

Частное профессиональное образовательное учреждение

Ивановский юридический колледж

***Тексты для дополнительного чтения по  
английскому языку***

*Для студентов дневного обучения по  
специальностям 40.02.01 «право и организация  
социального обеспечения»,  
40.02.02 «правоохранительная деятельность» и  
40.02.03 «право и судебное администрирование»*

*Иваново*

## **I. Пояснительная записка.**

Данное учебное пособие предназначено для студентов изучающих английский язык в средних специальных учебных заведениях по специальностям 40.02.01 «право и организация социального обеспечения», 40.02.02 «правоохранительная деятельность» и 40.02.03 «право и судебное администрирование»

Пособие состоит из 9-ти уроков со списком обязательного поурочного словаря, который дан в конце пособия. Каждый урок содержит 2 текста: основной текст «А» с пред- и послетекстовыми упражнениями и дополнительный текст «В» Список разговорных формул приведенный после поурочного словаря позволит студентам развить разговорные навыки английского языка.

Все тексты могут быть использованы не только для самостоятельной работы студентов.

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Рецензент: преподаватель английского языка Ивановского юридического колледжа Нивина И. В.

Тексты для дополнительного чтения по английскому языку. Составитель преподаватель английского языка Ивановского юридического колледжа Филиппова М.А.

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## LESSON ONE

### PRE-TEXT EXERCISES

I. Read the following words.

legal, approach, lawyer, particularly, issue, submit, committee, responsibility, status, objective, author, admirable, possess, knowledge, venture, architect, undoubtedly, initiative, technique, response

II. Give 2 Russian words with the similar meaning to each of the following English words.

legal, principal, public, academic, status, general, objective, visit, collection

III. Read and translate the text:

#### TEXT A

#### TO BE A LAWYER

A very great deal has been said and written on the subject of legal education, particularly during recent years. Most of what has been said and written has been preoccupied with two principal issues: what form should training for the practice of the law take and what role should training for the practice of the law take and what role should university law schools play in that training. In the Memorandum which it submitted to the Lord Chancellor's Committee on Legal Education, the Society of Public Teachers of Law felt it necessary to point out that whatever responsibilities the law faculties might have to the legal profession and to the public their immediate academic responsibility is to their own universities.

The task is to consider and to attempt to explain the status of the English lawyer in general and to discuss the aims and objectives of legal education.

On a visit to the house of the Scots Lawyer, Counsellor Pleydell, one is shown into the library the walls of which are lined with the best editions of the best authors and an admirable collection of classics. "These", said Pleydell, "are the tools of my trade. A lawyer without history or literature is a mechanic; if he possesses some knowledge of these, he may venture to call himself an architect". By a mechanic Pleydell means an undoubtedly skilled technician who can handle traditional materials in a traditional way and can teach others to do so, but one who is not capable, on his own initiative, of adapting his skills to new purposes or of developing new materials and techniques in response to the changing needs of the time. An architect, on the other hand, is a person of

imagination and inspiration. Whilst skilled in traditional methods he can devise new techniques and develop new materials' SO as to meet the challenge of change. He is also capable of inspiring others to achieve even greater things. It is our thesis that it is the duty of the academic lawyer to be an architect of the law.

#### AFTER-TEXT EXERCISES

I. Ask a few questions about the text, let your fellow-students answer them.

II. Find in text A. the words corresponding to:

много, правовое образование, основные проблем, подготовка, указывать, ответственность, профессия правозаступников, цели и задачи, орудия труда, владеть, назвать себя.

III. Give a short summary of the text in Russian.

#### TEXT B

" Those who love ", by I. Stone

"I admire law" said John Adams". Law is human reason codified. Law is justice. It guarantees our rights. Without codified law we would live like savages. True lawyers spend their time keeping people out of trouble. When I decided to go into the law... I asked myself, what rule must I observe to make a figure, to be useful and respectable? I set out with firm resolutions never to-commit any meanness or injustice in the practice, of the law. I laid out for myself a 7-year plan of study. I labored hard in my lawbooks for at least 6 hours a day to get distinct ideas of right and wrong, of Justice and equity. I searched for the answers in Roman, French, English treatises on natural, civil, common and statute law. I tried to dig out of history the exact nature and ends of government for all civilized government is based on equitable law. I compared the effects of government in every age on public welfare and private happiness. I studied Seneca and Cicero, Vinnius...

I burn to pursue the mathematical and philosophical sciences...

I hunger to know more of ethios and moral philosophy as well as English literature...

Note: John Adams - 2d president of USA (1797-1801)

I. Read end understand the text.

- II. Tell us what is your idea of a good lawyer.
- III. Study the active vocabulary of the lesson.

## LESSON TWO

### PRE-TEXT EXERCISES

I. Read the words.

earliest, carve, century, famous, provide, necessary, expert, verdict, jury, barrister, custom, clear, influence, reappear, revival, European.

II. State what part of speech the given words are. Translate them.

law - lawyer - lawful - lawless - law-giver;

crime - criminal - non-criminal - criminology - criminologist - criminalistics;

appear - reappear - disappearance, code - codify.

III. Read and translate text A.

#### TEXT A

#### LAW

One of the earliest systems of law of which we have knowledge is the collection of laws, known as the Code of Hammurabi, the Babylonian king, which was carved in stone about 1900 BC, and which can be seen in the British Museum in London. Another early code is the code of Hebrew law, contained in the Book of Exodus in the Bible.

In Greece each city state had its own law. Some laws were common to many states, such as the laws relating to family life. In the seventh century BC Solon, the famous Athenian law-giver, provided a new code of law. The Athenians did not consider it necessary to have legal experts for non-criminal cases. In a civil case the verdict was given by a jury, which might number anything from 201 to 2,500.

The members of the jury listened to speeches made by the persons who had brought the case before them, and by their friends. Barristers were not allowed, but speeches were sometimes prepared by professional speech-writers.

Roman law is one of the greatest systems that has ever existed. It was based upon custom, and by A. D. 528 the quantity of Roman Law had become so immense that the Emperor Justinian in Constantinople ordered a clear, systematic code of all laws to be made.

Roman law has had a deep influence upon the law of the world. The law of most European countries is based upon it, and it has some influence on Anglo-Saxon law, which is the other great system of the world. For many years Roman law seemed to be lost or forgotten, but it reappeared in the eleventh century, when there was a great revival of learning. Many European countries began to use Roman law in their courts. In France, however, until Napoleon codified the law in 1804, each province had its own laws. The Napoleonic code was a splendid achievement, and has been copied in many countries in Europe and South America,

А.Д.-(лат.) нашей эры

#### AFTER-TEXT EXERCISES

I. Give antonyms to:

late, particular, death, unnecessary, prohibit, find, remember, disappear, finish.

