
Пособие представляет собой заключительную часть учебно-методического комплекса по английскому языку для студентов юридических специальностей. В него вошли текущие, промежуточные и итоговые тесты для аудиторной и самостоятельной работы студентов.

Предназначено для оценки знаний студентов по английскому языку в области юриспруденции.

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ПРЕДИСЛОВИЕ

В книге содержатся тесты ко всем девяти разделам базового учебно-методического пособия “English for Law Students”. Итоговые тесты завершают цикл учебно-методических материалов, входящих в УМК по предмету «Иностранный язык» для студентов юридического факультета БГУ.

Предложенные в пособии тесты направлены на проверку приобретенных обучаемыми знаний по лексике, грамматике, а также по отдельным видам речевой деятельности – чтению и переводу, аудированию, письму.

Данные тесты отражают современные методические приемы оценки знаний студентов: тесты множественного выбора, различные подстановочные, трансформационные техники, а также традиционные задания на перевод, раскрытие скобок и т. п.

Тесты могут быть использованы для организации самостоятельной контролируемой работы студентов на этапах промежуточного и итогового контроля знаний после прохождения той или иной темы в рамках предметно-тематического содержания «Новой типовой программы по иностранным языкам». Предназначены как для аудиторной, так и для внеаудиторной работы студентов.
Unit I. Agents of the Law

Achievement Tests

Reading Comprehension

Task 1. Read the text “The American Legal Profession” and try to understand its contents without consulting a dictionary.

The American Legal Profession

Technically there is no such thing as an “American lawyer”: every state admits its own, and a lawyer licensed to practice in Florida is strictly speaking a layperson as far as Alabama or Alaska is concerned. Nonetheless, in the aggregate, this is a vast army of lawtrained men and women.

The profession is, and always has been, quite diverse. There are many legal worlds. To begin with, there is the world of the big firm. These big firms recruit their lawyers, by and large, from the “national” law schools – with big reputations and long traditions, like Harvard and Yale. We know in general what the work is: it includes securities law, antitrust law, bond issues, mergers, tax work, international trade. In both big and little firms, up to half the work could be described as “litigation”.

Another staple of law practice is real estate: buying and selling houses or concluding elaborate deals for shopping centers, suburban developments, and office buildings, or converting luxury apartments into condominiums. Estate work is also common to big firms and little firms alike. Big firms handle these affairs for captains of industry and for great old families. Middle-sized do the same for the medium-rich – manufacturers of plastic novelties, owners of restaurants, car-wash companies, apartment buildings. Small-town lawyers and solo practitioners handle farm estates. And so on.

Some branches of practice do tend toward specialization. There are lawyers who work on port trade, on chartering ships, on show business (“entertainment law”), on trademarks and copyrights. However, few lawyers are totally specialized.

Big-firm lawyers cover many fields and many problems. But there are areas they definitely do not touch. One is divorce. It is the lawyers in smallish firms and in law clinics, and the solos, who handle “one-shot” clients – cou-
ples who want a divorce, victims of car crashes, people arrested for drunk driving. Some lawyers with one-shot clients struggle to make ends meet; others earn heaps of money.

Since the early nineteenth century, law has been a prominent way “to get ahead” in the society. For much of American history, a lawyer meant “white male.” Black lawyers were rare birds in American history. Not a single woman was admitted to the bar before the 1870s. Indeed, when women tried to break into this all-male club, they met resistance and reluctance, to say the least. Opinions changed, but slowly and grudgingly. Equality of opportunity is not an easy goal to achieve, especially with regard to barriers of class. The cost of legal education is one of these barriers. Lawyers tend to come from the families of businessmen, teachers, professionals; they are not sons of grocery clerks or coal miners’ daughters. Over 73 percent of the practicing lawyers in Chicago came from “solidly middle-class or upper-middle-class-homes,” far more than if lawyers were selected from Chicago families at random. Many came from lawyerly or professional backgrounds not from working-class backgrounds.

There are law schools in every major city and in almost every state, Alaska is one of the few that lacks this modern amenity. These law schools are both different from each other and much the same. They are remarkably similar in curriculum and method. They also tend to impose the same general requirements: a college degree, and the Law School Admission Test (LSAT). But law schools are quite different in prestige, money and power – and in quality of faculty and students. The stronger older schools are able to “skim off the cream”. Harvard, Yale, Berkley, and Chicago can afford huge research libraries; small schools cannot.

Lawyers, like Americans in general, are joiners. They are united into a strong, permanent organization – the American Bar Association, the ABA, in short. There are also state, county, and city bar associations. But the ABA is still not an association of all American lawyers. No one has to join it though it has a huge membership.

Law and lawyers are expensive. Many people who want or need a lawyer have trouble paying the price. But the state provides a lawyer, free of charge “public defenders”, to anyone accused of a serious crime who cannot afford to pay on his own. For civil cases, the situation is more complicated. A few lawyers have always made it a practice to do some work free for poor clients. There are now a number of law firms organized for the “public interest”.

**Task 2. Mark the statements which are true.**

1. An “American lawyer” is licensed to practice in any state of the country.
2. The number of people working in legal field is great.
3. Big law firms prefer to employ specialists from the well-known law schools.
4. Most big firms do not deal with litigation.
5. Lawyers’ work includes antitrust law, international trade, tax work, bond issues, etc.
6. Real estate practice is the work which doesn’t interest big firms.
7. The social position of a client defines the firm which will handle the affair.
8. Nobody wants to deal with farm estates.
9. Specialization among lawyers is not very popular.
10. Practically there are no fields which big-firm lawyers do not touch upon.
11. The profession of a lawyer has always been a prestigious one and only for the white.
12. Not all lawyers are members of the American Bar Association.

**Task 3. Complete the following sentences.**

1. Big firms handle estate work for … .
2. Middle-sized firms do the work for the medium-rich – … .
3. Some lawyers specialize in … .
4. Small-firm lawyers and solos deal with … .
5. For many years of American history a lawyer meant … .
6. Women were not admitted … .
7. Equality of opportunity is not … .
8. Lawyers tend to come from … .
9. Law schools are similar in … .
10. But law schools are quite different in … .
11. American lawyers are united into … .
12. The state provides a lawyer, free of charge “public defenders”, to … .

**Task 4. Think of a brief outline of the text.**

**Task 5. Read the text below and think of the word which best fits each space.**

Even lawyers with the same (1) ____ and professional title may (2) ____ doing very different kinds of work. Most towns in the United States, for example, have small (3) ____ of attorneys who are in daily contact (4) ____ ordinary people, giving advice and acting (5) ____ matters such as consumer affairs, traffic accident disputes and contracts for the (6) ____ of land. Some may also prepare defences for clients (7) ____ of crimes. However, in (8) ____ the United States and other industrialized countries, lawyers are becoming more and (9) ____ specialized. Working in small firms lawyers now tend (10) ____ restrict
themselves to certain kinds of work, and lawyers (11) ___ in large law firms or (12) ___ in the law department of a large commercial enterprise work on highly specific areas (13) ___ law. One lawyer may be employed (14) ___ a mining company just to (15) ___ contracts for the supply of coal. Another may work (16) ___ a newspaper advising the editors on libel matters. Another may (17) ___ part of a Wall Street firm of over a hundred (18) ___ who specialize (19) ___ advising stockbrokers (20) ___ share transactions.

Vocabulary Check

Task 1. Fill in the gaps with the correct prepositions.

1. The legal profession is divided … two branches.
2. Both barristers and solicitors are professions held … high regard.
3. The training and career structures … the two kinds of lawyers are quite separate.
4. If a person has a legal problem she or he is … trouble or concerned … a question of inheritance or transfer … property he will go to a solicitor.
5. Solicitors deal … all the day-to-day work of preparing legal documents … buying and selling houses, they do the legal work involved … conveyancing, probate, divorce.
6. Solicitors work … court cases for their clients outside the court.
7. Solicitors have the right to speak … the lowest Courts.
8. When Solicitors have passed all the necessary exams they may apply … the Law Society to be “admitted”, then they can start business … their own.
9. Barristers are experts … the interpretation of the law.
11. Solicitors engage a barrister to whom they hand … the task of representing the client … the court.
12. Barristers spend a lot of time … paper work apart from their actual appearances … court where they wear wigs and gowns in keeping … the extreme formalities of the proceeding.
13. District judges are responsible … procedural steps in court proceedings.
14. District judges’ administrative functions have now been transferred … substantial staffs of clerks and bailiffs.
15. Judges themselves are not a separate profession: they are barristers who have demonstrated competence … litigation.
16. Closely related … judicial independence is the doctrine of judicial immunity.
17. A federal magistrate judge is a full-time judicial office, although in some courts it is filled … a part-time basis.
18. A number of reforms have been suggested: solicitors could be given a full right … audience in all courts, all barristers could be permitted to form partnership … solicitors.

Task 2. Produce the whole sentence in English.
1. (Юридическая профессия) in England is divided into two branches: barristers and solicitors.
2. Barristers and solicitors have their own (характерные функции и отдельный аппарат управления).
3. The solicitor is (юрист широкого профиля).
4. Solicitors deal with all the day-to-day work of (подготовка юридических документов) for buying and selling houses, (составление завещаний).
5. Solicitors work on court cases of (развод, супружеские вопросы, возврат долгов, незначительные преступления).
6. In a civil action the solicitor has the right (выступать в низших судах).
7. Most barristers are (профессиональные адвокаты) but it is a mistake (считать барристера только адвокатом).
8. A student must pass a group of examinations (чтобы получить юридическую степень) and then to proceed to a vocational course.
9. Federal magistrate judges are (назначаются) by the court.
10. Barristers (консультируют) really difficult legal matters.
11. (Статусом королевского советника награждаются) about 30 counsel-lors a year by the Queen.
12. The judge is (председательствующий чиновник в суде).
13. The traditional function of judges is (применять существующие нормы права) to the case before them.
14. (После того, как все доказательства представлены) the judge summarizes the case for the jury.
15. Closely related to (судейской независимости) is the doctrine of (судейской неприкосновенности).
16. Federal magistrate judges (занимают должность) for eight years.
17. The magistrate judge is (уполномочен) to decide the case and (вынести окончательное судебное решение) in the name of the district court.
18. When you are your own boss you can (отказаться от дел или клиентов) when you disagree morally with the legal principles expensed by the clients.
19. Federal magistrate judges (выполняют) two kinds of functions.
20. During the apprenticeship students are taught how (ведутся предварительные расследования, составляются документы, осуществляется подготовка к слушанию дела).
Task 3. Make key word transformations to fit the sentences.

1. The … of legal profession is of long standing and each branch has its own … functions.
   - divide
   - characterize

2. A person seeks lawyer’s advice in a personal interview when he needs … of the law or concerned with a question of … of property.
   - assist
   - inherit

3. In a civil action the solicitor deals with … some debts, …
   - cover
   - convey

4. Barrister receives the case in the form of a brief from which he plans his …
   - advocate

5. A barrister must be capable of … in a criminal case one day and defending … person the next.
   - prosecute
   - accuse

   - interpret

7. Barristers spend a lot of time at paper work apart from their actual … in court where they wear wigs and gowns in keeping with the … of the …
   - appear
   - form; proceed

8. Taking the legal profession as a whole, there is one … lawyer per 1200 people.
   - practice

9. Many people believe that … between barristers and solicitors should be … in England.
   - distinct
   - eliminate

10. A barrister always enters … at the lower … level.
    - judge; try

11. Many judges have been …, some have been office … or counsels to …
    - litigation; law
    - organize

12. Federal magistrate judges hold … on a variety of …
    - hear; motion

13. The concept of … independence means that in … cases judges are free from control by the … and … branches of government as well as control by the … will at the moment.
    - judge; decide
    - execute; legislate
    - popularity

14. The Royal Commission was … in 1976 to investigate every aspect of … services.
    - establish
    - law

Task 4. Choose the correct item.

1. England is almost unique in having two different kinds of …
   a) barristers  b) lawyers  c) legal executives

2. If a person has a legal problem he will go to a …
   a) judge  b) solicitor  c) barrister

3. In a civil action solicitors have the right to speak in …
   a) the lowest Court  b) the highest Court  c) any court in between
4. … is a governing body of barristers.
   a) Law Society   b) The Bar   c) The Institute of Legal Executives

5. Barristers are experts in … of the Law.
   a) examining   b) creating   c) interpretation

6. … is expected to appear only in the most important legal matters.
   a) The Lord Chancellor   b) The Queen’s Counsel   c) Justice of the Peace

7. The judges … new laws.
   a) create   b) summarize   c) criticize

8. Magistrates are … by special committees.
   a) appointed   b) selected   c) voted

9. All federal judges hold office during … .
   a) good manners   b) good studies   c) good behaviour

10. Judges in the United States initially come to the bench after a … of professional experience.
    a) substantial number of years   b) year   c) vocational course

11. Most of the professional bodies who gave evidence including the Senate and the Law Society … fusion.
    a) adopted   b) opposed   c) delayed

12. Each lawyer could … his own practice to the needs of his clients.
    a) fit   b) adjust   c) correct

**Listening Comprehension**

**Text “Solicitor’s Work”**

**Task.** You are going to listen the solicitor speaking about advantages and disadvantages of his work. For statements 1–6 decide which of the choices A, B or C is the correct one.

1. When the speaker left University over twenty years ago,
   A. Law Society examinations have stayed the same as they are now.
   B. Law Society examinations were different then.
   C. the one thing has changed in Law Society examinations is that now – law graduates have to have a certain founding in law before they can qualify.

2. In comparison with other professions in England and Wales solicitors are
   A. well-paid.
   B. overpaid.
   C. some way down the league in terms of income.
3. A very large number of solicitors in England and Wales work
   A. in multinational corporations.
   B. in big firms.
   C. in small firms.

4. The Law Society examination is called now
   A. Part One.
   B. Common Professional Examination.
   C. Part Two.

5. Solicitors in England and Wales
   A. work much and are unpaid.
   B. overwork but are well-paid.
   C. work little.

6. In the speaker’s opinion life
   A. isn’t too much fun for solicitors.
   B. is full of surprises and fun.
   C. is much to be desired.

Dialogue “Radio Phone-in”

Task. You are going to listen to a legal expert Charles Andrews giving a piece of legal advice to radio callers. For statements 1–6 decide which of the choices A, B or C is the correct one.

1. The landlord who wants the students to leave his house lives
   A. on the premises.
   B. in another part of the country.
   C. in the house next to theirs.

2. As the students pay their landlord monthly, he’s got to give them legally
   A. a month before they leave his house.
   B. three months before they leave his house.
   C. half a year before they leave his house.

3. The students could sue their landlord for
   A. harassment.
   B. abuses.
   C. interference in private life.

4. The students don’t have to pay the fees themselves as they are protected by
   A. the local authorities.
   B. Legal Aid.
   C. their relatives.
5. If a customer buys faulty goods, shops are …
   A. legally obliged to give him money back or exchange on sales items.
   B. not legally obliged to give him money back or exchange on sales items.
   C. obliged to give a customer a credit note if he has a receipt and has returned the item fairly soon after the purchase.

6. Customers can return their goods bought by mistake to
   A. small shops.
   B. big department stores.
   C. supermarkets.

**Grammar Revision:**

**Tenses in the Active Voice**

**Task 1. Choose the correct tense form.**

1. Nowadays an increasing number of communities has established/have established neighbourhood legal aid services to handle cases without a fee.
2. A good cooperation will achieve/will have achieved better results and will mean/means more efficiency for the attorney and more legal advice at less cost for the client.
3. The rate at which the legal profession grow/is growing is terrific.
4. A friend of mine is going to become/will be becoming a lawyer when she finishes/will finish law school.
5. She thinks/is thinking she will probably have/will have probably had her private practice for most of her career.
6. This time next month she will have revised/will be revising hard for her exams.
7. By the time she gets/will have got her degree she will have been studying/will have studied law for five years.
8. The girl hopes she will have passed/will pass all the exams with excellent grades as she worked/has been working hard all these years.

**Task 2. Put the verbs in brackets into the correct tense.**

1. Inns of Court (be) a group of four institutions of considerable antiquity that historically (be) responsible for legal education in England.
2. By the mid-13\textsuperscript{th} century, when the common law (become) extensive, there (arise) a class of men, literate but lay, who (create) and (dominate) the legal profession and (set up) the Inns of Court as an answer to the problem of legal education.
3. By the beginning of the 17th century, all the Inns (acquire) the actual ownership of their sites and (begin) building splendid halls, a process that (continue) through the century.

4. The system of legal education (break) down completely during the English Civil Wars.

5. In the 19th century law commissioners (investigate) the Inns of Court and (take) steps to resume their educational functions.

6. In 1974 the Inns (create) an administrative body, the Senate of the Inns of Court and the Bar, which (oversee) such matters as finance, legal reform and educational standards.

7. The number of judges steadily (increase) since public opinion (criticize) the long duration of proceedings, though the number of professional judges (be) comparatively small.

8. Changes in the legal profession (alter) their role substantially.

9. The 1999 Act (provide) that every barrister and every solicitor (have) a right of audience before every court in relation to all proceedings.

10. Many clients (be) curious about how a lawyer (arrive) at the fees he (charge).

11. Lawyers usually (not, become) cheap.

12. A full and honest discussion about fees beforehand (prevent) disagreements and hard feelings later.

Task 3. Fill in the gaps with one of the time expressions below.

before, for, usually, often, since, always, sometimes, lately, until, still.

Thieves have been around 1)_____ centuries probably 2)_____ as long as humans, but armed robbery is a more recent phenomenon. Unfortunately women have 3)_____ been the victims of rape and domestic violence. Forgery has been around ever 4)_____ printing has been used to make money or produce documents. Rich people or their children are 5)_____ kidnapped and are not set free 6)_____ a ransom has been paid.

The twentieth century has seen the appearance of many organized crimes such as hijacking and drug-smuggling or drug-trafficking. Statistics have 7)_____ shown an alarming rise in the rate of violent crimes and crimes to do with the illegal sale of arms across the world. Perhaps the most recent crime of all is hacking computers to access information that 8)_____ helps competitors in industry. This increase in international crime makes one wonder whether it is 9)_____ true to say ‘Crime doesn’t pay’. Nobody has found the possibility to stop the rise of crime 10)_____ . Perhaps things will get worse 11)_____ they get better.
Task 4. Write down the questions to which the words in italics are the answers.

1. A solicitor in Britain belongs to the profession of lawyers.
2. A solicitor prepares cases and submits them to barristers.
3. The Courts Act of 1971 opened a way for solicitors to become circuit judges in the Crown Court.
4. The division of the legal profession into solicitors and barristers is the result of a development which began in 1873 with the Judicature Act and was concluded in 1922 by the Solicitors Act which transferred disciplinary powers to the Law Society.
5. The judge takes no part in the jury’s decision as to guilt or innocence.
6. The number of judges is steadily increasing in Britain.
7. Law magistrates not professional judges generally preside over in the Magistrates’ Courts.
8. In the USA today there are more than 350,000 lawyers, two-thirds of them in private practice.
9. The main requirement for lawyers in Britain is to pass the Bar Final examination (for barristers) or the Law Society Final examination (for solicitors).
10. Barristers defend or prosecute in the English higher courts.
11. The highest level of barristers have the title QC (Queen’s Counsel).
12. Magistrates judge cases in lower courts. – ___________? – Yes, they do.

