post-mortem and discovered that his subject had an indentation at the back of his skull, which resembled that found in apes. Lombroso concluded from this evidence, as well as that from other criminals he had studied, that some were born with a propensity to offend and were also savage throwbacks to early man. This discovery was the beginning of Lombroso's work as a criminal anthropologist.

Essentially, Lombroso believed that criminality was inherited and that criminals could be identified by physical defects that confirmed them as being atavistic or savage. A thief, for example, could be identified by his expressive face, manual dexterity, and small, wandering eyes. Habitual murderers meanwhile had cold, glassy stares, bloodshot eyes and big hawk-like noses, and rapists had 'jug ears'. Lombroso did not, however, confine his views to male criminals – he co-wrote his first book to examine the causes of female crime, and concluded, among other things, that female criminals were far more ruthless than male; tended to be lustful and immodest; were shorter and more wrinkled; and had darker hair and smaller skulls than 'normal' women. They did, however, suffer from less baldness, said Lombroso. Women who committed crimes of passion had prominent lower jaws and were more wicked than their male counterparts, he concluded.

Inspired by his discovery, Lombroso continued his work and produced the first of five editions of *Criminal Man* in 1876. As a result, Lombroso became known as the father of

modern criminology. He was one of the first to realise that crime and criminals could be studied scientifically.

For thousands of years until that point, the dominant view had been that, as crime was a sin against God, it should be punished in a fitting manner – ‘an eye for an eye’, and so forth. During the Enlightenment, thinkers such as Jeremy Bentham and Cesare Beccaria decided that, as we were all rational beings, the choice to commit an offence was taken by weighing up the costs and benefits. If the costs were made high with harsh penalties, this would put off all but the most determined of criminals.

This was an interesting philosophy, but critics noted its flaws – not everyone is rational, and some crimes, particularly violent ones, are purely emotional, they said. Lombroso and his fellow criminal anthropologists also challenged these ideas, and were the first to advocate the study of crime and criminals from a scientific perspective. In particular, Lombroso supported its use in criminal investigation and one of his assistants, Salvatore Ottolenghi, founded the first School of Scientific Policing in Rome in 1903.

Throughout his career, Lombroso not only drew on the work of other criminal anthropologists throughout Europe, but also conducted many of his own experiments in order to prove his theories. These involved using bizarre contraptions to measure various body parts, and also more abstract things like sensitivity to pain and a propensity to tell lies. Indeed, Lombroso eventually developed a rudimentary prototype of the lie detector.

He introduced the idea that criminality was not a matter of sin or free will, but could instead be a medical problem that needed to be examined by experts in that field. Lombroso also advocated examining the criminal as an individual rather than focusing on the crime alone.

In addition to his pioneering work on the female offender, Lombroso was one of the first to use scientific methods to study crime, and he inspired many others to do the same. Today, neuro-criminology draws on some of Lombroso’s theories to explore causes of criminal behaviour – examining, for example, whether or not brain injuries or genetic abnormalities can lead to criminality or whether violence can be caused by a clinical disorder. Recent studies have found that there may be a genetic origin for violent crime, and that personality traits including criminality can be deduced from facial features. The born criminal, it seems, might not be such a ridiculous idea after all.

 **Do the following exercises**

I. Match the words in column A with those in column B to make up word combinations as used in the text.

A	B
brain	abnormalities
facial	disorder
genetic	asylums
clinical	features
rudimentary	the costs and benefits
propensity	injuries
weigh up	by physical defects
personality	to tell lies
to put off	murderers
lunatic	traits
habitual	the most determined of criminals
to identify	prototype

II. Match the words on the left with the meanings on the right.

A	B
inmate	to support
to put off	to identify with great accuracy
harsh penalty	a person kept in prison
to pinpoint	to conclude
propensity	basic, elementary
notorious	a medical examination of a dead person's body in order to find out the cause of death
to confine	skillful performance
a post mortem	severe punishment, heavy sentence
to deduce	to limit, to restrict
rudimentary	well-known for some bad quality or deed
to advocate	to deter
manual dexterity	inclination, habit

III. Complete the sentences.

- Lombroso was trying to pinpoint the differences between lunatics, criminals and normal individuals by ...
- After Villella's death, Lombroso conducted a post-mortem and discovered that ...
- Lombroso concluded from this evidence, as well as that from other criminals he had studied, that some were born with ...
- If the costs were made high with harsh penalties, this would ...
- Lombroso used bizarre contraptions to measure abstract things like sensitivity to pain and a propensity to tell lies and eventually developed ...
- Recent studies have found that there may be a genetic origin for violent crime, and that ...

IV. Answer the questions.

- What gave rise to Lombroso's theory of the 'born criminal'?
- When did he become interested in criminals?
- What did Lombroso discover after conducting a post mortem?
- What conclusion did he arrive at?
- What could criminals be identified by?
- What did he deduce after examining the causes of female crime?
- What view had dominated for thousands of years until Lombroso realized that crime and criminals could be studied scientifically?
- What flaws did critics note?
- What experiments did Lombroso conduct to prove his theories?
- Why does neuro-criminology draw on Lombroso's theories today?
- What have recent studies found?

Discussion

Do you share Lombroso's theory of the 'born criminal'?

Reading 2

CRIME

Read and study the vocabulary.

Robbery, of course, takes many forms.

Pickpocketing is taking money from someone's pocket or bag in a public place without them noticing.

Shoplifting is stealing goods from the shelves of shops.

Mugging is taking someone's money in the street with threats of violence.

Burglary or **housebreaking** is breaking in or breaking into houses or other buildings entering them by force, in order to steal things in a **break-in**. These are all types of robbery or theft, although robbery is usually used to talk about stealing money from shops, banks, trains and so on, and about stealing artworks from museums.

Theft is often used in combinations such as these: **petty theft** or minor theft, where things stolen are not very valuable; **serious theft**, where the things stolen are valuable.

Car theft includes joy **riding**: stealing a car for pleasure of driving it, often at very high speeds, and **car jacking**: stealing a car, sometimes at gunpoint, when its driver is in it.

Killing intentionally is **murder**, often referred to in law, especially in the USA as **homicide**.

Victims may die as the result of a **knifing**, when a **gun** is used. Guns are also **called** firearms. Guns such as pistols and revolvers are called handguns. Being armed with a handgun is known, very informally, as **packing a piece**.

Where people are shot from a moving car, they are victims of a drive-by shooting or a drive-by.

Suspects are people who the police think may have **carried out or committed a crime**. A more formal word for a crime is **an offence**.

If suspects are arrested by the police they may be held (in custody) or detained by them and may be charged with **an offence**.

Until the person **charged** is **tried** in court, and the crime or offence is proved to what have happened, it is an **alleged offence**.

A lawyer is someone qualified to advice or act in legal cases.

Courts are presided over by **judges**, or, on lower English courts, by **magistrates**. In the English system, **solicitors** represent people and prepare their cases before they reach court; **barristers** present and argue the cases in court. Solicitors do not represent people in court except in magistrate's courts. In the American system, **attorneys** represent people, prepare cases and present and argue them in court.

The **prosecution** and **defense** lawyers call **witnesses**. They require people who know about the alleged crime **to give evidence** or **testimony** or to **testify**: to say what they know in court.

In some countries many cases are decided by a jury, group of ordinary people (often 12) called jurors who listen to the evidence and then deliberate together to decide the case and **reach a verdict** and deliver a verdict to the court: **the defendant is found guilty** or not guilty.

The judge announces the **penalty**, or passes **sentence**. Depending on the seriousness of the offence, the defendant might be given one of these penalties:

- **a fine**: the defendant is ordered to pay money to the authorities;
- **probation**: the defendant is not sent to prison but must report to the authorities regularly and not break the law again;
- **imprisonment**: being sent to prison or jail to serve a prison or jail sentence;
- **community service**: organized work to help people in the community.

If the defendant is found not guilty he is **acquitted** or **cleared** of the crime.

Someone **convicted** of an offence may **appeal against their conviction** or against their **sentence**.

Punishment for certain crime in some places is **the death sentence**, also known as the **death penalty, capital punishment** or **execution**.

