

ПЕРМСКИЙ
ГОСУДАРСТВЕННЫЙ
НАЦИОНАЛЬНЫЙ
ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ

Г. Н. Иванова

ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)

English Reader for Law Students



Пермь 2020

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное
образовательное учреждение высшего образования
«ПЕРМСКИЙ ГОСУДАРСТВЕННЫЙ
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ»

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English Reader for Law Students

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Пособие предназначено для студентов юридического факультета, владеющих английским языком на уровне В1 и В2. Материалы пособия могут быть полезными для студентов других гуманитарных специальностей. Целью пособия является совершенствование навыков чтения, говорения и письма.

Пособие состоит из четырёх разделов. Первый раздел содержит тексты и задания, позволяющие овладеть юридической лексикой по общим вопросам права. Второй раздел содержит методические задания по теме «Защита прав потребителей», третий раздел – подборку аутентичных газетных текстов юридического профиля (с комментариями) для аннотирования и реферирования. В четвёртом разделе представлены ролевые игры для развития творческих навыков студентов.

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Рецензенты: кафедра романо-германских языков и межкультурной коммуникации ПГГПУ (зав. кафедрой, канд. филол. наук, доцент **И. М. Некрасова**);

доцент кафедры английского языка, филологии и перевода ПГГПУ, канд. пед. наук **Л. В. Павлюкевич**

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ПРЕДИСЛОВИЕ

В соответствии с требованиями государственных программ Российской Федерации по профессиональной подготовке студентов высших учебных заведений учебное пособие ставит своей целью совершенствование навыков ознакомительного и изучающего чтения, расширение словарного запаса, обучение умению обсуждать проблемные вопросы.

Пособие состоит из четырёх разделов.

В первый раздел включены профессионально-ориентированные тексты по общим вопросам права. Тексты содержат задания, позволяющие овладеть правовой лексикой, изучить основные понятия юриспруденции, а также способствовать расширению межпредметных связей.

Второй раздел содержит тексты по теме “Защита прав потребителей”, а также предтекстовые и послетекстовые задания к ним. Предтекстовые задания включают дефиниции и синонимы активной лексики текста. Предлагаются также задания, направленные на развитие навыков ознакомительного и изучающего чтения и поиск специфической информации в тексте.

Третий раздел содержит подборку аутентичных текстов юридического профиля из британских и американских газет, таких как “The Daily Telegraph”, “The USA Today”, “Daily Mirror”, для развития навыков аннотирования и реферирования. Все тексты снабжены комментариями, заданиями, активизирующими фоновые знания студентов (для работы в парах) и вопросами для дискуссии. Даны также схемы для аннотирования, реферирования и пересказа текста.

Четвёртый раздел включает ролевые игры “Слушание дела в гражданском суде”, “Задержание/арест подозреваемого преступника” и “Неприятности на таможне”. Ролевые игры и проблемные ситуации направлены на активизацию ранее изученных лексических единиц и последующее их использование в творческих ситуациях общения. Ролевые игры снабжены необходимой лексикой по теме, описанием ситуации

и примерным сценарием, который может быть видоизменен в процессе выполнения.

Ситуация ролевого общения является стимулом к развитию спонтанной речи, если она связана с решением коммуникативных задач.

Этапы ролевой игры:

- 1) Подготовительный, включающий:
 - а) введение участников в ролевую ситуацию;
 - б) знакомство с лингвистическим наполнением игры;
 - в) предварительную тренировку с освоением лексических единиц и грамматических структур; домашняя подготовка предполагает чтение текста по соответствующей теме, ознакомление с дополнительными материалами по проблеме.
- 2) Собственно ролевая игра.
- 3) Заключительный этап, предусматривающий оценку игры преподавателем.

Предполагается, что участвующие в ролевых играх не должны ограничиваться только текстом выступления по сценарию – их творческая позиция должна поощряться. Возможна дискуссия по данной проблеме.

Работа над текстами и заданиями пособия может выполняться как в аудитории под руководством преподавателя, так и самостоятельно.

PART ONE. GENERAL ISSUES OF LAW

Text 1

NEED FOR LAW

Notes to the text:

1. it's obvious – очевидно
2. in a community – в обществе
3. nobody interfered officially – никто официально не вмешивается
4. have made laws for self-protection – создали законы в целях самозащиты
5. far more good people – гораздо больше хороших людей
6. hover in front of another – мечутся друг перед другом
7. to provide laws – разрабатывать законы
8. nevertheless – тем не менее

1. Nowadays **it's obvious**¹ that **in a community**² some kind of law is necessary to try to prevent people from crime. When the world was at a very primitive stage, there was no law of this kind and, if a man killed his wife or robbed someone, that was his own business and **nobody interfered officially**³. But, for a very long time now, members of every community **have made laws in self-protection**⁴. There are **far more good people**⁵ in the world than bad, but there are enough bad people to make law necessary in the interests of everyone.

2. Another reason why we need laws is that we require a set of rules of behaviour to enable us to live in any kind of a satisfactory state. For example there must be some rule on the roads. People sometimes **hover in front of one another**⁶ when they are walking on the pavement before they can pass. No harm is done then, but, if two men in motor-cars going in opposite directions hover in front of one another, the result will be bad: the automobile crash.

3. So, there must be laws, even if people may be very good. However people sometimes behave in a bad way and so the law has to provide for all kinds of possibilities. When you go to the shop and

buy bad food there you must have the right to return it back and ask for a change or compensation.

Every country tries **to provide laws**⁷ which will help its people live safely and as comfortably as possible. This is not an easy thing to do and no country has created perfect laws. But, **nevertheless**⁸ it's better to live with imperfect laws which we all have, than not to have laws at all.

Упражнения к тексту

1. Выпишите из текста незнакомые для вас слова, дайте их транскрипцию и перевод.

2. Ответьте письменно на вопросы по тексту:

1) Why is law necessary in a community?

2) What is law? Find the definition in the second paragraph.

3) Must there be any rule on the roads?

4) What laws does every country try to provide?

5) Has any country perfect laws?

6) Which is better: to live with imperfect laws which we have or not to have laws at all?

3. Соедините по смыслу и переведите:

a set of	community
to provide	safely
members of	rules
perfect	behaviour
rules of	laws
to live	to read

Text 2

WHAT IS LAW?

Notes to the text:

1. has troubled – волновал
2. science – наука
3. jurisprudence – юриспруденция
4. is devoted – посвящена
5. can be defined – можно определить
6. set of rules – свод правил
7. has ever existed – когда-либо существовало
8. may be written – могут быть написанными
9. all laws are just – все законы справедливы
10. might take advantage of one another – могли бы обмануть друг друга

1. The question “What is law?” **has troubled**¹ people for many years. An entire **science**² known as **Jurisprudence**³ **is devoted**⁴ to answering this question. Many definitions of law exist but for our purposes law **can be defined**⁵ as that **set of rules**⁶ or regulations by which a government regulates the conduct of people within a society. Even with this explanation, many other questions arise. Where do laws come from? Do we need laws? Are all laws written? Can laws change? If so, how? Are all laws just? What is the difference between laws and morals?

2. To understand law we must consider the relationship of law to morals. Our legal system is influenced by traditional ideas of right and wrong. Thus, most people would condemn murder, regardless of what the law says. However, everything that is considered immoral is not necessarily illegal. For example, lying to a friend may be immoral but is rarely illegal.

3. One thing is certain: Every society that **has ever existed**⁷ has recognized the need for law. These laws **may be unwritten**⁸ but even primitive people had rules to regulate the conduct of the group. Without laws, there would be confusion, fear and disorder. This does not mean that **all laws are just**⁹ or even good but just imagine how people **might take advantage of one another**¹⁰ without some set of rules.

Упражнения к тексту

1. Выпишите из текста незнакомые для вас слова, дайте их транскрипцию и перевод.

2. Ответьте письменно на вопросы по тексту:

- 1) What question has troubled people for many years?
- 2) What does Jurisprudence study?
- 3) How can law be defined?
- 4) What is our legal system influenced by?
- 5) Is everything that is immoral necessarily illegal?
- 6) What does every society need?

3. Соедините по смыслу и переведите:

condemn

set of

just

definitions of

conduct of

rules

law

people

murder

laws

Text 3
CLASSIFICATION OF LAW

Notes to the text:

1. Private law – частное право
2. disputes – споры
3. International Law– Международное право
4. public conduct – общественное поведение (людей)
5. set out duties – устанавливает обязанности
6. a criminal case – уголовное дело
7. a legal action – судебный иск (преследование)
8. charged with committing a crime – обвиненный в совершении преступления
9. criminal offences – уголовные преступления
10. petty offences – незначительные правонарушения
11. murder – умышленное убийство
12. rape – изнасилование
13. are punishable by the state – наказываются государством
14. offenders may be imprisoned, fined, placed under supervision – правонарушителей могут посадить в тюрьму, оштрафовать, установить над ними надзор
15. felonies – фелония, тяжкое уголовное преступление
16. misdemeanors – мисдиминор, менее серьезное преступление
17. a civil action (lawsuit) can be brought – может быть возбужден гражданский иск (судебный процесс)
18. when one person feels wronged or injured by another person – когда одно лицо страдает от неправомерных действий или повреждений, причиненных другим лицом
19. courts may award the injured person – суды могут присудить потерпевшему лицу
20. real estate – недвижимость
21. insurance – страхование
22. consumer protection – защита прав потребителей
23. negligence – халатность

24. he may have to pay Bob's medical bills under civil law – возможно, ему придется оплатить медицинские счета Боба по гражданскому законодательству

25. may be charged with the crime of assault under criminal law – может быть предъявлено обвинение в нападении по уголовному законодательству

26. to settle disputes – регулировать споры

27. Employment Law (Labour) – Трудовое право

28. matters – дела, вопросы

1. Law is a system of rules established by the state. Laws fall into the following main groups: **private**¹ – or civil – law and public law. **Civil** law concerns **disputes**² among citizens within a country, and **public** law concerns disputes between citizens and the state, or between one state and another. Public law comprises Constitutional law, Administrative law, Criminal law, **International law**³.

2. The system of law consists of different categories of law.

Constitutional law is a leading category of the whole system of law. Its principal source is the country's Constitution. It deals with social structure, the state system, organization of state power and the legal status of citizens.

3. **Administrative law** is closely connected with Constitutional law but it deals with the legal forms of executive and administrative activity of a government.

4. **Criminal law** defines the general principles of criminal responsibility, individual types of crimes and punishment of criminals.

Criminal law regulates **public conduct**⁴ and **sets out duties**⁵ which people should observe in society. Criminal law takes the form of a criminal code. A **criminal case**⁶ is a **legal action**⁷ by the government against a person **charged with committing a crime**⁸.

5. **Criminal offences**⁹ range from the **petty**¹⁰ (e.g. parking offences) to the very serious (e.g. **murder**¹¹, **rape**¹²). Criminal offences **are punishable by the state**¹³. **Offenders may be imprisoned, fined, placed under supervision**¹⁴ or punished in some other way. Criminal offences are divided into **felonies**¹⁵ and

misdemeanors¹⁶. The maximum penalty for a felony is a term of more than one year in prison, for a misdemeanor – one year or less.

6. **Civil Law** regulates relations between individuals or groups of individuals. **A civil action (lawsuit) can be brought¹⁷ when one person feels wronged or injured by another person¹⁸. Courts may award the injured person¹⁹ money for his or her loss.**

Civil law regulates many everyday situations such as marriage, divorce, contracts, **real estate**²⁰, **insurance**²¹, **consumer protection**²² and **negligence**²³. It includes the following branches: Law of Contract, Law of Tort, Law of Property, Law of Succession, Family Law.

7. Sometimes one action can violate both civil and criminal law. For example, if Joe beats up Bob, **he may have to pay Bob's medical bills under civil law²⁴ and may be charged with the crime of assault under criminal law²⁵.**

The difference between the two kinds of law is seen in the parties to the legal action. A civil case will involve two or more individual people or bodies and the parties to a criminal case will be the state and an individual person or body.

8. **International Law** regulates relations between governments and also between private citizens of one country and those of another. It tends to **settle international disputes**²⁶ by treaties, agreements, conventions and negotiations.

9. **Financial Law** regulates the budget, taxation, state credits and other spheres of financial activity.

10. The rules of **Employment Law (Labour Law)**²⁷ include the legislation on the employment of industrial and office workers and regulate **matters**²⁸ arising from employment relations.

Упражнения к тексту

1. Выпишите из текста незнакомые для вас слова, дайте их транскрипцию и перевод.

2. Ответьте письменно на вопросы по тексту:

- 1) What are the two main groups of law?
- 2) What other branches of law do you know?
- 3) What is the principle source of Constitutional Law?