Task 5. Complete the newspaper article and the letter in reply to it. Who do you agree with – the judge or the writer of the letter? Express your idea in writing.

A.
A judge (order) an 82-year old man to pay £4,000 damages to a burglar who (try) to break into his house. Jack Levis (be) asleep in his house when he (hear) noises. He (pick) up his shotgun and went downstairs where he (find) Michael Phillips in the hall with a bag full of electrical equipment. Phillips (claim) that because he (be) unarmed, he (put) the goods down and (raise) his hands when he (see) the shotgun. Levis, said Philips, (turn) to run out of the open front door, so he (shoot) him. Phillips (suffer) minor wounds to the legs. In the trial, the judge said despite the fact that Levis (defend) his own property, the shotgun (be) unlicensed and in any case, it (be) not acceptable for people to take the law into their own hands.

B.
Sir, I (write) in disbelief at the judgement passed on Jack Levies yesterday. In my opinion, it (be) absolutely unfair to make him pay for his act of self-
defence. In theory he (commit) an offence by firing an unlicensed shotgun and he should be prosecuted for this. But in practice the law should be more flexible. As far as I’m concerned, for a criminal to receive compensation for an injury sustained while carrying out a crime (be) quite outrageous.

Yours faithfully
Brian Forbes.

Task 6. Translate the following questions into English and give answers to them in writing.
1. Как давно профессия юриста разделена на две ветви: солиситоры и барристеры?
2. Какое общество регулирует работу юристов в Англии?
3. Почему количество юристов так быстро растет в стране?
4. Увеличивается или снижается стоимость юридических услуг в соответствии с инфляцией?
5. Изменилось ли что-нибудь в работе солиситоров и барристеров в Англии в последнее время?
6. Солиситоры или барристеры являются экспертами в толковании права?
7. Я хотел бы знать, носят ли женщины—барристеры парики в суде в соответствии с традицией?
8. Защищают или обвиняют английские барристеры людей в суде?
9. Интересно, существует ли специальная подготовка судей в Англии?
10. Кто получает звание Королевского адвоката?
11. Часто ли адвокат обсуждает возможность проиграть дело со своими клиентами?
12. Будет ли устранено разделение юристов Англии на две ветви? Когда это произойдет?
13. Вы когда-либо присутствовали на судебном заседании? Когда это было?
Reading Comprehension

Task 1. Read the text “Systems of Law” and try to understand its contents without consulting a dictionary.

Systems of Law

Every independent country has its own legal system. The systems vary according to each country's social traditions and form of government. But most systems can be classed as either (1) a common-law system or (2) a civil-law system. Australia, Ireland, New Zealand, Great Britain (except Scotland), the United States, and other English-speaking countries have a common-law system. Most other countries have a civil-law system. Many countries combine features of both systems.

Common-law systems are based largely on case law – that is, on court decisions. The common-law system began in England many hundreds of years ago. The English called their system the common law because it applied throughout the land.

English common law developed from the rules and principles that judges traditionally followed in deciding court cases. Judges based their decision on legal precedents that is, on earlier court rulings in similar cases. But judges could expand precedents to make them suit particular cases. They could also overrule (reject) any precedents that they considered to be an error or outdated. In this way, judges changed many laws over the years. The common law thus came to be law made by judges.

Case law is still important in common-law countries. However, the law-making role of legislatures in these countries has increased greatly during the 1900s. The changes have dealt with such matters as employee management relations, workers' wages and hours, and environmental protection. Nevertheless, common-law countries have kept the basic feature of the English legal system, which is the power of judges to make laws. In addition, constitutional law in these countries continues the common-law tradition of defending the people's rights and liberties.

Civil-law systems are based mainly on statutes (legislative acts). The majority of civil-law countries have assembled their statutes into one or more
carefully organized collections called codes. Most modern law codes can be traced back to the famous code commissioned by the Roman emperor Justinian I in the A.D. 500s. Justinian’s code updated and summarized the whole of Roman law. It was called the *Corpus Juris Civilis*, meaning *Body of Civil Law*. For this reason, legal systems that are based on the Roman system of statute and code law are known as *civil-law* systems. This use of the term *civil law* should not be confused with its use as an alternative term for *criminal law*.

In civil law countries, such as France, Germany, and Mexico, the statutes, not the courts, provide the final answer to any question of law. Judges may refer to precedents in making their decisions. But they must base every decision on a particular statute and not on precedent alone.

**Other systems.** Many countries have patterned their legal system after both civil law and common law. For example, Japan and most Latin-American nations have assembled all their private law into a code. But public law in these countries has been greatly influenced by common-law principles, especially those that guarantee the rights and liberties of the people.

**Task 2.** Mark the statements which are true.
1. The legal system of the country depends greatly on its social traditions and form of government.
2. Court decisions form the basis of common-law systems.
3. Judges were forbidden to do anything with the precedent to make it suit a particular case.
4. Erroneous and outdated precedents could be rejected by judges.
5. The role of legislature in lawmaking has decreased greatly.
6. Legislative acts form the basis of civil-law systems.
7. The minority of civil-law countries have assembled their statutes into codes.
8. Civil law systems are based on the Roman system of statute and code law.
9. The USA and other English-speaking countries have a civil-law system.
10. The final decision to any question of law is provided by the courts in civil-law countries.
11. Among the countries which combine both civil law and common law are most Latin-American countries.
12. Common-law principles have influenced public law in these countries greatly.

**Task 3.** Complete the following sentences.
1. Legal systems can be classified as … .
2. There are countries which combine … .
3. Many years ago the common-law system … .
4. Judges could expand precedents to … .
5. In case any precedent was an error, judges could … .
6. It is considered that common law countries have kept … .
7. The role of legislatures in common-law countries … .
8. The power of judges to make laws is … .
9. Defending the people’s rights and liberties remains … .
10. Codes are … .
11. Civil-law systems are based on … .
12. Every decision of judges should be based not only on … .

**Task 4.** Express the main idea of each passage of the text “Systems of Law” in one sentence.

**Task 5.** Read the text below and think of the word which best fits each space.

The spread of common law in the world (1)___ due both to the once widespread influence of (2)___ in the world and the growth of its former (3)___, the United States. Although (4)___ in one common law country cannot directly support their decisions (5)___ cases from another, it is permissible (6)___ a judge to note such evidence in giving (7)___ explanation. Nevertheless, political divergence has (8)___ legal divergence from England. Unified federal law is only a small part of American law. Most of it is produced by (9)___ states and reflects various (10)___ . The (11)___ of Louisiana, for example, has a Roman (12)___ form of law which derives from its days (13)___ a French colony. California has a case (14)___ tradition, but its laws are (15)___ as extensively as many Continental systems. Quebec is an island of French (16)___ in the Canadian sea of case law. In India, English (17)___ law has been codified and adopted alongside a Hindu tradition of law, Sri Lanka has inherited a criminal (18)___ from the Russian law introduced (19)___ the Dutch, and an uncodified civil law introduced by the British.

**Vocabulary Check**

**Task 1.** Fill in the gaps with the correct preposition where necessary.

1. The student of law is concerned … the questions of relationships between individual citizens and the state.
2. The study of legal process is the study of how decisions are made, how they influence … subsequent events.
3. The law lays … the measures for combating encroachment … the state system.
4. Law can and does take many … forms.
5. Case law arises … of disputes and may be found in the decisions of courts.
6. Case law is a system in which legal decisions are based … decisions in previous cases and … customs.
7. Parliamentary law is gradually seeing common law … the legal field.
8. Case Law is much richer … detail than any code of law possibly be.
9. Case Law rules are practical … nature.
10. In the seventh century B.C. the Greeks began to put their laws … writing.
11. Roman Law has had a strong influence … the law of most European countries.
12. A person can be penalized … disobeying law.
13. People may lose respect … the law and disobey it.
14. Law can be divided … two main branches: private and public.
15. Private law deals … the rights and obligations people have in their relations with another.
16. Public law concerns … the rights and obligations people have as members of society and as citizens.
17. Judges may refer … precedents in making their decisions.
18. Many countries have patterned their legal system … both civil law and common law.
19. If a government does not like the way a court has interpreted … the law it must change the law … legislation.

Task 2. **Produce the whole sentence in English.**

1. There is (неопределенное различие) between man-made law and moral precepts.
2. Law can be defined as a set of rules which (создает образец поведения) of a given society.
3. The study of legal process is the study of how (принимаются решения), who makes them, what the decisions are, how they (влияют на последующие события).
4. A system of law (предписывает наше поведение).
5. Law embraces all the spheres of (производства, распределения и обмена).
6. Law fixes the forms of (административной и конституционных систем).
7. Law (устанавливает меры) for combating encroachment on the state system.
8. In Case Law decisions are (основываются на решениях предыдущих дел) and on customs.
9. Common Law is fundamentally (закон, созданный судьей).
10. Statute Law can be used (чтобы отменять нормы) of common law.
11. (Объем и сложность) make the law extraordinary difficult to learn and apply.
12. The law establishes the rules that (определяют права и обязанности граждан).
13. In most societies police and court see that the laws are (соблюдаются).
14. Most people agree that laws should be (справедливыми).
15. In democratic societies the law itself (обеспечивает способы, чтобы исправить или отменить несправедливые законы).

**Task 3. Make key word transformation to fit the sentence.**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Law can appear as the highest … of civilization.</td>
<td>achieve</td>
</tr>
<tr>
<td>2. Law determines the legal status of citizens and … of the state mechanism.</td>
<td>act</td>
</tr>
<tr>
<td>3. Law fixes the … property relations.</td>
<td>exist</td>
</tr>
<tr>
<td>4. Law operates as a … of the measure and forms of … labour and its … among the member of society.</td>
<td>regulate; distribute produce</td>
</tr>
<tr>
<td>5. Laws made by Parliament constitute … or … law.</td>
<td>parliament; statute</td>
</tr>
<tr>
<td>6. Law is the set of … rules under which a society is governed.</td>
<td>enforce</td>
</tr>
<tr>
<td>7. Law is one of the most basic social … and one of the most necessary.</td>
<td>institute</td>
</tr>
<tr>
<td>8. A person can be penalized for not … the law.</td>
<td>obey</td>
</tr>
<tr>
<td>9. … is a moral standard that applies to all human conduct.</td>
<td>just</td>
</tr>
<tr>
<td>10. But government can enforce laws many people believe to be ….</td>
<td>just</td>
</tr>
<tr>
<td>11. Private law deals with the rights and … people have in their relations with one another.</td>
<td>oblige</td>
</tr>
<tr>
<td>12. Every … country has its own legal system.</td>
<td>depend</td>
</tr>
<tr>
<td>13. The judge can … any precedents that they considered to be an error or ….</td>
<td>rule date</td>
</tr>
<tr>
<td>14. People may regulate their conduct with … upon the law once laid down by the judges.</td>
<td>confide</td>
</tr>
</tbody>
</table>
Task 4. Choose the correct items.

1. The English word “law” … to limits upon various forms of behaviour.
   a) refers  b) rejects  c) amends
2. Laws … how people ought to behave.
   a) decide  b) prescribe  c) suggest
3. Law essentially … two functions in modern society.
   a) constitutes  b) regulates  c) serves
4. Law of a country may be analyzed as a … of rules.
   a) selection  b) set  c) collection
5. Case Law arises out of disputes and may be found in the … of courts.
   a) decisions  b) agreements  c) debates
6. Various customs, usages have been developed throughout the history of
   British … tradition.
   a) common  b) legal  c) state
7. Court decision will become a new … for courts to follow in the future.
   a) plan  b) code  c) precedent
8. Where there is no system of Case Law the work of the judge is … new
   rules of law.
   a) to follow  b) to develop  c) to enforce
9. Case Law is much richer in … than any code of law.
   a) chapters  b) articles  c) detail
10. … rules are the product of difficulties which arise in everyday life.
    a) Case Law  b) Statutory Law  c) Civil Law
11. … is one of the greatest systems that has ever existed.
    a) Greek law  b) Roman Law  c) Hebrew Law
12. Napoleon … Roman Law in 1804.
    a) codified  b) created  c) developed
13. Law is one of the most basic … institutions.
    a) legal  b) social  c) civil
14. The law sets penalties for people who … the rules.
    a) violate  b) create  c) define
15. Judges could expand precedents to make them … particular cases.
    a) suit  b) fix  c) exist
16. Constitutional law continues the common-law tradition of … the people’s
    rights and liberties.
    a) adopting  b) developing  c) defending
Listening Comprehension

Text “The Spread of Common and Continental Law”

Task. Listen to some information about the spread of Common and Continental Law. Choose from the list of statements (A–F) which statement applies to the speaker. Use the letters only once. There’s one extra letter you do not need to use.

A. In India Common Law has been codified and adopted.
B. The spread of Common Law is due to the widespread influence of Britain in the world.
C. Unified federal law is only a small part of American Law.
D. Quebec is an island of French law in the Canadian sea of case law.
E. Sri Lanka has inherited a criminal code from the Russian law.
F. California has a case law tradition.

Dialogue “Radio Phone-in”

Task. Listen to the speaker clarifying the difference between Common and Continental law while answering the radio caller questions. Choose from the list of statements (A – G) which statement applies to which speaker. Use the letters only once. There’s one extra letter you do not need to use.

Mr Charles Andrews  Mrs Kate Stown

Mr Jack Whiteman  Announcer

A. I’ve heard some changes have taken place in Chinese Law since old times.
B. Common Law has been adopted by many commonwealth countries.
C. I’d like you to tell me about some differences between Common and Continental Law.
D. Common Law has developed gradually throughout the history.
E. In Chinese Law courts historically are regarded as political instruments to control theft and violence and to deal with political opponents.
F. I must say that’s important not to exaggerate the differences between these two legal systems of law, there are attempts to internationalize them throughout the world.
G. Some governments make new statutes to modify or clarify the Common Law.
Grammar Revision: The Passive Voice

Task 1. Put the verb in brackets into the correct passive tense.

1. Before the Normans conquered England different areas of the country (govern) by different systems of law which often (adapt) from those of various invaders who had settled there; roughly speaking, Dane law (apply) in the north, Mercian law around the midlands, and Wessex law in the south and west.
2. Each law (base) largely on local customs and these customs varied from place to place.
3. Representatives of the king (send) out to the countryside to check local administration and (give) the job of adjudicating in local disputes, according to local law.
4. By about 1250 a “common law” (produce) that ruled the whole country and could (use) to predict what the courts might decide in a particular case.
5. The principles behind this “common law” still (use) today in creating case law which in fact often (know) as common law.
6. Case law comes from the decisions that (make) by judges in the cases before them, but case law (not, make) up with the decisions of juries.
7. The idea is that once a decision (make) on how the law applies to a particular set of facts, similar facts in later cases (treat) in the same way.
8. The judges listen to the evidence and the legal argument and then a written decision (prepare).
9. The explanation of the legal principles on which the decision (made) (call) the ratio decidendi – Latin for the “reason for deciding”.
10. If the decision of a lower court (appeal) to a higher one, it (change) by the higher court if they feel the law wrongly (interpret) by the lower court.
11. As a rule decisions always (not, make) on the basis of only one previous case; usually several different cases (offer) in support of each sides view of the question.
12. The independence of Judiciary (guarantee) by the Act of Settlement, 1700.

Task 2. Rewrite the sentences in the passive voice, if possible.

1. In all societies prescriptive laws regulate relations between people.
2. Sometimes people can break the rules without suffering any penalty.
3. Members of every community have made laws for themselves in self-protection.
4. Every country tries to provide laws which will help its people to live safely and comfortably.
5. No country has been successful in producing laws which are entirely satisfactory.
6. Parliament makes laws and courts interpret them, but Parliament makes all changes in the law itself.
7. County courts deal with civil cases (for example, divorce or bankruptcy cases).
8. The legal system also includes juvenile courts (which deal with offenders under seventeen) and coroners’ courts (which investigate violent, sudden or unnatural deaths).
9. King Hammurabi who gave the world its first great code of laws, lived some two thousand years before Christ and several centuries before the Israelites received the Ten Commandments from Moses.
10. In order that “the strong should not oppress the weak, and that widows and orphans should be rightly dealt with,” Hammurabi had a pillar of stone with 282 legal precepts.
11. They prominently placed the stone, eight feet in height, in the city of Babylon so that all who lived or visited there could have no excuse for not knowing the laws of the country.
12. Legends about Hammurabi and the code of laws which he devised survived.
13. But the world might still be wondering if King Hammurabi really set up the early concepts of justice from which our modern law derives.
14. One can see a great stone pillar in the Louvre museum in Paris that stood in the centre of Babylon more than four thousand years ago and inscribed on it is Hammurabi’s code of laws.

**Task 3.** Complete the sentences with the verbs in the passive or active voice.

1. The great Babylonian empire of Sargon’s day (shrink) to little more than the city-state of Babylon by Hammurabi’s time.
2. When Hammurabi (take) over the throne from his father, Sumu-Abi, at the age of twenty-five, there (be) those who (hope) that he (win) back some of the ancient kingdom from the enemies who (surround) Babylon.
3. For six years Hammurabi (devote) to restoring law and religion in his city.
4. For thirty years and more Hammurabi and his army (engage) in battle, one place or another.
5. Hammurabi (offer) something his people (value) greatly: wisdom. He (be) a lawgiver and his love for justice (rainforce) his victories in wars.
6. Roman law is a legal system which (develop) by the slave-holding society of ancient Romans.
7. Roman Law in Late Antiquity (be) in a state of confusion. Emperors (issue) new constitutions and prescripts which (have) the force of law, but they (not, publish) systematically and even the imperial archives (not, keep) always copies of new laws.

8. Justinian (not, be) on the throne a year before he set up a ten-men commission to produce a new code of imperial law. The commission (produce) the Codex Justinianus on 7 April 529 B.C.

9. More than a millennium (pass) and Babylon (have) another chance (restore) to its old glory, when, in the 4th century B.C., Alexander the Great (356–323 B.C.), (arrive) there from India after his famous conquest.

10. Alexander (reduce) the harsh of customary law for instance he no longer (require) the execution of the male relatives of a convicted traitors, and he (be, concern) for the welfare and birth rate of Macedonia.

11. In other civilizations there (be) no ancient codes of laws like Hammurabi’s, but there (be) great teachers and philosophers who (teach) the hearts and minds of many generations in distinguishing between right and wrong, in creating what (call) “legal conscience”.

12. The Buddha (approximately 560–480 B.C.) “(dedicate) himself to the task of finding out the origin of suffering and how to eradicate it from human experience.”

13. Though Confucius (551–478 B.C.) never (write) a book, his views (know) to the world through “Confucian Analects” – a collection of his teachings which (write) down by his disciples after his death.

14. The 18th century in Europe (mark) by the Enlightenment, a philosophical movement which (characterize) by belief in the power of human reason and by innovation in political, religious and educational doctrine.

15. The first version of a civil code in France (reject) by the National Convention and in 1800 a commission of the best jurists (set up), and under the supervision of Napoleon a new version of code (develop) which (comprise) both the ideas of the French Revolution and older ideas of Roman law.

16. Equity originally (inspire) by ideas of fairness and natural justice, but (be) now no more than a particular branch of English Law.