Do the following exercises

1. Give the definitions of the following words

Pickpocketing	a drive-by
Shoplifting	alleged offence
Joy riding	probation
Carjacking	community service
Knifing	attorney

2. What is the difference between:

- a) robbery and theft
- b) petty theft and serious theft
- c) solicitors and barristers
- d) a judge and jury

3. Give synonyms using the text

Housebreaking	to pass a sentence
Theft	death sentence
Murder	to give evidence
Crime	gun
To commit	to reach a verdict
To clear of the crime	a prison sentence

4. Give the English for

- 1) вменяемое в вину, инкриминированное преступление; 2) лихачество на угнанном автомобиле; 3) зарезать; 4) ношение оружия; 5) давать показания; 6) тяжесть преступления; 7) приговор/решение суда.

5. Match a word on the left with its definition on the right

accomplice	1. attacks and robs people in the street
arsonist	2. breaks into houses and other buildings to steal
assassin	3. steals from shops
bigamist	4. sets fire to property illegally
burglar	5. kills someone
deserter	6. destroys public property
drug dealer	7. steals things from people's pockets/bags in crowded places
embezzler	8. gets secret information from another country
forgery	9. buys and sells drugs illegally

fraud or con man	10. takes away people by force and demands money for their return
hijacker	11. helps a criminal in a crime
hooligan	12. uses violence for political reasons
gangster	13. causes disturbance in public places
kidnapper	14. takes control of a plane by force
mugger	15. murders for political reasons or reward
murderer	16. steals from his own company
pickpocket	17. obtains money by an illegal enterprise involving intimidation
poacher	18. is someone who steals
racketeer	19. makes false money or signatures
robber	20. is a member of a criminal group
shoplifter	21. hunts illegally on somebody else's land
smuggler	22. steals money etc. by force from people or places (e.g. banks)
spy	23. marries illegally being married already
terrorist	24. is a soldier who runs away from the army
thief	25. brings goods into a country illegally
traitor	26. pretends or claims to be what he is not
vandal	27. betrays his/her country to another state

6. Fill in the chart:

CRIME	CRIMINAL	ACTION	TRANSLATION
<i>arson</i>	<i>arsonist</i>	<i>set fire to</i>	<i>поджог</i>
	assassin	to assault	
blackmail	burglar		
desertion	embezzler		
		to forge	мошенник(-чать)
hacking		to hijack	
	kidnapper		
mugging			убийство
	pickpocket	to poach	
rape			грабитель(-тель)

shoplifting			
		to terrorize	
treachery			
	vandal		
		to bribe	

7. Complete the definitions with one of the following crimes.

<i>fraud</i>	<i>money laundering</i>	<i>smuggling</i>	<i>kidnapping</i>	<i>rape</i>
<i>hijacking</i>	<i>burglary</i>	<i>shoplifting</i>	<i>harassment</i>	<i>murder</i>
<i>piracy</i>	<i>arson</i>	<i>vandalism</i>	<i>plagiarism</i>	<i>stalking</i>

1. the act of following a person or animal as closely as possible without being seen or heard.
2. to take things or people to or from a country or place illegally and secretly.
3. the crime of intentionally killing a person.
4. offensive sexual suggestions or actions (for example, in the workplace).
5. to illegally take a person away by force, usually in order to demand money in exchange for that person's release.
6. the action of moving money which has been earned illegally through banks and other business, to make it seem to have been earned legally.
7. the crime of intentionally starting a fire in order to damage or destroying something, esp. abuilding.
8. to force someone to give you control of a vehicle, aircraft, or ship that is in the middle of a trip.
9. the crime of obtaining money or property by deceiving people.
10. the crime of illegally entering a building and stealing things.
11. the practice of attacking and stealing from ships at sea.
12. forcing someone to have sex when he or she is unwilling.
13. taking goods illegally from a store without paying for them.
14. the act of using another person's idea or a part of that person's work and pretend that it is your own.
15. intentional (deliberate) damage of public or private property.

8. Translate the sentences. Say which of the offences are described.

1. People broke into our house and stole our TV set and computer.
2. Two teenagers attacked her in the street and ran off with her purse.
3. The pilot was forced to take the plane to Israel.
4. She killed him with a kitchen knife.
5. Ann Murphy walked round the large department store, made sure no one could see and put two watches into her handbag.
6. Having made no profit this year, he set fire to his factory.
7. Young fans started fighting at the football match.
8. He threatened to tell the newspapers about it unless he got 10000 pounds.
9. Someone has stolen my purse from the desk.
10. The clerk handed over the money when they threatened to kill him.
11. He was caught paying for the goods with forged money.
12. They were accused of deliberately smashing the phone box.
13. The boy will be harmed unless his parents pay the ransom.
14. His wallet was stolen from his back pocket.

15. Trained dogs found the packages stuffed into the seats of the lorry.
16. They accessed the information from FBI computer system.
17. Mr. Stone leaves his van at a bus stop near two yellow lines in a busy street.
18. Paul drove the stolen car quickly and carelessly. Suddenly it went out of control, mounted the pavement and killed an old man.
19. Allan pretended he was starting a business and persuaded a few people to lend him money. However, he spent the money on a holiday.
20. In this area several houses were broken in last week.

9. Group the following crimes under the headings. Explain your choice

Offences against people

Offences against property

Offences against public order or public morality

Organized crime

White-collar crime

Political crime

Kidnapping, forgery, arson, rape, assault, vagrancy, fraud, assassinations, prostitution, hacking, hijacking, gambling, drug dealing, vandalism, larceny, murder, public drunkenness, terrorism.

10. What's the difference between:

a) murder and assassination b) embezzlement and forgery c) car theft and joy riding d) hooligans and racketeers

11. Put in the right preposition and translate the sentences.

1. He was sentenced _____ five years.
2. She got a sentence _____ six months.
3. He was accused _____ murder.
4. She has been charged _____ theft.
5. He appeared _____ court _____ hand cuffs.
6. They were brought _____ the judge.
7. He confessed _____ being a spy _____ military intelligence.
8. The court acquitted him _____ the murder _____ his wife.
9. Courts are presided _____ by

12. Match each punishment with its description.

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

13. Put these actions in the correct order.

accused
 arrested
 charged
 convicted
 interrogated

paroled
 sent to prison
 suspected
 tried



Listening

Listen to the following street survey about the causes of crime and fill in the table below. Looking at your notes, give a one-minute talk. Use expressions such as: *first of all, what is more, another reason, finally, etc.*

unemployment	<ul style="list-style-type: none"> • some people may turn to crime as an easy way of
advertisements	<ul style="list-style-type: none"> • some people end up things they want but they can't
TV programmes	<ul style="list-style-type: none"> • too much violence on TV makes young people more likely to act in a way in real life • criminals are shown in a way that makes them and their lifestyles look glamorous and
social pressures	<ul style="list-style-type: none"> • teenagers have to commit petty crimes, such as shoplifting, in order to by the gang • once you begin a life of crime it can be very difficult to

III. Crime Prevention



Listening

Listen to Chief Inspector Ronald Lewis advising people on how to protect themselves from certain types of crime and fill in the table below. Listen again and give a short talk on the topic.

mugging	<ul style="list-style-type: none"> • carry a personal..... • attend.....classes
kidnapping	<ul style="list-style-type: none"> • teach children not to talk to • if approached by strangers, they should go to the nearest.....place • if you can afford it, hire a.....
car	<ul style="list-style-type: none"> • fit an.....system • park in an.....carpark • make sure your car is securely.....

Reading 1

Read the article about crime prevention. Look up unfamiliar words in a dictionary. Translate the article.

What can you do to stop crime? Of course, it's the job of the police to fight crime. But we can all help to bring the crime down. Most crimes are against property, not people. And not many crimes are carefully planned. Most crimes are done by young men when they see the chance – an unlocked car or a door or window to a house or flat left open. A lot of people make things easy for burglars and car thieves. You can help stop a lot of crimes by always locking up your car and home. This will also help the police, by giving them more time to combat serious crime. And that's good for you and your family – because it makes your neighbourhood a safer place to live in.