Text 4
ENGLISH SYSTEM OF LAW

Notes to the text:

1. criminal law – уголовное право
2. i.e. – *lat.* id est (that is) – то есть
3. statute – статут, законодательный акт парламента
4. common law – общее право
5. equity – право справедливости
6. judicial precedent – судебный прецедент
7. “judge-made” law – закон, созданный судьей;
прецедент
8. a point of law – вопрос права
9. similar set of facts – подобные обстоятельства дела
10. decide the case – рассматривать дело
11. in the earlier judgement – в предыдущем решении
12. process of analogy – рассмотрение судебных дел по
аналогии
13. as follows – следующая
14. magistrates’ courts – мировые суды
15. criminal cases – уголовные дела
16. civil cases – гражданские дела
17. stipendiary magistrates – оплачиваемые мировые
судьи
18. legal training – правовые знания
19. county courts – суды графств
20. Crown Court – суд короны (Королевский Суд)
21. accused – обвиняемый
22. trial by jury – судебное разбирательство в
присутствии присяжных
23. the Old Bailey – Центральный уголовный суд (в
Лондоне)
24. appellate court – апелляционный суд

1. There are three separate systems of law in the United Kingdom: the legal systems and law courts of 1) England and Wales; 2) Scotland; 3) Northern Ireland. However, there are some common features to all systems in the United Kingdom: the sources of law,

the distinction between civil law and **criminal law**¹. The sources of law include: 1) written law (i.e.² **statutes**³); 2) unwritten law (i.e. **Common law**⁴ and **Equity**⁵) based on **judicial precedent**⁶. The common law is also called “**judge-made**” law⁷. It means that when one judge has decided a **point of law**⁸, any judge who has the **similar set of facts**⁹ must **decide the case**¹⁰ in the same way as **in the earlier judgement**¹¹. In other words, the judge uses the **process of analogy**¹².

2. The structure of courts in England and Wales is **as follows**¹³. **Magistrates’ Courts**¹⁴ try the majority of all **criminal cases**¹⁵ and some **civil cases**¹⁶. They are sometimes called police courts. The courts consist of between 2 and 7 magistrates. In a few large cities there are also **stipendiary magistrates**¹⁷ who sit alone and have **legal training**¹⁸. **County courts**¹⁹ are main civil courts and the **Crown Court**²⁰ deals with all the more serious criminal cases. It also hears appeals from magistrates’ courts.

3. Any **accused**²¹ has the right to **trial by jury**²². There is the Central Criminal Court in London (**the Old Bailey**²³). The High Court hears all those civil cases that county courts cannot decide. The Court of Appeal hears both criminal and civil appeals. The House of Lords in the final **appellate court**²⁴.

Упражнения к тексту

1. Выпишите из текста незнакомые для вас слова, дайте их транскрипцию и перевод.

2. Ответьте письменно на вопросы по тексту:

1) How many separate systems of law are there in the United Kingdom?

2) What are the common features to all law systems in the UK?

3) What do the sources of law include?

4) What does the term “judge-made” law mean?

5) What is the function of Magistrates’ Courts?

6) What are the main civil courts?

7) What cases does the Crown Court deal with?

8) What is the name of the Central Criminal Court in London?

9) What is the final appellate court?

3. Соедините по смыслу и переведите:

a point of

cases

legal

law

unwritten

systems

process of

analogy

county

courts

criminal

law

Text 5
ENGLISH LEGAL SYSTEM

Notes to the text:

1. legal system – правовая система
2. common to – общая (для всей страны)
3. hierarchical – иерархический
4. the higher courts – суды высшей инстанции; the lower ones – зд. суды (ones – слово-заместитель) низшей инстанции
5. common law – общее право
6. judicial precedents – судебные прецеденты
7. ... have been codified – были кодифицированы (составили кодекс)
8. impartial decisions – справедливые/беспристрастные решения суда
9. is accusatorial – обвинительный (судебный процесс)
10. investigate the cases – рассматривают дела
11. reach a decision – выносят решение
12. by the parties to the dispute – истцами и ответчиками в судебном процессе
13. adversarial system of justice – система правосудия, основанная на доказательстве от противного
14. inquisitorial procedure – следственный, инквизиторский судебный процесс
15. to collect evidence – собрать доказательства

1. The United Kingdom does not have a single **legal system**¹. The law in Scotland was influenced by Roman law and is different from the law of England, Wales and Northern Ireland.

2. The English legal system is centralised through a court structure which is **common to**² the whole country. It is **hierarchical**³, with the **higher courts** and judges having more authority than the **lower ones**⁴. Some important characteristics of England law are:

a) English law is based on **common law**⁵ tradition. By this we mean a system of “judge made” law which has continuously developed over the years through the decisions of judges in the cases, brought before them. These **judicial precedents**⁶ are an important

source of law in the English legal system. Common law systems are different from the civil law systems of Western Europe and Latin America. In these countries the laws **have been codified**⁷ or systematically collected to form a body of legal rules.

b) The judges are independent of the government and the people appearing before them. This allows them to make **impartial decisions**⁸.

c) Court procedure is **accusatorial**⁹. This means that judges do not **investigate the cases**¹⁰ before them but **reach a decision**¹¹ based only on the evidence presented to them **by the parties to the dispute**¹². This is called the **adversarial system of justice**¹³.

It can be compared to the **inquisitorial procedure**¹⁴ of some other European systems where it is the function of the judges to investigate the case and **to collect evidence**¹⁵.

Упражнения к тексту

1. Выпишите из текста незнакомые для вас слова, дайте их транскрипцию и перевод.

2. Ответьте письменно на вопросы по тексту:

- 1) What is special about the English legal system?
- 2) What are the characteristic features of English law?
- 3) What is an important source of law in the English legal system?
- 4) In what countries have the laws been codified or systematically collected to form a body of legal rules?
- 5) What allows the judges to make impartial decisions?
- 6) How do judges in England reach a decision?
- 7) What is the function of the judges in other European systems of law?

Text 6
CRIMINAL JUSTICE PROCESS¹ IN THE USA

Notes to the text:

1. criminal justice process – уголовный процесс
2. booking – регистрация
3. arraignment – обвинение, привлечение к суду
4. trial – судебное разбирательство
5. must initially be arrested – сначала должен быть арестован
6. a warrant – ордер, постановление
7. a felony – тяжкое уголовное преступление
8. a misdemeanor – менее опасное преступление
9. jail – тюрьма (АЕ: jail, ВЕ: prison – тюрьма)
10. the suspect – подозреваемый
11. without being prosecuted – без предъявления обвинения
12. the charge – обвинение
13. the accused – обвиняемый
14. is released on bail – отпущен под залог
15. the prosecutor – обвинитель, истец
16. a magistrate – магистрат; судья полицейского суда
17. summary trials can be held for petty offences without further processing – по мелким правонарушениям может осуществляться упрощенное судопроизводство без дальнейшего судебного разбирательства
18. justice of the peace – мировой судья
19. the accused is to answer the charges – обвиняемый должен ответить на обвинения
20. once the judge finds a verdict of guilt – как только судья выносит обвинительный приговор
21. the accused is sentenced to jail – обвиняемый приговаривается к тюремному заключению
22. may be placed on probation – может быть осужден условно
23. the lower court – суд низшей инстанции

24. until his case is tried by the higher court – пока его дело не будет рассмотрено судом высшей инстанции
25. if defendant pleads guilty – если обвиняемый признает себя виновным
26. conviction – обвинительный приговор
27. the appeal stays the execution of the sentence – обжалование приостанавливает исполнение приговора
28. the penalty is imposed – налагается наказание

1. Basically, the steps in the criminal court processes are as follows: arrest and **booking**², **arraignment**³, **trial**⁴ and appeals (if any).

A person who comes into contact with the criminal courts **must initially be arrested**⁵. The arrest may take place with or without using a **warrant**⁶. A **felony**⁷ is a serious offence punishable by death or imprisonment. A **misdemeanor**⁸ is a less serious offence punishable by a fine or up to one year in **jail**⁹, or both. Even after an arrest **the suspect**¹⁰ may be released **without being prosecuted**¹¹ for a variety of reasons: mistaken identity, lack of proper evidence, etc.

2. After the arrest is made, the suspect is booked. The booking card contains information such as the date and time of arrest, **the charge**¹² or crime for which the person was arrested, the name of the arrested person, the name of the arresting officer. **The accused**¹³ is photographed, fingerprinted, and temporarily **released on bail**¹⁴, if possible. The record or booking card is permanently kept in the files of the police department. On important cases, **the prosecutor**¹⁵ may be present at the booking, but usually he will enter the case during the arraignment or initial appearance of the suspect before a **magistrate**¹⁶ or other judicial officer.

At arraignment, **summary trials can be held for petty offences without further processing**¹⁷. During the initial appearance before a magistrate, judge or **justice of the peace**¹⁸, **the accused is to answer the charges**¹⁹ against him. During the arraignment procedure, the charge may be dismissed by the court for a legal reason. **Once the judge finds a verdict of guilt**²⁰, **the accused is sentenced to jail**²¹ or payment of a fine. The defendant **may also be placed on probation**²² for a specified length of time.

4. The purpose of preliminary hearing in **the lower court**²³ is to determine whether there is a reasonable cause to believe that the accused committed the crime. It is here that a preliminary testing of the evidence takes place. As a result the accused may be released, or he may be placed on bail or moved back to jail **until his case is tried by the higher court**²⁴.

If there is reasonable belief that a crime has been committed by the accused, the prosecutor is given statutorily defined number of days to file formal charges against the defendant. The charge is filed on the basis of information from citizen complaints and police investigations.

5. Then another arraignment is held. **If the defendant pleads guilty**²⁵ a date for him to be sentenced is set by the judge. If the defendant pleads not guilty, he may request to have a jury trial or be tried by the court without a jury.

Before imposing the actual sentence an investigation by the probation officer takes place to assist the judge in deciding on a penalty. The defendant may be fined, sentenced to jail, or placed on probation. During this period the defendant can appeal his **conviction**²⁶. As a rule, **the appeal stays the execution of the sentence**²⁷. If the appeal is unsuccessful or the defendant decides not to appeal, **the penalty is imposed**²⁸.

Упражнения к тексту

1. Выпишите из текста незнакомые для вас слова, дайте их транскрипцию и перевод.

2. Ответьте письменно на вопросы по тексту:

- 1) What are the steps in the criminal court process?
- 2) What person must initially be arrested?
- 3) What is a felony? A misdemeanor?
- 4) What information does the booking card contain?
- 5) When may the prosecutor be present at the booking?
- 6) In what cases can summary trials be held?
- 7) What measures are taken to the accused once the judge finds a verdict of guilt?

- 8) What is the purpose of preliminary hearing?
- 9) What may be a result of preliminary hearing?
- 10) What is the function of the probation officer before imposing the sentence?
- 11) When can the defendant appeal his conviction?

3. Соедините по смыслу и переведите:

preliminary	offences
felony	has been committed
petty	person
a verdict of	guilt
the arrested	testing

PART TWO. CONSUMER LAW

Unit 1. Consumer Law Pre-Text Exercise

I. Match the words in A with their definitions in B.

A	B
1. consumer	a. argue, call into question
2. contract	b. a crime or illegal activity for which there is a punishment
3. caveat emptor	c. a person who buys goods and services for personal or household purposes from a seller
4. parties	d. to understand that things may be dangerous and one should be more careful
5. bargain	e. a legal agreement
6. merchandise	f. to make someone believe something that is incorrect or not true
7. offence	g. let the buyer beware
8. dispute	h. to argue in order to agree on the price of something
9. beware	i. a person involved in a contract or legal case with another person
10. mislead	j. goods that people buy and sell

II. Read the text “Consumer Law” and decide if the statements (1-10) below are True or False. Correct the false ones.

Have you ever bought a meal in a restaurant or a pair of sneakers at a sporting goods store? Have you ever ridden a bus to work or had your car repaired at a service station? If you did any of these things you were a consumer. A **consumer** is a person who buys goods and services for personal or household purposes from a seller.

When sellers agree to provide and consumers agree to pay for goods or services, the parties have entered into a legal agreement. The agreement is called a **contract**. Every time you order a meal in a restaurant, you promise to pay for it, and the restaurant promises to give you a meal that is fit to eat. If the consumer and the seller have a dispute they can't settle themselves, the law may help determine the outcome.

For many years, consumer law was characterized by the legal expression **caveat emptor**. This means "let the buyer beware." In other words, consumers had to look out for unfair and misleading sales practices before buying or else be prepared to suffer the consequences. Once consumers bought something, they were stuck with the purchase, even if they got less than they bargained for, such as unsafe or poor-quality products.

Today the law is more balanced. Consumers now have a right to be correctly informed of important information, such as quality, price and credit terms. Sellers must avoid sales and advertising practices that mislead, deceive, or are otherwise unfair to consumers. This increased concern for consumers is based on the fact that sellers are usually better informed about the products or services being offered and are usually in control of the sales transaction.

Even though the law has changed, the best protection is still a careful purchase. Learning about products and services, shopping carefully, and knowing your legal rights and how to enforce them are the best ways to avoid a problem.

You should also recognize that if you receive poor-quality merchandise or fall victim to a deceptive practice, all is not lost. You can often solve the problem yourself. And when you can't, the law may provide a remedy. This chapter will help you become a better consumer – able to recognize, avoid, and, when necessary, resolve consumer problems.

While consumers have many rights, they also have responsibilities. For example, they have a responsibility to sellers to be fair and honest. A consumer who buys an item of clothing, wears it once to a party, and then returns it is not being fair and honest.