17. Lawyers often (contrast) “law” and equity, but when they (do) this, they (use) “law” to mean common law.

18. When a case (decide), there (be) two basic tasks: first, establishing what the facts (be), meaning what actually (happen); and secondly, how the law (apply) to these facts.
19. When once a party (win) a majority of votes, it (form) the government, and may hold office for five years, unless it (defeat) by the Opposition on some important Bill, or unless it (decide) to appeal to the country and to have another general election.

20. The first reading of the Bill scarcely ever (object) to, as there is no debate or amendments allowed at this stage; but a date (fix) for the second reading.

Task 4. Translate the sentences into English.

1. Греки верили, что законы создаются людьми для людей.
2. Первый написанный греческий свод законов, которые были ужасно жестокими, был составлен Драконтом в седьмом веке до новой эры.
3. Новый, более гуманный свод законов был составлен Солоном спустя несколько десятилетий.
4. Римское право основывалось на обычаях и традициях.
5. Суд присяжных, древняя греческая традиция, был сохранен в новом своде законов Солона.
6. Кодекс Наполеона оказал влияние на законы многих стран Европы и Южной Америки.
7. Жестокий принцип мести «глаз за глаз, зуб за зуб» соблюдался в кодексе Хаммурапи.
8. Во время второго чтения законопроект подвергается тщательному рассмотрению.
9. Парламентское право может быть использовано, чтобы отменить нормы общего права или внести поправки в него.
10. Прецедентное право возникает из обсуждений дел в ходе судебного рассмотрения и может быть найдено в решениях судов.
11. Общее право основывается на предыдущих судебных решениях и обычаях.
12. Законы, которые приняты в парламенте, толкуются судами, но изменения в самом законе принимаются в парламенте.
13. Судей в Англии обычно выбирают из старших барристеров.
14. Конституция показывает, как ценности страны будут защищены.
Unit III. British Constitutional Law

Achievement Tests

Reading Comprehension

Task 1. Read the text “The Judicial Work of the House of Lords” and try to understand its contents without consulting a dictionary.

The Judicial Work of the House of Lords

The House of Lords has a judicial function in addition to its legislative and deliberative function. The House is the highest court in the land – the supreme court of appeal. It acts as the final court on points of law for the whole of the United Kingdom in civil cases and for England, Wales and Northern Ireland in criminal cases. Its decisions bind all courts below.

This is an unusual role for a legislative body that is part of Parliament. In most other democracies, the judiciary is separate from the legislature – usually in the form of a supreme court of appeal. For this reason the Government has legislated to establish a United Kingdom Supreme Court that will be constitutionally and physically separate from Parliament. Until October 2008, when the new UK Supreme Court is expected to come into operation, the present system will continue. The reasons for the present set-up are historical – the House of Lords has done this work for more than 600 years as part of the High Court of Parliament. Although the House of Commons was originally part of the High Court of Parliament, it has not been involved in judicial work since 1399. Today only highly qualified professional judges appointed to be law lords take part in the judicial function of the House.

The law lords. Since the 1876 Act the judicial work of the House has been done only by professional Lords of Appeal in Ordinary. At one time the Lord Chancellor sometimes sat, but no longer does so.

There are 12 Lords of Appeal in Ordinary (or law lords). They are equivalent to supreme court judges in other countries and when the new UK Supreme Court comes into operation in 2008 the law lords will become the first justices of the Supreme Court. Law lords are appointed by the Queen on the advice of the Prime Minister, usually from the ranks of the senior appeal court judges in each part of the UK. The first woman law lord was appointed in 2004 (Baroness Hale of Richmond).
“In Ordinary” means that the lords work full time at the judicial business of the House and receive a salary. This is not paid by the House of Lords but direct from the “Consolidated Fund” (the revenues held in the Exchequer account at the Bank of England). That helps to ensure their independence.

Law lords are full members of the House and may speak and vote on all business. In practice they rarely do so. A law lord chairs the Committee on the law and institutions of the European Union. Serving law lords, however, do not engage in matters where there is any element of party political controversy; and they bear in mind that they may render themselves ineligible to sit judicially if they express an opinion on a matter which might later be relevant to an appeal to the House. When a law lord retires, he remains a member of the House and is then much more free to participate in debates on legislation and public policy: several do so regularly.

In addition to their judicial work, law lords are often asked to chair major public inquiries. Recent topics of inquiry have included the events of “Bloody Sunday” in Northern Ireland and the death of the MOD scientist Dr David Kelly. Law lords regularly give lectures and talks; and many are involved with law faculties of universities. They also have a diplomatic function as ambassadors for the British legal system and common law: receiving distinguished foreign and Commonwealth judges at Westminster, and travelling abroad.

**Task 2. Mark the statements which are true.**

1. The House of Lords is the supreme court of appeal.
2. The House of Lords is the final court for the UK both in civil and criminal cases.
3. There is no reason to create a new UK Supreme Court.
4. In any democratic state the judiciary should be separate and independent.
5. It is still unknown when the new UK Supreme Court will start its work.
6. Both Houses of Parliament have been parts of its High Court for many years.
7. The Lord Chancellor used to do the judicial work of the House.
8. The first justices of the Supreme Court will be appointed by the Prime Minister.
9. Senior appeal court judges can be appointed law lords.
10. Law lords are not paid for their work in the House.
11. After retirement a law lord remains a member of the House.
12. The activity of the law lords is limited by the judicial business of the House.

**Task 3. Complete the following sentences.**

1. The House acts as the final court on points of law for … .
2. The new UK Supreme Court will be constitutionally … .

28
3. The House of Lords has done the judiciary work for ….
4. Only highly qualified professional judges appointed to be law lords take part in ….
5. Law lords are equivalent to ….
6. The first woman law lord ….
7. “In Ordinary” means ….
8. The law lords are not paid by the House of Lords but ….
9. Law lords may speak and vote on all business in the House but ….
10. Serving law lords do not engage in matters where ….
11. Law lords regularly give lectures and talks and also have ….

**Task 4.** Read the text below and think of the word which best fits each space.

The Speaker acts as Chairman (1)___ debates, and sees to it that the rules laid (2)___ by the House for the carrying on of its business are (3)___ . It is the Speaker (4)___ selects (or calls) Members to speak. He or she acts (5)___ the House’s representative in its corporate relations (6)___ outside bodies and the (7)___ elements of Parliament, the House of Lords and the Crown. The (8)___ is also responsible for protecting the (9)___ of minorities in the House.

It is obviously essential (10)___ debates should be conducted (11)___ an orderly way, and unlikely that the course of debate would flow smoothly (12)___ there were not some way of regulating who was to speak. The selection of those who (13)___ to speak is therefore a (14)___ important one for the Chair, and one, which has to be handled (15)___ tact and discretion. In a debate, official spokesmen or women for Government and Opposition must take (16)___, as well possibly as (17)___ for the minor parties, those Members with constituency interests, those who specialise (18)___ the subject under discussion and (19)___ simply with a general interest. The (20)___, therefore, has to balance all these requirements when working out who should (21)___ called.

**Task 5.** Give short answers to the following questions.

1. What functions does the House of Lords have?
2. Why is it unusual for a legislative body to be involved in the judicial business?
3. Why has the Government legislated to establish a UK Supreme Court?
4. How can you explain the fact that the House of Lords has been a part of the High Court of Parliament?
5. Who can be appointed to be law lords?
6. Since when has the judicial work of the House been done only by professional Lords?
7. How many Lords of Appeal in Ordinary are there?
8. Who appoints law lords?
9. Are there any women law lords?
10. What does “In Ordinary” mean?
11. How are law lords paid?
12. What do law lords do when they retire?

**Vocabulary Check**

**Task 1. Fill in the gaps with the correct preposition, if necessary.**
1. The British constitution has evolved … many centuries.
2. The British constitution is made … of statute law, common law and conventions.
3. The constitution is adaptable … changing political condition.
4. British Parliament is vested … legislative powers.
5. Government puts the law … effect.
6. The agreement of three elements of the parliament is required … legislation.
7. The first reading of the bill is followed by a thorough debate … general principles … the second reading.
8. Her Majesty’s government is responsible … the administration of national affairs.
9. The composition of government may vary both … the member of ministers and … the title.
10. One of the functions of the Cabinet is initiating and deciding … policy.
11. No change of policy … any importance would be considered without the Cabinet sanction.
12. Cabinet meets … private.
13. For Parliamentary elections Great Britain is divided … 650 electoral districts.
14. In Great Britain Queen Elizabeth is … the law.
15. The monarchy is very popular … the majority of the British people.

**Task 2. Produce the whole sentence in English.**
1. A constitution is more than a mechanical (свод основных правил).
2. The Queen has the power (заключать договора, отдавать и присоединять территории, объявлять войну и заключать мир).
3. A constitution (отражает ценности) the country regards as important.
4. Most modern constitutions have adopted (принцип разделения власти).
5. Parliament (создает законы).
6. (Исполнительная власть) is represented by the government.
7. Law courts interpret and (применяют законы).
8. To become an act of Parliament (законопроект) must be passed in the House of Commons, (быть одобренным) in the House of Lords and (быть подписаным) by the Queen.
9. The Queen is an important symbol of (национального единства).
10. At the second reading a bill is given (детальное обсуждение).
11. The Lords can only (отложить прохождение) of a bill.
12. The party which has majority in the House of Commons (находится у власти) for five years.
13. The Cabinet meets (тайно).
14. The Cabinet is also (Апелляционный суд).
15. The Lord Chancellor is (глава судебной власти) except in Scotland.
16. The Queen’s power is (наследственная) and not elective.
17. As the system of Cabinet developed the Privy Council (утратил значимость).
18. The Conservative party has no official (постоянной программы).
20. In pre-election manifesto Conservative government states (главные аспекты внутренней и внешней политики).
21. The Liberal Democrats (являются результатом союза) of two parties.
22. In Britain the Prime Minister is (действительный правитель) of the country.

**Task 3. Make key word transformation to fit the sentence.**

<table>
<thead>
<tr>
<th>Number</th>
<th>Original Sentence</th>
<th>Transformed Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A constitution is the … and … structure.</td>
<td>politics; ideology</td>
</tr>
<tr>
<td>2</td>
<td>Most countries have a formal … Constitution … how laws to be made.</td>
<td>write; describe</td>
</tr>
<tr>
<td>3</td>
<td>A constitution is a mirror … the national soul.</td>
<td>reflect</td>
</tr>
<tr>
<td>4</td>
<td>Tories welcome state’s … from direction of the economy.</td>
<td>withdraw</td>
</tr>
<tr>
<td>5</td>
<td>One of reason for having special … laws is to prevent governments from becoming too ….</td>
<td>constitute power</td>
</tr>
<tr>
<td>6</td>
<td>If the Lords agree to a bill it will be passed before the Queen for … .</td>
<td>sign</td>
</tr>
<tr>
<td>7</td>
<td>The function of the Cabinet is the … of government departments.</td>
<td>coordinate</td>
</tr>
<tr>
<td>8</td>
<td>… ministers are usually in the Cabinet.</td>
<td>department</td>
</tr>
<tr>
<td>9</td>
<td>The Prime Minister recommends the highest … to the Crown.</td>
<td>appoint</td>
</tr>
</tbody>
</table>
10. Privy Council used to be a body of … of English monarchs.
   advice

11. Privy Council consists of members of royal family, … governors, together with other to whom … has been given as an honour.
   colony; member

12. Tories welcome … of sections of the national industries.
   privatize

13. The Labors Party believes that private … and free enterprise should flourish.
   own

14. The average number of … in each … in England is about 70000.
   elect; constituent

15. Tories stress … of the national interest and priority for … of law and order.
   pursue defend

16. Any … subject aged 21 or over can be nominated as a candidate for any seat position on … of a deposit.
   Britain pay

**Task 4. Choose the correct item.**

1. The British constitution has … over many countries.
   a) evolved b) established c) founded

2. The Constitution can be altered by … .
   a) the Cabinet sanction b) an Act of Parliament c) the Royal assent

3. Most modern constitutions have adopted the principle of … of powers.
   a) charging b) separation c) unification

4. Executive branch is represented by the … .
   a) judiciary b) government c) Queen

5. New laws can only come into force when they have passed through the … .
   a) Cabinet b) Parliament c) Privy Council

6. The party which has majority in the House of Commons … the government.
   a) requires b) forms c) rejects

7. If the Lords agree to a bill it will be placed before the Queen for … .
   a) signature b) reading c) amending

8. No change of policy would be considered without the … sanction.
   a) convention b) general agreement c) Cabinet

9. The judiciary is … of the executive.
   a) independent b) dependent c) similar

10. The power of the Queen is … .
    a) elective b) general c) hereditary

11. Whatever the Queen does must be done on the … of the Prime Minister.
    a) order b) judgement c) advice
12. In reality the Queen has almost no … at all.
   a) power    b) respect    c) common sense
13. Cases … by the Privy Council raise questions of constitutional interpretation.
   a) sued    b) heard    c) appealed
14. The Conservatives is the party … by the rich and the privileged.
   a) misunderstood    b) supported    c) ridiculed
15. Today many … that the Labour Party shows no radical change in policy from the Tories.
   a) claim    b) defend    c) vest
16. The … system of voting is used in parliamentary elections in Britain.
   a) complex    b) two-party    c) simple.

Listening Comprehension

Text “Monarchy”

Task. Listen to the text about the British monarchy. For statements 1–5 decide which of the choices A, B or C is the correct one.

1. The speaker
   A. disapproves of the idea of monarchy.
   B. disapproves of royal families in general.
   C. accepts the idea of a royal family.

2. The speaker is
   A. for the British monarchy personally.
   B. against the British monarchy.
   C. indifferent to the British monarchy.

3. The speaker dislikes the British monarchy because
   A. they behave like actors in a soap opera.
   B. they are modest.
   C. they work hard.

4. The speaker likes the monarchy in Scandinavian countries because
   A. these royal families set a good example.
   B. they have become very popular.
   C. they behave like famous people.

5. The speaker thinks that the problem with the British monarchy is that
   A. they display themselves in a vulgar way.
   B. they are greedy and lazy.
   C. they contribute much to the public good.
Dialogue “Interview”

Task. Listen to the interview of Patrick Orman Ward from England about his feelings for the British monarchy. Choose from the list of statements (A–F) which statements apply to which speaker. Use the letters only once. There’s one extra letter you do not need to use.

Patrick

Interviewer

A. Monarchy is important to the social and political structure of Britain.
B. Prince Charles is going to be a wonderful king of Britain.
C. The British constitution exists through history, through acquired gentlemen’s agreements if you like.
D. It’s not much better to have somebody elected, who comes from the people, than somebody, who inherits the title.
E. What is important about the royal family is that it’s a figurehead institution, it performs a useful socio-political role.
F. To me it’s better to have somebody elected from the people but it’s not a part of British social tradition.

Grammar Revision: Sequence of Tenses. Reported Speech

Task 1. Complete the sentences with the proper form of the verb using the Sequence of Tenses rule.

1. The minister was attacked by protesters who (wait) outside the building all day to voice their opposition to the police.
2. The readers understood that the news (leak) to the press by the minister in an attempt to boost his popularity.
3. A man was run over by a car which a witness said (drive) at a very high speed.
4. We hoped that the police (show) the victim a picture of the suspect.
5. The woman was surprised that they (not, guarantee) every participant a free lunch.
6. The press informed the public that the ex-President (take) illegal payments when he (be) in office.
7. I never understood why my parents (not, allow) me to play with the children next door when I (be) a child.
8. The teacher often said that Shakespeare never (revise) anything he (write).
9. It was once thought that there (be) canals on Mars.
10. The police announced that new measures to combat crime (introduce) by the end of the year.
11. The listeners were explained that the two-chamber system (be) an integral part of British parliamentary government.
12. It was interesting to learn that the system of parliamentary government in the United Kingdom (be) not based on a written constitution, but (be) the result of a gradual evolution going back several centuries.
13. Supporters of the monarchy tried to prove that it (be) an important source of stability and political continuity.
14. It was accepted that ultimate legal power (be) with Parliament and it (lay) the foundations of the modern representative democracy.

Task 2. Turn the following sentences into indirect speech using one of the reporting verbs from the list below in the past simple, where possible.

de ny deny accuse approve
insist insist boast agree offer
advise advise promise complain ask
suggest suggest warn remind reply

1. “I’m “the Father of the House of Commons,” he said.
2. “I have sat in the House of Common for the longest unbroken period”, he added.
3. He said, “Only four members of the House of Common have reserved seats: the Speaker, “the Father of the House of Commons”, the Prime Minister and the Leader of the Opposition”.
4. “The member who is named to speak remains standing, and speaks from the place where he has been sitting”, the teacher said.
5. “Many battles have been fought in the past over parliamentary privacy,” the article said.
6. “Britain’s economy has been stagnating and declining under the Torries’, said the Opposition.
7. “Unemployment is growing again and the basic industries face severe crisis”, the newspapers said.
8. “Our policy is leading to prosperity and opportunity for all”, the Tories said.
9. “Britain needs a government that will take the nation’s industries out of the hands of the rich, and use the country’s wealth for the people’s benefit”, said the Communists.
10. “Most of the demonstrators on Sunday marched from Marble Arch to Trafalgar Square for a rally before the protest began”, said the TV reporter.
11. “No one was arrested on Sunday”, Lord Russell said of this yesterday.
12. “Higher wages for all workers, higher pensions, more houses and hospitals for working people, hands off the social services”, the members of trade unions demanded.
13. “Can I see your ticket, please?” asked the inspector.
14. “We’d like to see the world-famous Hyde Park Orators’ Corner”, said the tourists.
15. “How can the country live without a written Constitution?” asked one of the students.
16. “What are the three most famous buildings in England?” Could you tell us a few words about their history?” I said.

Task 3. Turn the following questions into reported speech. Use the appropriate reporting verbs and your own ideas.

1. “What branches has the British Constitution in theory?”
2. “What is the difference between British Parliament and the Government?”
3. “Is the Queen officially head of all three branches of the British Constitution?”
4. “What parts does British Parliament consist of?”
5. “Who usually becomes the Prime Minister in Great Britain?”
6. “Is the Prime Minister usually the leader of the government in the UK?”
7. “Is there any difference between ‘hereditary peers’ and ‘life peers’?”
8. Has the composition of the Lords changed since 1958, when it became possible to award ‘life peerages’ through the honours system?
9. “Where may Bills be introduced and by whom?”
10. “What does ‘Royal assent’ mean?”
11. “When does the Bill become an Act of Parliament?”
12. “Why is the Royal assent considered to be a formality nowadays?”
13. “What are the main functions of the Prime Minister?”
14. “Could you explain the notion “collective responsibility?”
15. “When is the leader of the party formally invited by the Sovereign to form a government?”

Task 4. Translate the sentences into English.

1. Преподаватель объяснил, что Великая хартия вольностей установила принцип ограничения власти правительства в Британии.
2. Он заметил, что Великая хартия вольностей сыграла важнейшую роль в английской истории.
3. Полиция была уверена, что этот человек совершил преступление, но трудно доказать его вину в суде.
4. Я ответил, что слово «конституция» имеет много определений и сформулировал пять из них. Мне было интересно, знает ли хотя бы одно из них мой собеседник.
5. Он сказал, что конституция – это основной закон государства, который определяет его общественное и государственное устройство.
6. Нам сказали, что все страны, которые когда-либо были завоеваны Британской империей, используют систему общего права.
7. Было интересно узнать, что общее право зародилось в Англии на основе юридических решений, обусловленных традицией, обычаем и прецедентом.
8. Слушатели согласились, что каждое независимое государство должно иметь свою собственную правовую систему.
9. Преподаватель спросил, кто может объяснить в чем заключается разница между тремя чтениями биля.
10. Меня спросили, почему члены палаты общин не голосуют на своих местах, а выходят в два коридора в палате общин.
11. Читал ли ты где-либо, почему монархи открывают каждую сессию парламента в палате лордов, а не в палате общин?
12. Студент спросил, кто председательствует в палате общин и в палате лордов.