A lot of burglaries can be prevented. Burglars don't like locked windows because someone will hear breaking glass. They don't like security deadlocks on doors because they cannot open them from the inside and they have to get out through a window. If you have a telephone entry system, don't let strangers in or hold the door open for someone who is arriving as you are leaving.

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

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

There are not very violent crimes, and you are not likely to be attacked. But a lot of people are afraid that they will be mugged or raped. Don't take short-cuts through dark alleys or across waste ground. Walk facing the traffic so that no one can pull up behind you. Don't hitch-hike or take lifts from strangers. If you often go home in the dark, get a screech alarm from a DIY store and carry it in your hand to scare off an attacker. Carry your bag close to you, and if someone grabs it, let it go or you could get hurt. Keep your house keys in your pocket. If you think someone is following you, check by crossing the street to see if he follows. If he does, run to the nearest place with people and call the police.

Wherever you are, make sure you know how to make an emergency call and the quickest way out.

Do the following exercises

1. Prove that

- 1) Not many crimes are carefully planned.
- 2) You can keep yourself safe by doing the right things at home or out in the street.
- 3) A lot of burglaries can be prevented.
- 4) People themselves make it easy for pickpockets.

2. Explain the difference between *to burgle/to steal/to rob* and *offender/criminal/convict/suspect*. Choose the correct word.

1. If you don't want someone **to burgle/steal** your house, you should keep the doors and windows locked.
2. He keeps his bicycle securely chained, so that no one can **steal/rob** it.

3. Two men attempted **to burgle/rob** the local bank, but the police arrived before they got away.
4. Instead of fining the men, the judge sent him to prison, because he was a repeat **offender/convict**.
5. That terrorist is one of the world's most wanted **criminals/suspects**.
6. The **offender/suspect** was set free because there was no evidence to prove that he was guilty.
7. The **suspect/convict** had been in prison for twenty years when he died.

3. Give the definitions of the following words. Complete the questions with them. What's your opinion on these questions?

Money belt mace spray burglar alarm safe self-defence

- 1) Do you think it should be legal for people to carry a _____?
- 2) Do you think people should be allowed to use a gun or a knife in _____?
- 3) Do you think it's necessary to wear a _____ to make sure your money is safe?
- 4) Do you believe that a _____ can protect your property?
- 5) Do you prefer to keep your money and valuables in a _____ at home or in a bank?



4. Listening

Listen and fill in the gaps.

Once your house has been (1) _____ it will most likely happen again, unless you make sure your house is not (2) _____. Burglars think that the bigger the house, the richer the (3) _____ are. Anything that signals nice possessions and (4) _____ will catch the burglar's eye. You may complain about nosy (5) _____. But it's good if someone is watching your house while you are away. You shouldn't draw attention to new things by leaving empty (6) _____ by the dustbin. You should be sensible and leave lights on in your (7) _____ when you go out at night. An open (8) _____ is an invitation to (9) _____. If you leave (10) _____ milk bottles on the doorstep, you will give burglars the (11) _____ light to break in. A good idea is to take photos of your possessions and label valuable items.

5. Now read the following statements and say which you agree with and why.

1. Houses which are very private are less safe.
2. Make your possessions easy to identify.
3. The first time you have your house broken into probably won't be the last.
4. Burglars look at our houses differently to the way we do.
5. Draw attention to your home to make it burglar-proof.
6. Burglars are attracted by signs of absence.
7. Large homes suggest large bank accounts.
8. Lock up and turn the lights on.
9. Don't let the outside show what's inside.

☺☺ Role play

You are a crime prevention officer. Speak on precautions one should take.

Reading 2

Read these accounts of different crimes and identify the type of crime/offence

1. Left Behind

While on routine patrol around midnight, a police officer observed a person standing outside an open window of a house which bordered an alley. As the officer continued to watch, undetected, a television was handed out through the window by a second unseen person. The officer turned on his flashing lights and approached down the alley, at which time the person standing outside the window dropped the television and ran off. A young boy climbed out of the window and was caught by the officer. No one was home in the house. The boy gave his name and his age, which was 13. The police officer took the boy to the precinct house and referred the case to the juvenile division of the police department.

2. Break It Up!

At 11 p.m. on a Friday night a police officer was dispatched to a convenience store parking lot after the store manager called to complain about a group of teenagers congregating in front of the store. The manager stated that the teenagers and their cars hampered the access of customers to the store and that loud music and other noise were a nuisance. When the officer arrived, she ordered the teenagers to disperse and to “go on home before you get into trouble.”

3. Saturday Night Drunks

While on routine patrol at 7:30 p.m. on a Saturday night, a sheriff’s deputy observed a car full of young men swerving erratically on a country road. The deputy pulled up behind the swerving car and turned on his own car’s flashing lights. The swerving car stopped and, as the officer approached, three teenage boys in the backseat were laughing and acting silly. When the driver, a 16-year-old boy recognized by the deputy to be a local high school athlete, opened the driver’s door, a beer can rolled out of the car and onto the pavement. The officer could tell that he had been drinking. The boys were taken to the Sheriff’s Department and their parents notified to come and get them. No other action was taken.

4. Alternative School

A series of daytime household burglaries had occurred in a middle-class neighborhood in a medium-sized city. Two police officers on routine patrol observed two school-age boys sitting on a bench in a local playground during school hours. The officers approached the boys, determined that they were truant and took them to their school. The principal told the police officers that the boys, both aged 14 and in the eighth grade, were absent a lot and had been suspended from school earlier that year for repeatedly smoking in the restroom. One of the officers matched the dates the boys had been absent with those of several of the burglaries and discovered they were the same. The boys were taken to the police station for further investigation.

5. I Won’t Do It Again, I Promise

Nadine Fishwater, a 16-year-old high school student, was stopped by department store security guards as she attempted to leave the store after security had observed her placing makeup and perfume inside her blouse. Nadine immediately began crying and offered to pay for the merchandise, saying she had “forgotten” to pay although she had intended to do so. Police were called to the store, a written report was prepared by store security, and Nadine was taken to police headquarters and her parents were notified. Her parents stated that she was a “good student”, that she had never been in any kind of serious trouble before, requested that the police allow them to “work things out” with the department store, and asked them to release her in their custody.

Do the following exercises

1. Give the English equivalents of these words and expressions. Consult the texts.

Патрулировать, незамеченный, наблюдать, поймать, полицейский участок, направить дело, жаловаться, отдел по делам несовершеннолетних, отправить (полицейского), остановиться, включить фары, разойтись, ограбления домов, уведомить родителей, бездельничать, покупатели, дальнейшее расследование, освободить, под попечение, охранники магазина, предпринимать меры, помеха, уладить дело, мешать, подойти/приблизиться, удалить из школы на какой-то период.

2. Answer the questions.

1. What crime/offence was committed?
2. Who committed each crime/offence?
3. Where and when was the crime committed?
4. Was the crime committed against people or property? Give the evidence.
5. Were there any witnesses in each case?
6. What was the outcome?

IV. Legal Bodies

Reading

The legal system in England and Wales

The most common type of law court in England and Wales is the magistrates' court. There are 700 magistrates' courts and about 30,000 magistrates.

More serious criminal cases then go to the Crown Court, which has 90 branches in different towns and cities. Civil cases (for example, divorce or bankruptcy cases) are dealt with in County courts.

Appeals are heard by higher courts. For example, appeals from magistrates' courts are heard in the Crown Court, unless they are appeals on points of law. The highest court of appeal in England and Wales was the House of Lords replaced by the Supreme Court on 1 October 2009. This new court has assumed the judicial functions of the House of Lords. The Law Lords that used to sit in the House of Lords now sit as twelve Justices of the Supreme Court, with a President at its head. (Scotland has its own High Court in Edinburgh, which hears all appeals from Scottish courts.)

Certain cases may be referred to the European Court of Justice in Luxembourg. In addition, individuals have made the British Government change its practices in a number of areas as a result of petitions to the European Court of Human Rights.