II. Read the first paragraph of the text. Find Participle II and state its functions.

III. Translate the following combinations:

one of the systems, to be common to, to relate to family life, to consider it necessary, a non-criminal case, a professional speech-writer, to be based upon custom, a revival of learning.

IV. Give the 4 forms of the verbs:

to say, to have, to know, can, to see, to be, to give, to bring, to exist, to make, to begin;

V. Make up 5-7 questions about the text and ask your fellow-students to answer them.

VI. Explain the different meaning of "it" in:

1. The Athenians did not consider it necessary to have legal experts for non-criminals cases.
2. Roman Law has had a deep influence upon the law of the world. The law of most European counters in fased upon it.

VII. Give a breif account of the text B:

#### TEXT B

#### THE HISTORICAL DEVELOPMENT OF THE DOCTRINE OF PRECEDENT



If we go back to the early history of modern English law, we find that by the end of the 12th century, virtually as soon as records of court proceedings were kept, there developed an interest in judicial decisions as guides to what the law is. Bracton in his treatise on English law, written in the middle of the 15th century, referred to about 500 decided cases; he also wrote a Notebook containing digests of 2000 cases. The word "precedent", however, is entirely absent from Bracton's vocabulary; cases for him and for his contemporaries were not binding authorities but merely illustration of legal principles. In the 14th, 15th and early 16th centuries law students kept notes of oral arguments in court cases. These notes, preserved in the so-called Yearbooks, show that not only the students but also the courts were concerned with analogizing and distinguishing cases. Again, however, the decisions were not treated as authorities in any sense, and if a judge did not approve of a decision he would just say it was wrong.

In the 16th and 17th centuries we get the first systematic reports of cases and the first mention of precedent. Judges then began to say that they are bound by precedents in matters of procedure, and especially in matters of pleading, and the practice of citing previous cases became firmly established. It is interesting to note, however, that in the first known use of the word precedent, in 1557, it is stated that a decision was given "notwithstanding two precedents".

I Read and understand the text.

II Retell the text in Russian.

III Learn the words and word combinations of the active vocabulary of lesson II.

## LESSON THREE

### PRE-TEXT EXERCISES

- I. Read the following words and give the corresponding Russian words with the same international root:

system, legal, traditional, training, complex, modern, provision, faculty, university, school, advocate, corporation, profession, difference, limit, official, organization,

- II. Give the derivatives of the following words: legal, differ, law, lead
- III. Read and translate the text .

### TEXT A

#### LEGAL EDUCATION IN GREAT BRITAIN

The system, of legal education in Great Britain is very peculiar and differs from that of other capitalist states. We can mention two peculiarities at least: first, the existence of almost medieval traditional system of training; second, the complexity of the modern English system of education on the whole.

Legal education in Great Britain is provided by the institutions of two types: by the law faculties of 22 universities (out of 44 in Gr\*at Britain) and 7 colleges of higher education; and by the law schools of the two advocate corporations - those of solicitors'and barristers. Law institutions exist only by state dotations. Seven colleges work under the supervision of the Department of Science and Education. The curriculum follows that of the university. The university training does not give the possibility to practice. One can get this possibility only at law schools - those of solicitors and barristers.

The profession of a lawyer in Great Britain is the basic legal -profession. The'difference between the solicitors and the barristers has been preserved for several centuries. The system of their training is different\* Solicitors are more- numerous. They deal with all the pre-trial work. But the possibility for them to plead in a higher court is limited. The official organisation of solicitors is known as the Law Society. Barristers practise in all English courts. They meet the parties through mediation of solicitors. Barristers are united into four Inns. Solicitors and barristers run their own law schools. These law schools are not supervised by the government. The curriculum is worked out by the corporations themselves.

To enter law faculties, colleges and law schools one must present a General Certificate of Education of the so-called Grammar school.

Curriculum differs at different establishments. At Cambridge the course of studies lasts 3 years. The third year is divided into 2 parts during which students concentrate on the following subjects: the History of Roman law, the History of English law, the History of Constitutional law, the History of International law, Roman law, Constitutional law, Criminal law and others.

At law schools the parts of the programme are completed in one year. Then exams are taken and 5-year legal practice follows. The term of studies at the Inns runs for 3 years including practice. The instruction is conducted by the senior barrister - the bencher.

There is one common trait in all the curricula - the first year is devoted to general legal education, and the 2nd and 3rd years deal with thorough and extensive studying of legal subjects.

The higher legal education includes three cycles of training. The 1st cycle leads to the degree of Bachelor of Arts (B.A.). This cycle runs for 3 years. The second cycle runs for 2 years during which 5 or 7 subjects are studied. Training is aimed at raising the level of theoretical knowledge and is held in the form of seminars and practical classes. Upon graduating from the second cycle the degree of Bachelor of Law (BL) is conferred. The third cycle leads to the degree of Master of Law and finally Doctor of Law. One has to carry on research work, and to present a thesis. Sometimes exams are to be taken as well.

#### AFTER-TEXT EXERCISES

I. Suggest the Russian for the following:

medieval, existence, complexity, independent, pre-trial, to plead in a higher court, to run a school, to confer a degree, to be engaged in, to carry on research

II. Answer the questions:

A. 1. Where can Englishmen get legal education?

2. What is the basic legal profession?

3. Whose army is more numerous: solicitors or that of barristers?

4. What do solicitors deal with?

5. Who has the possibility to plead in a higher court?

6. What do B.A. and B.L. stand for?

- B,
1. When did you enter the University?
  2. Was it difficult to realize your dream?
  3. What entrance exams to the University did you take? Were they oral or written exams?
  4. What examination turned out to be the most difficult for you? What aspect do you find the most difficult now?
  5. What should one do to acquire a good knowledge of Law?
  6. Are you a member of a student scientific society?

III. Speak on:

1. Legal education in Great Britain'.
2. Legal education in the USSR.

Make use of the following word-combinations:

to get /receive an education; higher/ university education-, college education; to take courses in; to teach; to study; experienced; qualified; to be good at smth; time-table; to be a first(second...)-year student (to be in one's first (second) year); to carry on research (to be engaged in research); to be promoted to the next year; to graduate (from); diploma; post-graduate; to take post-graduate courses; to present a thesis; dean; subjects; written tests; to prepare for an exam;

## TEXT B

### SOLICITORS

The legal profession in England is divided into two branches: solicitors and barristers. This bifurcation into two separate sub'professions is the most striking feature of the English legal profession. This bifurcation has a number of significant impacts upon the judicial system. It is the main reason for the separation between civil and criminal courts. It also has significant impact upon judicial appointments.