When this happens, a seller's costs go up, and everyone winds up paying higher prices.

Influences on Consumers

Smart consumers understand the factors that influence their shopping habits. They think about whether they need the product, whether they can afford it, and how they can purchase it carefully. They also know the difference between wanting and needing a product. Of course, sometimes all consumers splurge and buy things they really don't need. But smart shoppers don't spend so much on things they want that they can't afford what they really need.

Consumers often buy things in response to advertising. A great deal of television, radio, newspaper, and magazine advertising is geared toward specific groups of people. For example, sellers know that teenagers are an extremely important market for their goods and services, and so they develop specific ads for this audience. Advertising to teens has been stepped up as studies have shown that today's parents make fewer buying decisions for their children. The ads, which are often purchased for shows or publications that particularly appeal to teens, are designed to increase sales of the products advertised. Many ads provide useful information about products or announce the start of a sale. However, ads may also attempt to influence you to purchase a product that you do need or want or that you cannot afford.

1. A consumer is a very special man who buys only exclusive goods and services from a seller.

2. A contract is a legal agreement which is made when sellers agree to provide and consumers agree to pay for goods and services.

3. Law helps to solve a dispute between the consumer and the seller if they cannot settle it themselves.

4. The legal expression caveat emptor means "let the consumer beware".

5. At present the law gives the consumers a right to be correctly informed of important information about the product.

6. As the law protects the consumers there is no need for them to shop carefully.

7. Consumers have not only many rights, but also have responsibilities, e.g. to be fair and honest.

8. To be a smart consumer means to think about whether you need the product, whether you can afford it and how to purchase it carefully.

9. Television, radio, newspaper and magazine advertising is designed to increase sales of the products.

10. There are no specific ads for teenagers because their parents make buying decisions for their children.

III. Find in the text the English equivalents for the following words and phrases:

соглашение, разрешить спор, определить исход, качество на риск покупателя, вводить в заблуждение, методы торговли, страдать от последствий, условия кредита, избегать рекламных методов, законные права, товары низкого качества, средство судебной защиты, в ответ на рекламу, разработать специальную рекламу.

IV. Summarize the text by explaining what consumer law is.

Unit 2. How Laws Protect the Consumer

I. Match the words in A with their definitions in B.

A	B
1. to prohibit	a. a piece of paper or material that gives information about the object
2. labelling	b. order the person you are suing to give back any money you have already paid
3. deceptive	c. a solution to a particular problem
4. failure	d. to officially stop people from doing smth
5. to enforce	e. providing enough space and fittings for smth or smb
6. nutrition	f. words or methods that trick people by telling them smth that is not true
7. disabilities	g. a condition in which someone is not able to use a part of his/her body or brain normally
8. accommodation	h. a place for someone to stay, live, or work in
9. remedy	i. a situation when smb doesn't do smth that someone expects you to do
10. restitution	j. the food that you eat

II. Read the text “How Laws Protect the Consumer” and decide if the statements (1-12) below are True or False. Correct the false ones.

The federal, state, and local governments all have laws that protect the consumer. As you read this section, and whenever you think about consumer protection problems, ask yourself: What are my rights under federal law? under state law? under local law?

Federal Law

Congress has passed many consumer protection laws. These laws protect consumers in several ways. First, they prohibit unfair or misleading trade practices, such as false advertising, unfair pricing, and mislabeling. The Federal Trade Commission (FTC) is the federal agency primarily concerned with unfair or deceptive trade practices.

Second, federal laws set standards for the quality, safety, and reliability of many goods and services. Failure to meet these standards can result in legal action against the seller. For example, the *Consumer Product Safety Act* allows the government to ban, seize, or prevent the sale of harmful products.

Third, the federal government has established many agencies that enforce consumer laws and help consumers. For example, as already mentioned, the Federal Trade Commission has the power to prohibit unfair deceptive trade practices (such as false advertising) and can take legal actions to stop such practices.

Fourth, Congress passes laws and agencies issue rules to improve the operation of the marketplace. In many instances, these laws and rules are designed to give consumers better information about products. For example, in 1992, Congress passed the *Nutrition Labelling and Education Act*. This law requires that all food product labels list ingredients and nutritional information in a form that most people will be able to understand. With this information, consumers will be able to make smarter choices.

Fifth, a new federal law, the *Americans with Disabilities Act* (ADA), protects consumers against discrimination on the basis of disability. Under the ADA, consumers who are disabled must have equal access to goods and services. Consumers who are disabled include but are not limited to persons who are blind, deaf, or have a physical disability requiring them to use a wheelchair. The ADA covers all establishments that are generally open to the public. These include grocery, clothing, and hardware stores, as well as laundromats, hair salons, and gas stations.

What does it mean to say that consumers with disabilities must have equal access? It means that businesses must make reasonable accommodations to ensure that their goods and services

are available to persons who are disabled. One accommodation you may have noticed is a ramp that would allow persons using wheelchairs to enter a restaurant that has several steps leading to the entrance. The ADA requires businesses to accommodate the needs of persons with disabilities as long as the accommodation is readily achievable. This means that business persons must undertake accommodations that are easy to do and not excessively expensive.

State Law

States also have consumer protection laws and agencies. Many of these laws prohibit unfair and deceptive trade practices. Such laws are often similar to the *Federal Trade Commission Act*. State laws allow consumers to bring complaints into state court and before state agencies. They also enable agencies, such as the state attorney general's office or the state office of consumer affairs, to sue on behalf of consumers in order to halt illegal practices. In some cases, consumers can join together to bring **class actions**, which allow one or more persons to bring suit on behalf of a larger group.

Like federal consumer protection laws, state laws give the government power not only to stop unfair and deceptive practices but also to provide consumers with a variety of remedies. A **remedy** makes up for harm that has been done. Remedies include **cease and desist orders**, by which an agency can require a business to stop a forbidden practice; **consent decrees**, which are voluntary agreements to end a practice that is claimed to be illegal; and **restitution**, which is an order to refund or repay any money illegally obtained.

Local Law

Cities and counties may also have consumer protection laws. These laws have been passed to deal with specific consumer issues that have arisen at a local level. For example, some cities have "truth-in-menu" laws. Under these laws, if the menu reads "fresh swordfish", the restaurant cannot serve swordfish that has been frozen.

1. Not only federal but also state and local laws protect the consumer.

2. Federal laws prohibit unfair or misleading trade practices such as false advertising, unfair pricing, and mislabelling.

3. If sellers don't meet set standards for the quality, safety, and reliability of goods and services, a legal action can be brought against the seller.

4. The federal government has established one agency, the Federal Trade Commission that helps consumers.

5. The Nutrition Labelling and Education Act requires all food product labels have a list of ingredients and nutritional information which most people can understand.

6. Under the ADA consumers, who are disabled include persons who are blind, deaf or have to use a wheelchair.

7. No businesses care about people with disabilities.

8. Federal law requires businesses to make fittings to ensure that their goods and services are available to disabled persons.

9. State laws allow consumers to bring complaints into state court and before state agencies.

10. Consumers cannot bring class actions.

11. Consumers have a right to a variety of remedies for harm that has been done.

12. Sometimes there is a need for law which deals with specific consumer problems at a local level.

III. Find in the text the English equivalents for the following words and phrases:

защитить потребителя, запретить нечестную торговлю, неправильная маркировка, установить стандарты, привести к, продажа вредных для здоровья товаров, список ингредиентов и информация о калорийности, проводить законы в жизнь, иметь равный доступ, преследовать по суду от имени покупателя, остановить незаконную практику, предъявить иск от имени больших групп, приказ о прекращении деятельности, обоюдное согласие, возмещение убытков, закон о правдивом меню.

IV. Summarize the text by giving the main ways of protecting the consumer.

V. Discuss the following questions.

- a. Are there any laws that protect consumers in Russia? What laws do you know?
- b. How are the rights of disabled people protected in Russia?

VI. Problem-solving.

Read the text and answer the questions.

The Cheap Vacation Home

David and Michel Cole were reading the newspaper after dinner one night when the phone rang. A pleasant-sounding person on the other end of the line told them that people in their community had a chance to purchase brand-new vacation homes for only \$15,000. The homes were located in a beautiful wooded setting just two hours by car from where the Cole family lived. In order to take advantage of this very low price, the seller said, the Coles had to make a 20% down payment. The rest of the money could be paid over next 10 years with no interest at all.

The Coles had been thinking about buying a little place away from the city for brief weekend escapes, and this deal seemed too good to be true. They gave the seller their credit card number for the down payment. The seller promised to send literature about the dream home. Unfortunately, the literature never arrived. When the Coles complained to their state's office of consumer affairs, they found that others in their community had been tricked too. Fortunately, a thorough investigation enabled authorities to locate the persons responsible for this fraudulent sales scheme.

- a. What remedies could the office of consumer affairs ask for?
- b. What steps could the Cole family have taken initially to avoid this problem?

Pair work

In pairs, draft a law that would reduce the chances for this situation to happen again.

Role-play

VII. Role-play the following situations (work in pairs or small groups):

1. David Cole is speaking to a pleasant-sounding person on the phone.
2. The Coles are discussing the deal.

Unit 3. What to Do Before Buying

I. Match the words in A with their definitions in B.

A	B
1. to arise	a. to buy smth
2. to purchase	b. a product that has its own name and is made by one particular company
3. to compete	c. to begin to exist or develop
4. brand	d. a statement that you are not satisfied with smth
5. complaint	e. to try to be more successful than other companies in business
6. charge	f. a company's written promise to repair or replace a product that you buy from them if it breaks or doesn't work
7. warranty	g. an amount of money that you have to pay when someone does smth for you

II. Before reading the text “What To Do Before Buying” discuss with your partner what you personally do before going shopping. Then read the text to see what tips the author is giving about the problem.

Consumers can have a wide variety of problems. The following section will help you avoid some of these problems and will explain how to deal with difficulties that may arise.

Generally, making large purchases on impulse is not wise. When shopping for products or services, learn as much as possible about them before buying. Careful consumers always compare prices and products before buying. This is called comparison shopping. They purchase the product only after considering other products that could also meet their needs.

For major purchases, careful shoppers go to the library and read about competing brands in consumer publications. Your library

can point these out to you. You should also speak with your friends to get recommendations about products.

Once you have determined what product you need, you may discover that it is available at more than one store in your community. Especially for important purchases, it makes good sense to buy from a store with a good reputation. Your local Better Business Bureau (BBB), listed in your telephone directory, can tell you if there have been complaints about a particular store. If you are making a purchase from a store that is not in your community, check with the BBB located in the same community as the seller.

Several kinds of policies may differ among stores. For some products, there may be additional charges for delivery, installation, and service. A price that seems lower at one store may really be higher once extra charges have been added on. Also check on the store's return policy. A very low price at a store where all sales are final may not turn out to be such a good deal if you decide that you are unhappy with the product once you have it in your home. Sometimes a shopper may even spend a little more money to purchase an item from a store with an outstanding reputation for service or the ability to deliver the item quickly and install it free of charge.

Before making a purchase, you will want to read the warranty (also known as the guarantee) carefully. Different manufactures and stores may provide different warranty coverage on very similar products. When studying the warranty, be sure to find out what you must do and what the store or manufacturer must do if you have a problem with the product. A warranty that requires you to ship a broken product to a far-away place for repair at your expense may not be of much value to you.

If you are required to sign a contract as part of the purchase, be sure that you read and understand the entire contract and that all blanks have been filled in before you sign. If you have trouble understanding the contract, ask the store for permission to take the contract to someone who can help you understand it before you sign it. You may not want to deal with a store that will not let you do this.

Finally, do not believe everything you hear from the seller. Just because a seller says "This is a real bargain!" does not make it

true. You have to determine whether it is a bargain through careful shopping.

Things to Consider Before Making a Purchase

- Determine exactly what product or service you need.
- Compare brands. Read about various brands and ask friends for recommendations.
- Compare stores. Check out a store's reputation. Find out if there are extra charges. Learn about the store's policy regarding exchanges or refunds.
- Read and compare warranties.
- Read and understand the contract.
- Determine the total purchase price.

III. Comprehension. Complete the following statements by choosing the best option (a, b or c).

1. Making large purchases on impulse is not
 - a. cheap
 - b. expensive
 - c. wise
2. If you want to make a bargain, learn as much as possible about the product
 - a. before buying
 - b. after buying
 - c. at the process of buying
3. For large purchases, careful shoppers
 - a. go to the library to learn about competing brands
 - b. go to the casino to win some extra money
 - c. visit a fortune-teller for advice
4. One can find information about complaints about a particular store
 - a. at the library
 - b. at the local Better Business Bureau
 - c. from his/her friends
5. Some stores have
 - a. discounts for buyers

- b. additional charges for delivery, installation and service of goods
 - c. very low prices
6. Shoppers prefer to pay a little more money
- a. to purchase an item from a store with a good reputation for service
 - b. for delivery, installation and service of goods
 - c. if a product was well-advertised
7. Before making a purchase you should
- a. have a brief look at the warranty
 - b. study the warranty carefully
 - c. not read a warranty at all
8. If a seller must sign a contract as part of the purchase, a customer
- a. must read and understand the contract from the beginning to the end before signing
 - b. must rely on the store's reputation and not read a contract
 - c. will sign the contract even though some blanks (empty spaces) have not been filled in
9. You will understand whether it's a bargain
- a. Through a seller's talk
 - b. through careful shopping
 - c. through colourful advertising

IV. Find in the text the English equivalents for the following words and phrases:

крупные покупки, осторожный покупатель, сравнить цены и товары, соответствовать запросам, торговые марки конкурентов, определить, быть в наличии, телефонный справочник, дополнительные затраты, бесплатно установить товар, гарантийные обязательства, производитель, доставить неисправный товар за свой счет, заполнить пропуски, удачная покупка.