Task 5. Reproduce in English the following Russian translation of an excerpt from an authentic Confucian text.

1. Хочешь управлять своим государством – наведи сначала порядок у себя в семье и в доме.
2. Хочешь навести порядок в своей семье и доме – приведи сначала в порядок свое собственное тело.
3. Хочешь привести в порядок свое тело – настрой сначала свое сердце.
4. Хочешь настроить свое сердце – приведи сначала в порядок свои мысли.

Notes:
put a place in order – привести в порядок
George Washington

George Washington had been the obvious choice to be the first president of the United States, and indeed, many people had supported ratification of the Constitution on the assumption that Washington would be the head of the new government. By all measures, Washington proved himself a capable, even a great, president, helping to shape the new government and leading the country skillfully through several crises, both foreign and domestic.

Washington, like many of his contemporaries, did not understand or believe in political parties, and saw them as fractious agencies subversive of domestic tranquillity. When political parties began forming during his administration, and in direct response to some of his policies, he failed to comprehend that parties would be the chief device through which the American people would debate and resolve major public issues. It was his fear of what parties would do to the nation that led Washington to draft his Farewell Address.

The two parties that developed in the early 1790s were the Federalists, who supported the economic and foreign policies of the Washington administration, and the Jeffersonian Republicans, who in large measure opposed them. In foreign affairs, both sides wanted the United States to remain neutral in the growing controversies between Great Britain and France, but the Federalists favoured the English and the Jeffersonians the French.

Washington set out his vision of what would make the United States a truly great nation. He called for men to put aside parties and unite for the common good. The United States must concentrate only on American interests, and while the country ought to be friendly and open its commerce to all nations, it should avoid becoming involved in foreign wars. The United States must “act for ourselves and not for others”.

Many Americans, especially in subsequent generations, accepted Washington’s advice as gospel, and in any debates between neutrality and involvement
in foreign issues would invoke the message as dispositive of all questions. Not until 1949, in fact, would the United States again sign a treaty of alliance with a foreign nation.

**Task 2. Mark the statement which are true.**

1. George Washington was unable to cope with the problems the country was facing in international and domestic fields.
2. The population of the country hoped that the new government would be headed by G. Washington.
3. G. Washington’s attitude to political parties was negative.
4. Political parties in the USA appeared long before G. Washington’s administration.
5. Due to the existence of the political parties the Americans could influence the resolution of important public issues.
6. Farewell Address drafted by G. Washington was caused by some international problems.
7. The federalists favoured G. Washington’s administration.
8. The attitude of both parties to foreign affairs coincided completely.
9. G. Washington knew what to do to make the USA a great nation.
10. G. Washington thought that the country should not be neutral in any foreign issues to be strong.

**Task 3. Complete the following sentences.**

1. Many people supported ratification of the Constitution on the assumption that … .
2. Washington proved himself a capable president helping … .
3. His contemporaries didn’t understand or believe in political parties and saw them as … .
4. G. Washington failed to comprehend that … .
5. The two parties that developed in the early 1790s were … .
6. The Federalists supported … .
7. Both parties wanted the United States … .
8. G. Washington wanted the United States to concentrate on … .
9. The country ought to be friendly and open its … .
10. Many Americans, especially in subsequent generations, accepted … .

**Task 4. Read the text below and think of the word which best fits each space.**

The (1) … president of the United States, George Washington has been called “the father of his country”. Son (2) … a wealthy Virginia plantation owner, Washington inherited several profitable estates.
During the War of Independence, which was fought (3) … Britain, Washington showed himself (4) … a prominent officer in the Continental armed forces. Then he got married and settled down to the comfortable life of a country gentleman.

(5) … 1774 he took part in the Continental Congress, which organized the confrontation (6) … the American colonies and their British rulers. Chosen to lead the American Continental Army, Washington commanded it throughout the entire (7) … of Independence.

After the defeat of the British, Washington retired to private life on his plantation, declaring his wish to live and die an honest man on his own farm. (8) … being a national hero, he did not want to serve but he was persuaded to return to political duties. He presided over the drafting of the United States Constitution, and in 1789 he was unanimously (9) … the first president of the United States. Reluctantly, he accepted the office.

Washington (10) … for two terms as president and would certainly have been elected again had he not refused to run for a third term.

By the time of his death, Washington was universally admired for his honesty, dignity, and patriotism. After his death, he was described as being “first in war, (11) … in peace, and first in the hearts of his countrymen”.

Task 5. Give short answers to the following questions.
1. What assumption influenced people’s support of the ratification of the US Constitution?
2. What kind of president did G. Washington prove to be?
3. Why was G. Washington’s attitude to political parties negative?
4. What was the direct response to some of G. Washington’s policies?
5. What was his Farewell Address caused by?
6. Who did the Jeffersonians favour?
7. What was Washington’s vision of making the US a truly great nation?
8. Why was the treaty of alliance signed only in 1949?

Vocabulary Check

Task 1. Fill in the gaps with the correct preposition.
1. Americans have the great pride … their Constitution.
2. The American Constitution is the oldest still … force in the world.
3. Under the American Constitution all power belongs … the people.
4. All governments and governmental groups must operate … constitutional guidelines.
5. The first ten amendments … the Constitution stated fundamental rights of any American.
6. State legislatures must conform … the state constitution.
7. A great deal of power is put … the hands of president.
8. US president is assisted in Administration … a Cabinet of 12 members.
9. Cabinet secretaries correspond to European ministers, they are heads of different departments and directly and fully responsible … President.
10. The Supreme Court watches … the other two branches.
11. Congress has the power to fix the number of judges sitting on the Court, but it cannot change the powers given … the Supreme Court … the Constitution itself.
12. A decision of the Supreme Court cannot be appealed … any other court.
13. All other cases which reach the Court are appeals … lower courts.
14. One third of the Senators are elected every two years … six-year terms of office.
15. A Senator must be … least 30 years old, a citizen of the US for nine years and a resident of the state from which he is elected.
16. The Senate is elected … a population basis.
17. Congressmen … a committee are experts … certain fields.
18. The representatives in Congress must please the people in their districts, or they will find themselves … a job.
19. The legislative branch takes the lead … formulating the structure and duties of the other two branches.
20. There are light specific limitations … Congress’s powers noted in Article I Section 9 of the Constitution.
21. A statute can be about any subject that law touches … .
22. The statute also contains a message to some legal authority, giving instructions about carrying … the law.
23. Today the Democrats are thought of as associated … labour and the Republicans with business.
24. The Department of State advises the President … foreign relations, the Department of Justice deals … legal matters.

Task 2. Produce the whole sentence in English.
1. The Constitution may be defined as a system or body (основных принципов, согласно которым государство устанавливается и управляется).
2. The American Constitution for over 200 years has provided the basis for (политическую стабильность, свободу всех граждан, экономический рост и социальный прогресс).
3. The Constitution (установила федеральную систему) with a strong central government.
4. (Система сдержек и противовесов обеспечивает) that no one branch of the government would dominate the others.
5. (Поправки были внесены в) the American Constitution twenty-six times.
6. The amendments to the Constitution (право на судебное разбирательство судом присяжных, право быть защищенным против необоснованных преследований и арестов, конфискация имущества) stated the fundamental rights to any American.
7. State governments arrange such affairs as (поддержание порядка, образования детей).
8. Laws (влияющие на повседневную жизнь граждан) are enforced by police in the cities and towns.
10. A decision of the supreme Court (не может быть обжаловано) to any other court.
11. Although the three branches are presumably coequal, (законодательная ветвь) takes the lead in (формирование структуры и обязанностей двух других ветвей).
12. Some statutes are long, (сложные и важные) some are short.
13. The President has the authority (назначать глав всех департаментов исполнительной власти) and agencies, together with hundreds of other high-ranking officials.
14. The important function of the President is that he can grant full or conditional pardon to (любому, обвиненному в нарушении федерального закона, сократить срок приговора) and reduce fines.
15. During the impeachment process the President is to (подвергнутся судебному разбирательству в сенате) with the Chief Justice as the judge.
16. At every level of political life the Republican and Democratic parties (борются за господствующее положение в обществе).
17. The Republicans place more emphasis on private enterprise and (часто обвиняют демократов в создании слишком либерального правительства).

Task 3. Make the key word transformations.

<table>
<thead>
<tr>
<th>Task 3. Make the key word transformations.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Declaration laid the … for the Articles of Confeder-eration.</td>
<td>found</td>
</tr>
<tr>
<td>2. Congress can propose … .</td>
<td>amend</td>
</tr>
<tr>
<td>3. All … and … groups must operate within the constitu-tional guidelines.</td>
<td>govern × 2</td>
</tr>
</tbody>
</table>
4. The United States Constitution is made into living law through a ... of means.

5. State ... must conform to the state constitution.

6. Most of the cases involve the ... of the Constitution.

7. The President and Vice-President are ... for a term of four years and can be ... for another term.

8. Clear lines divide the ..., ..., ... branches.

9. The House of Representatives is elected on a ... basis.

10. Every state is entitled to have one ... .

11. Congress passes broad powers over the nation’s ... well-being and ... security.

12. Congress’s ... powers are not boundless.

13. Voters take it for ... that the people they elect represent ... and local interest.

**Task 4. Choose the correct item.**

1. The Declaration of Independence is more than ... of the birth of a new nation.
   - a) advertisement
   - b) announcement
   - c) proclamation

2. The Constitution was ... in Philadelphia.
   - a) defended
   - b) amended
   - c) adopted

3. The first ten amendments ... fundamental rights of any American.
   - a) stated
   - b) clarified
   - c) pointed out

4. The Constitution is ... law of the land.
   - a) the federal
   - b) the supreme
   - c) the extraordinary

5. Congress can ... amendments.
   - a) prescribe
   - b) propose
   - c) restrict

6. The Constitution has ... people for over 200 years.
   - a) influenced
   - b) belonged
   - c) served

7. Amendments to the Constitution have ... the democratic nature of American society.
   - a) expanded
   - b) protected
   - c) widened

8. A great deal of power is ... in the hands of the president.
   - a) put
   - b) handed
   - c) given

9. The federal government deals with ... problems.
   - a) local
   - b) regional
   - c) national
10. Laws affecting the daily lives of citizens are … by police in the cities and towns.
   a) empowered    b) enforced    c) authorized

11. Congress has the power to … the number of judges sitting in the court.
   a) describe    b) set    c) lay down

12. A … of the Supreme Court cannot be appealed to any other court.
   a) law    b) decision    c) bill

**Listening Comprehension**

*Text “The American Constitution”*

**Task.** Listen to the text about the American Constitutional law. For statements 1–5 decide which of the choices A, B or C is the correct one.

1. The former colonies now the USA first operated under the agreement called
   A. “Supreme law of the land”.
   B. The Articles of Confederation.

2. The delegates from the states met in Philadelphia in
   A. 1789.
   B. 1780.
   C. 1786.

3. The delegates in Philadelphia wrote a new document which was officially adopted by
   A. fourteen states.
   B. fifteen states.
   C. thirteen states.

4. The ultimate power under the Constitution is given to
   A. the President.
   B. the Supreme Court.
   C. “We, the people”.

5. The Bill of Rights stated
   A. the first 12 Constitutional Amendments.
   B. the first 10 Constitutional Amendments.
   C. the first 15 Constitutional Amendments.
**Dialogue “The American Administration”**

**Task.** You will hear the dialogue about the American Administration. Read the following sentences, then listen to the tape and fill in the missing parts.

1. To begin with, the highest governmental office of the USA is _____.
2. _____ are responsible for administering and executing the laws.
3. The term of office of the President is _____.
4. The President must be _____.
5. The President is sworn _____.
6. The members of the cabinet are _____.

**Grammar Revision: Modal Verbs**

**Task 1. a) Complete the following sentences choosing one of the modal verbs according to the meaning they express: can (not), could, may, might, must, ought to, will, would, shall, should, have to, need, be to.**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Americans … not … to join a political party in order to vote or to be a candidate for a public office.</td>
<td>a) ability lack of ability</td>
</tr>
<tr>
<td>2. However, running for office without the money, which … be provided by a party, is difficult.</td>
<td>b) permission: asking for permission giving/ refusing permission talking about permission</td>
</tr>
<tr>
<td>3. Everyone votes in secret, and no one … know how other votes or force another person to vote for any particular programme or candidate.</td>
<td>c) obligation duty necessity/ absence of necessity</td>
</tr>
<tr>
<td>4. As Americans understand it the Democrats believe that the federal government and the state governments … be active in providing social and economic programs for those who need them.</td>
<td>d) prohibition</td>
</tr>
<tr>
<td>5. A small state … itself constitute a district.</td>
<td>e) advice; asking for advice/giving advice; criticism</td>
</tr>
<tr>
<td>6. District judges … live in the district, or one of the districts, for which they are appointed.</td>
<td>f) suggestion offer</td>
</tr>
</tbody>
</table>
7. The US Constitution says, “The judicial power of the United States … be vested in the Supreme Court”.
g) possibility

8. Important bills … be suggested by the President or other executive officials.
h) supposition probability

9. The Constitution provided that federal laws … be made only by Congress.
i) certainty

10. The drafters of the Constitution saw that the future … bring a need for changes.
j) request reproach

11. In 1791, under the strong popular pressure, the Congress … to adopt the first 10 amendments to the Constitution.
k) positive/negative logical assumption

12. The president of the USA is not and … be a member of Congress.
l) promise threat warning

13. The constitutional Convention which … to adopt a new constitution officially opened on May 25, 1787, in Philadelphia.
m) obligation promise necessity

b) Write down your own 12 sentences with modal verbs expressing different meaning.

Task 2. Rephrase the following sentences so as to use modal verbs or their equivalents.
1. Why don’t we go on an excursion to the House of Commons?

2. Policemen are obliged to wear a uniform while on duty.

3. The plaintiff managed to win the case, although it was difficult to prove his innocence in court.

4. He is obliged to go to the police station twice a week.

5. I don’t believe that he stole that money.

6. It was wrong of him to tell a lie to the police.

7. It’s forbidden to smoke in the restaurants and other public places.

8. I advise you to go to the lawyer as soon as possible.
9. It’s necessary for you to get some more qualifications.

10. I’m certain Mr. Smith wasn’t elected to the local government.

11. It’s against the law to drive a car without a driving license.

12. The thieves managed to escape even though the police were looking for them.

Task 3. Use the best suitable modal verb in the following questions.

1. ... the whole of the American Constitution be found in one document?
2. What differences between the American and English Constitutions ... you trace?
3. ... the American Constitution be considered flexible or rigid?
4. Who ... be considered more of the ruler in practice: the President in the USA or the monarch in Great Britain?
5. I wonder if all laws ... be altered with ease in the USA.
6. Who ... veto legislation in the USA? What ... be the result of this action?
7. I wonder how many terms a Senator or a Representative ... serve.
8. ... the President always belong to the party which has the majority in Congress?
9. Under what circumstances ... the Senate ... to remove the President from office before his term expires?
10. In what way ... a sitting President be removed from office in the USA?
11. Where ... the President’s appointments of high officials: ambassadors, Cabinet members and federal judges be approved?
12. What majority vote is demanded in the Senate before a treaty ... become a law?
13. ... Congress ... to abolish sometimes the federal courts?
14. How ... you explain the saying: the President proposes but Congress disposes?
15. Who ... change the decisions of the Supreme Court in the USA?

Task 4. Fill in the gaps with modal verbs and translate the sentences into Russian.

1. A constitution ... be defined as a system of fundamental principles according to which a nation or state is constituted and governed.
2. The President ... veto acts passed by Congress, but Congress ... override the veto by a two-thirds majority.
3. Under the Constitution, no member of one branch of government … be a member of either of the two others.
4. The President of the United States is not and … (not) be a member of Congress.
5. Any member of Congress who wishes to become President of the United States … resign from that body before accepting the Presidency.
6. At the same time the President … or … (not) be a member of the political party with a majority in Congress.
7. No member of the Government with the exception of the Vice-President (who presides over the Senate) … be a member of Congress.
8. The Constitutional Convention which … to adopt a new constitution officially opened on May 25, 1787, in Philadelphia.
9. The drafters of the Constitution saw that the future … bring a need for changes, that’s why they provided a method of adding amendments.
10. To be elected to the Senate a person … be at least 30 years of age and to become a member of the House of Representatives a person … be at least 25.
11. Members of the Government … be called to a Congress committee to account for their administrative work.
12. No state … pass a law contrary to the Constitution or federal laws.
13. Decisions of the Court … not be unanimous, a simple majority prevails, provided at least six justices (the legal quorum) participate in the decision.
14. Each judicial district includes a U.S. bankruptcy court, because Congress has determined that bankruptcy matters … be addressed to federal courts rather than state courts.
15. The wording of the President’s oath is laid down in the Constitution and runs as follows: “I do solemnly swear that I … faithfully execute the office of President of the United States, and … to the best of my ability, preserve, protect and defend the Constitution of the United States”.
16. The Fourteenth Amendment to the Constitution says, “No State … make or enforce any law which … abridge the privileges or immunities of citizens of the United States; nor … any State deprive any person of life, liberty or property, without due process of law”.
17. People through their power to elect government representatives and through their right to openly express their views … bring about social changes.
18. The following statement was one of the strongest made by an American president, “Because we are free we … never be indifferent to the fate of freedom elsewhere. Our commitment to human rights … be absolute”.

48
19. At the end of Washington’s second term the question of who … be the new President began to divide the people into political organizations backing opposing candidates.

20. In the South voters often … to register not only locally but also at the county seat.

21. The national presidential elections really consist of two separate campaigns: one … to nominate the candidates at national party conventions, the other … to win the actual election.

22. In about 70 percent of legislative decisions Congressmen will vote with the specific wishes of their constituencies in mind, even if this goes against what their own parties … want as national policy.

23. President Roosevelt in his war message to the American people on December 9, 1945 reminded them: “The true goal we seek is far above and beyond the ugly field of battle. When we resort to force, as we now …, we are determined that this force … be delivered towards ultimate good as well as against immediate evil. We Americans are not destroyers – we are builders”.

24. In the 1890s African-Americans were kept from exercising their right to vote by taxes, called “poll taxes” that … to be paid before a person … cast a vote.

25. Even in the 1960s public buses in the South were segregated, and African-Americans not only … to ride in the back of the bus, but also … to give up their seats to any white person who wanted to sit.

26. After massive black demonstrations in the segregated deep-south cities President Kennedy … to tell the nation in a television speech that it had a moral obligation to secure full equality for black Americans.

27. President Kennedy proposed to Congress the most sweeping legislation in the century that … eliminate discrimination in voting, education, employment and public accommodations for black Americans.

28. The American system of “checks and balances” … to work in such a way to keep serious mistakes from being done by one branch or another.

29. Anyone trying to start a business in the USA … to face with regulations, restrictions and laws from the government, state and local level.