Solicitors are sometimes called the junior branch of the legal profession and are much more numerous. Solicitors are the office lawyers, whose advice to clients and preparation of cases is equally important, but may not be as apparent in the crucible of the court. When a person is in need of advice, whether in the

buying or selling of property, or in questions regarding inheritance, or in the case of a dispute, he must go to a solicitor's office. Solicitors interview clients and witnesses. They prepare pleadings for law suits. They do the basic work necessary before a case can go to a trial. The solicitor remains actively involved in the preparation of the case, the summoning of witnesses, the filing the court papers, etc. In most cases the solicitor is able to deal with the question himself, and he is able to plead the case for his client in a magistrate's court. If, however, the case, either civil or criminal is more difficult and has to be heard in a higher court, then the solicitor engages a barrister to whom he hands over the task of representing the client in the court; the solicitor cannot plead in a higher court.

There are more than 24.000 solicitors in England. The number of solicitors is low, when considered in the light of the size of the country. There is approximately one solicitor for every 2,000 persons.

- I. Read and understand the text.
- II. Ask questions on the text.
- III. Give a short account of the text in Russian.
- IV. Learn the active vocabulary of lesson 3.

## LESSON FOUR

### PRE-TEXT EXERCISES

- I. State what part of speech the given words are:  
partly - part, usual -unusual - usually, offence - offend -offender - offensive, dicide  
- decision - decisive - decisiveness, evidence - evident - evidently, prosecute -  
prosecutor -prosecution.
- II. Give all forms of the infinitive to say, ta make, to bring .
- III. Read ond translate the text.

### TEXT A

#### THE COURTS

England and Wales have a single system of law and courts. The 1st thing to notice is that there is no civil code and no 'criminal code. The law as a whole consists, partly of statutes, or Acts of Parliament, and partly of common law which may be said to be made up of past decisions of Judges.

A large part of the civil, law is not contained in statutes at all but made up of a mass of precedents, previous court decisions, interpreted in authoritative legal text books. By now, however, almost all actions for» which a person may be punished are actions which are specifically forbidden by some Statute or other, with the statute usually including a provision for a maximum penalty. It is almost as though there were a sort of criminal code scattered through a large number of laws.

If a person seems to have broken the law, he must be brought first before a magistrates'court, which has the power to impose fines up to 100 and to send people to prison for up to six months. If a case is too serious for the magistrates to deal with it themselves they hear evidence about it and then, if they think that there is enough evidence, they send the case to be tried in a higher court, where there is a jury.

Every town has a magistrates'court, which sits at least twice every week. A person may be arrested and kept in prison (which may mean, at first, in a cell in a police station) either if he is caught in the act of committing a crime or if the police get a warrant for his arrest from a magistrate, or in some cases if the police reasonably suspect that he has committed a crime. When a person is arrested he

must be brought before the magistrate's court at the first opportunity -that is, within not more than four days, assuming the court sits twice every week. If the case concerning him is not yet fully prepared, either he or the prosecution may ask for an adjournment, and in this case the magistrates order that he is to be remanded, either in custody or at liberty if- he pays ball money. Most people charged with offences are in fact not arrested, but summoned to attend at the court. The HABEAS CORPUS Acts provide a guarantee against imprisonment without trial. People charged with infringing traffic regulations usually do not attend in person but send letters to the court, and they may be fined in their absence.

#### AFTER-TEXT EXERCISES

I. Analyse the forms of the infinitive in the sentences. Translate them:

1.If a person seems to have broken the law, he must be brought first before a magistrate's court. 2. If there is enough evidence, they send the case to be tried in a higher court. 5. The magistrate's court has the power to impose fines.

II. Ask all possible questions on the sentence:

A criminal must be brought first before a magistrates' court.

III. Pick out legal terminology from the text.

IV. Make up sentences of your own using the following:

court, to punish, to break the law, to bring before a court, to charge with, to impose a fine.

V. Retell the text in the form of a dialogue.

#### TEXT B

##### Barristers

Barristers are court-room lawyers, whose wigs and robes are familiar to anyone who has seen motion pictures or stage plays about English trials. Barristers are concentrated in four locations. They dine together, they use the same libraries; many of them have offices or chambers in or near their Inns; they walk the same paths to and from the courts. Such close contact cannot help but produce common interests.

A barrister in England is required to have passed the legal examinations conducted by the Council of Legal Education and to have become a member of

one of the four Inns of Court- Gray's Inn, Lincoln's Inn, the Middle Temple and the Inner Temple.

One must remain a student at the Inn for twelve months. The Inns jointly conduct the bar examinations. After admission to the bar and a short period of apprenticeship, a barrister must practice on his own. There are no firms of barristers, each individual is economically independent. This means that the young barrister must not only be able to finance his legal education and a period of apprenticeship, but also must be able to support himself during those first few years of practice when little business comes his way.

After 15 or 20 years of practice, a successful barrister may apply to the Lord Chancellor for a patent appointing him the Queen's Counsel. Most higher judicial appointments are made from among barristers who have become Queen's Counsel. The House of Commons includes about a hundred barristers among its members.

There are about 2000 barristers in active practice in England. Only about 400 of these make regular active appearance in the High Court. The client must first go to his solicitor who will then select a barrister to be briefed in the case.

- I. Read and understand the text.
- II. Speak on the profession of barristers in England in Russian.
- III. Tell us about your future profession
- IV. Learn the active vocabulary of the lesson.



## LESSON FIVE

### PRE-TEXT EXERCISES

I. Translate the words stating the meaning of different prefixes.

resocialization, outside, pre-release, post—institutional, discharged, reintegration, overcrowding, unsatisfactory.

II. State what part of speech the following words are:

generally, justification, deprivation, ensure, offender, treatment, criminality, lessen, desirable, recidivism.

III. Read the following words:

purpose, justification, deprivation, ultimately, rehabilitative, measure, revert, release, individualization, resocialization, acknowledge, isolation, rejection, maintenance, furlough, penal, recidivism, doubt, guidance, facilitate, reintegration, notwithstanding, excessive.

IV. Read and translate the text.

### TEXT A

#### PRISONS

It is now generally accepted that the purpose and justification of a prison sentence or a similar measure derivative of liberty is ultimately to protect society against crime. The end can only be achieved by rehabilitative measures which could ensure that the offender will not revert to crime upon his release.

Individualization in the treatment of offenders is generally accepted in principle as conducive to ensuring that the most appropriate measures are taken for their resocialization and for the protection of society through the prevention of further criminality on their part.