V. Say what consumers should do before buying something to avoid problems.

Role-play

VI. Role-play the following situations (work in pairs or small groups):

1. You are a smart consumer but your friend is not. You are going to buy a new camera/mobile telephone but he/she doesn't want to spend a lot of time on it. Try to persuade him/her to compare brands and stores and choose the best price.

2. After buying a new camera it worked for a week and then broke. It will take about two or three weeks to repair it in a service centre, but you need the camera now. Discuss your problems.

Unit 4. What to Do After Buying.

I. Match the phrases in A with the definitions in B.

A	B
1. cancel	a. a collection of official records, or the place where it is kept
2. persistent	b. a decision to stop smth that has been arranged from taking place
3. pertinent	c. continuing to do smth in a determined way
4. registry	d. an official list of particular type of thing
5. headquarters	e. the place where a company has its main offices or its main centre of control
6. register	f. relevant

II. Read the text “What To Do After Buying” and decide if the statements (1-12) below are True or False. Correct the false ones.

Sometimes even careful shoppers have problems. When this happens, it’s important to remain calm and be persistent. Often, smart consumers can solve their own problems. When they can’t, it is very likely that an agency or organization in their community will be able to provide the needed help.

The first thing to do after buying a product is to inspect it. If you do not receive the exact product you purchased or if some defect reduces its value to you, take it back to the seller and ask for a replacement or refund.

In addition, you should always read and follow the instructions provided and use the product only as recommended by the manufacturer. If the instructions are unclear or seem incomplete, contact the seller. Misuse of a product may be dangerous and may also cancel your legal rights! Be sure to report any problem with a product as soon as possible. Trying to fix the product yourself could cancel the warranty.

If you experience a problem with a product, you should always try to contact the seller first. All contacts should be in writing or documented in a log or journal. Reputable business people are interested in a customer's future business, and most problems and misunderstanding can be cleared up with a face-to-face discussion or a telephone call.

Provide the seller with all the necessary information – identify the item (including model and serial number), give the date and location of purchase, describe when and how the problem arose, and explain what you want to be done. Be sure to bring along your sales receipt, warranty, or other pertinent information. Be polite but firm. If the seller refuses to help or gives you the runaround, send a written complaint to the owner or store manager. Mention that you will take other measures if you do not receive satisfaction within a reasonable amount of time. Be sure to date the letter and include your name, address, and a phone number where you can be reached during regular working hours. Keep a copy of the letter along with any response for your records. To complete your records, make notes about any conversations you had with the seller. Include promises made, if any, and the date of the conversation.

If the seller still refuses to help you, consider contacting the product's manufacturer. If you don't know the name of the manufacturer, ask your librarian *for the Thomas Registry of American Manufactures*, a volume listing thousands of products and their manufacturers. If the seller is part of a chain store, consider writing to the corporate headquarters of the store. If you don't know the address of the manufacturer or the corporate headquarters, go to your local library and look it up in *Standard and Poor's Register of Corporations*.

1. Even careful shoppers may have problems with a product.
2. A special agency helps only smart consumers in their community.
3. It's important to inspect a product after buying.
4. Sometimes when you receive the wrong product or if some defect reduces its value to you, you can take it back to the seller and ask for a replacement or refund.

5. A smart consumer always reads and follows the instructions.

6. It's your right to use the product in any even dangerous way.

7. It's not necessary to inform the seller of any problems with a product. If it's broken you can fix it yourself.

8. Having a problem with a product, you should always try to contact the seller first.

9. Most problems between sellers and customers can be solved in a face-to-face discussion or a telephone call.

10. If a seller refuses to help you can send a written complaint to the owner.

11. One needn't date the letter of complaint and include his/her name, address, and phone number.

12. The Thomas Registry of American Manufactures is a volume which contains information of products and their manufacturers and it's available at libraries.

III. Find in the text the English equivalents for the following words and phrases:

быть настойчивым, потребовать замену товара или возврат денег, неправильное использование, сообщить о проблемах, попытка самостоятельно отремонтировать, отменить гарантийные обязательства, связаться с продавцом, бизнесмены с хорошей репутацией, торговый чек, письменная жалоба, обещания, отказаться помочь, штаб-квартира корпорации, принять меры, сетевой магазин.

IV. Write a summary giving tips a consumer should follow after buying something, especially if he/she has a problem with a product.

Unit 5. Taking Your Case to Court

I. Match the phrases in A with the definitions in B.

A	B
1. guardian	a. a lawyer in the USA
2. fraud	b. cancellation of the contract
3. prosecutor	c. expensive
4. defendant	d. a person who is legally responsible for someone else's child
5. costly	e. the crime of obtaining money by tricking
6. attorney	f. to make a legal claim against smb to get money for some loss or injury
7. sue for damages	g. a person accused of a crime and being on trial
8. specific performance	h. order the person you are suing to give back any money you have already paid
9. rescission	i. a lawyer in a court who tries to prove that someone is guilty
10. restitution	j. ask the court to order the seller to carry out the specific terms of the agreement

II. Read the text “Taking Your Case to Court” and decide if the statements (1-7) below are True or False. Correct the false ones.

Suppose you can't settle your complaint and a consumer agency has been unable to help. Sometimes your complaint may form the basis for a criminal action against the seller. Furthermore, whether or not a crime is involved, you may wish to take your case

to civil court. Anyone can go to court. Minors can sue through their parents or guardians.

Criminal Court. In some cases, a seller's action may be a crime. Such acts can be prosecuted as criminal **fraud**. Criminal fraud occurs when a salesperson knowingly misstates or misrepresents some important fact, with the intent to defraud you, resulting in harm.

For example, assume you contract with a builder to construct a deck on your home. You pay the builder several thousands dollars to purchase the necessary materials. However, the builder doesn't intend to build the deck. He simply uses the scheme to take your money. In such a case, you're the victim of a crime. You should contact the police or your local prosecutor. Cases like this can be prosecuted by the government in criminal court. State laws not only provide a fine or jail term (or both) for a convicted defendant but may also require that the defendant pays back the defrauded consumer.

Civil Court. If a civil dispute involves a large amount of money, the case will be brought in the local civil trial court. Taking a case to court can be costly and time-consuming. In some places, though, free or low-cost legal services may be available to consumers who cannot afford an attorney.

In civil court, you can ask for a number of different remedies. First, you can sue for **damages**, money that a court orders to pay to a person who has suffered a loss or an injury. For example, if you are injured by a defective power drill, you can ask for money for a new drill, medical expenses, time lost from your job, and other related costs.

A second remedy is **rescission and restitution**. When you ask the court for this remedy, you ask it to cancel the contract (rescission) and order the person you are suing to give back any money you have already paid (restitution). This releases you from any further performance under the contract, but you will have to return any benefit already received under the contract. Assume, for example, that you sign a contract to purchase a set of pots and pans and that a pan melts the first time it is exposed to a direct flame. In such a case, you might seek rescission and restitution. You would get your money back and would

have no further obligations under the contract. However, you would have to return the pots and pans.

The third civil remedy is **specific performance**. Here, you ask the court to order the seller to carry out the specific terms of the agreement. For example, if you ordered goods that were never delivered, the court could order the company to deliver the goods. However, you would still have to pay for them.

A suit for damages or specific performance is designed to place you in approximately the position you would have been in if the contract had been successfully completed. A suit for rescission and restitution is designed to return both the buyer and the seller to the positions they were in before the contract began.

1. Sometimes a consumer may wish to bring a criminal or civil action against a seller.

2. Minors cannot take their case to court.

3. In some cases a seller's action may be a crime and be prosecuted as criminal fraud.

4. According to the state laws a guilty salesperson may serve a jail term or pay a fine and is also required to pay back the defrauded consumer.

5. Free or low cost legal services are not available to consumers who cannot pay an attorney's fee.

6. In civil court a consumer can sue for damages, ask for rescission and restitution or ask for specific performance.

7. When a consumer would like to have specific performance done and the court orders the company to deliver the goods, a consumer doesn't have to pay for them.

III. Find in the text the English equivalents for the following words and phrases:

опекун, мошенничество, преднамеренно неверно представлять, намерение, привести к, использовать махинацию с целью получить ваши деньги, преследовать по закону, срок тюремного заключения, дорогостоящий и отнимающий много времени, бесплатные или недорогие юридические услуги,

средство судебной защиты, возбуждать дело за причиненный ущерб, расторжение контракта, возмещение убытков, дальнейшие обязательства, исполнение договора в натуре, доставить товары, быть предназначенным.

IV. Sum up what you have learned about taking a case to court.

V. Problem-solving.

Each of the following consumers has a problem. If the consumer has to go to court, what is the best remedy? Why? Could any of these situations result in a criminal prosecution? Why?

a. Janine takes a floor-length dress to the dry cleaner. When she picks it up, she finds several holes in it. The store claims the holes were there when the dress was brought in. Janine is certain that they are the result of the cleaning.

b. Nick hires two builders to repair a roof of his summer house. The builders didn't do the work properly and when Nick entered the house a heavy log fell down and injured him. Nick was taken to hospital with a broken leg. Now he intends to bring an action against the builders.

PART THREE. PARAPHRASING, SUMMARY AND RENDERING PRACTICE

This part is intended to develop paraphrasing, summary and rendering skills.

1. Learn to paraphrase.

Paraphrasing implies different ways of saying something. It allows you to repeat ideas without sounding boring.

In order to be able to paraphrase you must understand what you are reading. If you don't understand it, you can't paraphrase it correctly.

There are some ways to express the same idea:

1) Change the grammar structure.

Change "I won't lend Nick money on any account" to "On no account will I lend Nick money" (Inversion).

2) Change from active to passive.

Change "The police arrested him" to "He was arrested by the police"; "The traffic warden has given her a ticket for illegal parking" to "She has been given a ticket for illegal parking by the traffic warden".

3) Use synonyms and antonyms.

Instead of "Those with professional degrees earn the highest salaries" use "Doctors, lawyers and those holding professional qualifications make the most money".

Instead of "The other inmates made Lisa's life hell when she was in prison" use "The other convicts made Lisa's life unbearable when she was in jail".

Instead of "Nothing will stop me going" use "There isn't anything that will stop me going".

4) Use euphemisms.

Instead of "Your work is bad" use "Your work isn't very good".

Instead of "I dislike it" use "I can't say I like it".

5) Give the definition of the underlined words.

Change “He was accused of a felony” to “He was accused of a very serious criminal offence”.

Change “Refugees are facing serious food and fuel shortages” to “People who leave their countries because of a war or other threatening events are facing a lack of food and fuel they need”.

Practice your paraphrasing skills

Read the sentences below and paraphrase them using the key word.

Model: She often played in the church amateur theatre.

USED TO She used to play in the church amateur theatre.

1) She also watched a lot of early Charlie Chaplin Films and decided to become an actress herself.

Having _____

2) She was discovered by a well-known Hollywood agent because of her amazingly good looks.

The fact _____

3) Although she had some problems with her spine, she served with the American corps in Europe as a nurse.

In spite of _____

4) Everyone thought that she was responsible for their divorce.

Blame _____

5) Sharon Morton got an Oscar instead.

... but it was _____

6) She drank more and more heavily losing most of her friends in the process.

Fewer _____

7) The pressures of the film industry and the death of her mother led to a nervous breakdown in the mid-sixties.

By _____

8) Her funeral was a sad event: both her family and old friends chose to stay at home on the cold morning of November 22, 2000.

Neither _____

2. Writing Summaries (Реферирование).

Summary is a brief account of the text main points in your own words.

Characteristics:

- Summaries demonstrate your understanding of the text.
- Summaries are shorter (at least 3 times) than the original text – they omit the original text’s examples, analogies and rhetorical strategies.
- Summaries differ from paraphrases – paraphrases more closely follow the original text.
- Summaries focus on the presentation of the writer’s main ideas – they do not include your opinion.
- Summaries are written in your own words.
- Summaries rely on the use of such standard phrases as “According to the author...”; “The author believes...”; “This text considers...”; etc.

Summary Practice

1) Have a look at a quotation and the way it is summarized.

Quotation:

“Empire State College has a policy describing the conditions under which students may be warned or withdrawn from the College for such unethical academic behavior as plagiarism, forgery, misrepresentation, or other dishonest or deceptive acts which constitute grounds for warning or administrative withdrawal” (CDL Student Handbook)

Summary:

The Student Handbook states that the College may dismiss students who in any way present others’ work as their own.

2) The following paragraphs are summarized below. Read them and then choose the sentence which best summarizes each paragraph.