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

(The system in Northern Ireland is similar, but the system in Scotland is quite different and separate)

The Supreme Court

Criminal division

Civil division

The Court of Appeal 1–3 judges, no jury	The High Court 1–3 judges, no jury (The Chancery Division The Queen’s Bench Division The Family Division)
The Crown Court 1 judge + jury	County Courts 1 judge, no jury

Magistrates’ Court 3 magistrates, no jury
--

Do the following exercises

1. Find English equivalents for the words below.

общее право
 уголовный кодекс
 гражданский кодекс
 мировой судья
 Суд короны
 гражданское дело
 суды графств
 Европейский суд по делам человека
 правовая система
 суд по делам несовершеннолетних
 правонарушитель
 насильственная смерть
 уголовное дело

2. Complete the sentences.

1. The most common type of law court is _____.
2. Criminal cases go to _____ and civil cases go to _____.
3. The legal system also includes _____.
4. Tribunals deal with disputes _____.

3. Courts can be distinguished with regard to the type of cases they hear. Match each of the following types of court (1–9) with the explanation of what happens there (a–i).

- | | |
|--|---|
| 1 Appellate court (or court of appeals, appeals court) | a) this is where a person under the age of 18 would be tried |
| 2 Crown court | b) this is the court of primary jurisdiction, where a case is heard for the first time; |
| 3 High court | c) this is where small crimes are tried in the UK; |
| 4 Juvenile court | d) this is where law students argue hypo- |
| 5 Lower court (or | |

- court of first instance) thetical cases;
 6 Magistrates' court e) this is where a case is reviewed which
 7 Moot court has already been heard in a lower court;
 8 Small-claims court f) this is where cases involving a limited
 9 Tribunal amount of money are handled;
 g) this is where serious criminal cases are
 heard by a judge and a jury in the UK;
 h) this is where a group of specially chosen
 people examine legal problems of a particu-
 lar type, such as employment disputes;
 i) this is usually the highest court in a juris-
 diction, the court of last resort.

4. Answer the questions.

1. Who is responsible for making laws in Britain?
2. In the United Kingdom what is the difference between criminal and civil law?
3. What is the most common type of law court in England and Wales?
4. Name three other types of British courts.

5. Work in pairs and discuss the following

Which courts do you think would deal with:

- a) a bank robbery?
- b) a divorce case?
- c) a burglary committed by a fifteen-year-old teenager?
- d) drowning
- e) a case of driving too fast
- f) disputes over taxation
- g) rape



Video

THE CROWN COURT

1. PRE-LISTENING

1.1 Answer the questions.

- 1) Describe the structure of the court system of your country and its legal culture.

1.2 Discuss the meaning of the words / phrases.

discretion
 to uphold law
 public gallery
 to swear
 prosecuting barrister
 defense barrister
 learned friend
 introduce witness
 prosecution/defense witness
 examination in chief
 cross-examination
 re-examination
 closing speech

to postpone sentencing
contentious case

2.1 Listen to the story and fill in the missing words.

- 1) It's at _____ discretion whether or not there is a _____.
- 2) After the jury _____, the judge _____ and informs that it's for them to _____ if the evidence they are going to hear proves that the defendant _____.
- 3) The prosecuting barrister will ask a _____ with regards to the _____ they have given to the _____. This is known as _____.
- 4) The defense may ask the _____ a series _____. This is known as _____.
- 5) The prosecuting barrister may be given an opportunity to _____. This is known as _____.
- 6) During the closing speech the prosecuting barrister _____ and tries to _____ the jury that the defendant _____.
- 7) If the defendant is found not _____, the jury will be _____ from the _____.
If the defendant is found _____, the _____ will move him in a _____ and the jury will _____ in court.

2.2 Listen to the story again and answer the questions.

- 1) Who represents the trial at the Crown court?
- 2) Where does the defendant sit during the trial?
- 3) What is the role of the jury at the Crown court? What is their job?
- 4) What is the prosecuting barrister responsible for?
- 5) Define the notion "examination in chief"?
- 6) What is implied by cross-examination and re-examination?
- 7) Comment on the functions of a defense barrister.
- 8) Does the procedure of introducing witnesses from the defense side differ from that of the prosecution side?
- 9) What happens if the defendant is found guilty/not guilty?
- 10) Under what circumstances can the judge postpone sentencing?

Discussion

- 1) Summarize your opinion about the judicial system and process how judges get to court in your country.
- 2) Can judges render justice fairly without fear of political reprisal from government, president or political parties?

V. People in Law

Reading 1

Read and translate the following text.

Legal Profession

England is almost unique in having two different kinds of lawyers, with separate jobs in the legal system. The legal profession is divided into two branches: barristers and solicitors, who are sometimes called the junior branch. Both barristers and solicitors are professions held in high regard. This division of the legal profession is of long standing and each branch has its

own characteristic functions as well as a separate governing body. The training and career structures for the two types of lawyers are quite separate.

The traditional picture of the English lawyer is that the solicitor is the general practitioner, confined mainly to the office. If a person has a legal problem and needs the assistance of the law, either because he has a dispute, or because he is in trouble, or concerned with a question of inheritance or transfer of property, he will go to a solicitor and seek his advice in a personal interview. There is no end to variety of matters which can appear on a solicitor's desk. They deal with all the day-to-day work of preparing legal documents for buying and selling houses, making wills, writing legal letters, they do the legal work involved in conveyancing, probate, divorce. Solicitors work on court cases for their clients outside the court: in a civil action solicitors have the right to speak in the lowest Courts when the case is one of divorce, recovering some debts, matrimonial matters, petty crimes. If a case, civil or criminal, is more serious or difficult, or has to be heard in a higher court, solicitors engage a barrister to whom they hand over the task of representing the client in the court. They prepare a case for barristers to present in the higher courts and the barrister receives it in the form of a brief from which he plans his advocacy in the particular case.

Law Society¹ is a governing body of solicitors. Solicitors usually work together in partnerships, or 'firms'. To qualify as a solicitor a young man joins a practising solicitor as a 'clerk' and works for him whilst studying part time for the Law Society exams. When you have passed all the necessary exams, you may apply to the Law Society to be "admitted", then you can start business on your own. It is not necessary for you to go to university.

In England, the decision is between becoming a barrister or a solicitor. Although solicitors and barristers work together on cases barristers specialise in representing clients in court. A barrister can only be consulted indirectly, through a solicitor. Thus they are not paid directly by clients, but are employed by solicitors. Most barristers are professional advocates but it is a mistake to regard a barrister entirely as an advocate. A barrister must be capable of prosecuting in a criminal case one day, and defending an accused person the next.

A would-be² barrister must first register as a student member of one of the four Inns of Court³: Gray's Inn, Lincoln's Inn, Inner Temple or Middle Temple and keep twelve terms as a student at his Inn. A student must pass a group of examinations to obtain a Law degree and then proceed to a vocational course, highly practical in nature, the passing of which will result in his being called to the Bar⁴.

Barristers are experts in the interpretation of the Law. They advise on really difficult legal matters (this is known as "taking counsel's opinion"). So barristers spend a lot of time at paper work apart from their actual appearances in court where they wear wigs and gowns in keeping with the extreme formalities of the proceedings.

Judges are usually chosen from the most senior barristers, and once appointed they cannot continue to practise as barristers.

The highest level of barristers have the title Q.C. (Queen's Counsel). The status is bestowed on about 30 counsellors a year by the Queen on the advice of the Lord Chancellor. Before a junior counsel can hope to achieve the status ("to take silk" as this process is called) he must be able to point to at least 10 years successful practice as a barrister. The Q.C. is expected to appear only in the most important cases.

A lot of work in English solicitor's offices is undertaken by managing clerks, now called "legal executives"⁵, who are a third type of lawyers. They have their own professional and examining body – "The Institute of Legal Executives".

Taking the legal profession as a whole, there is one practicing lawyer per 1200 people. This compares with about one lawyer per 600 in the USA. There are about 5,000 barristers and 50,000 solicitors, the number of which is rapidly increasing, and they make up by far the largest branch of the legal profession in England and Wales.

Many people believe the distinction between barristers and solicitors should be eliminated in England. The government is considering various proposals, but there are arguments for maintaining, as well as removing, the division.