It should be acknowledged that the modern prison has gone a long way towards expanding positive resocializing methods of treatment. Efforts are being made in countries to lessen the offender's sense of isolation and rejection by preparing him for release through the maintenance of family ties and other desirable contacts with the outside world. Special pre-release programmes, including furloughs and normal extra-mural employment, are carried out under various penal systems and no doubt contribute to the prevention of recidivism.

There are also a number of post-institutional measures, including vocational guidance and practical aid to assist the discharged prisoners in obtaining work, which have proved successful in facilitating their social reintegration.

Notwithstanding the application of such progressive treatment measures, the problem of recidivism is still far from being solved. It may be noted in this connection that there are prison regimes which are frankly punitive, and are characterized by enforced idleness, overcrowding, unsanitary conditions, harsh discipline and the like; such regimes are hardly likely to lend themselves to rehabilitation. There are also some maximum security institutions which provide a reasonable degree of material comfort and sustenance, and are not merely punitive, but are marked by such impersonality that the prisoner is reduced to the status of a numbered automaton; this again can hardly provide the setting for rehabilitation. It is no longer unusual to express the view that the more excessive a prison term is, the less it represents a positive concept of rehabilitation

#### AFTER-TEXT EXERCISES

I. Find in text A words corresponding to:

оправдание, приговор, реабилитация, преступник, защищать, обеспечивать, предотвращение, признавать, освобождение, отпуск, профессиональный, не смотря на, пища, срок заключения

II. Translate the following sentences. Give questions to which these sentences might be the answers.

1. It is now generally accepted that the purpose of a prison sentence is to protect society against crime. 2. It should be acknowledged that the modern prison has gone a long way towards expanding positive methods of treatment. 3. It may be noted that there are prison regimes which are frankly punitive. 4. It is no longer unusual to express the view that the more excessive a prison term is, the less it represents a positive concept of rehabilitation.

III. Answer the questions ;

1. What is the main purpose of a prison sentence? 2, What can be achieved by rehabilitative measures? ?. Why is the problem of recidivism far from being solved? 4. How can you characterize frankly punitive regime?

#### IV. Problems for discussion.

1. The length of terms of imprisonment.
2. Prison regime.
3. Rehabilitation methods.

#### TEXT B.

#### SCOTLAND YARD

Scotland Yard is the name of the headquarters office of the Metropolitan Police. It is so called because the building where the first Commissioners set up their office in 1829 backed into Scotland Yard buildings forming part of the old palace of Whitehall where Scottish royalty were lodged when they visited the English Court.

These headquarters soon became known as "Scotland Yard" and when, in 1890, the office was moved to the present site it was named "New Scotland Yard". Now it is central office for the administration and control of the twenty-three police divisions of the Metropolitan Police, which has police jurisdiction throughout Greater London.

This force is the largest in the country and has an authorized establishment of about 20,000.

The Metropolitan Police are the one exception to the general principle of local control. The police authority in this instance is the Home Secretary, and he is personally responsible for the administration of this force, though responsibility for the actual day-to-day management and the way in which its members carry out their duties is the concern of the Commissioner of Police of the Metropolis.

The Metropolitan Police Force has certain national functions: it maintains criminal records on behalf of all police forces; it circulates information about crime; it is National Bureau for the International Criminal Police Commission; and it provides police protection for important personages and for the Houses of Parliament. Furthermore, some of the work of the Special Branch of the CID (Criminal Investigation Department) is on a nation-wide scale.

- I. Read and understand the text.
- II. Retell the text in Russian.
- III. Learn the words of the active vocabulary.

## LESSON SIX

### PRE-TEXT EXERCISES

- I. Translate the following paying attention to the prepositions or absence of them:

to a considerable extent, to be dominated by, in general, irrespective of, to influence somebody, to immunize oneself against, to depend on, justification for, to revert to.

- II. Give the 4 forms of the verbs:

to be, to influence, to operate, to sura, to appear, to revert, to regard, to contend.

- III. State what part of speech the given words ;are:

considerable, introduction, progressive, widely, offender, mainly, irrespective, generally, expriconer.

- IV. Read and translate the text.

### TEXT A.

#### IMPRISONMENT

Apart from the length of the prison term there is the prison environment to be considered. Sociological evidence in recent years indicated that criminogenic influences continue to operate to a considerable extent within prison walls, despite the introduction of certain progressive penal measures. It is widely contended that there exist, especially in large maximum security institutions, two separate social systems, that of the administration and that of inmates. The inmate sub-culture is dominated by values and norms which are, in general, anti-social and anti-administration, and it is claimed that it is mainly the negative influence of the sub-culture which operates on the individual offender. Futhermore,' there are some inmates who, irrespective of the prison environment, immunize themselves against positive resocializing influences. While there is this inmate sub-culture, and while it may be that the inmate generally tends to stay within his sub-cultural milieu, the extent of his receptivity, to positive social influences depends partly on his personality, attitudes and experience, and partly on the extent to which he retains constructive family ties, interests and contacts in the outside world.

There is also a series of factors which all too often aggravate this criminogenic situation and can be summed up as "the stigma of imprisonment". Public fears, suspicions, prejudices,, antagonism and ignorance arouse resentment and hostility in the ex-prisoner. These may be considered to constitute criminogenic factors which not only contribute to recidivism but even appear to the offender to be an excuse and a justification 'for reverting to crime.

In spite of prison reform there are serious limitations in the capacity of the prison to rehabilitate its inmates. Yet there is still a heavy reliance on imprisonment in the handling of the offenders. This is so even where imprisonment will benefit neither the individual nor society. Imprisonment in such cases can . hardly be regarded as contributing to the prevention of crime.

#### AFTER-TEXT EXERCISES

I. Insert "there" or "it". Translate the sentences.

1. is no point in looking for positive influence in prisons. 2. Nowadays... is comparatively seldom that such cases are tried by a Judge or a jury. 3.... is rightly assumed that such measures cannot help to improve the situation in prisons. 4-. The more serious criminal cases are tried by a higher court from which... is no appeal, 5. ... is not always easy to implement progressive penal measures. 6. ... has been argued that first offenders should not be sentenced to imprisonment.

II. Analyse the functions of non-finite forms of the verb in the sentences. Translate them.

1. There exist some limitations to be imposed. 2. There is a body of institutions dealing with the operation of prison regime. 3. While there is this inmate sub-culture it may be that the inmate tends to stay within his sub-culture milieu. 4. There is the prison environment to be considered. 5. There are a number of factors often aggravating the criminogenic situation. 6. There are some substitute penal measures to be applied to non—dangerous offenders besides sentencing to shorter prison terms.