1. Since people first realized that they could travel faster from one place to another using a means of transport rather than walking, they have developed an amazing number of ways of getting around. From camels to the space shuttle, from horses to jets, we love to travel. Carts pulled by horses once took people to market and now people drive to supermarkets in their cars. Boats first took people out to fish and now submarines float deep beneath the waves with huge cruise ships and stylish sailboats above them. People first flew in hot-air balloons and now they fly into space aboard rockets.

- a. Ways of travelling have become more advanced.
- b. People love speed more than they used to.
- c. Cars have completely changed our lives.

2. We also use means of transport to move goods and materials from one area to another. Ships take cargo and oil tankers take fuel around the world. Trucks, lorries and vans move goods on the roads while electric trains and diesel trains do it on rails, just like steam trains used to do it.

- a. Steam trains are too old-fashioned to be useful.
- b. The railway is becoming less important than the roads.
- c. It's not just people that we transport.

3. People are moved from one place to another every day to work, some of them going by underground, others by bus, tram or taxi, and some making their own way by bicycle or motorbike. They go on holiday by plane, by ferry, by hydrofoil, or by coach. From the poorest person going home by donkey to the richest going home by limousine, people's lives are dependent on many different means of transport.

- a. Transport affects many areas of our lives.
- b. People enjoy travelling to work every day.
- c. Poor people can't go far on holiday.

A Plan for Rendering the Text (Пересказ)

<p>1. The title of the article</p>	<p>The article is headlined...</p>
<p>2. The author of the article, where and when the article was published</p>	<p>The article was published in “The Daily Telegraph”, the 25th of December, 2007.</p>
<p>3. The main idea of the article</p>	<p>This article is about ... deals with ... studies ... discusses ... is devoted to ...</p>
<p>4. The contents of the article (some facts, names, figures)</p>	<p>a) The author starts by telling us about (that) ...</p> <p>b) Further the author says (considers, emphasizes, draws attention to, stresses)</p> <p>The figure ... shows (illustrates, depicts, gives, represents) the number of ... (the price of ...)</p> <p>c) Finally (in conclusion)</p> <p>The author comes to the conclusion ...</p> <p>Finally the author discusses (considers) ...</p>
<p>5. Your opinion of the article</p>	<p>I have found this article (important, informative, of great value, of great interest, original). To my mind ... I have learned some new information (facts).</p>

3. Review is a compressed version of writing the main content, goal, field of interest of the original. Its aim is to give readers an opportunity to realize if it is necessary for them to read the text in details.

Review should be not more than 250 words (5-6 sentences), it doesn't depend on the length of the text. It is written in your own words. It should include the title, author, publisher and the date of publication in the beginning and a brief synopsis of the paper.

To make it, answer the questions: "What is this text about?" and "What is the purpose of the text?". A review usually contains some opinion phrases:

In my opinion

To my mind

The article is up-to-date/out-of-date

The text is useful/informative

Unit 1

Alcohol Abuse ‘Costing Britain £55m a Day’

By Chris Boffey

Read the newspaper article dealing with the problem of alcohol abuse in Britain and answer the questions.

1. What is binge drinking?
2. What harm does binge drinking cause to the people of Britain?
3. Do most drinkers cause harm to themselves or others?
4. What is the alcohol concern view of the problem?
5. What was the purpose of establishing the Portman Group?
6. What does the Portman Group suggest to solve the problem of binge drinking?

Notes:

- 1) binge drinking – пьянство
- 2) study – исследование
- 3) during one session – за один прием (спиртных напитков)
- 4) hangover – похмелье
- 5) interim report – промежуточный доклад
- 6) the Government’s alcohol harm reduction project –
правительственный проект по уменьшению вредных
последствий от употребления алкоголя
- 7) Home Office – Министерство Внутренних дел
- 8) a must – необходимая мера

BINGE drinking is growing and the consequences of alcohol abuse – criminal behavior, lost working days and the drain on health services – cost Britain £55 million a day, says a government report.

The study, published yesterday, defines bingeing as the equivalent of more than four pints of beer being consumed by men, and three large glasses of wine by women, during any one session.

Alcohol consumption had risen 121 per cent in the last 50 years and if the current trend continued Britain would lead the world

drinking league within a decade, said the study. Hangovers and drink-related illnesses claimed 17 million working days a year.

The study, an interim report on the Government's alcohol harm reduction project, said the number of women drinking above recommended guidelines had risen by half in the last 15 years. School-children were drinking twice as much as 10 years ago and starting to binge-drink at an earlier age.

The drinks industry said the study was well balanced, but Rob Hayward, chief executive of the British Beer and Pub Association said there was concern that the Government might spoil a good case with its definition of binge drinking. "The number of binge drinkers has been calculated on a base of eight units a day for a man and six for a woman. It is not surprising they come up with a large number. But is it realistic, or credible, to say someone drinking two pints of beer at lunchtime and two in the evening is a binge drinker?"

Hazel Blears, the Home Office minister who unveiled the report, said most drinkers caused no harm to themselves or others. "For some there are even health benefits from moderate drinking. But this study shows that increasing numbers, especially the young, are drinking well above the safe limits.

"Under-16s drink twice as much as they did 10 years ago. This is bringing with it health risks and other social problems. Not least of these is the nuisance and disorder that are all too often a feature of our town and city centres."

Alcohol Concern said the Government must vastly increase spending. "The recently announced £250 million Smirnoff vodka revamp represents more than double the amount spent on alcohol treatment and counselling across the country," said Eric Appleby, the charity's chief executive. "We recently spearheaded a yearlong commission into help-giving alcohol services which revealed that they required a three-fold increase in resources from £100 million to £300 million."

Jean Coussins, chief executive of the Portman Group, which the drinks industry created in 1989 to promote sensible drinking, said the Government should fund media campaigns with the kind of sums it spent on drink-drive campaigns.

"The drinks industry must be part of the solution. The spirit as well as the letter of the strict advertising codes must be observed. Stronger law enforcement on drunkenness and selling alcohol to children is also a must."

* Alcohol abuse is linked with up to 22,000 deaths a year.

* Young, white, jobless men are more likely to abuse drink. Women in skilled jobs drink more than other women.

* About 150,000 people a year are admitted to hospital for alcohol-related accidents and illnesses.

*Alcohol taxes raise £7 billion a year for the Chancellor and the drinks market is worth an estimated £30 billion a year to the economy.

*Deaths from liver cirrhosis have nearly doubled in the last 10 years.

Discussion:

- Think about the consequences of alcohol abuse.
- What are the measures which Government can take to reduce binge drinking?
- Express your attitude to the problem of alcohol abuse in Britain and Russia.

Unit 2

Dealer Whose Ecstasy Pills Killed Jade Gets Three Years

By Nigel Bunyan

Read the newspaper article about a drug dealer whose ecstasy tablets killed a 10-year-old girl.

Discuss the following questions in pairs or in small groups:

- 1) what legal punishment this criminal could have,
- 2) whether it is possible to get a more lenient (мягкий) sentence and why,
- 3) what court will deal with this crime.

Now read the text and answer the questions.

1. What crime was Wayne Wood accused of?
2. Why were the effects of Jade's overdose fatal?
3. Why did the jury clear Wood and his girlfriend of manslaughter?
4. What important message is sent to members of the public?

Notes:

- 1) to jail – заключить в тюрьму
- 2) to clear of manslaughter – снять обвинение в непредумышленном убийстве
- 3) trial – судебный процесс
- 4) Mr. Justice Morland – судья Морленд
- 5) jury – суд присяжных
- 6) manage – суметь
- 7) failure to act – неоказание помощи
- 8) to plead guilty – признать себя виновным
- 9) charges of supplying – обвинение в сбыте (экстази)
- 10) intent to supply – намерение поставлять (наркотики)

THE drug dealer whose ecstasy tablets killed 10-year-old Jade Slack was jailed yesterday for three and a half years.

Wayne Wood, 22, was cleared of the child's manslaughter on Wednesday. However, it emerged after his trial that he had continued selling ecstasy to customers as Jade was suffering the effects of her overdose.

Yesterday Mr. Justice Morland, sitting at Manchester Crown Court, said it was difficult to understand how he could have done so.

Jade became Britain's youngest victim of ecstasy in July 2002 after taking five tablets. Wood, of Galgate, near Lancaster, had left 35 of the pills in a cigarette box. His girlfriend, Rebecca Hodgson, 21, later hid them but Jade managed to find them.

The jury cleared both of manslaughter after deciding that each had taken reasonable steps to prevent the child having access to the drugs.

The jurors had been instructed by the judge that while it might have been "stupid" for Wood and Hodgson to have waited 90 minutes before seeking medical assistance, this failure to act was not criminal.

Wood previously pleaded guilty to three charges of supplying ecstasy and one of possessing the drug with intent to supply. Mr. Justice Morland told him yesterday: "Jade suffered a terrible and rapid death. The jury mercifully for you acquitted you of manslaughter, and rightly so in my opinion. The death of Jade has no relevance to the sentence.

"However, I hope this will send this important message to all parents, young adults and children that ecstasy is potentially very dangerous."

Outside the court Jade's mother Beverley Slack, 37, and her husband Simon, 38, said in a statement they were "frustrated and disappointed" that the full facts had not been put before the jury. "We believe Jade would be alive today if she had received medical treatment earlier," they added.

Discussion:

- Have you heard about any cases related to the drug misuse?
- Do you know the effects of drug misuse?

Unit 3

Depression Drug Ruled Out for Under-18s

By Celia Hall, Medical Editor

Read the newspaper article about an anti-depressant drug prohibited by the Government.

Discuss in pairs, why this drug was found dangerous for people under 18 and answer the questions.

1. Why has the government decided to prohibit venlafaxine?
2. What were the side-effects of this drug?
3. Why was another anti-depressant drug restricted?

Notes:

- 1) side-effects – побочное действие
- 2) hostility – враждебность
- 3) abdominal pain – боли в животе
- 4) to restrict – ограничивать
- 5) adolescent – подросток

THE Government has decided to stop doctors prescribing another anti-depressant to under-18s because of reports of dangerous side-effects.

The Medicines and Healthcare Products Regulatory Agency said yesterday that venlafaxine – brand names Efexor and Efexor XL – was linked to an increased rate of hostility and ideas about suicide and self-harm. More common side-effects found among young people were abdominal pain, loss of appetite and weight loss.

Prof Gordon Duff, the chairman of the Committee on Safety of Medicines said: "Efexor is already contra-indicated in those under 18 but we know it is used in this age group outside its licence indication."

He said that an expert group would be looking into other anti-depressant drugs.

Three months ago, the use of Seroxat, another anti-depressant drug in the same class, known as selective serotonin re-uptake inhibitors (SSRIs), was also restricted.

Richard Brook, of the charity Mind, said: "The fact that yet another SSRI has been banned for the treatment of depression in children and adolescents because it is more harmful than helpful yet again raises deepest concerns about the way psychiatric drugs are regulated."

Discussion:

Anti-depressant drugs are not the best means for the treatment of depression in children and adolescents. Can you think of any other, less harmful remedies, or activities, which could make life happier?

Unit 4

Four Jailed for Selling Unfit Meat to Schools

By Nick Britten

Read the newspaper article about four men who sold unfit meat to schools, hospitals, etc. putting people in danger and answer the questions.

1. What did the four men sell?
2. How was it distributed?
3. What well-known chain stores suffered from selling the dangerous meat?
4. How did Judge Benson characterize the criminals' offence?
5. Why didn't Peter Roberts, the leader of the gang, receive a prison term?
6. What was the turnover of this fraud?

Notes:

- 1) to jail – заключить в тюрьму (syn. to imprison)
- 2) diseased meat – мясо умерших животных
- 3) incinerate – снижать
- 4) fertiliser – удобрение
- 5) wholesalers – оптовые продавцы
- 6) rundown, rat-infested and sewage – flooded factory – захудалая, инфицированная крысами и затопленная сточными водами (нечистотами) фабрика
- 7) condemned meat – мясо, предназначенное для уничтожения
- 8) to recall – отозвать (некачественные продукты)
- 9) jars of potted pastes and pates – банки (стеклянные) с мясными консервами и паштетами
- 10) nuggets – нугеты (кулинарные изделия из курицы)
- 11) a charge of conspiracy to defraud – обвинение в сговоре с целью обмана
- 12) businesses – мелкие предприятия, магазины

13) attempting to pervert the course of justice – попытка исказить ход правосудия

14) a 12 month suspended sentence – отсроченный приговор на 12 месяцев (условный)

15) a wicked fraud – злостное мошенничество

16) fled (past form of to flee) – сбежать

17) Nottingham Crown Court – Королевский суд г. Ноттингема

18) a turnover – оборот

19) slaughterhouse – скотобойня

FOUR men who made more than £1 million by selling hundreds of tons of diseased and unfit meat to schools, hospitals, supermarkets and restaurants were jailed yesterday.

The meat, classed as unfit for humans, should have been incinerated or made into pet food or fertiliser, but was repackaged and distributed through a network of wholesalers.

The chicken and turkey, often gathered from skips where they had been **left** to rot, were trimmed and repackaged at a rundown, rat-infested and sewage-flooded factory before being sold on.