30. President Reagan enjoyed unusually strong popularity at the end of his second term in office, but under the terms of the U.S. Constitution (… not) run again in 1988.

Task 5. Complete the text with modal verbs in the proper form.

In the USA the President (1) … be elected directly by the voters (through state electors). In other words, the political party with the most Senators and
Representatives (2) ... choose the President. This means that the President (3) ... be from one party, and the majority of those in the House of Representatives or Senate (or both) from another. This is not uncommon, thus, although one party (4) ... win a majority in the midterm elections (those held every two years), the President remains President, even though his party does not have majority in either house. Such result (5) ... easily hurt his ability to get legislation through Congress which (6) ... pass all laws, but this is not necessarily so. In any case, the President’s policies (7) ... be approved by the House of Representatives and the Senate before they (8) ... become law. Therefore he (9) ... be able to convince Congressmen, the Representatives and Senators of his point of view. He (10) ... bargain and compromise. This (11) ... be considered a major difference between the American system and those in which the nation’s leader represents the majority party or parties, that is, parliamentary systems. Compromises with Congress (12) ... be struck if any legislation (13) ... to be adopted.

Task 6. Translate into English.

1. Основными источниками формирования государственности США следует считать: Декларацию независимости, Статьи конфедерации, Конституцию 1787 года и Билль о правах.
2. Обращаясь к истокам государственности, нельзя забывать такой важный документ как Мэйфлауэрское соглашение, подписанное в 1620 году первопоселенцами, представителями всех семей, прибывших в Америку.
3. Мэйфлауэрское соглашение можно рассматривать как первый пример колониального самоуправления, подписанное 41 человеком.
4. Первопоселенцы понимали, что необходимо иметь правила, чтобы управлять своим укладом, чтобы выжить на этой земле.
5. Губернатор как представитель монарха должен был выполнять указы короля и должен был воплощать в жизнь законы, которые принимались колониальными законодательными органами.
6. Важным источником формирования государственности являются также 4-х томные «Записи федерального конвента 1787 года», где можно ознакомиться со взглядами творцов федеральной идеологии.
7. При составлении Декларации независимости Джефферсон включил в нее пункт об отмене рабства, но под давлением представителей южных колоний вынужден был исключить его.
8. Однако, положение о том, что каждый американец должен иметь право «на жизнь, свободу и стремление к счастью» распространялось в теории на всех без исключения.
9. Впоследствии лидеры аболиционистов, выступавшие за отмену рабства, смогли ссылаться на Декларацию независимости.
10. В 1777 году были приняты «Статьи конфедерации», которые можно считать первой конституцией США.
11. Однако только 1 марта 1781 года «Статьи конфедерации» смогли обрести силу закона, так как документ должен был быть ратифицирован каждым из штатов.
12. Д. Джефферсон (по словам D. Malone) «видел не цель, а средство, и был гораздо более заинтересован в том, что должно последовать за формальным отделением, чем в самой по себе акции отделения» от Англии.
13. Конституция 1787 года обходила молчанием вопрос об элементарных гражданских свободах, и только под давлением массовых выступлений и под влиянием начавшейся революции во Франции создатели конституции вынуждены были подготовить поправки к конституции.
14. 25 сентября 1791 года были приняты 10 поправок к Конституции, известные как «Билль о правах», которые должны были способствовать демократизации этого документа.
15. Хотя для своего времени Конституцию 1787 года можно считать передовым государственным документом, некоторые ее положения приходится рассматривать как отступление от ранее данных обещаний.
Task 1. Read the text “Terrorism” and try to understand its contents without consulting a dictionary.

Terrorism

From the 1960s, international terrorist crimes, such as hijacking of passenger aircraft, political assassinations and kidnappings, and urban bombings, constituted a growing phenomenon of increasing concern, especially to Western governments. Most terrorist groups are associated either with revolutionary movements or with nationalist movements.

Three categories of terrorist crime may be distinguished, not in legal terms, but by intention. Foremost is the use of violence and threat of violence to create public fear. This may be done by making random attacks to injure or kill anyone who happens to be in the vicinity\(^1\) when an attack takes place. Because such crimes deny, by virtue of their being directed at innocent bystanders, the unique worth of the individual, terrorism is said to be a form of crime that runs counter\(^2\) to all morality and so undermines the foundations of civilization. Another tactic generating fear is the abduction\(^3\) and assassination of heads of state and members of governments in order to make others afraid of taking positions of leadership and so to spread a sense of insecurity. Persons in responsible positions may be abducted or assassinated on the grounds that they are “representatives” of some institution or system to which their assailants\(^4\) are opposed.

A second category of terrorist crime is actual rule of terror. It is common practice for leaders of terrorist organizations to enforce obedience and discipline by terrorizing their own members. A community whose collective interests the terrorist organization claims to serve may be terrorized so that their cooperation, loyalty, and support are ensured. Groups that come to power by this means usually continue to rule by terror.

Third, crimes are committed by terrorist organizations in order to gain the means of their own support. Bank robbery, kidnapping for ransom, extortion, gambling rake-offs (profit skimming), illegal arms dealing, and drug traffick-
ing are among the principal crimes of this nature. In the Middle East, hostages are frequently sold as capital assets by one terrorist group to another.

Notes:
1 to be in the vicinity – быть поблизости
2 to run counter – противоречить, идти наперекор
3 abduction – похищение, увод
4 assailant – нападающий, зачинщик

Task 2. Mark the statements which are true.
1. Hijacking is the use of violence or threats to take control of a car.
2. To terrorize means to take someone away illegally, usually by force, in order to get money for returning them.
3. Terrorist is someone who uses bribes to obtain political demands.
4. Terrorist uses violence to create public order.
5. The government is determined to surrender to international terrorism.
6. Terrorism is directed at innocent onlookers.
7. Terrorism throws down the unique worth of the individual and strengthens the foundations of civilization.
8. Terrorism cultivates obedience and discipline by terrorizing their own members.

Task 3. Complete the following sentences.
1. International terrorist crimes ….
2. They distinguish three categories of terrorist crime ….
3. Terrorist directs his acts at ….
4. Most terrorist groups are associated with ….
5. Public fear may be created by ….
6. Heads of state and members of governments are assassinated in order ….
7. Leaders of terrorist organizations enforce obedience and discipline by ….
8. Terrorist organizations commit crimes in order to ….
9. Terrorism spreads ….

Task 4. Read the text below and think of the word which best fits each space.
Legislation to protect the public … terrorism has given the authorities certain exceptional powers for dealing … and preventing terrorist activities, while taking account of the need to achieve a proper balance between the safety of the public and the rights … the individual. While acknowledging that the special powers make inroads into civil liberties, the government believes that they should continue in force as long … a substantial terrorist threat remains. Nobody can … imprisoned for political beliefs; all prisoners, except those awaiting trial, have been found … in court of criminal offences.
Parliamentary … give the security forces special powers to search, question and arrest suspected …; allow the Secretary of State to proscribe terrorist organizations; and provide … certain serious offences to be tried by a … sitting alone without a jury to obviate the dangers of intimidation of jurors. The other Act makes provision for statutory time limits to be imposed on the time an accused person may be held in … awaiting trial although these powers so far have not … invoked.

Task 5. Answer the following questions.
1. What constitutes a growing phenomenon of increasing concern to Western governments?
2. What are most terrorist groups associated with?
3. What may be distinguished by intention?
4. What are the tactics generating fear?
5. Why is terrorism said to be a form of crime that runs counter to all morality and undermines the foundations of civilization?
6. What is common for leaders of terrorist organizations?
7. What may be terrorized? In what way or how?
8. What are the principal crimes of this category?
9. What are the measures to combat terrorism?

Vocabulary Check

Task 1. Fill in the gaps with the correct prepositions.
1. 21-year-old Alex Fleming of Leeds was sentenced … 5 years’ imprisonment for car theft.
2. Thorn pleaded not guilty … court trial.
3. The chief cashier was found guilty … embezzlement.
4. She sued the newspaper … slander.
5. He was arrested and charged … murder.
6. He was also accused … drug trafficking.
7. Sally was robbed … her money.
8. Jim White was tried … murder.
9. Tom was cheated … a family heirloom.
10. The witness saw him smash the window of the car and drive it … .

Task 2. Produce the whole sentence in English.
1. There are various (определения преступления) in English literature.
2. Not every (нарушение закона) is a crime.
3. Treasons, murders and arsons are (преступления, преследуемые по обвинительному акту).
4. A crime involves (преступное поведение и преступный умысел).
5. We find accessories only in (уголовных преступлениях).
6. (Исполнители) are persons who actually do the criminal act or help the offender at the crime scene.
7. Traditionally, (преступность несовершеннолетних) means offences such as truancy, assault, theft, arson or vandalism.
8. According to the statistics, most crimes (совершается против собственности) not against the person.
9. Criminology is a social science (которая рассматривает природу и причины преступлений).
10. The punishment (должно соответствовать тяжести преступления).

**Task 3. Make key word transformations to fit the sentences.**

| **1. He was found … of theft.** | **guilt** |
| **2. Measures should be taken to help the … of crime.** | **prevent** |
| **3. When the witness made a positive …, the criminal was arrested.** | **identify** |
| **4. Many people agree that capital … should no longer exist.** | **punish** |
| **5. The role of the family is very important in treatment of a juvenile …** | **delinquency** |
| **6. A … broke into my country house and took a DVD-player and a microwave.** | **burgle** |
| **7. The … knocked the elderly lady to the ground and ran away with her handbag.** | **mug** |
| **8. The customs officers arrested Nick and accused him of … smuggle** |
| **9. A principal in the second degree is the person who is present at the … of a crime.** | **commit** |
| **10. The … took 17 people hostage and demanded € 1.000.000 from the authorities.** | **hijacking** |

**Task 4. Fill in each gap with the most suitable variant.**

There are many different kinds of crimes. (1) … (taking somebody away and demanding a (2) … for their return) is a particularly serious (3) … . The police often offer a (4) … , which is sometimes quite a substantial sum of money, for information leading to the (5) … of a (6) … . It is not always easy for a (7) … to decide whether a suspect is guilty or not. The (8) … of a suspect often takes days, or even weeks. Having decided on their verdict, the jury do
not, however, have to decide how long a (9) … to give. That is the job of the (10) … .

A. arson  B. smuggling  C. kidnapping
A. ransom  B. favour  C. help
A. act  B. offence  C. behaviour
A. reward  B. gift  C. blackmail
A. arrest  B. custody  C. imprisonment
A. thief  B. criminal  C. stowaway
A. policeman  B. investigator  C. jury
A. court  B. trial  C. procedure
A. sentence  B. punishment  C. verdict
A. barrister  B. solicitor  C. judge

Listening Comprehension

Text “Do you live in a burglar-friendly house?”

Task. You are going to listen to the text “Do you live in a burglar-friendly house?” For statements 1–6 decide which of the choices A, B or C is the correct one.

1. If you’ve been burgled once, you’ll probably
   A. never be burgled.
   B. be burgled again.
   C. be burgled many times.

2. If your house is large
   A. you need to be even more careful than if it’s small.
   B. you need to install an alarm system in it.
   C. you need to install security cameras in it.

3. There’s no better way of stopping burglars than
   A. having a burglar alarm.
   B. having watchful neighbours around.
   C. having a house hidden from the road by a tall hedge or high wall.

4. You are more at risk if
   A. your house looks nice.
   B. your house looks plain.
   C. you leave a light on in the hall when you go somewhere.
5. You give the burglars the green light to break into the house when
   A. you forget to shut the doors or the windows of the house.
   B. leave your house at regular time.
   C. you leave newspapers and letters sticking out of the letter-box.

6. It’s a good idea
   A. to have nice things in your house.
   B. to ask a neighbour to keep an eye on your house.
   C. to ask for a crime prevention officer to visit your home and identify
      weak points in its security.

**Dialogue “Street survey about the rise in crime”**

**Task.** You will hear the dialogue about the rise in crime. Read the following
sentences, then listen to the tape and fill in the missing parts.

1. Would you say that unemployment was a factor _____?
2. Some people can turn to crime as an easy way _____.
3. Some people end up _____ but they can’t afford.
4. What’s more, criminals are often shown on TV in a way that makes them
   and their lifestyle look _____.
5. Teenagers have to commit petty crimes such as shoplifting in order _____.
6. The worst thing is that once you begin a life of crime it can be very diffi-
   cult _____.

**Grammar Revision: Infinitive**

**Task 1.** Insert the particle “to” before the infinitive where necessary.

1. The object of criminology is … develop a body of general and verified
   principles.
2. Our new colleague seems … know a lot about criminology.
3. The kidnapper let her … make a telephone call.
4. The clerk was made … open the safe.
5. Jean left her car in a no-parking area and had … pay a fine.
6. After someone has broken into my house I would rather … buy a burglar
   alarm.
7. Drug addiction made her … commit such a violent crime.
8. The police must … search the scene of the crime for evidence.
9. The trial took a long time as the jury couldn’t … reach a verdict.
10. The two men were arrested before they could … commit any more
    crimes.
Task 2. Use the appropriate form of the infinitive of the verb in brackets.
1. The most important objective of the state is (to prevent) youth crime.
2. The investigator must (to question) the witness now.
3. The accused was clever enough (to take) the victim to a hospital after the accident.
4. Mason appeared (to prepare) defence in court.
5. The young offender is said (to bring) to court already.
6. He is suspected (to prosecute) before.
7. Nowadays crimes turn (to become) more dangerous to the individuals.
8. The gangsters forced John Smith (to hand over) the money.
9. The defendant appears (to wait) for a long time.
10. This evidence turned out (to help) the investigator in solving the crime.

Task 3. Change the sentences so that to use different constructions with the infinitive.
1. People expect the state to protect them from crime.
2. The objective and subjective basic tendencies of criminal behaviour are extreme egoism and individualism.
3. I heard that they asked the suspect to empty his pockets.
4. The investigating officer supposed that the discovered evidence was linked with the suspect.
5. It is said that the crime was committed by a left-handed man.
6. The newspapers reported that the defendant’s innocence had been proved.
7. I suppose that they will be brought to the police station to give evidence.
8. The witness saw that the woman entered the house and left it twenty minutes later.
9. The doctor proved that the man was killed late at night.
10. Everybody suspects that he stole money from the bank.

Task 4. Test your skills in translating into English. Pay attention to the infinitive and infinitive constructions.
1. Мы полагаем, что он невиновен в совершении кражи.
2. Полицейский видел, что Сэм открыл дверь квартиры и вошел.
3. Следователь полагал, что свидетель даст всю информацию по этому делу.
4. Оказалось, что эта улика очень важна для того, чтобы доказать вину подозреваемого.
5. Сообщается, что преступление было совершено группой подростков.
6. Так случилось, что полицейский присутствовал на месте преступле- ния в момент его совершения.
7. Преступность считается социальным явлением.
8. Мне довелось присутствовать при ограблении банка.
9. Именно суд решает, виновен человек или нет.
10. Вам лучше рассказать все, что вы знаете о совершении нападения.
11. Подозреваемый в государственной измене может быть арестован без ордера.
12. Что заставляет людей совершать такое рискованное и бессмысленное преступление, как магазинная кража?
13. Сообщается, что уровень преступности среди несовершеннолетних вырос за последнее время.
14. Говорят, что сбежавший преступник прячется у своей подруги в течение последнего месяца.
15. Кажется, он участвовал в ограблении банка в прошлом месяце.
16. Газеты сообщают, что владелец обвиняется в поджоге собственного магазина.
17. Оказывается, он был убит из старого ружья.
18. Я слышал, что грабители угрожали убить любого, кто попытается включить сигнализацию.
19. Начальник приказал выписать ордер на ее арест.
20. Видели, что полицейский взял деньги у мужчины, проехавшего перекресток на красный свет.
Task 1. Read the text “Public and private security” and try to understand its contents without consulting a dictionary.

Public and private security

There is a great deal of public sympathy for the police. It is felt that they are doing an increasingly difficult job under difficult circumstances. The assumption that their role is to serve the public rather than to be agents of the government persists. Police officers often still address members of the public as 'sir' or 'madam'. Senior officers think it is important for the police to establish a relationship with local people, and the phrase 'community policing' is now fashionable. Some police have even started to patrol on foot again. Generally speaking, the relationship between police and public in Britain compares quite favourably with that in some other European countries. British police still do not carry guns in the course of normal duty (although all police stations have a store of weapons).

The police are not, of course, above the law. When they arrest somebody on suspicion of having committed a crime, they have to follow certain procedures. For example, unless they obtain special permission, they are not allowed to detain a person for more than twenty-four hours without formally charging that person with having committed a crime. Even after they have charged somebody, they need permission to remand that person in custody (i.e. to keep him or her in prison) until the case is heard in court. In 1994 public concern about criminals ‘getting away with it’ led the government to make one very controversial change in the law.

The fear of crime seems to have increased a lot. This has gone together with a lack of confidence in the ability of the police to catch criminals. In the early 1990s private security firms were one of the fastest-growing businesses in the country. Another response to the perceived situation has been the growth of Neighbourhood Watch schemes. They attempt to educate people in crime prevention and to encourage the people of a particular neighbourhood to look out for anything suspicious. In 1994 the government was even considering helping members of these schemes to organize patrols.
Most people do not realize that we depend more on private services for our security than on public police officers. Private policing, or private security, assumed a major role during the westward movement of our nation.

One name stands out in the history of private policing in the United States: Allan Pinkerton. In 1849 he became Chicago’s first detective. A year later he set himself up as a private detective, and thus started the private detective business in America. During the Civil War he served in the Union army as a major and set up its successful espionage system. After the war Pinkerton’s agents became the tools of management in labor disputes. The brutal force used by “the Pinkerton” to break strikes became notorious.

In the past, few skills were needed to do the work. The development of sophisticated security systems requires technical and management skills. Executive protection requires intelligence, training, and often language skills. Contract security agencies have vastly upgraded their recruitment and educational standards.

Task 2. Mark the statements which are true.

1. There’s a great deal of public sympathy for the police.
2. The assumption that the police are more agents of the government than they serve the public still persists.
3. The job of the police is not so difficult as many people think.
4. It is important for the police to establish a relationship with local people and the phrase “community policing” is now fashionable.
5. All British police patrol on foot.
6. The relationship between police and public in Britain is worse than in other European countries.
7. British police carry guns on patrol.
8. The police are above the law.
9. The police are not allowed to detain a person for more than twenty-nine hours without charging a suspect with having committed a crime.
10. If the police have charged somebody they can remand a suspect in custody.
11. The fear of crime seems to have increased a lot.
12. In the early 1990s the public didn’t believe that the police were able to catch criminals.
13. In the 1990s private security assumed a major role in Britain.
15. In 1994 the government helped members of Neighbourhood Watch schemes to organize patrols.

Task 3. Complete the following sentences.

1. The police are doing a difficult job under . . .
2. The role of the police is to serve . . .
3. Police officers address members of the public as … .
4. When the police arrest somebody on suspicion of having committed a crime, they … .
5. In 1994 public concern about criminals “getting away with it” led the government … .
6. The fear of crime has gone together with the lack of confidence … .
7. In 1849 Allan Pinkerton became … .
8. A year later he started … .
9. The development of sophisticated security system requires … .
10. Contract security agencies have upgraded … .

Task 4. Complete the following sentences with the words and phrases from the box.