III. Problems for discussion.

1. The prison environment. Sub-culture. 2. Terms of imprisonment and environment. Their influence. 3. The positive influence. 4-, The stigma of imprisonment,

## TEXT B

### CRIMINAL RECORDS

In the United Kingdom criminal records are centralized in the Criminal Record Office (CRO) at New Scotland Yard though there are also district record offices. The records have two objects: first, to provide life histories of all persons found guilty of serious crime, and second, to help the detective in his investigations.

For the first purpose a dossier is prepared for every person convicted of a crime. It begins with his name and contains a photograph, a detailed personal description, a set of fingerprints of both hands and a complete record of convictions. The dossier also bears his reference number, indicating the file with full police reports of his crimes, his methods of working, his haunts and associates. Once included in the records, a criminal cannot escape his past.

So, if an offender is convicted again, the police are able to tell the criminal court, before it decides on the proper sentence to pass, all that is known of his previous career.

The second object of the criminal records is to assist the police in their detection of crime. The records for this purpose fall into three classes:

1. The Fingerprints Registry
2. The Method Index or Modus Operandi
3. The Property Index

Of these, the Fingerprints Registry is the best known and the most important. The use of fingerprints is a means of identification.

The Modus Operandi is based on the fact that almost all criminals tend to follow their own pattern of crime.

A third section of the Index records any outstanding deformity of a criminal, interpreted in a wide sense to cover any characteristic feature, with sections on cheek (birth mark, dimple, mole or scar), eyes (blind, defective or missing), tattoo marks, nicknames, and characteristic peculiarities, such as: accompanied by children or dog, suffers from..., etc.

- I. Read and understand the text.
- II. Ask questions on the text and make your classmates answer them.

Learn the active vocabulary of lesson 6.

## LESSON SEVEN

### PRE-TEXT EXERCISES

I. Give all possible derivatives of:

to conspire, to depend, to act, to satisfy, to necessitate, to desire, to operate.

II. Form words with the opposite meaning by making use of prefixes:

agreement, dependent, respective, necessary, to satisfy, known, legal

III. Give all forms of the infinitive stating the difference between perfect and non-perfect forms: /table 1 (II)/:

to decide, to know, to take.

IV. Pronounce the following words correctly:

to conspire, conspiracy, to pursue, to convict, to constitute, concurrence, to execute, suspicion, in concert, fortunate, to convince, nevertheless, accidental, equivalent, necessarily, to follow, peculiar, conjugal, to exempt.

V. Read and translate the text.

### TEXT A

#### CONSPIRACY

The term "conspiracy" means agreement of a certain kind. The mere fact that two persons pursue the same end is not enough to convict them of conspiracy. If two burglars should decide independently to burgle the same house on the same night, their independent decisions would not constitute a conspiracy. A conspiracy is not merely a concurrence resulting from agreement. Of course, if the two burglars actually executed their respective plans and both were caught in the house, they would be under heavy suspicion of having acted in concert, and would be fortunate to convince the jury that they had not. Nevertheless, if the jury are satisfied that the concurrence of the defendants' acts was accidental, the conspiracy charge must fail, for the concurrence of acts is only evidence of conspiracy, not equivalent to conspiracy.

A conspiracy being an agreement, it necessarily follows that there must be two or more parties, A person may be indicted alone for conspiring with persons who are, unknown, dead, un-. caught.

The position -of husband and wife in the law of conspiracy is peculiar. According to some writers, they cannot be guilty of conspiring together, either because of the fiction of conjugal unity or because of the subordination of the wife in early times, What is the modern policy of this matter? One does perhaps have the feeling, at first impression, that legal consequences ought not to be attached to the confidences of husband and wife; but whether this feeling is strong enough is another matter. If it is thought desirable that the police should be able to take preventive and deterrent action against conspirators, there

Would seem on the "whole to be no adequate reason for exempting the husband and wife from the operation of the general rule.

### AFTER-TEXT EXERCISES

I. Compare the following pairs of sentences, paying attention to the form of the infinitive. Translate the sentences.

1. They are likely to be sued for a conspiracy. They are known to have been sued for a conspiracy.

2. The position of husband and wife in the law of conspiracy is considered to be peculiar. Husband and wife are considered to have been conspirators in committing this crime.

3. The jury is reported to be satisfied that the concurrence of the acts was accidental. In the case of the two burglars the Jury is reported to have been satisfied that the concurrence of -the acts was accidental.

4. The two burglars are supposed to have come to an agreement to burgle the same house on the same night. The two burglere are expected to come to an agreement.

II. Ask all possible questions on the sentence: A person may be indicted alone for conspiracy.

III. Answer the questions:

1. What does the term "conspiracy" mean? 2. Is the fact that two persons pursue the same end enough to convict them of conspiracy? 3. Suppose two burglars should decide independently to burgle the same hiuee on the same night, would their decision constitute a conspiracy? Why? 4-. What follows from the fact that a conspiracy is an agreement? May a person be indicted alone for conspiracy? 5.



Why do some writers think that husband and wife cannot be guilty of conspiring together?

#### TEXT B

The inquest was held that afternoon (Saturday) at two o'clock. The local excitement was, I need hardly say, tremendous. There had been no murder in St. Mary Mead for at least fifteen- years. And to have someone like Colonel Protheroe murdered actually in the Vicarage study is such a feast of sensation as rarely falls to the lot of a village population.

The coroner was Dr. Roberts of our adjoining town of Much Benham. He cleared his throat, adjusted his eyeglasses, and looked important..

To recapitulate all the evidence would be merely tiresome, Lawrence Redding gave evidence of finding the body, and identified the pistol as belonging to him. To the best of his belief he had seen it on the Tuesday, two days previously. It was kept on a shelf in his cottage, and the door of the cottage was habitually unlocked.

Mrs. Protheroe gave evidence that she had last seen her husband at about a quarter to six when they separated in the village street. She agreed to call for him at the Vicarage later. She had gone to the Vicarage about a quarter past six, by way of the back lane and the garden gate. She had heard no voices in the study and had imagined that the room was empty, but her husband might have been sitting at the writing-table, in which case she would not have seen him. As far as she knew, he had been in his usual health and spirits. She knew of no enemy who might have had a grudge against him.

I gave evidence next, told of my appointment with Protheroe and my summons to the Abbots'. I described how I had found the body and my summoning of Dr. Haydock.

"How many people, Mr. Clement, were aware that Colonel Protheroe was coming to see you that evening?"

"A good many, I should imagine. My wife knew, and my nephew, and Colonel Protheroe himself alluded to the fact that morning when I met him in the village. I should think several people might have overheard him, as, being slightly deaf, he spoke in a loud voice".