It ended up in products on the shelves, of Sainsbury's, Tesco and **Kwik** Save. Other unwitting buyers included Derbyshire police, which investigated the case, Islington council and **Farmfoods**.

Although there was no evidence that Sainsbury's ever stocked affected products, it was sufficiently worried to spend £20,000 recalling thousands of jars of potted pastes and pates made by the manufacturer Shippams, which also sold condemned meat.

Tesco and Farmfoods pulled thousands of chicken steaks, nuggets and burgers.

The four men, David Lawton, Robert Mattock, George Allen and Gary Drewett. who had admitted a charge of conspiracy to defraud, were involved in a chain of supply that stretched from Denby **Poultry** Products in Derbyshire to businesses in Northampton, Milton Keynes and Bury. These then supplied the product in many cases unwittingly, to about 600 customers across Britain.

Lawton, 55, from Sandiacre, Derbys, a former manager at Denby Poultry, was jailed for four years and three months, which included nine months for attempting to pervert the course of justice. Mattock, 59, from Sowerby Bridge, West Yorks, who ran the firm between December 1999 and February 2000, was given a two-year sentence.

Allen, 47, an occasional Denby worker, from Ashton in Makerfield, Lancs, was given a 15 month sentence. Drewett, 33, the owner of MK Poultry, a food processor in Northampton that supplied meat to Sainsbury's and Shippams as well as adding European health stamps to the produce, was jailed for two and a half **years**.

A fifth defendant, Mark Durrant, 31, from Milton Keynes, a manager at MK' Poultry, was given a 12 month **suspended** sentence.

Judge Richard Benson told the men: "You five were involved in what I regard as a wicked fraud. It was dangerous and it was the general public who were in danger.

"If you had been dealing in Class A drugs rather than in chicken, then the sentences you would be receiving would be in double figures.

"The people who consume drugs ' know the risks involved, your victims didn't. Anyone in their right mind wouldn't have eaten the food had they known what it was."

The ringleader of the gang, Peter Roberts, known as Maggot Pete, remains at large on the continent after he was convicted in his absence of the same charge at an earlier trial.

Roberts, 68, from Derby, who owned Denby Poultry, fled Britain before the start of a three-month trial.

During the trial, Nottingham Crown Court heard that the huge fraud, which went on for six years to 2001, resulted in "enormous profits" from a turnover involving "many hundreds of thousands of pounds".

Roberts, whose business was only licensed to sell pet food, bought the waste from slaughterhouses for about £25 a ton and later sold the meat cuts for more than £1,500 a ton. Slaughterhouses turned a blind eye because it was considerably cheaper to let Denby take the waste than to get rid of it themselves.

The court heard that produce was taken to and from the factory, which was infested with rats and flooded with sewage, in the firm's unrefrigerated, maggot-ridden and blood-stained vans.

Discussion:

- How is our society protected from fraud? Can you name any acts and rules?

Unit 5 Godfathers Replaced by the Octopus

By Tom Parry

Read the newspaper article about the competing cocaine gangs and the end of their activities and discuss the questions that follow.

Notes:

- 1) Octopus – “Спрут”
- 2) cocaine – кокаин
- 3) wholesalers – оптовые торговцы
- 4) to smuggle – провозить контрабандой
- 5) to drive down – снизить
- 6) Drug Enforcement Agency – Служба Контроля за оборотом наркотиков
- 7) armoured vehicles with blacked-out windows – броневедомобиль с затемненными окнами
- 8) haul – “улов”, конфискованные деньги (товары)

THE Octopus gang took over the cocaine business after the deaths of notorious Colombian godfathers Pablo Escobar and Joe Ochoa in the 1990s.

Escobar and Ochoa had traded as cocaine wholesalers, selling to British gangsters, who usually took delivery in Spain then shipped the drug to the UK.

But when Octopus – El Pulpo – took over, they decided to cut out the middle men and set up their own organisation to smuggle cocaine into the UK.

Their activities drove down the street price of the drug.

Yesterday's arrests were the climax of two years' work by Scotland Yard, the Colombian police and the American Drug Enforcement Agency.

In that time, several Yard officers visited Colombia, travelling under false identities as European businessmen.

In Colombia they were given armed escorts and driven everywhere in armoured vehicles with blacked-out windows.

One senior Yard source said: "El Pulpo are an immensely clever and powerful organisation who have been supplying Britain with at least half its annual cocaine for over five years.

Pair work

In pairs, discuss:

1. how you understand the headline,
2. what consequences the drug business can lead to if it is not stopped,
3. what laws do you think are necessary to introduce to stop it. Are there any laws in Britain that impede the spread of drug trafficking?
4. do you know any statistics on spreading of drugs in Britain and the number of people who misuse drug?

Unit 6

Hanged Student Has Failed His First Exam

By Mark Blacklock

Read the newspaper article about a university student who committed suicide after failing his first exam and say:

- a) what is known about the circumstances of the tragedy;
- b) what kind of student Joel Davies was;
- c) what the staff reaction was;
- d) what possible solutions could have been found in his situation;
- e) how this tragic death could have happened to a psychology student.

Notes:

1. to hang – повесить (ся)
2. to fail (an exam) – провалить (экзамен)
3. psychology studies – курс психологии
4. assignments – задания
5. set oneself the highest standards –
установить....высочайшие стандарты
6. inquest – расследование
7. Ecuador – Эквадор
8. a peer – сверстник; равный в среде себе подобных
9. devastated – опустошенный
10. spokeswoman – представитель

A BRILLIANT university student who thought he had chosen the wrong course has been found hanged after an examination failure.

High-flyer Joel Davies had just completed his first year of psychology studies but did not pass two of his nine assignments.

The ambitious and academically gifted 20 year old set himself the highest standards. But he had begun to worry that he was not following the right subject.

He was also anxious at the prospect of dropping out of his degree course at Liverpool University before starting his second year.

Joel was found hanged at his parents' home at Tickhill, near Doncaster, South Yorkshire, on Tuesday.

An inquest into the tragedy was opened and adjourned yesterday.

His mother Sharon said that failing the two exams had caused her son "considerable anxiety".

Teachers at Doncaster's Ridgewood School described their former pupil as "academically gifted" and having a "fantastic future".

A keen sportsman, Joel was a member of the colts side for the town's rugby union club.

He was also passionate about green issues. When he was 19 he raised £2,700 to pay for a place on a gap year conservation expedition in the jungles of Ecuador.

Staff at Ridgewood were shocked to learn of his tragic death. One of his former teachers, assistant head Cynthia Simpson, said Joel was remembered as a "model pupil".

She said: "Joel was a brilliant student in every aspect. He was very gifted academically and on the sports field. "He was very popular with his peers and staff and was a model pupil."

She added: "He had such a fantastic future in front of him. The staff here are absolutely devastated. He was very popular and we all knew him and remember him."

John Blount, a director of Doncaster Rugby Union Club, said the club would be holding a minute's silence in respect for Joel before the next home game.

A Liverpool University spokeswoman said: "We are deeply shocked by this tragic news and our thoughts are with Joel's family and friends."

Unit 7

Hit & Run Teenager Is Named

By Jan Disley

Read the newspaper article and say what crime was committed. In pairs, discuss what court deals with such crimes and why.

Notes:

- 1) hit and run – водитель, сбивший пешехода и скрывшийся с места преступления
- 2) lollipop lady – продавец леденцов
- 3) ruling – постановление
- 4) identity – личность
- 5) to sentence – приговорить
- 6) broken jaw – сломанная челюсть, скула
- 7) forearm – предплечье
- 8) pelvis – таз
- 9) to ridicule – высмеивать

A TEENAGER who paralyzed a child and nearly killed a lollipop lady in two hit-and-run crashes was named yesterday.

Magistrates lifted a ruling protecting the identity of Sajid Hussain, 17 because of his age.

Hussain was sentenced to 18-months on September 10 after Rochdale youth court heard how he was racing a car on a busy street when it flipped over.

The crash left lollipop lady Audrey Chadwick, 67, with a broken jaw, cheekbone, forearm and pelvis.

Hussain was 16 when he left Daniel Hennessy, five, paralysed from the waist down after a smash.

Daniel's mum Deborah said after yesterday's hearing: "Children ridicule my paralyzed son and adults point at him every day."

"It's only fair that people are allowed to point at Sajid Hussain and say 'you did this'. He should never be allowed to forget what he did to us."

Those who appear in youth courts automatically get anonymity. But courts can reveal names if it is in the public interest.

Discussion:

- Have you heard of any similar cases in Russia? Tell your fellow-students about them.

- What law defines punishment for such crimes in Russia? What does this law specify?

Unit 8

Joy and Despair

Hostage fears after escape

By Emily Pennink

Read the newspaper article about a British teenager who was kidnapped in the Colombian jungle together with seven other foreign tourists and taken hostage.

In pairs, try to predict what sufferings he could experience being a hostage, what he fears after escape. Read the article and say if your predictions were right.

Notes:

1. hostage – заложник
2. was reunited – вернулся, был воссоединен
3. voiced – поднял голос (в защиту кого-либо)
– выразил
4. trapped – быть в ловушке
5. indigenous people – туземцы
6. capture – схватить
7. ravine – ущелье, овраг
8. stumble across – идти спотыкаясь
9. tribe – племя
10. backpacker – молодой человек, путешествующий пешком или на общественном транспорте
11. statement – показания, заявления
12. has accused ... rebel group of kidnapping – обвинил группу повстанцев (бунтовщиков) в похищении
13. to urge – побуждать
14. to set smb. free – освободить кого-либо
15. abduction – похищение (особ. женщины, ребенка)

FEARS were growing today for hostages in the Colombian jungle following the dramatic escape of a British teenager from the kidnapers.

Matthew Scott, 19, who was reunited with his family yesterday, said he was "very grateful to be back in England" but voiced his concern for the other hostages still trapped in the jungle.

Another Briton, TV producer Mark Henderson, 31, from Yorkshire, is among those still being held.

At a press conference at Heathrow airport yesterday Mr Scott said: "I would like to say thank you to the indigenous people and the Colombian army.

"I am very concerned for the other hostages. They are not just names and faces to me."

Mr Scott, 19, from Clapham, south London, was marched along a mountainous jungle track with the seven other hostages before making his escape the day after being captured.

He leapt from a high ravine and plunged into a swollen river before stumbling across some indigenous people after 12 days alone in the jungle. He had not eaten since being kidnapped.

He said the tribe who found him gave him soup and beans and three oranges to eat.

The backpacker was flanked at the packed press conference by his family, his father James, mother Kate, brother Ned, 17, and sister Molly, 13.

He added: "I can confirm that I trekked alone without food for 12 days to escape my captors and was picked up by indigenous people in the area."

After his statement, Matthew's father said his thoughts were with the remaining seven hostages.

Colombian president Alvaro Uribe has accused the nation's second-largest rebel group of kidnapping the eight foreign tourists and yesterday urged it to set them free immediately and accept peace talks. Uribe blamed the Cuban-inspired National Liberation Army, or ELN, for the September 12 abductions of two Britons, four Israelis, a German and a Spaniard.

Discussion:

- Is the problem of kidnapping people urgent at present? If so, what are the reasons for this kind of crime?
- What are the reasons for kidnapping people?
- What is the situation relating to kidnapping in Russia?

Unit 9

Law is the Last Resort When Families Split Up

Read the newspaper article about the debate on family law. In pairs, discuss:

a) if you agree with Bob Geldof's position that the British family law is creating a lot of misery and discontent for both children and their parents,

b) if family lawyers and judges do their best in dealing with delicate matters of family life,

c) who is to blame in a family breakdown, in your opinion: society or parents themselves? Give your reasons.

Notes:

- 1) diatribe – резкая обличительная речь
- 2) custody – опека, попечительство
- 3) to acknowledge – признавать, допускать
- 4) iniquity – беззаконие, зло, несправедливость
- 5) misery – страдание
- 6) feral – грубый, нецивилизованный
- 7) feckless adolescents – беспомощные юноши и девушки
- 8) jettison – отвергать что-либо
- 9) casualty – несчастный случай, ущерб; здесь: пострадавший.
- 10) to intervene – вмешиваться
- 11) to refrain – воздерживаться
- 12) bias – предубеждение, предвзятость
- 13) blunt – грубоватый, резкий
- 14) mediation – посредничество
- 15) outcome – исход дела
- 16) to disseminate – сеять (недовольство), распространить (взгляды)
- 17) fallout – осадок

Bob Geldof's diatribe against the law following custody battles over his children fails to acknowledge that the courts only get involved when ex-partners can't agree, says **Maureen Mullaliy**.

BOB Geldof has been sounding off about the iniquities of our family law system, as he sees them. In an essay entitled *The Real Love That Dare Not Speak Its Name*, he complains roundly that: "The law is creating vast wells of misery, massive discontent, an unstable society of feral children and feckless adolescents who have no understanding of authority, no knowledge of a man's love and how different but equal it is to a woman's.

The former pop star and Band Aid frontman has not finished with the law yet. "It also creates irresponsible mothers, drifting hopeless fathers, problem, violent and III-educated sons and daughters, a disconnection from the extended family and society at large," he thunders.