<table>
<thead>
<tr>
<th>theft;</th>
<th>pleaded;</th>
<th>fingerprints;</th>
<th>found;</th>
<th>cell.</th>
</tr>
</thead>
<tbody>
<tr>
<td>evidence;</td>
<td>arrest;</td>
<td>oath;</td>
<td>investigate;</td>
<td></td>
</tr>
<tr>
<td>sentence;</td>
<td>charge;</td>
<td>detained;</td>
<td>fine;</td>
<td></td>
</tr>
<tr>
<td>court;</td>
<td>magistrate;</td>
<td>handcuff;</td>
<td>witnesses;</td>
<td></td>
</tr>
</tbody>
</table>

A policeman was sent to .. the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to … the boy, he became violent and the policeman had to … him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided to … him with the … of the camera and cash. They took his …, locked him in a …, and … him overnight. The next morning he appeared in … before the … . He took an … and … not guilty. Two …, the owner of the property and a member of the hotel staff, gave … . After both sides of the case had been heard the boy was … guilty. He had to pay a … of £50 and he was given a … of three months in prison suspended for two years.

Task 5. Answer the following questions to the text.

1. Why do the public in Britain sympathize with the police?
2. How do the police officers address members of the public?
3. What does the phrase “community policing” mean?
4. What are the current trends in the police work in Britain?
5. Why has the fear of crime increased among members of the public?
6. What do you know about the first private detective Allan Pinkerton?
7. Why do contract security agencies upgrade their recruitment standards?
8. How could the public control the job of private security?
### Task 1. Fill in the gaps with the correct prepositions.

1. The police are doing a difficult job … difficult circumstances.
2. Some police have started to patrol … foot.
3. The police are not … the law.
4. When the police arrest somebody … suspicion … having committed a crime, they have to follow certain procedures.
5. The police are not allowed to detain a suspect, without formally charging that person … having committed a crime.
6. Even after police have charged a suspect, they need permission to remand him … custody.
7. The police attempt to educate people … crime prevention and to encourage them … a particular neighbourhood to look … … anything suspicious.
8. The public depend more … private services … security than … public police officers.
9. Public law enforcement was not able to keep … the demand … protection.
10. Private enterprises had to provide … their own protection.
11. Much remains to be done to bring private security … public control.
12. Private policing with continue to grow, but not … problems.
13. The development … security systems requires technical and management skills.
14. The private security benefits … the expensive training and experience public police officers.

### Task 2. Produce the whole sentence in English.

1. It is felt that the police are doing (чрезвычайно трудную работу в сложных обстоятельствах).
2. When the police arrest somebody on suspicion of having committed a crime, (они должны придерживаться определенной процедуры).
3. Even after they have charged somebody, (полицейским нужно разрешение, чтобы держать подозреваемого под арестом до слушания дела в суде).
4. The police think it is important for the police (установить отношения с местными жителями).
5. In Britain some police (патрулируют пешком).
7. Much remains to be done (чтобы держать частные полицейские силы под контролем общественности и улучшить взаимоотношения между частной и государственной полицией).
8. Voters were unwilling (увеличить бюджет полиции).
9. The police are not, of course, (выше закона).
10. Most people think that (мы зависим больше от частных служб полиции, чем от государственных полицейских сил).

**Task 3. Make key word transformations to fit the sentences.**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The public … with the police in Britain.</td>
<td>sympathy</td>
</tr>
<tr>
<td>2.</td>
<td>… the public is the main role of the police.</td>
<td>service</td>
</tr>
<tr>
<td>3.</td>
<td>… a relation is very important for the police.</td>
<td>establish</td>
</tr>
<tr>
<td>4.</td>
<td>The police can … a suspect not more than for twenty-four hours.</td>
<td>detention</td>
</tr>
<tr>
<td>5.</td>
<td>… in custody is allowed when the police have permission.</td>
<td>remand</td>
</tr>
<tr>
<td>6.</td>
<td>… of people how to avoid being burgled is one of the main tasks of crime prevention officers.</td>
<td>educate</td>
</tr>
<tr>
<td>7.</td>
<td>… of the relationship between private and public security is much to be desired.</td>
<td>improve</td>
</tr>
<tr>
<td>8.</td>
<td>… and experienced public police officer who work in private security do much for its benefit.</td>
<td>train</td>
</tr>
<tr>
<td>9.</td>
<td>… were unwilling to increase police budgets in the early 1990s.</td>
<td>vote</td>
</tr>
<tr>
<td>10.</td>
<td>… foot is one of the duties of the police in Britain, … the scheme of “community policing”.</td>
<td>patrol on; carry out</td>
</tr>
</tbody>
</table>

**Task 4. Choose the correct item.**

1. The main role of British police is
   A. to serve the public.
   B. to be agents of the government.
   C. to be agents of private security.

2. … is now very fashionable and important for British police.
   A. Carrying guns on patrol
   B. Driving fast in cars on patrol
   C. “Community policing”

3. There’s a great deal of public … for the police in Britain.
   A. sympathy
   B. concern
   C. ignorance
4. In the 1990s “Neighbourhood Watch Schemes” educate people in
   A. crime prevention.
   B. keeping law and order.
   C. patrolling in the streets with the police.

5. Public law enforcement was not able to keep up with … for protection.
   A. demand
   B. desire
   C. requirement

6. Voters were unwilling to … police budgets.
   A. increase
   B. decrease
   C. pay

7. In 1850 Alan Pinkerton started his private detective … in the USA.
   A. affair
   B. company
   C. business

8. After the war Pinkerton’s agents became the tools of management in
   A. family disputes.
   B. labour disputes.
   C. company disputes.

9. … assumed a major role during the westward movement of the USA.
   A. Public security
   B. Bodyguard
   C. Private security

10. If you don’t want to be burgled ask … to visit your home and identify
    weak points in it.
    A. a crime prevention officer
    B. Chief Inspector
    C. Constable

11. Two teenagers attempted to … the local bank, but the police arrived be-
    before they got away.
    A. burgle
    B. rob
    C. attack

12. The police are not … the law.
    A. under
    B. in
    C. above
13. The police follow certain procedure when they suspect somebody of
   A. having committing a crime.
   B. doing crimes.
   C. commitment.

Listening Comprehension

News reports about the police keeping law and order

Task. You will hear the news reports about the police keeping law and order. Read the following sentences, then listen to the tape and fill in the missing parts.

1. Yesterday morning Gregory Briggs appeared _____.
2. The judge sentenced him to _____.
3. Briggs was caught last May as he _____.
4. One of the witnesses told reporters that _____.
5. The policeman Gary Thomas, who happened to be in the bank at the time, was able to _____.
6. As Briggs walked into the courtroom, he denied having broken the law and told reporters that _____.
7. After hearing the witnesses and seeing the evidence the jury _____.

Interview of Chief inspector Ronald Lewis

Task. You are going to listen to the interview of Chief inspector. Choose from the list of statements (A – G) which statement applies to which speaker. Use the letters only once. There’s one extra letter you do not need to use.

Ronald Lewis

Interviewer

A. First of all, crimes like mugging seem completely uncontrollable.
B. Carrying a personal alarm is a good idea.
C. It’s useful to attend self-defence classes.
D. Many children are at risk, so the best thing to do is to teach them not to talk to strangers.
E. In the case of the rich and famous, a bodyguard is the obvious answer.
F. More and more cars are being stolen nowadays, aren’t they?
G. To protect your car, parking in an attended car park is a good idea.
Grammar Revision: Participle I, II

Task 1. Fill in the gaps with the appropriate participle I, II from the box.

addressing, arrested, walking, keeping, conveying, obeying, establishing, charged, protecting, preventing

1. … a relationship with local people is one of the duties of the British police.
2. … members of the public as “sir” or “madam” is important for the British police.
3. After … a suspect the police need permission to remand him in custody.
4. The lawbreaker attacked the police officer … him to the police station.
5. After … a criminal the policeman read him the words of the caution.
6. The British police are often seen in towns and villages … law and order, … in the streets there.
7. … the parking regulations is the job of the British traffic wardens.
8. … people and their property, … crimes are the main functions of the police throughout the world.

Task 2. Transform the following sentences using Participle I or Participle II in different functions.

1. The police detectives have found the evidence that proves the guilt of the criminal.
2. Legal systems have codes of conduct for the police which limit the time and methods they can use to question the suspects.
3. A confession which is obtained by force is not valid as evidence in courts.
4. It is difficult to prove evidence which is gathered against the police.
5. The police officer on patrol will arrest any person, who has broken the law.
6. The lawbreaker Mr Little was charged with an assault which caused actual bodily harm to the police officer.
7. It is difficult to investigate cases when the police officers are corrupt and use evidence which is falsified.
8. Some passers-by saw a patrolman who was beating up a suspect.
9. Most countries have a national police force which is controlled by central government.
10. The most famous name which is connected with the British police is Sir Robert Peel.
**Task 3.** Complete the newspaper story about an earthquake in a city called Kitamo. Put the words in brackets in either Participle I or Participle II.

**Kitamo Earthquake**

There was an earthquake in the Kitamo region at ten o’clock yesterday morning. It lasted about a minute. Many buildings collapsed and … *(frighten)* people ran into the streets. Many were injured by … *(fall)* bricks and stones. After the earthquake, buildings in many parts of the city caught fire. The heat was so great that firemen could not get near many of the … *(burn)* buildings. Hundreds of people have died. The hospital is still standing, but there aren’t enough beds for all the … *(injure)* people. Things look very bad in Kitamo now. There are hundreds of badly … *(damage)* houses, and those that caught fire are now just … *(smoke)* ruins. The streets are covered with … *(break)* glass, and … *(fall)* trees block the way. Everywhere there is the sound of … *(cry)* children. The police are doing everything possible to help the people.

**Task 4.** Translate the sentences, using Participle I and Participle II.

1. Разыскивая квартирного взломщика, полиция взяла свидетельские показания у соседей ограбленной квартиры.
2. Приняв во внимание все обстоятельства дела, полиция отпустила задержанного под залог.
3. Полицейский офицер старался быть непредвзятым, допрашивая подозреваемого.
4. Арестовав опасного преступника, полицейский предотвратил новое преступление.
5. Детектив пришел к заключению, что, судя по отпечаткам, преступников было несколько.
6. Прохожие видели, как полицейские преследовали угнанную машину.
7. Видели, что нарушитель, бежавший по улице, стрелял из пистолета.
8. Расследуя проступки и злоупотребления среди полицейских, инспекция по жалобам на полицию в Англии исполняет все функции, возложенные на нее.
9. Говоря неправду, арестованный лишь усугубил свое положение.
10. Проводя расследование, полицейский допросил множество свидетелей.
Unit VII. Judiciary

Achievement Tests

Reading Comprehension

Task 1. Read the text “Checks on the Judiciary” and try to understand its contents without consulting a dictionary.

Checks on the Judiciary

The Constitution provides several checks on the judiciary to be exercised by the other branches to maintain the system of separated powers. No one ascends to a federal judgeship without presidential appointment and Senate approval. The executive has the power of granting pardons and reprieves of judicial sentences, an especially significant check on state judiciaries when exercised by governors. Presidents have this same power but use it less often.

Congress has even more external controls over the courts. The Senate can reject a nominee, although this has happened in fewer than 10 percent of all Supreme Court appointments. Congress can impeach judges, also a rarely invoked but important check. It can effectively nullify a court’s interpretation of a statute’s imply by passing a new law, and it can react to a court’s constitutional interpretation by introducing a constitutional amendment.

The legislative branch is also empowered to change the federal court’s appellate jurisdiction. Congress can also expand or contract the size of the federal judiciary, including altering the number of justices on the Supreme Court. While it often creates new district court judgeships, it has not changed the number of Supreme Court justices since 1869, when nine became the standard, nor is likely to do so.

Just as judges are aware of external checks on their power, so too are they mindful of self-imposed limitations. For example, the courts will try to avoid ruling on cases they categorize as “political questions”, which are more properly resolved by the elected branches. Another doctrine is that of stare decisis, literally meaning “let the decision stand”, or following precedent in similar cases. Decisions of higher courts are binding on lower courts, but stare decisis implies that decisions of a higher court will be binding on future cases in that same court as well. Courts can and do overturn their previous decisions, but
because of the norm of adherence\textsuperscript{1} to precedent, “the law” is relatively slow to change. Combined with the long tenure\textsuperscript{2} of judges, there is an important institutional memory available for judicial decision-making and a continuity that further strengthens support for the courts.

Reduced to their most basic purpose, all courts in all political systems exist to resolve disputes. Conflicts presented before judges range from minor squabbles\textsuperscript{3} among private citizens to the scope and legitimacy of governmental action at the highest levels. Whether judges use written constitutions, elaborate legal codes, a common law tradition or religions texts, their decisions must be based on some generally recognized and approved standard if they are to endure.

By removing courts from the daily political pressures and rapidly changing social forces confronted by other government leaders, societies can best preserve the element of judicial independence so vital to stable political systems.

Notes:
\textsuperscript{1} adherence – приверженность
\textsuperscript{2} tenure – пребывание (в должности)
\textsuperscript{3} squabble – пререкание, перебранка

Task 2. Mark the statements which are true.

1. All federal judges are appointed only by the Senate without presidential concern.
2. Both the executive and presidents have the power of granting pardons and reprieves of judicial sentences.
3. Congress has no external controls over the courts.
4. It is the Senate that very often rejects the nominees of Supreme Court appointments.
5. The legislative branch has no power to change the federal courts’ appellate jurisdiction.
6. Being aware of external checks on their power, judges are not mindful of self-imposed limitations.
7. The courts are willing to rule on cases they categorize as “political questions”.
8. \textit{Stare decisis} means that decisions of a higher court will be binding only on present cases.
9. The decisions of judges must be based only on the use of written constitutions, elaborate legal codes, a common law tradition.
10. Societies, removing courts from the daily political pressures and rapidly changing social forces confronted by other government leaders, best preserve the element of judicial independence.
Task 3. Complete the following sentences.
1. No one ascends to a federal judgeship without … .
2. Presidents have the power of granting pardons and reprieves of judicial sentences but … .
3. The Senate can reject a nominee although … .
4. Congress can impeach judges, also … .
5. The legislative branch is also empowered to change … .
6. Just as judges are aware of external checks on their power … .
7. Another doctrine is that of stare decisis which means … .
8. Reduced to their most basic purpose, all courts in all political systems exist … .
9. Conflicts presented before judges range … .
10. Whether judges use written constitutions, elaborate legal codes, a common law tradition or religious texts, their decisions must be based on … .

Task 4. Read the text below and think of the word which best fits each space.

Three main branches of government (1) … separate and distinct from one (2) … . The powers given to each are carefully balanced (3) … the powers of the other two. Each branch serves as a check on the others. Congress has the power to (4) … laws, but the President may veto any act of Congress. Congress, in its turn, can override a veto by a two-thirds vote in each house. Congress can also refuse to provide funds requested by the President. The President can appoint important officials of his administration, but they must (5) … approved by the Senate. The President also has the power to name all federal judges but the Senate must approve them too. The courts have the power (6) … determine the constitutionality of all acts of Congress and of presidential actions, and to strike down those they find unconstitutional.

The system of checks and balances protects against extremes. It (7) … , for example, that new presidents cannot radically (8) … governmental policies just as they wish. In (9) … USA, therefore, when people think of the “government”, they usually mean the entire system.

Task 5. Write down the examples of the checks on the judiciary in the USA.

Vocabulary Check

Task 1. Fill in the gaps with the correct prepositions.
1. High Court judges are appointed … the Queen … the recommendation of the Lord Chancellor.
2. The Attorney General is responsible … prosecution policy.
3. The case was dismissed … lack of evidence.
4. The purpose of the civil courts is to provide a remedy … the wronged party.
5. It is very important to be familiar … the distinction between civil and criminal courts.
6. A case requiring a heavier punishment must be referred … the Crown Court … sentencing.
7. Both parties can appeal … a higher court for reconsideration of the decision.
8. There was no question … sending her to prison.
9. The solicitor normally gives the reason … defending someone in these circumstances.
10. Nobody can be found guilty … committing a crime, unless a sentence of the court is according to the law.
11. The new law on dropping litter comes … force next month.
12. Ann was released from prison and she is … probation.
13. The police have charged her … driving without due care and attention.
14. The matter was too difficult … the solicitor to clarify it within a week.
15. I would never have suspected Jim … being the culprit.
16. When a defendant is found guilty … the magistrates he may appeal to the local Crown Court.
17. Criminal offences may be grouped … three categories.
18. The burden of proof is … prosecution in criminal cases.
19. There are various ways of classifying courts, thus it is possible to classify them according … their functions.
20. Magistrates must as a rule sit … open court to which the public and the media are admitted.

Task 2. Produce the whole sentence in English.
1. According to the traditional point of view the judges (применяют соответствующие законы, но не участвуют в расследовании дела).
2. Some cases (могут выходить за пределы компетенции присяжных заседателей).
3. For the parties bringing a civil or criminal action (используются разные названия).
4. Judges must be (независимы от сторон спора).
5. The prisoner stood (по обвинению в убийстве).
6. Mr Smith is charged with (убийстве при отягчающих обстоятельствах).
7. Crown court is presided over by a judge, but (решение о виновности или невиновности выносится жюри присяжных).
8. Cases concerning any civil disputes (рассматриваются судьей суда графства без присяжных).
9. Some courts such as magistrates’ (не имеют права рассматривать апелляции).
10. The criminal courts must determine (совершил ли подсудимый преступление и наказать преступника).