"It was, then, a matter of common knowledge? Any one might know?"

I agreed.

Haydock followed. He was an important witness. He described carefully and technically the appearance of the body and the exact injuries. It was his opinion that the deceased had been shot at approximately 6.20 to 6.30 - certainly not later than 6.35 - that was the outside limit. He was positive and emphatic on that point. There was no question of suicide, the wound could not have been self-inflicted.

Inspector Blade's evidence was discreet and abridged. He described his summons and the circumstances under which he had found the body. The finished letter was produced and the time on it — 6.20 - noted. Also the clock. It was tacitly assumed that the time of death was 6.22. (from "The Murder at the Vicarage" by A. Christie.)

- I. Read and understand the extract.
- II. Sum up the facts of the murder:
  1. When and why was the inquest held?
  2. Who was the coroner?
  3. Who was murdered?
  4. Where and how was he murdered?
  5. What evidence was produced?
  6. Who were the witnesses of the crime?
- III. Describe the case.
- IV. Learn the active vocabulary of the lesson.

## LESSON EIGHT

### PRE-TEXT EXERCISES

- I. Translate the following combinations paying attention to the use of prepositions or their absence;

to attribute to, response to, to engage in, to affect smb., in business, to involve in, for example, to rob somebody of something, confidence in, to be dissatisfied with, to take over control for himself, to spy on somebody, to influence something.

- II. Give the 4- forms of the verbs:

to become, to be, to attribute, to make, to give, to rob, to go, to lead, to have, to aggravate, to receive.

- III. Analyse the way the following words are built; say what parts of speech the given words are:

destructive, dissatisfied, businessman, criminals, harmful, illegal.

- IV. Read and translate the text.

### TEXT A.

#### POLITICAL CRIME

In recent years, crime has become more democratic. It was formerly a phenomenon attributed primarily to poor people. Crime is now recognized by most people as a moral corruption that is apt to infect all strata of society.

Many businessmen are "legally" picking our pockets, but they are not criminals because there are no laws making such activities illegal. Is there any judicial response to such questions as: Why is one activity labeled criminal while another more socially destructive activity is considered lawful? Why are low-status people who engage in one type of socially harmful activity given long prison sentences while high-status people who engage in more detrimental behavior receive little, if any, punishment?

The general population is deeply affected by highly placed persons, both in government and business, whose behavior is socially destructive. Those involved in the Watergate scandal, for example, have robbed many people of their confidence in the political system.

If we were to trace political crime to its origin, we would probably have to go back to the first organized group in human history in which one or more of the members found themselves dissatisfied with the way the group was being led. Political assassination probably goes back to the time when one of the members of a primitive group killed the leader to take over control for himself.

In the United States there have been many political assassinations. The killing of presidents Abraham Lincoln, William McKinley, and John F. Kennedy can clearly be described as political crimes.

But political crime is not, however, limited to political assassination and acts of terror. Recently, aggravated assaults, robberies, burglaries, thefts, bugging, kidnapping, stealing private files, spying on the opposition have all become political methods sanctioned by some.

#### AFTER-TEXT EXERCISES

- I. Pick out legal terminology from the text.
- II. Compare the following pairs of sentences, note that in spite of the difference in their structure they are rendered into Russian in a similar way.

1. Some think that political crime is limited to political assassination and acts of terror. Political crime is thought by some to be limited to political assassination and acts of terror,

2. The assassination of Senator R. Kennedy is considered by many to have been responsible for the expansion of the US involvement in the Vietnam war. Many consider that the assassination of R. Kennedy was responsible for the expansion of the US involvement in the Vietnam war.

3. Few would deny that the assassination of Kennedy in 1963 greatly influenced the presidential election of 1964. The assassination of Kennedy in 1963 would be denied by few to have greatly influenced the presidential election of 1964.

- III. Analyse the form of the Subjunctive Mood in the following sentences'. Translate them.

1. If we were to trace political crime to its origin we would have to go back to the first organized group in human history with one or more dissatisfied members. 2. If the Senator had not been assassinated he would have been elected president.

3. There are many instances, one would say too many, in which the presidential election is influenced by acts of terror. 4. It would be incorrect to represent the English judiciary as a body which pays no attention to such cases. 5. The results would have been different, had he been an active candidate.

IV. Answer the questions:

1. What is meant by the "democratic" crime? 3. Where is the border-line between lawful and unlawful acts? 3. Where is the origin of political crime to "be found? 4. What Kinds of crime are classified today as political crime?

V. Make a summary of the text.

#### TEXT B

Alan Maitland had no callow illusions about the law... he was aware that justice was neither automatic nor impartial, and that sometimes injustice triumphed over right. He knew that social status had a good deal to do with crime and punishment, and that the well-heeled who could afford to make use of all the law's processes were less likely to suffer direly for sinning than those, less wealthy, who could not. The law's slowness, he was sure, at times denied the innocent their rights, and some who deserved redress failed to seek it because of the high cost of a day in court. And at the other end of the scale were the cn.se-loaded magistrates' courts, often without proper care for the rights of an accused.

He had come to know these things in much the same way that all students and young lawyers gradually and inevitably become informed of them. At times they pained him deeply, so they pained many of his elder colleagues whose idealism had not rubbed off through their years at the bar.

But with all the law's faults it had one great virtue. It was there.

It existed. Its greatest merit was its availability.

Existence of law was an acknowledgement that equality of human rights was a worth-while goal. As to its defects, in time reform would come; it always has, though it lagged behind the need. Meanwhile', to the humblest and greatest - if they chose -the courtroom door was open as, beyond it, were the chambers of appeal.

from "In High Places" by A. Hailey.

I. Read and understand the text.

II. Make up questions on the text.

III. Agree or disagree with:

1. sometimes injustice triumphs over right.
2. Social states has a good deal to do with crime and punishment.
3. Borne who deserve redress fail to seek it because of the high cost of a day in court. ,
4. With all the law's faults it has one great virtue. It is there.
5. The court-room door is as, beyond it, are the chambers of appeal open to everybody.

IV. Learn the active vocabulary of the lesson.

## LESSON NINE

### PRE-TEXT EXERCISES

- I. State the meaning of the prefixes in the following words. Translate them.

illegal, indirectly, misapplication, dishonest, unknown, mislead, mistake

- II. Read the numerals:

600 000, 3 000 000, 1 546, 57 961, 9 000 026

- III. Pay attention to the difference of the following words:

office- контора, учреждение

officer - служащий

official – должностное лицо

offender – преступник правонарушитель.