Notes:

1. Law Society– Общество юристов (профессиональный союз солиситоров)
2. would-be – стремящийся стать
3. Inns of Court– “Судебные инны” (четыре корпорации барристеров в Лондоне; пользуются исключительным правом приема в адвокатуру; в школах при этих корпорациях готовят барристеров; существуют с XIV в.)
Gray’s Inn– “Грейз Инн” (самый новый из “судебных иннов”, назван по имени первого владельца здания).
Lincoln’s Inn– “Инн Линкольна” (готовит преимущественно барристеров Канцлерского высокого суда правосудия; назван по имени первого владельца здания).
Inner Temple– “Внутренний темпл” (самый старый из судебных типов.)
Middle Temple – “Средний темпл”
4. to be called to the Bar –быть принятым в коллегия адвокатов
5. “legal executives” – законные исполнители (персонал, нанимаемый солиситорами, клерки)

 **Do the following exercises**

1. Pair the words in column A with those from column B.

- | | |
|--|--|
| <p>A.</p> <ol style="list-style-type: none">1) senior2) vocational3) law4) extreme5) accused6) professional7) necessary8) civil9) day-to-day10) variety (of)11) personal12) general13) career14) legal | <p>B.</p> <ol style="list-style-type: none">a) barristerb) degreec) coursed) documentse) examf) advocateg) mattersh) advicei) structurej) actionk) personl) interviewm) formalitiesn) practitioner |
|--|--|

2. Express the following ideas in one word.

1. a lawyer who has the right of speaking and arguing in the higher courts of law;
2. a kind of lawyer who gives advice, appears in lower courts;
3. to be allowed or made by law;
4. a room or building in which law cases can be heard and judged;
5. questions to be decided in a court of law;
6. a rule that is supported by the power of government and that governs the behaviour of members of a society;
7. a person whose business is to advise people about laws and to represent them in court;
8. a person who speaks in defence of or in favour of another person;

9. a lawyer who prepares an official paper by which the right to ownership of one's property is given by one person to another;
10. a person who pays a professional person for help and advice;
11. a public official who has the power to decide questions brought before a court of law.

3. Match English and Russian equivalents.

- | | |
|--------------------------------------|--|
| 1) Matrimonial matters; | a) защищать обвиняемого; |
| 2) petty crimes; | b) незначительные преступления; |
| 3) recovery of debts; | c) составлять завещание; |
| 4) to make a will; | d) искать юридического совета; |
| 5) to deal with conveyancing; | e) толкование закона; |
| 6) to seek legal advice; | f) иметь дело с составлением нотариальных актов о передаче имущества |
| 7) to apply to the court; | g) возврат долгов; |
| 8) a civil action; | h) брачные (супружеские) вопросы; |
| 9) a general practitioner; | i) вести уголовное дело; |
| 10) the interpretation of the law; | j) обращаться в суд; |
| 11) to defend the accused person; | k) получить диплом юриста; |
| 12) to obtain a law degree; | l) гражданское дело; |
| 13) to prosecute in a criminal case; | m) юрист широкого профиля; |
| 14) to eliminate the division; | n) профессиональный адвокат |
| 15) to maintain the proposal; | o) устранить деление |
| 16) to achieve the status | p) достичь статуса |

5. Choose the best alternative to complete the following sentences.

1. England is almost *unique / ordinary* in having *two / three* different kinds of lawyers, with *separate / the same* jobs in the legal system.
2. *Solicitors / managing clerks* prepare a case for *a barrister / a judge*.
3. In a *civil/criminal* action solicitors have the right to speak in the *lowest / highest* courts.
4. *Law Society/the Bar* is a governing body of solicitors.
5. It is a mistake *to regard/to point* a barrister entirely as *an advocate/prosecutor*.
6. Barristers are experts in the *interpretation/examining* of the Law.
7. Judges are usually *chosen / appointed* from the most *senior / junior* barristers.
8. *The Queen's Counsel /the Lord Chancellor* is expected to appear only in *the most important / trial* cases.
9. A number of lawyers is rapidly *increasing/cutting down* in England and Wales.
10. A lot of work in *solicitors' /barristers'* offices is undertaken by *legal executives / students*.
11. Each branch of legal profession has its *own/common* characteristic functions as well as a *separate/one* governing body.
12. If a person has a legal problem he will go to *a barrister / solicitor* and seek his advice in *a personal interview/by post*.
13. In court barristers wear *plainclothes / wigs and gowns*.
14. To qualify as a barrister you must register as a student member of *one of the four Inns of Court / of one of British universities*.

Reading 2

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

lay client trial professional association legal advisor paperwork a written document Law Society marriage contract litigants instruct
--

The Long History of the Solicitor

The solicitors' profession has a long history, going back to the 12th century, when the language of the court was Norman French. All (1) _____ therefore needed a representative to act on their behalf and that person was known as an 'attorney' from the mediaeval French word 'atourner' (meaning 'to direct to'). In the courts of equity a (2) _____ needed a 'solicitor' to act on his behalf. This word derived from the Latin 'sollicitare' (to harass). Attorneys and solicitors were the forerunners of today's solicitors.

Today solicitors generally (3) _____ barristers as specialist pleaders of cases in Court, prepare the cases, attend to all the (4) _____ and collect the evidence. The solicitor provides the instructions to the barrister in (5) _____ called "a brief" – hence the expression "briefcase".

The attorney or solicitor was the general (6) _____. He would deal with legal matters on behalf of his client such as the drawing up of wills, trust instruments, (7) _____, and conveyances of land. It was generally only when a matter proceeded to court that the client had need of both a solicitor and a barrister: the solicitor to enter an appearance in the Court and deal with the preliminary stages and the barrister to plead the case and appear at the eventual (8) _____ of it.

The profession of a solicitor was largely unregulated until the beginning of the 19th century when the Law Society was founded. It was granted a Royal Charter in 1845 which empowered it to enforce national standards of conduct and education. About the same time the term attorney was dropped in favour of the title "solicitor". The duties of the (9) _____ have been extended by various Acts of Parliament since then. It serves the public by working to improve access to the law. It provides services and support for solicitors and sets the standards that underpin the profession's reputation as the best independent professional advisers. The Law Society acts both as the professional body regulating solicitors and also as their (10) _____.

Do the following exercises

1. Choose the best way to complete the sentences.

1. England has two different kinds of lawyers:
 - a) solicitors and barristers
 - b) barristers and legal executives
 - c) solicitors and judges
2. Solicitors work on court cases of clients
 - a) in the court
 - b) outside the court
 - c) at home
3.is a governing body of solicitors.
 - a) the Bar
 - b) the Highest Court
 - c) Law Society
4. The highest level of barristers have the title of
 - a) Queen's Counsel

- b) Queen's Advocate
 - c) Senior Barrister
5. The status to the barrister is bestowed by the Queen on the advice of
 - a) the Lord Chancellor
 - b) Prime Minister
 - c) the Attorney-General
 6. A would be barrister must first be registered
 - a) as a member of Law Society
 - b) as a student member of one of the four Inns of Court
 - c) as a member of the Bar
 7. Many people believe the distinction between barristers and solicitors
 - a) should be adopted
 - b) should be eliminated
 - c) should be kept
 8. Judges are chosen from
 - a) a junior counsel
 - b) the most senior barristers
 - c) managing clerks
 9. Solicitors have the right to speak in the lowest Courts when the case is one of ...
 - a) murder
 - b) petty crimes
 - c) terrorism
 10. Barristers are experts ...
 - a) in representing clients in court
 - b) in interpretation of the law
 - c) in writing legal letters

2. Define the statements as true or false.

1. The division of the legal profession is of long standing and each branch has its own characteristic functions.
2. The training and career structures for the two types of lawyers are quite the same.
3. Solicitors specialize in representing clients in courts.
4. A barrister can only be consulted indirectly through a solicitor.
5. Barristers are paid directly by the clients.
6. A barrister is regarded to be an advocate.
7. In court, barristers wear wigs and gowns in keeping with the extreme formalities of the proceedings.
8. Judges are chosen from the most senior barristers and they can continue to practise as barristers.
9. Before a junior counsel can achieve the status of Q.C. he must be able to point to at least 10 years successful practice as a barrister.
10. The government doesn't consider it necessary to eliminate the distinction between barristers and solicitors.