**Task 3. Make key word transformations to fit the sentences.**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Key Word Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most summary offences must be … within 6 months, but there is no time limit for trial on indictment.</td>
<td>try</td>
</tr>
<tr>
<td>2. The US Supreme Court enjoys high respect and prestige even though the public is not very … about its actual working.</td>
<td>know</td>
</tr>
<tr>
<td>3. Judges are respected for their learning, experience and … .</td>
<td>impartial</td>
</tr>
<tr>
<td>4. In modern western society serious crimes are generally punished with … .</td>
<td>prison</td>
</tr>
<tr>
<td>5. Some MPs are calling for introduction of … without trial to combat terrorism.</td>
<td>detain</td>
</tr>
<tr>
<td>6. Opinion surveys reveal greater public … in the Supreme Court than in the Congress or the presidency.</td>
<td>confident</td>
</tr>
<tr>
<td>7. If we don’t win the case I’ll appeal to the High Court for … .</td>
<td>assess</td>
</tr>
<tr>
<td>8. Judicial nomination boards screen … of judicial posts and send a list of the three to five best qualified candidates to the governor of the state who makes the final choice.</td>
<td>apply</td>
</tr>
<tr>
<td>9. To evaluate better the legal systems of different countries, political scientists have identified attributes associated with judicial … .</td>
<td>depend</td>
</tr>
<tr>
<td>10. The Master of the Rolls is considered to be the third most … of the judicial appointments.</td>
<td>prestige</td>
</tr>
</tbody>
</table>

**Task 4. Choose the correct item.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Even though the crime … keeps going on, society is soft on criminals.</td>
<td>a) case</td>
</tr>
<tr>
<td>2. At the lowest level of the state courts there are courts of … jurisdiction.</td>
<td>b) limited</td>
</tr>
<tr>
<td>3. State courts of general jurisdiction are … to hear more serious criminal and civil cases.</td>
<td>c) chosen</td>
</tr>
<tr>
<td>4. The idea in identification parades is that a … will pick out the person responsible for the crime from a group of specially selected people.</td>
<td>b) lawyer</td>
</tr>
</tbody>
</table>
5. The muggers attacked the pensioner and … with her money.
   a) made up  b) stood around  c) got away
6. You are … with murder under aggravating circumstances.
   a) convicted  b) charged  c) found
7. Legal custom grants each losing … one appeal.
   a) litigant  b) magistrate  c) judge
8. A local authority is known to be responsible for … decisions in this district.
   a) doing  b) making  c) coming
9. During the … the jury sit in silence, listening carefully to all the witnesses.
   a) try  b) tried  c) trial
10. A magistrates’ court normally consists of three … .
    a) Law Lords  b) prosecutors  c) Justices of the Peace
11. When the judge had finished his summing up, he asked the jury to consider their … .
    a) verdict  b) inquiry  c) answer
12. As far as court work or litigation is concerned, the … prepares the case and ascertains the facts.
    a) judge  b) solicitor  c) Vice Chancellor
13. The … is a lawyer who has the right to speak and argue as an advocate in higher law courts.
    a) magistrate  b) barrister  c) judge
14. The system of justice in England and Wales is … in nature.
    a) professional  b) united  c) adversarial
15. You are not obliged to say anything, but anything you do say will be … and may be used in evidence against you.
    a) taken down  b) got away  c) made off
16. Tribunal chaired by one who is legally qualified often consists of … people.
    a) lay  b) simple  c) fair
17. When a … is found guilty he may appeal to the local Crown Court.
    a) criminal  b) defendant  c) witness
18. Cases … in the Magistrates’ courts can be appealed to the Crown Court.
    a) heard  b) investigated  c) created
19. The … of the cases in the International Court of Justice is under the control of President or Vice-President elected by the Court itself.
    a) observing  b) listening  c) hearing
20. Appeals, if made, must be made promptly. They soon become ….  
   a) costly  
   b) time-barred  
   c) illegal

Listening Comprehension

Text “The system of justice in Britain”

Task. You are going to listen to the text about the system of justice in Britain.  
For statements 1–6 decide which of the choices A, B or C is the correct one.

1. Magistrates’ courts deal with more than  
   A. 90 % of all cases.  
   B. 50 % of all cases.  
   C. 80 % of all cases.

2. When magistrates decide that somebody is guilty of a crime they  
   A. can impose a fine.  
   B. release him on a bail.  
   C. can impose a punishment.

3. Magistrates, who are known as JPs are  
   A. trained lawyers.  
   B. laymen, appointed to the job by a local committee.  
   C. court judges.

4. Justices of the Peace  
   A. get a salary for their work.  
   B. don’t get a salary for their work.  
   C. don’t get a salary but are paid expenses for their work.

5. Serious criminal cases are heard in  
   A. a crown court.  
   B. a county court.  
   C. a magistrates’ court.

6. A convicted person may appeal to  
   A. High Court.  
   B. The Court of Criminal Appeal.  
   C. the House of Lords.
The extract “Exchange of pleadings”  
(from the video film “Suspect”)

Task. You are going to see the extract from the film “Suspect”. Read the following sentences, then watch the extract and fill in the missing parts.

1. A clerk, typist on Justice Department Elizabeth Queen made _____.
2. On the night of December 18, a week before Christmas, Carl Anderson in cold blood _____.
3. When Carl Anderson saw Elizabeth he _____.
4. Carl Anderson isn’t a shine example _____. He is an American _____.
5. We look at these derelicts _____.
6. We choose not to see under their ragged blankets and dirty clothes _____.
7. When Anderson tried to regain his self-respect and identity, he _____.
8. Carl Anderson lived in the world where _____.

Grammar Revision: Participle I, Participle II

Task 1. Use the proper form of the Participle.

1. The judge told us what crime the accused would be guilty of, if evidence (to supply) by the prosecution was true.
2. (To finish) his summing up, the judge asked the jury to consider their verdict.
3. When (to ask) about the difference between a solicitor and a barrister, the secretary said that solicitors could appear in the lower courts of justice and could speak for their clients.
4. One of the specifications of the English legal system is that a (to practise) lawyer has an obligation to hold either a place of a barrister or a solicitor.
5. (To accuse) of burglary and (to find) guilty, the court sentenced Mr Black to three years of imprisonment.
6. The solicitor says he feels confident (to have) an idea the man he is defending is not guilty.
7. The suspect (to use) the services of a famous lawyer could prove his alibi.
8. In the Crown Court three main kinds of judges preside (to depend) upon the seriousness of the case: High Court judges, circuit judges and part-time judges.
9. The judge is always a legal expert and is also paid for work (to hear) serious cases in the Crown Court.
10. (To have) the verdict of the jury the judge delivered his judgement of punishment.
Task 2. Replace the Infinitive by either Participle I or Participle II.

1. (To charge) with a number of road traffic matters the defendant intends to plead not guilty.
2. (To concern) with assuring the uniformity of federal law, the function of the Supreme Court is assuming larger and larger importance nowadays.
3. (To experience) a great increase in criminal activity Britain made the measures on preventing it tougher.
4. Crime is one of the most (to disturb) elements of modern life in America.
5. (To control) by Central Government, the police are responsible for the maintenance of public order.
6. (To be) a well-known figure in public life, the American judge decided to be a candidate for Congress.
7. Only those in the Lords (to hold) high judicial office deal with appeals.
8. The witness began to speak with her voice (to tremble).
9. (To describe) disputes that can be peacefully and justly resolved by impartial tribunal the lawyers normally use the term “justifiable”.
10. When the car was heard (to approach) the people ran away to avoid the police.

Task 3. Define the Participial Constructions and translate the sentences into Russian.

1. During summary trial procedure both parties must have their cases presented with the magistrates delivering their verdict.
2. There being a wish of the accused to plead “not guilty”, the prosecutor presents the case against him, calling witnesses as desired.
3. I heard the sentence repealed by the judge.
4. In addition to there being a judge, each Crown Court has a District judge.
5. The witness heard his name called.
6. The purpose of tribunals is to provide cheap and quick justice. The procedure is informal with the members of the tribunals asking questions.
7. Helen saw the policeman detaining the offender.
8. He must have his case tried in the Crown Court.
9. The scene of the crime being horrifying, we left the place at once.
10. The decision to prosecute being generally delegated to the Chief Crown Prosecutors, some cases are dealt with by the headquarters of the Service.
Task 4. Translate the sentences using Participle I, II where possible.

1. До того как преступления рассматриваются в шерифских и районных судах, они подготавливаются и ведутся судебным исполнителем.
2. Мы тщательно расследовали дело об убийстве, собрав все необходимые улики.
3. Смит был удивлен, так как он никогда не слышал, чтобы подобные вещи спрашивали в суде.
4. После того как свидетельские показания собраны, решение о дальнейшей процедуре принимается судебным обвинителем.
5. Когда было объявлено решение суда, подсудимый, не согласный с его решением, направил апелляцию.
6. Я хочу, чтобы мое дело в суде представлял мистер Браун.
7. Так как дверь зала судебных заседаний была открыта, мы заглянули в нее.
8. После того как истец подаст апелляцию, ее может принять и рассмотреть только суд второй инстанции.
9. Он наблюдал, как происходило обследование места преступления.
10. Им нужно, чтобы документы были готовы через день.
Unit VIII. Procedure and Evidence

Achievement Tests

Reading Comprehension

Task 1. Read the text “Criminal Justice” and try to understand its contents without consulting a dictionary.

Criminal Justice

Mr Churchman has been a member of a jury several times and is able to give detailed answers about law in Great Britain to Rene Dupont, a French law student.

In England a person accused of crime must always be supposed innocent until he has been proved guilty. Newspapers mustn't describe the accused as ‘the thief’ or ‘the murderer’; he’s ‘the accused’ or ‘the prisoner’. Last month Mr Churchman served as a member of the jury at a very important criminal trial. The prisoner was accused of robbing a bank and of wounding the night watchman who tried to stop him. He pleaded ‘Not Guilty’, so the trial was a long one. The members of the jury had to listen to some long speeches and a lot of evidence (British citizens are liable for jury service between 21 and 60).

The jury had three stories to listen to. First there was the story told by the counsel for the prosecution, then the story told by the defending counsel, and lastly the story told by the judge, a summing up of what was said by counsel and witnesses.

The prosecuting counsel began by telling the court what he intended to prove by evidence. Then he called his witnesses. These persons can say what they know only in answer to questions. Every witness may be examined by the barrister who is defending the prisoner. This is the cross-examination. The judge can interfere if he thinks any of the questions are unfair. He always objects to what are called ‘leading questions’, questions that suggest answers instead of asking for information. Leading questions are allowed, however, in cross-examination.

Then the defending counsel called new witnesses who were then cross-examined by the prosecuting counsel.

The law of evidence is very strict. Every witness must swear an oath, with his hand on the Bible. A witness may tell only what he himself knows to be true. ‘Hearsay’ evidence is not allowed. When all the evidence had been given, counsels for both sides made further speeches. Counsel for the prosecu-
tion tried to show that, from the evidence they had heard, the jury could only
find the prisoner guilty. Counsel for the defence tried to show that the prisoner
was not guilty. Then the judge summed up.

Then the jury retired to a private room to consider the verdict. The evi-
dence against the accused man was so strong that the jury had no need to dis-
cuss it for long. English law requires that the guilt of an accused man must be
proved ‘beyond reasonable doubt’.

Here’s another interesting point about the law of evidence. The police may
know quite a lot about the previous life of the accused man. They may have
records to show that he is a habitual criminal, that he has often been accused
of crime and proved guilty. But this information cannot be given in court until
after the jury have brought in their verdict.

In this case the police records showed that the prisoner had served three
terms of imprisonment for robbery, one of them being robbery with violence. If
we had known this before we considered our verdict, and if the evidence
against the man had been weak, we might have been inclined to declare him
guilty, in spite of weak evidence against him.

The prisoner’s past record of crime, if he has one, is given after the verdict
so that the judge may know better what sentence to pass. If the accused has
never before been convicted of crime, the sentence is not likely to be severe,
unless the crime is one of violence. First offenders are usually treated with
sympathy. If, on the other hand, the accused man has a long record of convic-
tions, the judge will pass a more severe sentence.

There’s one more point worth mentioning. The police officers who find and
arrest an accused man may appear as witnesses at the trial. They have no share in
the examination of the accused. There is a clear division between the forces of
the law who keep order and the forces who conduct trials in the law-courts.

**Task 2. Mark the statements which are true.**

1. In both countries France and England a person accused of crime must al-
   ways be supposed innocent until he has been proved guilty.
2. British citizens are liable for jury service between 21 and 60.
3. Usually the prosecuting counsel begins by telling the court what he is in-
tending to prove by evidence and calls his witnesses.
4. The re-examination means examination of a witness by the barrister de-
fending the prisoner.
5. The judge can not interfere even if he/she thinks any of questions are unfair.
6. Every witness must swear on oath with his/her hand on the Bible because
   the law of evidence is very strict.
7. The police officers who find and arrest an accused man may not appear as
   witnesses at the trial.

80
Task 3. Complete the following sentences.
1. Usually members of a jury are . . .
2. The prisoner was accused of . . .
3. The judge always objects to what are called ‘leading questions’, . . .
4. There are quite a lot of people in England who think that twelve ordinary men and women . . .
5. The members of the jury have to decide . . .

Task 4. Put the following sentences into the logical order.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>The twelve members of the jury were a mixed lot.</td>
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<td></td>
<td>The members of the jury retired to a private room to consider a verdict.</td>
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<tr>
<td></td>
<td>The defending counsel then had his turn.</td>
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<tr>
<td></td>
<td>The prosecuting counsel began by telling the court what he intended to prove by evidence.</td>
</tr>
<tr>
<td></td>
<td>Then the prosecuting counsel called his witnesses.</td>
</tr>
<tr>
<td></td>
<td>They had three stories to listen to.</td>
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<tr>
<td></td>
<td>He called new witnesses who were cross-examined by the prosecuting counsel.</td>
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<tr>
<td></td>
<td>Counsels for both sides made further speeches when all the evidence had been given.</td>
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<tr>
<td></td>
<td>Then the judge summed up.</td>
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Task 5. Read the text below and think of the word which best fits each space.

Litigation is the legal system's mechanism for (1) disputes between private parties; civil procedure is the (2) of law that structures the mechanism.

(3) begins with a dispute between two or (4) people, companies, or institutions. Any kind of dispute (5) get the process going: an automobile accident, a broken contract, a sexual harassment claim (6) an employee, a civil rights claim (7) the government. If the disputants cannot settle their problem (8), they can hire (9) to negotiate, threaten, or otherwise try to resolve the dispute. If that doesn't work either, then it's off (10) court.

In the olden days, the (11) of England would sit and "hold court"; that is, he would sit in a public square, courtyard, or other open space and, among his come complaining that Richard Roe, a neighbour, (12) injured Doe's ox, causing it to go lame. The king would summon Roe, hear what they each (13) to say, and decide whether Roe had (14) pay for the damage (15) the ox. (Doe and Roe are the traditional names for anonymous or
fictitious litigants. The plaintiff in the famous abortion case *Roe v. Wade* followed this convention in styling herself Jane Roe, to conceal her true identity. (16)____ time, the king had to issue royal proclamations, keep ambitious noblemen in line, fight wars, and other very important things.

**Vocabulary Check**

**Task 1.** *Fill in the gaps with the correct prepositions.*

1. The court system often appears to protect the criminal rather than the victim, and to unduly favor defendants who are blessed … clever attorneys.
2. If the accused has never … been convicted … crime, the sentence is not likely to be severe, unless the crime is one … violence.
3. A pleading must contain a brief statement … the facts relied on, but not the evidence … which they will be proved.
4. Federal and state legislatures can pass statutes governing how criminal procedures work … their jurisdictions.
5. Courts decide whether or not a particular legislative rule, court practice or police action is permissible … federal and state constitutional law.
6. What may seem like a slight variation … the facts … one case to another can be, … the eyes of a court, the determining factor that leads to a vastly different result.
7. If the officer is not trespassing … the time she views the activity, she may legally enter the home … a search warrant to arrest the suspects and possibly seize evidence.
8. Using binoculars to look … a window, a police officer sees something illegal going on … a private home.
9. Constitution's Bill of Rights, which provides basic protections … people suspected … and charged … crimes.
10. Litigation begins … a dispute … two or more people, companies, or institutions.

**Task 2.** *Produce the whole sentence in English.*

1. Litigation is the legal system's mechanism (для решения споров между частными лицами).
2. If the disputants cannot settle their problem themselves, (они могут нанять адвокатов для ведения переговоров).
3. There are some of them – the right to confront witnesses, the right to not testify, (право на адвоката, право на суд присяжных и право быть свободным от необоснованных обысков и конфискаций).
4. Legislators have relatively unfettered power (решать, является ли конкретное (определенное) поведение преступлением).
5. Federal and state legislatures can pass statutes (указующие как должны проходить уголовные процедуры, но эти законы не могут ослабить защиту, предлагаемую федеральной конституцией и конституциями штатов).
6. When people are taken into custody, before they are questioned, (они должны быть проинформированы, что все, что ими будет сказано, может быть использовано в суде против них, и что они имеют право на молчание).
7. The size of jury varies (от штата к штату и зависит в некоторой степени от типа дела, рассматриваемого в суде).

**Task 3. Make key word transformations to fit the sentences.**

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1. Juries of six to twelve persons are … from the jury pool.</td>
<td>select</td>
</tr>
<tr>
<td>2. In civil cases, … in courts of limited jurisdiction, the standard size in many jurisdictions is becoming six, which can be increased by … of both parties.</td>
<td>special stipulate</td>
</tr>
<tr>
<td>3. In misdemeanor cases there are sometimes fewer than twelve …, though in serious … cases twelve jurors are generally required.</td>
<td>jury crime</td>
</tr>
<tr>
<td>4. The old … that juries be … is also changing.</td>
<td>require animosity</td>
</tr>
<tr>
<td>5. In misdemeanor and civil cases particularly, states often provide for verdicts based on the … of three-fourths or five-sixths of the jurors.</td>
<td>agree</td>
</tr>
<tr>
<td>6. Alternate jurors hear the evidence just as the other jurors do, but they don’t participate in the deliberations unless they … an … juror.</td>
<td>place origin</td>
</tr>
<tr>
<td>7. The judge usually makes a brief … explaining what kind of case is to be tried and inquiring whether there is any reason the potential jurors cannot serve.</td>
<td>state</td>
</tr>
<tr>
<td>8. The judge or the lawyers then ask them questions as to whether they have any … of the case or have had specific experiences that might cause them to be … or unfair.</td>
<td>know bias</td>
</tr>
<tr>
<td>9. If either lawyer believes there is information that suggests a juror is … about the case, he or she can ask the judge to dismiss that juror for cause.</td>
<td>prejudice</td>
</tr>
<tr>
<td>10. A juror can be … for cause if he or she is a close relative of one of the parties or one of the lawyers, or if he or she works for a company that is part of the lawsuit.</td>
<td>miss</td>
</tr>
</tbody>
</table>
11. Each lawyer may request the dismissal of an ... number of jurors for cause.

12. Once ..., the jurors’ role is to listen to the evidence ... and not draw ... conclusions.

13. They are instructed by the judge not to discuss the case with ... or each other (until deliberations).

**Task 4. Choose the correct item.**

When an officer arrests someone, the 1) _____ is taken into custody. Similarly, when a grand jury returns 2) ______ or a prosecutor files an information, a judge or 3) ______ issues a warrant for the arrest of the person charged if not already under arrest, and the person is taken into custody. (Sometimes, for 4) ______ serious offenses, defendants are issued citations to appear rather than being arrested.)

When people are taken into custody, before they are questioned, they must be informed that anything they say may be held against them in a court of law, and that they have the right to remain silent, consult with a lawyer before and during questioning, and have a lawyer appointed to represent them if they cannot afford one. They are also told that they can 5) _______ these rights at any time. In some states, there may be variation in this statement for juveniles. For example, juveniles might be warned that if the juvenile court waives jurisdiction over them, then the statements they make can be used against them in a court proceeding in which they will be tried as 6) ______.

These are often referred to as the Miranda rights because the U.S. Supreme Court ruled in 1966 in *Miranda v. Arizona* that when law enforcement officers question people taken into custody, the evidence 7) ________ from their interview cannot be used against them unless they have been informed of their constitutional rights to counsel and to remain silent.

If a person has been arrested without 8) ______, law enforcement officials may hold him or her for a period of time necessary to handle certain administrative tasks (fingerprinting, checking to see if the person is the subject of any outstanding warrants, etc.) This time may vary depending on the facts of the particular case, but it’s generally quite 9) _____, usually no more than 48 hours. They may not hold the person beyond that time without an initial or first appearance or arraignment before 10) ______ or magistrate (a public official vested with certain judicial powers in the federal system and the systems of some states).
Listening Comprehension

*Text “The Arnold Murder Case”*

**Task.** You are going to listen to the text “The Arnold Murder Case”. Read the following sentences, then listen to the text and fill in the missing parts.

1. The jury found Mrs Sarah Arnold and her brother _____.
2. They chose an evening, when they knew _____.
3. When Mr Arnold went to the bathroom, Mr Gregory _____.
4. They drove to the bus station and _____.
5. Brother and sister had forgotten one important detail _____.
6. This was the clue that _____.