- IV. Read and translate the text.

### TEXT A

#### THE HISTORY OF WHITE-COLLAR CRIME

The designation "white-collar crime" has come to cover a vast array of illegal and illicit enterprises, by both individuals and corporate bodies. A white-collar criminal is generally defined as a person of high socio-economic status who violates the laws designed to regulate his occupational activities.

Widespread attention was called to this form of illegal behavior when Sutherland pinned the name "white-collar crime" on it and documented it more thoroughly during his presidential address to the American Sociological Society in 1933. In his address Sutherland maintained that causal explanations of criminality concentrating on such items as poverty, slum environments, and "deteriorated" families were misleading, because they represented conclusions based only on studies of lower-class criminals, rather than on the total aggregates of criminals. *His* research into white-collar crime was to represent an attempt to fill out the picture of criminal activity in our society.

The so-called "robber barons" of the latter half of the 19th century were pictured as the historical forebears of contemporary white-collar criminals. The robber barons were succeeded by persons such as Ivar Kreuger, the Swedish

match king who swindled investors out of an estimated 5 billion dollars, Philip Musica, who, posing under the name of Donald Coster, gained control of a leading drug company and embezzled vast sums from it through fictitious transactions, Richard Whitney, & former president of the Stock Exchange who was convicted of stealing millions of dollars.

These persons were said to represent only the more visible segment of a massive iceberg of white-collar criminality which was expressed in forms such as misrepresentation in the stock exchange, commercial bribery, bribery of public officials directly or indirectly in order to secure favourable contacts and legislation, misrepresentation in advertising and salesmanship, misapplication of funds, short weighting and dishonest\* grading of commodities, as well as tax frauds.

Financial losses due to white-collar crime, Sutherland, pointed out, are probably many times; as great as the financial cost of all acts customarily included in the so-called "crime problem". An officer of a grocery store, for instance, embezzled 600,000 dollars in one year, a figure six times higher than the annual losses from 500 robberies and burglaries in the stores in that chain. Million dollar burglaries or robberies are virtually unknown, and constitute national sensations, whereas a million-dollar embezzlement is a rather routine event. One woman, in fact, was prosecuted for embezzling nearly 3,000,000 dollars from the funds of a Virginia building and loan association.

#### AFTER-TEXT EXERCISES

- I. Pick out -all legal terms from the text.
- II. Translate the sentences paying attention to the complex constructions:
  1. The laws of the USA are violated by both individuals and corporate bodies.
  2. Persons who neither respect the laws nor perform their occupational duties properly must be prosecuted,
  3. The corporate bodies have used both commercial bribery and bribery of public officials,
  4. Neither 500 robberies nor burglaries cost the stores as much as the -embezzlement of 600 000 dollars.
  5. An officer of a grocery store was accused of both short weighting and dishonest grading of commodities.
- III. Find in the text corresponding English words for:



незаконное использование средств, мошенничество на бирже, короли преступного мира, обвешивание(покупателей), налоговые махинации, беловоротничковая преступность, строительная компания.

IV. Answer the questions:

1. How is a white-collar criminal defined?
2. Who was the first to call the public attention to white-collar criminality?
3. Who are the forebears of the contemporary white-collar criminals?
4. What are the forms of white-collar criminality?

V. Retell the text in English.

## TEXT B

### FEDERAL BUREAU OF INVESTIGATION

There are approximately 40, 000 independent and separate law enforcement agencies in the United States of America. There are the police forces of 19, 000 townships, 16,000 municipalities, 5,000 counties and additional forces dealing with limited or particular aspects of law enforcement, To these may be added approximately twenty federal law enforcement agencies operated by Federal Government departments such as the Treasury, Post Office, Army, Navy, Air Force, Agriculture, Interior and Commerce. Apart from these specialized agencies there is the Federal Bureau of Investigation operated by the Department of Justice under the overall direction of the Attorney General of the United States, The Bureau exercises police jurisdiction over all crimes which, are not the special concern of the other federal agencies; it has certain civil responsibilities, and is now charged also with the internal security of the United States.

In 1896 the International Association of Chiefs of Police set up a national clearing-house for identification records in Chicago which was later transferred to Washington. This clearing-house was maintained by contributions from 150 police forces. The development of the clearing-house was handicapped by the slow change-over from the Bertillon system to fingerprints and for some time both systems were being used. In 1924 the Association negotiated with the federal authorities to assume responsibility for the clearing-house and in that year the records were combined with the fingerprint index which had been started by the federal prison at Leavenworth, Kansas. Both sets of records were transferred to

the Bureau of Investigation where the problem was attacked with characteristic vigour. Nevertheless it was not until 1950 that Congress gave formal authority for the Bureau to Operate a central bureau of identification.

- I. Read and understand the text.
- II. Ask questions on the text and make your group-mates answer them.
- III. learn the active vocabulary of the text.

## ACTIVE VOCABULARY

### LESSON 1

to have something (nothing) in common with...	(не) иметь что-то (ничего) общего с..
to win a majority	...
to appeal to	завоевать большинство;
trace	подавать апелляцию;
shoe impression	след;
fingerprints	отпечаток обуви;
blood stain	отпечатки пальцев;
to interrogate	пятно крови;
interrogation	допрашивать;
to investigate	допрос;
investigation	рассматривать, расследовать;
investigator	расследование, рассмотрение;
latent prints	следователь;
to search (for)	скрытые следы, отпечатки;
to train	искать что-то;
tools of one's trade	тренировать, подготавливать;
on one's own initiative	орудия труда;
to achieve	по собственной инициативе;
justice	достигать;
just	справедливость;
equity	справедливы;
	справедливость, право, справедливость.