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

Part A

1. Each branch of legal profession has
2. The solicitors deal with preparing
3. The solicitor has the right to speak in the Lowest Courts when
4. The barrister plans his advocacy

5. A young man joins a practicing solicitor as a clerk
6. Barristers specialize
7. A barrister must be capable
8. Judges are chosen
9. When the student obtains a law degree and passes highly practical in nature vocational course
10. Clerks who undertake a lot of work in English solicitor's offices
11. Solicitors make up
12. The government is considering various arguments for

Part B

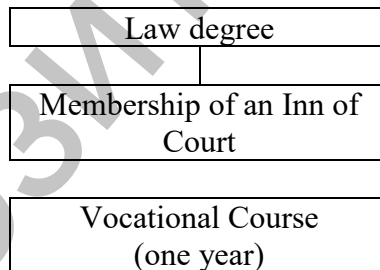
- a) the rapidly increasing branch of the legal profession in England and Wales.
- b) its own characteristic functions and a separate governing body.
- c) maintaining as well as removing the division between barristers and solicitors.
- d) the case is one of divorce, recovery some debts, petty crimes.
- e) to qualify as a solicitor.
- f) in the form of a brief prepared by a solicitor.
- g) legal documents for the clients.
- h) in representing clients in court.
- i) from the most senior barristers.
- j) he may be called to the Bar.
- k) of prosecuting in a criminal case one day and defending an accused person the next.
- l) are a third type of lawyers called "legal executives".

4. Analyse the stages of legal education and career in Britain.

Solicitors' Training



Barristers' Training



Listening

A solicitor's work

Pre-listening task

In England and Wales, before you can take the professional examinations to become a solicitor, you have to be one of the following:

- a) a law graduate with a university degree in law
- b) a non-law graduate with a degree in any other subject
- c) a non-graduate with practical experience in a law firm.

The professional examinations are run by the Law Society.

- 1 What is a solicitor?
- 2 Which of these professions do you think has the lowest pay: solicitors, doctors, dentists, surveyors, accountants?

Listening task

As you listen to the tape, make brief notes to help you answer the following questions:

1. When did the speaker leave university?
2. Which of the following are true now, true when the speaker left university, or both? Write now, then, or both.
 - a) Non-law graduates must have legal training.
 - b) Local authorities pay for legal training.
 - c) Big law firms pay for legal training.
 - d) The examination is called Part One.
 - e) It is called the Common Professional Examination.
3. In the speaker's opinion, which of the professions in the Introduction has the lowest pay?
4. Why does he think this is so?
5. What did one of his clients do with a letter he received at 4.30 p.m.?
6. Why is Monday morning particularly busy?

After-listening task

Work in pairs.

1. What evidence is there in the tape that solicitors are overworked and underpaid?
2. What do you think the clients' view would be?

VI. The British Police

Reading 1

The British police officer – sometimes called the “bobby” after Sir Robert Peel, the founder of the police force – is a well-known figure to everybody, who sees British films. Policemen keep law and order either walking in the streets or driving in cars. In Britain the police are organized very differently from many other countries. Britain has no national police force, instead, there is a separate police force for each of 52 areas into which the country is divided. Each has a police authority – a committee of local county councilors and magistrates.

It is unusual for members of one force to operate in another's area unless they are asked to give assistance. A Chief Constable (their senior officer of a force) sometimes may ask for assistance of London's police force, based at New Scotland Yard – known simply as “the Yard”.

The British police generally do not carry guns, except in North Ireland. Only a few police are regularly armed – for instance, those guard politicians, diplomats or who patrol airports.

There are 155 different police forces in Britain. Each of these forces is a separate body, independent of the others, and each operates only within its own area, under the command of its Chief Constable, and is administered by its own local police authority. Police forces are composed of police officers.

Police officers have the same rates of pay and the same conditions of service, and all are subject to the same code of discipline. All are engaged in the enforcement of the law, the preservation of life and property, and the prevention of crime. Each of them takes the same personal oath of loyalty to the Crown, and one, whatever his or her rank, has the same power and authority under the law. Regular police officers usually serve for 25 years or more and retire on pension.

The police service is now a closed service. That is to say, all ranks, including the highest, are open only to serving police officers. There is a hierarchy of ranks with regular grades of subordination – chief constables, superintendents, inspectors, sergeants and constables.

A constable has many powers: he alone can arrest persons found committing certain offences, and he alone can arrest on suspicion in certain circumstances. Then a constable has certain duties: he must under certain statutes accept an offender who is handed over to him by some one else and bring him before a magistrate.

In matters of organisation and operation there is a little difference between one police force and another. Each police force has its headquarters, in which the Chief Constable, his deputy and his staff work. All Chief Constables have common background of police work and a practical knowledge of police matters and problems.

Outside the headquarters, the police area is usually divided into territorial divisions, each under a senior officer. It is from the divisional headquarters that the performance of duties is arranged, and it is here that reports made by officers on duty in the streets are received and considered. Below the divisional headquarters there are police stations, which form the first point of contact with the public.

Do the following exercises

1. Give the English equivalents of the following words and word combinations.

Полицейские силы, полицейское подразделение; офицер полиции; полицейский; звание, чин, ранг; констебль, полицейский; сержант полиции, охранник; старший полицейский офицер, надзиратель; начальник полиции (в городе или графстве); принудительное применение (закона), правоприменение; условия службы; дисциплинарный устав (кодекс); чиновник правоприменяющего органа; охранять собственность; предотвращать, предупреждать (преступность); клятва; присяга; власть; полномочие; орган управления; уходить в отставку, на пенсию; подчинение; подчиненность, субординация; нарушать, посягать; правонарушитель; посягательство, правонарушение; преступление; совершать преступление; подозревать; подозрение; Статут; законодательный акт; закон; устав; мировой судья; штаб-квартира; главное полицейское управление; полицейский участок; исполнять, выполнять; выполнение, исполнение; дежурный офицер.

2. Give corresponding adjectives.

Difference, independence, division, crime, person, territory, justice, federation.

3. Read and translate the following phrases.

Rates of pay, conditions of service, code of discipline, enforcement of the law, preservation of life and property, oath of loyalty to the Crown, hierarchy of ranks, grades of subordination, powers of the constable, performance of duties, knowledge of police matters, background of police work, headquarters of police, matters of organisation.

4. Translate the word combinations using the following word.

Police (офицеры полиции, полицейская служба, полицейские силы, полицейская работа, полицейский участок).

5. Change the verb phrases to noun phrases.

To enforce the law, to preserve the life and property, to prevent the crime, to arrest an offender, to divide the police area, to serve in police, to perform the duties, to know the police work, to suspect a person.

6. Add the necessary words into the sentences.

1. There are 155 different _____ in Britain.
2. Police officers have the same _____
3. The duties of the police officers are _____
4. Regular police officers usually serve for _____
5. Each police force has its _____

7. Which of the following actions can be performed by a POLICE OFFICER? Sort out the odd words. Explain your choice.

to apprehend to defend in court to convict to detain to imprison to investigate to lock up	to safeguard to plead guilty to search to seize to sentence to take into custody
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8. Define the statements as true or false.

1. Great Britain has a national police force which is controlled by central Government.
2. British policemen are to be seen in towns and cities keeping law and order, either walking in pairs down the streets or driving specially marked police cars.
3. Everybody realize that the police in Britain are organized very differently from many other countries.
4. Each British police force has a police authority – a committee of local county councillors and magistrates.
5. The police forces cooperate with each other and it is usual for members of one force to operate in another's area.
6. Usually British policemen carry firearms in their day-to-day work.
7. All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training.
8. The police are helped by a number of Special Constables – members of Criminal Investigation Department (CID) and Economic Crimes Investigation Department (ECID).
9. The main responsibility of the traffic wardens is to locate and apprehend criminals.

9. Answer the following questions.

1. Who was the founder of the British police?
2. What does 'walking the beat' mean?
3. When do British police forces cooperate with each other?
4. What is the name of London's police headquarters?
5. In what situations can policemen carry firearms?
6. What are the duties of traffic wardens?
7. What is Scotland Yard and what does it do?
8. How many police forces are there in Britain?