Current family law in our society, he declaims, "promotes injustice, conflict and unhappiness on a massive scale", adding for good measure that, "Most custody rulings show no understanding of contemporary society".

The words 'custody' and 'access' he castigates as "the language of the prison visit". Bob is clearly unaware that those words have long since been jettisoned in favour of the more neutral 'residence' and 'contact' orders.

Having practiced as a family law specialist for over 25 years, I have enormous difficulty in recognising the picture painted by this diatribe. The contemporary society to which he refers is, sadly, one in which parents all too frequently regard the pursuit of their own selfish interests as far exceeding in importance any responsibilities, or moral obligations, which they may have towards their unfortunate children.

"My happiness" and "my right to fulfill myself" are today's watchwords for so many people. When families break down, the first and most severe casualties are the children. Their world has been shattered. The two people they love most in the world no longer love one another, and may indeed be locked in heated and acrimonious conflict. Who is to try to pick up the pieces for them?-

Ideally, of course, it should be the parents themselves. What Mr. Geldof never acknowledges is that courts will not intervene where parents have themselves come to agreements about the future of their children. Courts are obliged by statute to refrain from making

orders relating to children unless it will be in the interests of the children that such orders are made.

Mr. Geldof reflects with some bitterness on the treatment he received in family courts, where he perceives a bias against fathers. But if orders had to be made in relation to his family, it could only have been because he and the mother of his children failed to reach any agreement.

Family lawyers and judges are keenly aware that the law is a blunt instrument when it comes to negotiating the delicate and intimate matters of family life. Parents who can be persuaded to attend mediation sessions, rather than battling out their differences in court, are always to be encouraged. Skilled mediators can help parents to talk their problems through.

Mediation is a confidential process. Anything which a parent says during that process remains confidential and cannot be used in subsequent court proceedings. Mediators do not advise or tell parents what to do. They do not take sides; they help the couple to identify the issues between them, then initiate negotiations by asking each parent to suggest ways in which their disagreements might be resolved.

Reassuringly, when parents do come to mediation in disputes about residence or contact, the success rate for resolution of the disputes by agreement is high. Fred Gibbons, Service Manager of the South East London Family Mediation Bureau in Bromley, founded by him in 1978, is proud to confirm good outcomes in over 80 per cent of children cases there.

Mr Geldof's charges against family law should rightly be levelled against the current social climate which tolerates and actually promotes serial monogamy in preference to stable marriage. The evils which he cites exist, certainly, but they are often the tragic results of parental selfishness.

Lawyers do not disseminate misery and chaos. But someone has to take on the Herculean task of trying to clear up the mess left by the emotional fallout from family breakdown.

Unit 10
LEFT ALONE TO DIE
Greek Medics Facing Manslaughter Charge

By Jeremy Armstrong

Read the newspaper article about a British young man who being on holiday in Greece, got injuries and died without proper medical care.

Discuss in pairs, what punishment was inflicted in this particular case.

What does Russian legislation provide in such cases?

Notes:

1) to face – держать ответ, сталкиваться (с необходимостью)

2) manslaughter – непредумышленное убийство

3) charge – предъявлять обвинение

4) medics accused of – врачи, обвиненные в ...

5) to bleed(bled, bled) – истекать кровью

6) 30ft=30 feet (1 foot≈30sm) – 9,5 метра

7) negligence charges – обвинение в халатности

8) under Greek law – по греческим законам

9) testimony – дача свидетельских показаний

10) it is claimed – утверждают

11) a stretcher – носилки

12) a defense statement – заявление защиты

13) an autopsy – вскрытие

14) trial – судебное разбирательство

A BRITISH mum yesterday came face to face with the five Greek medics accused of allowing her son to die in agony.

Pam Cummings told a courtroom how Christopher Rochester, 24, slowly bled to death in hospital after falling 30ft from a hotel balcony on Rhodes.

When his body was eventually returned to Britain, one of his kidneys had allegedly been removed and replaced with an organ from another body.

Three doctors and two nurses face manslaughter negligence charges over the death in June 2000.

Under Greek law, victim's relatives are allowed to address the court and speak of their loss ahead of evidence being presented.

In an emotional testimony, Mrs. Cummings said: "My son, at 24, was a lovely person who was kind and considerate, had many good friends, was a hard worker and enjoyed life. He had so much to live for.

"If he had been given the emergency care and attention he was entitled to, I believe he would still be alive today. Instead, his last few hours were spent in excruciating pain, knowing that nobody was helping him in his distress. He must have been terrified.

"All I want now is for these five people charged to receive the just punishment they deserve. Maybe then we can go home and start to grieve in a more natural way."

It is claimed it took 40 minutes for an ambulance to arrive and that Christopher was then "bounced about" on a stretcher and left lying on a hospital trolley despite being in severe pain.

His brother Keith, 25, who was with him at the time, told the court that they each drank two or three beers before he left to DJ in a nightclub. A friend heard Christopher fall and rushed to get him. Keith went with his brother to the hospital and tried to explain what had happened as Christopher lay waiting to be seen but lie died the next day.

He added: "He lay on a stretcher for a long time there before effective help was given. I was running around asking questions but nobody appeared capable of replying and nobody seemed to care." In a defense statement, the five medics claimed they acted as quickly and professionally as possible, but nothing could be done to save Christopher.

Allegations, raised against them since were "preposterous and malicious". A separate inquiry has started into allegations that one of Christopher's kidneys was swapped during an autopsy before his body was returned home.

The family had traveled to Rhodes from their home in Chester-le-Street, Co Durham, twice before, only for proceedings to be delayed.

Yesterday's trial was disrupted by a clerk who refused to work longer than his seven-and-a-half hour shift. The three judges ordered another be found and the hearing resumed.

Unit 11
Paedophile Victim Jumps to Her Death
Woman Was Terrified She Would Meet Freed Abuser

By Richard Savill

Read the newspaper article about a woman who committed a suicide in fear she would meet a freed abuser. In pairs, discuss:

- a) if, in your opinion, all people are equally prone to suicide;
- b) what people are more vulnerable;
- c) what measures could be taken to prevent suicide attempts.

Notes:

- 1) to abuse – изнасиловать
- 2) a 60 ft car park – автомобильная парковка высотой в 60 футов (1 фут = 30,48 см)
- 3) imminent release – приближающееся освобождение
- 4) indecent assault – непристойное нападение
- 5) Wilts – abbrev. от Wiltshire – Уилтшир (графство на юго-западе Англии)
- 6) to torment – мучить, причинять боль
- 7) to charge – предъявить обвинение
- 8) testimony – свидетельские показания
- 9) nursing home – частная лечебница
- 10) ordeal – испытание

A WOMAN jumped to her death from the top of a 60ft multi storey car park because she feared the imminent release of a jailed pedophile who had abused her as a child, her husband said yesterday.

Leanne White, 29, was one of 13 girls abused by George Davison, now 63, who has served more than half his 15-year sentence for rape and indecent assault, and could be released next year.

Mrs. White's husband, Gary, said his wife was terrified that she would bump into Davison in the street when he returned to Swindon, Wilts.

He said: "She couldn't bear the thought of seeing him again. He tormented her whole life and now he has taken it away. All I feel is pain and anger."

Davison abused the 13 girls over a 26-year period between 1965 and 1991. The garage mechanic posed as a family friend, and abused Mrs. White when she was aged between 11 and 14.

In 1995, when Davison was charged, Mrs. White was called to give evidence at his trial. Her husband said she was so traumatized that she spent nine months in a psychiatric clinic, before giving her testimony from behind a screen.

Mr. White told the *Swindon Evening Advertiser*: "It was touch and go whether she would make it to court. But she wanted to and went through with it."

After testifying at the trial she appeared to recover and quickly resumed her career as a career at a nursing home.

She married Mr. White in 1999 and they bought a two-bedroom home in Swindon.

Mr. White said: "She was always the strong one who took everyone under her wing. She was always there for me. I couldn't have wished for a better wife. We have been robbed of our angel."

Mr. White, a project leader at a BMW car plant, said his wife had tried to put her childhood ordeal behind her.

"She never wallowed in self-pity," he said. "She didn't really talk about the abuse and wanted to move on in life. We were looking forward to starting a family. We both adore children."

She became anxious again when Davison applied for early release three years ago. He was refused but Mrs. White underwent counseling for depression.

"It was always at the back of her mind that he could be out next year," Mr. White said.

He added that a few days before her death, they went out with friends and his wife spoke of how much she was looking forward to Christmas, her favorite time of the year.

"Leanne was getting excited about it already," he said. "She had just bought two of my presents, so I was banned from the spare bedroom where they were hidden."

Mr. White said he left for work early on Monday without waking his wife.

Later that day, she jumped to her death from the top of the Brunei car park in Swindon town centre.

Mr. White held her hand as she died that night from her injuries at the Great Western Hospital, Swindon.

Unit 12

Study the following advertisement for a practicing solicitor's firm and say what kind of help an injured person or a victim can get from injury lawyers.

Personal Injury?

If you've suffered a personal injury and it wasn't your fault, doesn't it make more sense to take your case to a qualified solicitor rather than a glorified salesman?

Injurylawyers4u guarantee much more than just an expert opinion...

100% Damages No Deductions

Injurylawyers4u

No Loans, No Credit, No Catch!

All member firms regulated by the Law Society

0845 345 4444

www.injurylawyers4u.co.uk

Unit 13

Police Call for 'Broader' Deepcut Deaths Inquiry Investigation Reveals Gaps in Care of Young Soldiers

By Sandra Laville

Read the newspaper article about the deaths of young soldiers in the British army.

In pairs, discuss:

- a) if, in your opinion, the young soldiers were murdered or they committed suicide;
- b) why the relatives of young soldiers who died at Surrey barracks didn't believe the Police;
- c) if there is proper care of soldiers in the British Army;
- d) if you have heard of any similar incidents in the Russian Army. Give your examples.

Notes:

- 1) to reveal – выявить
- 2) inquiry – расследование
- 3) private – рядовой
- 4) Surrey barracks – казармы в графстве Суррей (на юго-востоке Англии)
- 5) witness – свидетель
- 6) statements – показания
- 7) foul play – нечестная игра
- 8) deputy chief constable – заместитель начальника полиции
- 9) Crown Prosecution Service – Служба Королевского преследования
- 10) wounds were unlikely to have been self inflicted – маловероятно, что раны были нанесены самими солдатами
- 11) to amass – собирать, накапливать
- 12) primacy – первенство

POLICE demanded a broader inquiry into the deaths of young soldiers yesterday after a £ 1 million investigation into the

fatal shooting of four privates at a Surrey barracks failed to find any evidence of murder.

Surrey Police said, its 15 month investigation into the mysterious shootings at Deepcut Barracks had revealed "significant gaps in the care" of young men and women in the Army.

In a damning report, it said young soldiers were at risk in eight areas and identified 27 lessons which the Army had to learn to prevent further similar deaths.

But despite interviewing 900 witnesses and taking 1,500 statements, the inquiry found no evidence of foul play in the deaths of Ptes Sean Benton, 20, Cheryl James, 18, Geoff Gray, 17, and James Collinson, 17.

Bob Quick, deputy chief constable of Surrey Police, said: "We have not been able to find any evidence that would point to any suspect or would point directly to the hypothesis of murder."

The police report has been passed to the Surrey coroner who will investigate the evidence uncovered.

But unless any new information comes to light the report will not be passed to the Crown Prosecution Service.

Families of two of the soldiers condemned the investigation as a "cover-up and whitewash".

Diane Gray, whose son Geoff was found with two gunshot wounds to the head in September 2001 while on guard duty, said: "I still believe my son was murdered.

"This is a whitewash. What else could it be with Surrey Police re-investigating Surrey Police?"

James Collinson's mother, Yvonne, said: "We need a public inquiry to bring out the truth."

Detectives reopened inquiries into the four deaths when the families refused to accept the Army's verdict that they had committed suicide. An independent expert hired by the families believes that the soldiers' wounds were unlikely to have been self-inflicted.

Mr. Quick said the police had not yet received the report from the expert but if and when it came it would be passed to the coroner.

He said: "The police investigation has amassed significant evidence that throws further light on the reasons for each of the four deaths."

He added: "We hope that what we have found will help to prevent other tragic deaths in the future."

He said his officers had noted "with concern" that lessons about the care and supervision of young soldiers raised more than 15 years ago had not been taken on board by the Army.

Announcing that Surrey Police will produce a report highlighting its concerns about the care and supervision of trainee soldiers, he said that a "broader inquiry" was necessary to avoid tragedies such as the ones at Deepcut.

Asked if he was supporting the call by families of the Deepcut dead for a public inquiry, Mr. Quick said: "It's not for the police to specify what form a further investigation should take."

Mr. Quick said evidence uncovered during the Surrey investigation, including reports from two ballistics experts, would throw significant new light on how and why each of the young privates at Deepcut died,

He highlighted eight areas where young men and women in the Army were at risk.

These included too many trainees being supervised by two few instructors, lack of regulation of lethal weapons and trainees, improper investigation of incidents on a base and incorrect and insensitive handling of soldiers and their families after incidents.