“The story from different points of view”

**Task.** You are going to listen to the story from different points of view. For statements 1–6 decide which of the choices A, B or C is the correct one.

1. The old lady thinks that it happened
   A. at about one in the morning.
   B. at about midnight.
   C. early in the morning.

2. The friends kept falling over because
   A. they obviously had been drinking.
   B. it was slippery.
   C. it was very dark to see anything at night.
3. The old Lady notices that the boys
   A. were trying to break into the cars.
   B. were holding on to the cars.
   C. were doing damage to the cars.

4. The old Lady thinks that the friends
   A. were very aggressive, nasty and suspicious-looking types.
   B. were decent and nice-looking young men.
   C. were cheerful and funny guys.

5. The old Lady was sure that the boys
   A. would rob and run away the cars.
   B. would damage the cars.
   C. would do something wrong in the street.

6. Bill and a friend of his remember
   A. everything that happened to them.
   B. nothing that happened to them.
   C. not much that happened to them.

**Grammar Revision: Gerund**

**Task 1. Insert the appropriate form of the gerund in the following sentences.**
1. Stark sat down without … (to speak).
2. After … more closely than usual and … his hair, James Bond took the taxi uptown (to shave, to brush).
3. He had to sound as if he didn’t mind … as though he had no temper of his own (to insult).
4. Even a criminal must be told the nature of his crime before … (to convict).
5. His legs were somewhat stiff from … the offender for days (to chase).
6. Mrs Maple knew everyone who was worth … (to know).
7. “Your tie needs …,” Mrs Simpson said (to straighten).
8. The agent apologized to Hooker for … so late (to be).
9. “I remember … her with him and Marner going away from church,” the witness said without hesitation (to see).

**Task 2. Open the brackets using the Gerund or the Infinitive.**
1. I heard the Magistrates (to discuss) my case.
2. Serial killers have a desire (to dominate) others.
3. I felt the house (to shake) with the explosion.
4. They won’t be let (to leave) the customs till our luggage has been examined.
5. The task facing the police in many areas is (to stop) criminals who murder for no apparent reason.
6. We were sorry (to find out) that he had lost his job.

**Task 3. Read the following text and fill in the gaps with the correct prepositions.**

A bank executive was arrested ___ having stolen more than 100,000 pounds from her employers. Blowing it ___ clothes and make-up she wanted to escape the stresses ___ being a working mother. Lynne Tomson succeeded ___ hiding her purchases from her husband who had no idea ___ her doing. Opening bank accounts on fictitious names and authorizing loans of up to 10,000 pounds a time she has been successful for four years until being suspicious ___ committing an embezzlement. Having been captured ___ vicious circle Lynne couldn’t stop buying a luxurious car. “ It all started as a way ___ escaping the demands of a full-time job, combined ___ taking a very active part ___ running the bank. She awaits sentence at Southwark Crown Court.

**Task 4. Define the function of the Gerund in each sentence and translate it into Russian.**

1. She was arrested for having stolen more than £100,000 from her employers.
2. Fink managed to lock the door himself before staggering across the room.
3. Having 6,000 stolen pounds in the pocket was a brilliant opportunity for everything.
4. Having been captured by a vicious circle she couldn’t stop buying a luxurious car.
5. A man was waiting for a certain day after having taken out an insurance policy of $1,000,000.
6. I couldn’t help thinking of the time when I was stopped by police in America.
7. After skipping two court hearings for drink – driving David Jones was afraid of every knock on the door.
Unit IX. Sentencing and Punishment

Achievement Tests

Reading Comprehension

Task 1. Read the text “The Purposes of Imprisonment” and try to understand its contents without consulting a dictionary.

The Purposes of Imprisonment

Many Americans take a rather gloomy view of crime-fighting programs. They question whether anything works. Let us consider the four traditional purposes of imprisonment: punishment, rehabilitation, deterrence and selective incapacitation.

Punishment. Prior to 1800 it was widely assumed that the punishment of deviants is required if the community is to feel morally satisfied. Toward the latter part of the eighteenth and the early part of the nineteenth centuries, the focus changed, and the idea that prisons might rehabilitate criminals came to the forefront. The word “penitentiary” was coined to describe a place where a criminal might repent and resolve to follow a law-abiding life. In recent years there has been a renewed interest in punishment – not to satisfy a desire for vengeance, but to restore a sense of moral order.

Rehabilitation. During the last century and a half, the concept of rehabilitation has dominated penal philosophy. It has drawn on a humanistic tradition that has pressed for the individualization of justice and demanded treatment for criminals. In this view, crime resembles “disease”, something foreign and abnormal to most people. Inherent in the definition of a sick person a presumption that individuals are not to blame for the disease, and that we should focus on curing them. Beginning in the 1960s, however, a number of criminologists began questioning the assumptions underlying rehabilitation strategies. Critics of rehabilitation contend that education and psychotherapy cannot overcome or reduce the powerful tendency for some individuals to continue a criminal career. They cite statistics on the high role of recidivism (relapse into criminal behaviour) to back up their arguments.

Deterrence. The notion of deterrence rests on assumptions about human nature that are difficult to prove. Even so, sociological studies seem to suggest
that the certainty of apprehension and punishment does tend to lower crime rates. Few studies, however, find an association between the severity of punishment and crime. While sociologists recognize that the prospect of punishment has some deterrent effect under some circumstances, they have been more concerned with specifying the conditions under which punishment influences behaviour. For instance, people often discount the chances that they will incur punishment. Moreover, allegiance to a group and its norms typically operates as a stronger force than the threat of societal punishment to bring about conformity. On the other hand, informal standards and pressures within delinquent subcultures may counteract the deterrent effects of legal penalties.

Selective confinement. There are those who argue that neither rehabilitation nor deterrence really works, so it is useless to send people to prison with these goals in mind. Imprisonment can be used to reduce crime rates by keeping "hard core" criminals off the streets.

Yet selective incarceration poses difficulties. For instance, people who engage in robbery and burglary typically retire from these careers fairly early in life; the "out years" in a long sentence might then be a waste of prison capacity. There is also the legal and constitutional difficulty in a democratic nation in sentencing individuals based on forecasts of their future behaviour rather than on a verdict arising out of an actual crime. Further, comparable attempts by psychologists and psychiatrists to predict behaviour on the basis of certain profile characteristics have been notoriously inaccurate. Indeed, any number of sociologists argue that some amount of crime is normal within modern societies. And they say that a large proportion of offenders is likewise normal, given the realities of contemporary social and economic life. In sum, deviance is and is likely to remain an integral component of social life.

**Task 2. Mark the statements which are true.**

1. Experts themselves are sure of the most effective methods for dealing with the prison population.
2. The punishment of deviants is required if the community is to feel morally satisfied.
3. There are three traditional purposes of imprisonment: punishment, rehabilitation and deterrence.
4. According to rehabilitation strategies education and psychotherapy cannot overcome or reduce the powerful tendency for some individuals to continue a criminal career.
5. The notion of deterrence rests on assumptions about human nature that are difficult to prove.
6. Imprisonment is still helpless to reduce crime rates by keeping “hard core” criminals off the streets.
7. Attempts by psychologists and psychiatrists to predict behaviour on the basis of certain profile characteristics have been really accurate.

**Task 3. Complete the following sentences.**
1. The focus changed in the early part of the eighteenth … .
2. The word “penitentiary”… .
3. However, a number of criminologists began … .
4. But selective incarceration … .
5. The concept of rehabilitation has dominated … .

**Task 4. Read the text again and find all arguments in favour of the traditional purposes of imprisonment.**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Argument</th>
</tr>
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<tbody>
<tr>
<td>Punishment</td>
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<td>Rehabilitation</td>
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<tr>
<td>Deterrence</td>
<td></td>
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<tr>
<td>Selective Confinement</td>
<td></td>
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</tbody>
</table>

**Task 5. Read the text below and think of the word which best fits each space.**

The classic moral arguments ____ favor of the death penalty have been biblical and call _____ retribution. Defenders of capital punishment ____ also claimed that society has the right _____ kill in defence of its members, just as the individual may kill in self-defence. The analogy to self – defence, _____, is somewhat doubtful, as long as the effectiveness of the death penalty as a deterrent to violent crimes has not ____ proved. The chief objection to _____ punishment has been that it is always used unfairly, in ____ least three major ways. First, women are ____ sentenced to death and executed, even though 20 per cent of all homicides have been _____ by women. Second, ____ disproportionate number of non – whites are sentenced to death and executed. Third, poor and friendless defendants, those with inexperienced or court-appointed attorney, are ___ likely to be sentenced to death and executed.

**Vocabulary Check**

**Task 1. Fill in the gaps with the correct prepositions.**

1. The sentence passed on an offender is entirely a matter for the courts, subject … the maximum penalty enacted by Parliament for each offence.
2. Several guests at the hotel were robbed … jewellery and money.
3. The new law on dropping litter comes … force next month.
4. The fear of punishment is intended to deter people … committing crimes.
5. All the prisons in Britain are ... the control of the Home Secretary through the Prison Board.
6. The most common sentence is a fine which is imposed ... more than 80 per cent of cases.
7. The accused pleaded not guilty ... an offence.
8. The courts may order an offender to pay compensation ... personal injury, loss or damage resulting from an offence.
9. Suspended sentences can be applied ... an offence which carries a maximum sentence of two years’ imprisonment.
10. Most states limit when and under what circumstances a court may impose probation ... a criminal defendant.
11. The defendant may be required to perform community service ... addition to receiving some other forms of punishment.
12. The police have charged her ... driving without due care and attention.
13. A suspended sentence is jail or prison time that is put on hold if the defendant complies ... certain obligations.
14. People who support the death penalty for murder believe that it protects society ... violent crime.
15. If he were convicted ... robbery he would receive a custodial sentence.
16. Fines are a common punishment ... a variety of crimes, especially less serious offences committed ... first-time offenders.
17. Restitution is money paid ... the defendant to the victim or to a state restitution fund.
18. Offenders who are put ... probation are typically required to adhere to a number of “conditions of probation”.
19. The defendant can’t be tried again ... the same offence.
20. The suspect was afraid lest his previous crimes should come out ... light.

Task 2. Produce the whole sentence in English.
1. Most prisoners in Great Britain (имеют право на уменьшение срока) of one-third of their sentence provided it does not reduce the sentence to less than five days.
2. According to the witness’s testimony you (присутствовали на месте преступления).
3. When the judge had finished his summing up, he asked the jury (вынести решение).
4. He will be given a life sentence (если будет доказана его вина).
5. In Northern Ireland (заключенные, отбывающие срок) of more than five days are eligible for remission of half their sentence.
6. He was the only one (кому было назначено тюремное заключение).
7. I remember (что его уже допрашивали перед судебным разбирательством).
8. Your behaviour can lead to (серьезному нарушению общественного порядка).
9. There are different opinions (об отмене смертной казни).
10. The person suspected of the rape (разыскивается полицией).

**Task 3. Make key word transformations to fit the sentences.**

1. In England and Wales an offender receiving a suspended sentence of more than six months may be placed under the … of a probation officer for all or part of the period. **supervise**
2. The girl is considered to be in need of care and … . **protect**
3. The … didn’t last long because the suspect pleaded not guilty to murder charge. **try**
4. Younger … are usually held in separate penal institutions. **offend**
5. The notion of … rests on assumptions about human nature that are difficult to prove. **deter**
6. … centers do nothing to reduce crimes. **detain**
7. Public opinion is calling for re-establishment or the … of capital punishment. **extend**
8. Offenders aged 16 or over (17 in Northern Ireland) convicted of … offences may, with their consent, be given community service orders. **prison**
9. If remanded in custody, the person may be visited by a legal … to ensure properly prepared evidence. **advise**
10. The public needs to be protected from a … offender. **danger**

**Task 4. Choose the correct item.**

1. Threat of a prison sentence will … committing crimes.
   a) deter from  b) stop with  c) prevent in
2. A person can’t be fined if he committed a crime like … .
   a) shoplifting  b) drunk driving  c) murder
3. The least severe punishment is … .
   a) fine  b) restitution  c) imprisonment
4. The case was dismissed for lack of … .
   a) evidence  b) witnesses  c) juror
5. In the case of … crimes such as murder, armed robbery we need to impose a harsh sentence.
   a) petty   b) inchoate  c) violent
6. … offenders don’t serve a prison sentence because they are under age.
   a) major   b) minor  c) hardened
7. The police are concentrating on arresting drug … rather than casual users.
   a) traffickers   b) agents  c) merchants
8. I’m afraid that Smith is a hardened criminal. If we don’t punish him this time he will only … more crimes.
   a) make   b) commit  c) claim
9. Parliament has now … a law making skateboarding illegal on Sundays.
   a) voted   b) passed  c) legislated
10. People on probation must report to the … regularly.
    a) probation officer  b) judge  c) attorney
11. He was the only one to be … a sentence of imprisonment.
    a) given   b) imposed  c) encouraged
12. Offenders may be … to a heavy fine.
    a) put   b) suitable  c) liable
13. The criminal was given a … sentence.
    a) suspended   b) community  c) presumed
14. The accused was … in custody for a week.
    a) ordered   b) cared  c) remanded
15. The release of prisoners … life sentence is at the discretion of the Home Secretary.
    a) giving   b) serving  c) putting
16. The public must be … from a dangerous offender.
    a) protected  b) claimed  c) sheltered
17. The law presumes the accused not to be guilty until his guilt has been ….
    a) suspended   b) proved  c) repealed
18. After some time he was released on … in the interests of the investigation.
    a) bail   b) record  c) summons
19. The accused was satisfied to have been visited by a … to ensure a properly prepared defence in court.
    a) judge   b) lawyer  c) Master of the Rolls
20. The … against the accused was based almost completely on circumstantial evidence.
    a) sentence   b) charge  c) will
Listening Comprehension

Text “Amnesty International”

Task. You are going to listen to the text about charity appeal of the organization “Amnesty International”. For statements 1 to 6, decide whether the statements are true (T) or false (F).

1. Amnesty International is worldwide movement, independent of any government, political party, economic interest or religious belief.
2. The activities of this organization focus on the release of prisoners, who want to end up with criminal way of living.
3. Prisoners of conscience are men and women imprisoned for committing crimes.
4. Amnesty International has been working for over twelve years.
5. The organization tries to get fair trials for political prisoners and opposes the death penalty.
6. Amnesty International has won several prizes, including the Nobel Peace prize in 1977.

“Make the punishment fit the crime”

Task. You are going to listen to different decisions on the cases. For statements 1 to 8 decide whether the statements are true (T) or false (F).

1. The judge of the first case sentences the captain to life imprisonment who killed his wife and baby daughter.
2. The captain shot them dead while they were sleeping in their apartment.
3. In the second case a mother who killed her child after being left brain-damaged by surgery was put on probation.
4. She decided to kill herself and her baby because her husband had left her.
5. The jury agreed that the killing had been the result of the tumour and the operation.
6. In the third case a woman who started a bedroom fire to kill her lover, was put on probation for 4 years after admitting arson.
7. She claimed, that her lover was violent and had beaten her several times in the past.
8. The judge said that there would be little benefit in sending her to prison, as she had broken with her lover.
Grammar Revision: Subjunctive Mood

Task 1. Choose the most suitable tense.
1. If the offence were/ had been of serious nature and the sentence were /had been long the convicted would be assigned/would have been assigned to the penal institution of maximum security.
2. Why didn’t you tell me? If you told/ had told me, I would have helped/had helped you.
3. If Bill didn’t steal/ hadn’t stolen the car, he wasn’t/wouldn’t be/ hadn’t been in prison now.
4. If prisons were reformed/had been reformed, the higher goal of rehabilitation would be attained/would have been attained.
5. Unless he committed/had committed a fresh crime he wouldn’t be/wouldn’t have been in custody now.
6. The defendant behaved as if he were acquitted/had already been acquitted.
7. If penalties were/had been more severe, it would have discouraged/ would discourage reoffending.

Task 2. Complete the sentences using the proper form of the verbs in the Subjunctive Mood.
1. But for this evidence his previous crimes (come out) to light.
2. Even if the person were left at liberty he (be obliged) to report regularly to a probation officer.
3. He speaks as if he (be) innocent.
4. The sentence could be lighter if there (be) no aggravating circumstances.
5. We (have) less juvenile delinquency if parent-child relations could be more understanding.
6. The sentence could not be executed if 20 years (pass) since the date of the commission.
7. If I were sent to prison you (visit) me?
8. What you (do) if you found a burglar in your house?
9. Someone (burgle) your flat if you left the window open.
10. Unless you had been more careful you (not have) an accident.
11. The police would arrest Mary if they (catch) her.
12. Tom Atkins (not be) in prison now if he hadn’t committed a crime.
13. He wouldn’t have been arrested if he (not try) to leave the country.
14. If they (ban) the sale of alcohol on the days of football matches, there might be less violence.
15. We would live in an ideal society if all people (observe) certain norms of behaviour.
**Task 3. Use wish-clauses to express regret for something.**

*Model:* A probation officer is a trained professional worker.

I wish a probation officer were a trained professional worker.

1. The investigating office found very important physical evidence.
2. I was driving my car too fast and had that accident.
3. Bess found some witnesses and managed to prove her alibi.
4. The driver couldn’t see well at night at knocked down a man.
5. Detention centres do nothing to rehabilitate offenders.

**Task 4. Translate into English.**

1. Если бы условия в тюрьмах были лучше, то тюремное заключение способствовало бы перевоспитанию преступников.
2. Наказание было суровым, однако его следует считать справедливым за такое жестокое преступление.
3. Если бы он признал свою вину, то приговор не был бы таким суровым.
4. Если бы смертная казнь была отменена, это способствовало бы развитию общества.
5. Вам не назначили бы дополнительного наказания, если бы вы не пытались бежать.
6. Если бы установили сигнализацию, то вашу дачу не грабили бы.
7. Если бы отношения между родителями и детьми были более доверительными, то уровень преступности среди несовершеннолетних был гораздо ниже.
8. Если бы вы прибыли на место преступления первым, то вы смогли бы собрать доказательства, чтобы оправдать его.
9. Жаль, что он не смог найти свидетеля, который подтвердил бы его алиби.
10. Если бы Боб не был судим ранее, его не приговорили бы к тюремному заключению.
11. Количество аварий, совершаемых водителями в нетрезвом состоянии было бы меньше, если бы наказанием за это было тюремное заключение.
12. Количество магазинных краж было бы меньше, если бы все владельцы устанавливали современные системы видеонаблюдения.
CONTENTS

ПРЕДИСЛОВИЕ ................................................................................................................. 3
Unit I. AGENTS OF THE LAW ....................................................................................... 4
Unit II. ESSENCE OF LAW ............................................................................................ 16
Unit III. BRITISH CONSTITUTIONAL LAW ............................................................... 27
Unit IV. AMERICAN CONSTITUTIONAL LAW ......................................................... 38
Unit V. CRIMINAL LAW ................................................................................................ 52
Unit VI. POLICE ................................................................................................................ 60
Unit VII. JUDICIARY ....................................................................................................... 69
Unit VIII. PROCEDURE AND EVIDENCE ................................................................... 79
Unit IX. SENTENCING AND PUNISHMENT .............................................................. 88

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