9. Whom are police forces composed of?
10. What are police officers engaged in?
11. What oath does each constable take?
12. What powers and duties does a constable have?
13. Who is at the head of the police force?
14. What is the major difference in police organisation between Britain and some other countries?

10. Choose the correct variant to complete the sentences

1. There are _____ police forces organized on a local basis in the UK
a) 52 b) 43 c) 7
2. The police forces cooperate with each other _____
a) when there has been a very serious crime b) regularly c) when they control riots
3. The most senior police officer of a force is _____
a) Chief Constable b) Chief Inspector c) Chief Superintendent
4. The British police generally _____
a) carry guns b) carry clubs and gas pistols c) do not carry firearms
5. _____ has the main responsibility for the police force
a) the Queen b) the Home Officer c) the Prime Minister
6. The uniformed people you see in British towns are _____
a) traffic wardens b) detectives c) superintendants

11. Complete the following texts with the words and phrases from the box:

A

Walkie-talkie	plain clothes	detective	uniform	policeman	police force	rank
join						

Alan is now old enough and tall enough to (1) _____ the (2) _____. At first, of course, he'll be an ordinary (3) _____ of the lowest (4) _____. He'll wear a (5) _____ and go out in the streets keeping in touch with the police station with his (6) _____. Then he'd like to be a (7) _____ in (8) _____ investigating serious crimes.

B

rate	uniformed	detectives	duties	riot	truncheons	firearms	investigation
wardens	control	violence	authorities	forces			

Police (1) _____ cover a wide range of activities, from traffic (2) _____ to more specialized departments such as river police. Each independent force has a (3) _____ branch and a Criminal (4) _____ Department with (5) _____ in plain clothes. In addition, the police (6) _____ in England and Wales employ 40,000 civilians and nearly 5,000 traffic (7) _____.

Britain has relatively few police (8) _____ approximately one policeman for every 400 people and traditionally they are armed only with (9) _____. However, recent years have seen some major changes in police policy in response to industrial disputes and inner city (10) _____ in Great Britain. In general, there has been an increase in the number of special units trained in crowd

and (11) _____ control, and in the use of (12) _____, a controversial area for the British police. The number of police has risen along with the crime (13) _____

C

order	law	aim	control	prevention	central	keep order	legal
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A police force is an organization of men and women who help to keep (1) ___ and enforce the (2) ___ in a state or country.

There are two forms of police force. One is a national police under the direct (3) ___ of the (4) ___ government. It is often organized like an army and its main aim is to (5) ___. In most English-speaking countries the police are non-military groups. Such a police force is locally organized and its main (6) ___ is crime (7) ___. It hands over criminals to be dealt with by other branches of the (8) ___ system.

D

theft	pleaded	fingerprints	witnesses	evidence	arrest	oath	investigate	sentence
charge	detained	fine	court	magistrate	handcuff	found	cell	

A policeman was sent to (1) _____ the disappearance of some property from a hotel. When he arrived, he found that the hotel stall had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to (2) _____ the boy, he became violent and the policeman had to (3) _____ him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided to (4) _____ him with the (5) _____ of the camera and cash. They took his (6) _____, locked him in a (7) _____ and (8) _____ him overnight. The next morning he appeared in (9) _____ before the (10) _____. He took (11) _____ and (12) _____ not guilty. Two (13) _____, the owner of the property and a member of the hotel staff gave (14) _____. After both sides of the case had been heard the boy was (15) _____ guilty. He had to pay a (16) _____ of 50 pound sand he was given a (17) _____ of three months in prison suspended for two years.

Reading 2

COULD YOU TURN THE OTHER CHEEK?

Read the article and comment upon the title.

As a police officer, sooner or later you are bound to encounter abuse, threats, provocation, even physical violence. Be careful how you respond. Lose your temper and you could lose your job.

Cool customer, are you? Okay, let's see how far you can get before you **blow your stack**.

You are walking down a street. Some youths start jeering at you: 'Ello, 'ello, 'ello." Smile. You've heard it all before, every name a copper can be called: **rozzler, old bill, pig, fuzz, peeler, flatfoot, the filth**.

And some less complimentary. **Shrug it off**.

You're out in the patrol car when you see a car without lights weaving through the traffic. You flash your headlights at him to stop, instead, he **accelerates away**.

Siren on. Ahead your target, still without lights, **narrowly misses a woman on a pedestrian crossing** and then goes the wrong way round a roundabout, while a youth leaning out of the passenger window **showers you with** empty beer cans and two finger salutes.

The car skids round another corner and slides into a brick wall, but the youths inside are out and running. You chase, abandoning your car with its engine still on and door left wide open. As you grab the driver, he **mouths obscenities** at you.

Still in control of your temper? Okay, try this.

A demonstration is turning into a riot. You're bussed in, nervous and not sure what to expect. It's frightening. The crowd, in ugly mood, surges against the frail police line

Suddenly a lone voice calls your number "EF203, EF203." The others take it up. "EF203, EF203." They're all staring at you, trying **to psyche you out**. It gets worse. Bottles are thrown and burst in showers of flame. Stones and half bricks drop out of the air and **threaten to brain you**. You cannot leave the line.

At last the crowd starts drifting away. **As the tension ebbs**, you see a man step forward and deliberately stub out his cigarette on the flank of a police horse.

This all sounds a bit melodramatic, **but we've made none of it up**. Each of the details we've described really happened.

How would you have reacted?

Strangely, people often find that in a real emergency they stay icily calm. But **stress** builds up in the body like static and **can earth itself without warning**.

Three days after a riot like the one above you may arrest a well dressed drunk. "Look here", he drawls, "do you realise who you're talking to?" And jabs you in the chest.

Careful. This trivial annoyance may become **the lightning rod for all that pent up stress and rage**. If, in any of the situations we have described above, you were to lose your temper, you might also lose your job.

It doesn't seem fair, does it? But then being a police officer is no ordinary job. As someone sworn to uphold the law, you of all people cannot break it.

And the law says that you may use not more than reasonable force. You can't go on the attack. No matter what the provocation.

So what should you do? Should you say: "Are you going to come quietly or do I have to use **earplugs?**" In fact, a bit of humour can often **defuse** a potentially ugly situation. As can tact, restraint and good common sense.

Of course, it's a strain being on best behaviour 24 hours a day. Never switching off. With the very highest standards to set and live up to. Sometimes, all that **bottled up stress** can make us difficult to live with.

An **officer on motorway patrol** raced to an accident. The car was on fire. The heat was **ferocious**. He had to watch, helpless as a child the same age as his own daughter burned to death before his eyes. When he got home, **he was offered supper**. Without a word, he picked up his plate of food and flung it through the window. Until then he had kept control of his emotions.

But that night of all nights he could not face a cooked meal.

As a police officer you will inevitably endure your share of unpleasantness and you'll have to evolve your own way of dealing with it.

But why are we dwelling on these traumatic subjects?

Isn't this supposed to be a recruitment advertisement? Are we trying **to put you off?** Actually, yes. **If you're put off by an advertisement**, you'd never be able to cope with reality. And we need people who can cope. People who are tough, tender, sensitive, strong and disciplined, all at the same time.

People like this aren't easy to find. At present we take only one in five applicants. We'd rather look at fewer, better candidates.

Seeing you've got this far, we'll now admit that a career **in the Met** isn't all grief. Few jobs are as rewarding.

Ask the much loved Streatham home beat officer who, helmet under arm, cigar stuck firmly in mouth in flagrant disregard of regulations, can tell you the name of every child in his manor.

Ask the constable who, while patiently **unravelling the intricacies of gang warfare** in, of all unlikely places, Southall, has been invited to six Indian weddings in the last year.

Ask the sergeant who now runs what is virtually a Bengali advice centre in Whitechapel.

We can offer 28,000 more examples. If you don't believe us, stop any police officer and ask.

When you've learned what they get out of the job, ask how they got in.

They'll tell you about our twenty week basic training course at Hendon. And life on the beat at one of London's 187 police stations where, **under the tutelage** of a sergeant, you will learn the art of handling people. And yourself.