Mr. Quick said one of the key lessons the police had learned was the need for all police forces in England and Wales to take primacy over investigations of unexplained deaths on Army bases.

Unit 14

Students Raped by Counselor

By Stewart Payne

Read the newspaper article about a university lecturer who raped two girls and answer the questions.

1. What was Dr Farrell's specialist area?
2. What sentence did he receive for the first offence?
3. Why was it possible for him to commit another rape?

Notes:

- 1) lecturer – преподаватель, лектор
- 2) to rape – изнасиловать
- 3) bail – залог
- 4) counselor – советник, консультант
- 5) to arrange – устроить, организовать
- 6) Reading, Berks – abbrev. от Berkshire – г. Рединг в графстве Беркшир (на юге Англии)
- 7) ordeal – испытание
- 8) Crown Court – Королевский суд
- 9) attempt – попытка
- 10) devastated – опустошенный
- 11) to dismiss – увольнять

A UNIVERSITY lecturer raped a former student three times after she ended her relationship with him and he committed another rape while on bail for the first offences, a court was told yesterday.

As Dr Shaun Farrell, 39, a former rape counselor, was jailed for life, the families of his victims demanded to know why he had been given his freedom while awaiting his court appearance.

Farrell met his first victim when he was a psychology lecturer at Canterbury Christ Church University College, Kent. The girl, now aged 23, had a three-year relationship with him which she decided to end.

He arranged to meet her at her home in Reading, Berks, in November last year and subjected her to an ordeal which lasted throughout the night, Reading Crown Court was told.

After his arrest, he was bailed to appear before Reading Crown Court on June 3 but failed to appear. He was, at the time, raping a 19-year-old student he had met on a beach at Minehead, Somerset. Judge Spence said both Farrell's victims had suffered severe psychological problems and the ex-girlfriend had made a serious suicide attempt.

Michael Sayers, defending, said his client had been "devastated" by the break-up of his relationship with his girlfriend, with whom he had lived for 18 months.

Farrell, of Washford, Watchet, Somerset, had admitted four counts of rape. The parents of his former girlfriend questioned in a statement why Farrell had been given bail and allowed to take up university posts after being dismissed at Christ Church.

"We are saddened and angry because of the lapse in time, seven months, between the initial offence and the case being tried. Farrell was at liberty to commit the second crime," they said.

In pairs, discuss:

- what you think about the personality of Dr. Shaun Farrell?
Being a psychology lecturer, did he behave adequately, think through his actions?

- if you were a judge, would you give a different sentence?

PART FOUR. ROLE PLAYS

In this section you are going to act out role plays.

Role Play 1

“Hearing the Case in a Civil Court”

Слушание дела в гражданском суде

Study the following words and word combinations. They will help you in a role play.

Vocabulary and notes:

- 1) establishing affiliation – установление отцовства
- 2) paying maintenance – выплата алиментов
- 3) simultaneously – одновременно
- 4) common-law marriage – гражданский брак
- 5) claim/suit – иск
- 6) to make marriage legal – узаконить брак
- 7) court order – постановление суда
- 8) to admit paternity – признать отцовство
- 9) maintenance – содержание
- 10) defendant – ответчик
- 11) plaintiff – истец
- 12) blame – порицание
- 13) to forgive – простить
- 14) register officially – узаконить, оформить
- 15) a medical examination – экспертиза
- 16) to hold an extra inquiry – произвести дополнительное расследование

Situation.

The case of establishing affiliation and paying maintenance is heard in the county court of Lancashire. Two women accidentally found out that they were simultaneously in a common-law marriage with one and the same man, Peter Bradley, a well-to-do banker. As they state, both of them have a child from him. The court considers

claims/suits of both women. The first woman's claim is to make their marriage legal in court order, to admit Mr. Bradley's paternity of her child. The other woman's claim is to admit Mr. Bradley's paternity of her child and to prescribe paying proper maintenance of £ 1500 per month.

Play Participants:

Peter Darby – county judge

Dr. Frank Stevens – the plaintiff's barrister

Ted Carter – the defendant's barrister

Mary Graham and Dora West – plaintiffs

Mr. Peter Bradley – defendant

Mr. Brick – Count magistrate (from the community)

Take part in the play as acting characters of a civil case.

a) Dr. Frank Stevens insists on complete satisfying his clients' demands and also insists on Mr. Bradley's moral public blame/possibly some other kind of responsibility. Ted Carter gives his arguments.

b) Plaintiff Mary Graham is not so aggressive and she thinks her claim may be satisfied with admitting the paternity by the defendant. She is ready to forgive him and even register officially their matrimony in future.

c) Plaintiff Dora West is in an aggressive mood and, in addition to legal claims, she insists on punishing the defendant mainly, prescribing paying maintenance of £ 1500 per month.

d) Defendant Mr. Peter Bradley agrees/does not agree to satisfy the material claims of the plaintiffs (or of one of them). He admits/denies the paternity of Mary Graham's daughter. He denies Dora West's claim and demands a medical examination concerning establishing his paternity of Dora West's daughter.

e) Ted Carter, the defendant's barrister, insists on his client's behalf on a medical examination in order to identify the paternity according to Dora West's suit. His arguments are the following: some new facts have been found out that Dora West was intimate with several men, including an employee of the National

Bank, where Mr. Bradley works. Taking into account a number of facts, Ted Carter agrees to satisfy Mary Graham's claim, but as to Dora West's suit, the barrister asks the court to hold an extra inquiry.

f) County judge Peter Darby asks the plaintiffs, the defendant, the barristers a number of questions and makes a decision:

1. to satisfy/not to satisfy Mary Graham's claim.
2. not to satisfy Dora West's suit and to make an extra medical examination in order to establish paternity of her daughter by Mr. Bradley/to hold an extra hearing in a month/to satisfy the suit partially.

g) Mr. Brick held a press conference after the court sitting and stated his general approval of the decision of the county court and also marked Mr. Bradley's behavior was morally wrong.

Role Play 2

“Detention/Arrest of a Suspected Criminal”

Задержание/арест подозреваемого преступника

1. Study the following words and word combinations. They will help you in a role play.

Vocabulary and Notes:

- 1) customs official – таможенник
- 2) manager of the customs department – руководитель таможенного органа
- 3) customs examination – таможенный досмотр
- 4) customs examination check-point – пункт таможенного досмотра
- 5) detention of luggage – задержание багажа
- 6) thorough inspection – тщательная проверка
- 7) contraband/smuggling – контрабанда
- 8) to shelter luggage/things from customs/duty – укрывать вещи от таможенной пошлины
- 9) to identify a personality – установить личность
- 10) sanction – санкция
- 11) prosecutor’s sanction – санкция прокурора
- 12) constant/permanent supervision – постоянное наблюдение
- 13) to give an arrest warrant – выдавать ордер на задержание

2. Match the sentences on the left with their Russian equivalents on the right.

- | | |
|--|---|
| 1. Follow me, please. | a. Следуйте за мной, пожалуйста. |
| 2. Your behavior can only complicate your situation. | b. Если он не может позволить себе оплатить услуги адвоката, ему будет назначен бесплатный адвокат. |
| 3. Your behavior can lead to a serious breach of public order. | c. Он имеет право на |

- | | |
|--|---|
| <p>4. We're going to take you to the police station to be booked and questioned.</p> <p>5. You'll be let off after drawing up a protocol.</p> <p>6. Show me the arrest warrant, please.</p> <p>7. This is an unlawful apprehension.</p> <p>8. You have no power to make an arrest.</p> <p>9. Have I violated any ordinance or statute?</p> <p>10. I'm not going to make any statement to the police.</p> <p>11. He has the right to remain silent.</p> <p>12. Any statement he/she makes can and will be used against him/her.</p> <p>13. He has a right to the presence of an attorney.</p> <p>14. If he cannot afford an attorney, one will be appointed to represent him.</p> | <p>присутствие адвоката.</p> <p>d. Он имеет право не отвечать на вопросы.</p> <p>e. Любые его/ее показания могут и будут использованы против него/нее.</p> <p>f. Мы отведем Вас в полицейский участок, где Вас зарегистрируют и допросят.</p> <p>g. Я не буду давать никаких показаний полиции.</p> <p>h. Покажите, пожалуйста, ордер на арест.</p> <p>i. Ваше поведение может только усложнить Ваше положение.</p> <p>j. Разве я нарушил какое-нибудь постановление или закон?</p> <p>k. Ваше поведение может привести к серьезному нарушению общественного порядка.</p> <p>l. Вы не имеете права на арест.</p> <p>m. Вас отпустят после составления протокола.</p> <p>n. Это незаконное задержание.</p> |
|--|---|

Situation.

An investigator R. Adams has found out that Carol Mitchel is Peter Mitchel's sister and they have close relationship. Peter Mitchel was previously involved in international drug trafficking. Under the prosecutor's sanction she was constantly supervised and an arrest warrant would be given in case she leaves England. When Carol intended to go to Switzerland to have a rest she was apprehended and searched.

Play Participants:

Robert Adams – an investigator

Carol Mitchel – a suspected criminal

Pamela Brooke – a policewoman

Steven Brown – a policeman

Think about the actions of the play participants. Act out a role play.

Role Play 3
“Troubles at the Customs”
Неприятности на таможене

Situation.

Mr. N. Petrenko has arrived to the London airport Heathrow from Kiev. During the Customs examination he has had some troubles as the check of the Customs Declaration, luggage examination enabled the Customs officials to find prohibited goods which couldn't be imported to Great Britain; what's more Mr. Petrenko's foreign passport arose suspicions.

Play Participants:

Nikolay Petrenko – a businessman from the Ukraine

Bernard Owen – a Customs official at the Luggage Examination Department

Christine White – Manager of the Customs

Take part in the play as acting characters at the Customs. Think through the behaviour and actions of N. Petrenko and the Customs officials of the Heathrow Airport who found out the violation of the Customs legislation.

a) Bernard Owen checks the passport and the visa, looks into the Customs Declaration which says that Mr. Petrenko is importing 17 icons, 11 sets of Russian “matryoshkas” into the country. When Mr. Petrenko opened his suitcase for luggage examination, the Customs official discovered 28 icons and 28 sets of “matryoshkas” in it. There were also some medicines and about 100 cassettes in the suitcase. Bernard Owen informed Mr. Petrenko that it is prohibited to import foreign medicine into Great Britain and the cassettes need to be checked. Owen stated that in this way Mr. Petrenko has violated the Customs regulations and he had to halt Petrenko's entry into Great Britain.

b) Christine White was called to the customs examination checkpoint. She asked Mr. Petrenko to show his foreign passport. She informed him that she was not interested in all personal property and souvenirs with total cost within the set limit but all the other

things must be declared and the customs duty must be paid. Mr. Petrenko's visa is invalid and he is not allowed entry into the country.

c) N. Petrenko explained that he hadn't violated any regulations. His visa was opened by a "Kondor" firm in Kiev. He must go to Washington by plane. He is only passing through the country. He planned to visit his acquaintances in London and they are meeting him. Part of his things is souvenirs. He is engaged in small business and is carrying things to Washington.

d) Christine White said that the customs electronic equipment signaled that his visa was forged and advised Mr. Petrenko not to deal with "Kondor" firm any more as it could result in a customs conflict in Washington as well. She is going to inform the Interpol about the details. As Mr. Petrenko's visa is invalid he is not allowed entry and staying in Great Britain.

KEYS TO THE EXERCISES

Part Two

Text 1

Ex. 1

1. C
2. E
3. G
4. I
5. H
6. J
7. B
8. A
9. D
10. F

Ex. 2

1. F
2. T
3. T
4. T
5. T
6. F
7. T
8. T
9. T
10. F

Text 2

Ex. 1

1. D
2. A
3. F
4. I
5. E
6. J
7. G
8. H
9. C
10. B

Ex. 2

1. T
2. T
3. T
4. F
5. T
6. F
7. F
8. T
9. T
10. F
11. T
12. T

Text 3

Ex. 1

1. C
2. A
3. E

Ex. 2

1. C
2. A
3. A

4. B
5. D
6. G
7. F

4. B
5. B
6. A
7. B
8. A
9. B

Text 4

Ex. 1

1. B
2. C
3. F
4. A
5. E
6. D

Ex. 2

1. T
2. F
3. T
4. T
5. T
6. F
7. F
8. T
9. T
10. T
11. F
12. T

Text 5

Ex. 1

1. D
2. E
3. J
4. G
5. C
6. A
7. F
8. J
9. B
10. H

Ex. 2

1. T
2. F
3. T
4. T
5. F
6. T
7. F

Appendix
Paraphrasing practice

1. Having watched a lot of Charlie Chaplin films she decided to become an actress.
2. The fact that she had amazingly good looks helped her to be discovered by a Hollywood agent.
3. In spite of (having) some problems with her spine, she served with the American corps in Europe as a nurse.
4. Everyone put the blame for their divorce on her.
5. ... but it was Sharon Morton who/that got it instead.
6. The more heavily she drank, the fewer friends she had.
7. A nervous breakdown was caused by the pressures of the film industry and the death of her mother.
8. Neither her family nor her friends turned up at/came to/appeared at the cemetery.

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