### LESSON 2

to punish	наказывать;
punishment	наказание;
to convict	осуждать;
convict	осужденный;
conviction	обвинительный приговор, осуждение;
circumstantial evidence	косвенные улики;
direct evidence	прямые улики;
on behalf of	от имени;
to prosecute	преследовать в судебном порядке;
prosecution	обвинение;
prosecutor	обвинитель;
penal	карательный, уголовный;
penalty	штраф, наказание;
fine	штраф;
to imprison	заключать в тюрьму;
imprisonment	заклучение в тюрьму;
to provide	обеспечивать;
non-criminal case	уголовное дело;
a civil case	гражданское дело;
a verdict	приговор;
a barrister	барристер;

to influence smb., smth.	влиять на кого-либо, что-либо;
a precedent	прецедент;
to refer to	ссылаться;
to digest	растолковывать, подробно излагать;
to argue	доказывать, аргументировать;
argument	довод, аргументация;
to be concerned with	заниматься чем-либо;
to approve of	одобрять;
approval	одобрение;
to be bound by	руководствоваться;
to plead	делать заявление;
to plead guilty	признать себя виновным;
to plead not guilty	не признавать себя виновным;
to Suspect smb. of smth.	LESSION 3
a suspect	подозревать кого-либо в чем-либо;
theft	подозреваемый;
to serve a term of	кража, воровство;
Imprisonment	отбывать наказание;
fraud	обман, мошенничество
fraudulent	обманный;
to pronounce a verdict	вынести приговор;
crime	преступление;
criminal	преступный, преступник;
wringdoer	нарушитель, преступник;
to witness	быть свидетелем;
a witness	свидетель;
to observe	наблюдать
testimony	показание, доказательство
to testify	давать показания;
to confess smth.	признавать(ся), сознаваться;
	в чем-либо;
confession	признание;
to try	судить, рассматривать дело;
trial	судебное разбирательство;
offend	нарушать закон;
offender	правонарушитель, преступник;
offence	преступление;
advocate	адвокат;
solicitor	солиситор, поверенный;
pre-trial work	предварительная (до суда) работа;
to carry on research	заниматься научно-исследовательской;
	работой;
inheritance	наследство;
law suit	иск;
to summon	вызывать;

a magistrate's court  
to engage

магистратский (мировой) суд;  
нанимать, вовлекать;

a perpetrator  
a burglar  
a party  
to complain  
complaint  
an attorney  
to defend  
defence  
an oath  
to enact  
civil code  
criminal code  
a statute  
to forbid  
to be charged with...  
to impose  
to commit (a crime)  
a warrant  
to adjourn  
to remand (in custody)  
at liberty

LESSON 4  
преступник;  
ночной грабитель, взломщик;  
сторона (по делу);  
жаловаться;  
жалоба;  
доверенный, поверенный, адвокат, юрист;  
защищать;  
защита;  
клятва;  
постановлять, принимать (закон);  
гражданский кодекс;  
уголовный кодекс;  
статут, законодательный акт;  
запрещать;  
обвинять в...;  
налагать;  
совершать преступления;  
ордер, приказ;  
откладывать;  
взять (под стражу); отсылать;  
на свободе;

sentence  
capital (death) sentence  
life sentence  
nominal (probationary,  
suspended) sentence  
to pass a sentence  
detention  
to accuse smb. of smth.  
to prove  
proof  
to correct  
to justify  
to deprive smb. of smth.  
rehabilitation  
to release  
treat  
to prevent  
recidivism  
punitive  
a prison term

LESSON 5  
приговор, наказание;  
смертный приговор;  
пожизненное заключение;  
условный приговор;  
  
выносить приговор;  
задержание, арест;  
обвинять;  
доказывать;  
доказательство;  
исправлять;  
оправдывать  
лишать;  
реабилитация;  
выпускать, отпускать;  
обращаться;  
препятствовать;  
рецидивизм;  
карательный;  
срок наказания;

## LESSON 6

обманывать;  
мошенничество;  
“беловоротничковая” преступность;  
тяжкое преступление;  
наименее опасное преступление;  
вовлекать;  
допрашивать кого-то;  
устраивать заговор;  
заговор;  
нападать;  
окружение;  
криминогенный;  
заключенный;  
независимо от;  
приносить пользу;  
способствовать  
быть виновным в ....;  
досье;  
опознавать;  
опознание;

## LESSON 7

детская преступность;  
устраивать заговор;  
заговор;  
составлять;  
находиться под (вне)  
подозрением;  
сговор;  
совпадение, стечение;  
несчастный случай;  
случайный;  
(по)следствие;  
предъявлять иск;  
иск, судебное дело;  
беспристрастный;  
вина, небрежность, недостаток;  
сила, нравственнооть  
доступный;  
равный;  
равенство;

## LESSON 8

нарушать закон;  
обворовывать, залезать в чужой карман;  
ущерб, вред;

to swindle  
swindling  
white-collar criminality  
felony  
misdemeanor  
to involve  
to question smb.  
to conspire  
conspiracy  
to assault  
invironment » milieu  
criminogenic  
an inmate  
irrespective of  
to benefit smb.  
to contribute to  
to be guilty of  
a dossier  
to identify  
identification

Juvenile delinquency  
to conspire  
conspiracy  
to constitute  
to be under (above)  
suspicion  
concert  
concurrence  
accident  
accidental  
consequence  
to sue  
suit  
impartial  
fault  
virtue  
available  
equal  
equality

(to break (to violate) the law  
to pick one's pocket  
detriment

detrimental  
to rob  
robbery  
to assassinate

to kidnap  
to steal  
to spy on  
to sin  
innocence  
innocent  
redress

damage  
drunkenness  
to relieve of  
to indict  
indictment  
the deceased  
to stab  
illicit  
drug  
to embezzle  
fictitious  
transaction  
misrepresentation  
to bribe  
bribery •

вредный  
обворовывать, грабить  
кража;  
совершать убийство по политическим  
мотивам;  
похищать кого-либо (чаще детей);  
воровать;  
шпионить за...;  
грешить;  
невиновность;  
невиновный, невинный;  
возмещение;

## LESSON 9

ущерб;  
пьянство, опьянение;  
освободить от ...;  
обвинять (по обвинительному акту);  
обвинительный акт;  
умерший;  
наносить;  
незаконный, запрещенный;  
лекарство, наркотик;  
присваивать;  
вымышленный;  
сделка  
искажение, мошенничество;  
подкупать, давать взятку;  
взяточничество.

## CONVERSATIONAL FORMULAE

1. The title of the text under study *is*:..
2. The author emphasizes the fact that...
3. The author points out that...
4. He analyzes (comments on...)...
5. The article contains(describes, examinee, presents...)...
6. The author introduces the concept
7. The main idea of the text can be boiled down to the following
8. An attempt to... is made
9. In short...
10. To put it in a nutshell, ...
11. This approach doesn't hold water,
12. The author wants to press the point that...
13. Under the circumstances...
14. .Summing it up we may come to the conclusion that...
15. In conclusion...
16. The reader believes that...
17. On reading the article we realize the fact that...
18. On the one hand... On the other hand...
19. .The problem under discussion is...
20. It is common knowledge that...
21. It is a well-known fact that...
22. It follows that...
23. The text deals with...
24. On the whole...
25. All things considered..,
26. Strictly speaking...
27. To put it mildly...
28. As far as I can gather...
29. AS far as I know...
30. As a matter of fact...
31. In fact.,...
32. Evidently (obviously)...
33. In my opinion (if you ask me)...
34. To begin with (first of all)...