We're looking for mature, fit people aged between 18 and 45, especially from the ethnic minorities. You should be at least **172 cms** tall if you're a man, 162cms if you're a woman.

Ideally, you'll have some 'O' level passes or their equivalents, but we value your personal qualities more.

Do the following exercises

1. Explain the boldfaced words and word combinations.

2. Answer the questions.

1. What challenges does a police officer face?
2. What is there rewarding about this job?
3. What requirements ought a would-be policeman to meet?
4. Does this advertisement make it possible to recruit more young people into the police force? What can put them off? What would you add to entice youth into this job?
5. What's the public attitude towards the police? Can you account for it?

Roleplay

Make the advertisement into an interview for the job of a policeman/policewoman.

VII. Penalties in England

Reading

Read the text and examine the chart.

In England there are no minimum sentences, except for murder, which carries a penalty of life imprisonment. There are maximum sentences for other crimes. Crimes are first heard by a magistrate who can either pass sentence, or refer the crime to a Crown Court with a judge and jury. Here are maximum sentences for some crimes. Sentences can be reduced for good behaviour, often by one-third or more. "Life sentences" are rarely more than 14 years, and it would be possible to release prisoners after 7 years.

Crime	Magistrates' Court		Crown Court	
	Fine	Prison	Fine	Prison
Burglary	1000	6 months	unlimited	14 years
Grievous bodily harm	1000	6 months	unlimited	5 years
Possession of firearms	1000	6 months	unlimited	5 years
Possession of cannabis	500	3 months	unlimited	5 years
Common assault	200	2 months		
"Going equipped for stealing"	1000	6 months	unlimited	3 years
Murder			Life imprisonment	

Do the following exercises

1. These are the general types of punishment in England. Give a Russian equivalent for each of them

Prison

Suspended sentences: the offender does not go to prison unless he or she commits another offence;

Probation: normal life at home, but under supervision;

Youth custody in special centres for young adults;

Short disciplinary training in a detention centre;

Community service: decorating old people's houses, etc.

Compensation: paying, or working for, one's victim;

Fines: the punishment in 80 per cent of cases;

Disqualification from driving;

Fixed penalty fines: especially for parking offences.

Reading 2

Murder

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

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

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

Do the following exercises

1. Complete the following text with the given words or phrases, using them in the appropriate form.

Wrongdoer

deterrent

law-abiding

misdeeds *reform*

crime doesn't pay

barbaric

retribution

humane

corporal punishment

rehabilitate

death penalty

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 so prevents them from doing so. However, a 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 (7) _____. For those who attack others (8) _____ 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 (9) _____. On the other hand, it is said that such views are unreasonable, cruel and (10) _____, and that we should show a more (11) _____ 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, (12) _____ life.

2. Make a list of arguments for and against the following statements.

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

SELF-CHECK

Make the right choice

1. If you don't want someone to ... your house, you should keep the doors and windows locked.
 - a) steal
 - b) mug
 - c) hold up
 - d) rob
 - e) burgle
2. The customs officers arrested John and ... him with smuggling.
 - a) blame
 - b) charged
 - c) accused
 - d) punished
 - e) blamed
3. Driving without a license is an (a) ...
 - a) offense
 - b) sentence
 - c) offender
 - d) penalty
 - e) burglary

4. The judge sentenced him for (вооруженный грабеж)
- a) gun bribery
 - b) armed murder
 - c) armed criminality
 - d) gunned robbery
 - e) armed robbery
5. Another house was broken ... last week
- a) at
 - b) into
 - c) of
 - d) with
 - e) off
6. ... are people who commit crimes of lesser importance.
- a) petty offenders
 - b) little criminals
 - c) petty penalties
 - d) small offenders
 - e) small criminals
7. Governments use forces to investigate crimes and catch ...
- a) offences
 - b) penalties
 - c) solicitors
 - d) criminals
 - e) victims
8. The rich commit crimes ... easy money
- a) at the sake of
 - b) for the sake in
 - c) for the sake of
 - d) because
 - e) in the sake of
9. Many psychologists spotlight the ... of family life as a prime cause of crime
- a) breakdown
 - b) end
 - c) shortage
 - d) finish
 - e) freedom
10. (Пожизненное заключение) is more effective than capital punishment.
- a) life confinement
 - b) life seclusion
 - c) live imprisonment
 - d) life imprisonment
 - e) live prison
11. ... steal from shops while acting as ordinary customers.
- a) Burglars
 - b) Shop-lifters
 - c) Spies
 - d) Kidnappers
 - e) Smugglers

12. is a legal infliction of the death penalty.
- a) Harsh punishment
 - b) Death punishment
 - c) Corporal punishment
 - d) Cooperative punishment
 - e) Capital punishment
13. ... bring goods into a country illegally.
- a) Gangsters
 - b) Robbers
 - c) Smugglers
 - d) Traitors
 - e) Muggers
14. ... deliberately cause damage to property.
- a) Burglars
 - b) Vandals
 - c) Murderers
 - d) Kidnappers
 - e) Spies
15. ... set fire to property illegally.
- a) Muggers
 - b) Burglars
 - c) Hijackers
 - d) Arsonists
 - e) Spies
16. Everybody knew they would be sentenced ... long-term imprisonment.
- a) at
 - b) on
 - c) to
 - d) in
 - e) for
17. Not only murderers but also thieves faced ...
- a) high-level panel
 - b) dead penalty
 - c) dead end
 - d) death punishment
 - e) death penalty
18. The penalty could not be harder than the ...
- a) criminal
 - b) crime
 - c) criminality
 - d) punishment
 - e) offender
19. The number of young people who ... crimes has risen sharply in recent years.
- a) commit
 - b) perform
 - c) make
 - d) create
 - e) confess
20. (Присяжные) should come up with the verdict in 20 minutes.
- a) The judge
 - b) The lawyers

- c) The jury
 - d) The solicitors
 - e) The witnesses
21. Most barristers are professional ...
- a) criminals
 - b) advocates
 - c) solicitors
 - d) examiners
 - e) prisoners
22. His main responsibility was ... (защищать обвиняемого).
- a) to defend a lawyer
 - b) to seek legal advice
 - c) to obtain an accused person
 - d) to defend an accused person
 - e) to punish an accused person
23. The judge ... him ... ten years' imprisonment for armed robbery.
- a) sentenced, to
 - b) imposed, to
 - c) sentenced, —
 - d) imposed, —
 - e) gave, —
24. A jury is a selected group of laymen that ... the witnesses in court and decides the facts.
- a) interrogates
 - b) looks into
 - c) summons
 - d) hears
 - e) swears
25. The convict appealed ... the Royal Court
- a) in
 - b) at
 - c) to
 - d) of
 - e) -
26. He ... to being a spy for military intelligence.
- a) admitted
 - b) denied
 - c) confessed
 - d) accepted
 - e) refused
27. A barrister must be able to ... an accused person
- a) blame
 - b) defend
 - c) punish
 - d) confess
 - e) accuse
28. The ... presiding over the court overruled the defense lawyer's objection.
- a) prisoner
 - b) lawyer
 - c) convict
 - d) investigator
 - e) judge

29. (Убийца) was sentenced to life imprisonment.
- a) The murder
 - b) The burglar
 - c) The murderer
 - d) The briber
 - e) The robber
30. When petty offenders are sent ..., they acquire more criminal experience.
- a) to prison
 - b) to the prison
 - c) in prison
 - d) at the prison
 - e) in a prison
31. ... is a punishment given by a judge in court to a person or organization after they have been found guilty of doing something wrong.
- a) Retribution
 - b) Accusation
 - c) A sentence
 - d) Rehabilitation
 - e) A charge
32. ... is the act of putting someone in prison or the condition of being kept in prison.
- a) Punishment
 - b) Imprisonment
 - c) A sentence
 - d) A verdict
 - e) Retribution
33. Crime ...is the attempt to reduce and deter crime and criminals.
- a) commitment
 - b) rehabilitation
 - c) function
 - d) education
 - e) prevention

ЛИТЕРАТУРА

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