

**МІНІСТЕРСТВО ВНУТРІШНІХ СПРАВ УКРАЇНИ  
ДОНЕЦЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ  
ВНУТРІШНІХ СПРАВ**

**КАФЕДРА ІНОЗЕМНИХ МОВ**

*Олена Волік, Олена Мамонова*

**АНГЛІЙСЬКА МОВА  
ПРОФЕСІЙНОГО СПРЯМУВАННЯ  
навчально-методичний посібник  
для здобувачів/здобувачок  
вищої освіти  
спеціальності «Право (поліцейські)»**

**Маріуполь-2021**

**Волік О.В., Мамонова О.І. Англійська мова професійного спрямування: навчально-методичний посібник для здобувачів/здобувачок вищої освіти спеціальності «Право (поліцейські)» Маріуполь, 2021. 222 с.**

Навчально-методичний посібник з англійської мови призначений для здобувачів/здобувачок вищої освіти спеціальності «Право (поліцейські)» ЗВО системи МВС України, та містить матеріали для оволодіння опорними лексичними термінами та фразами, які згруповані у специфічні теми, що дає змогу визначити доцільність їх застосування у відповідних ситуаціях, пов'язаних з щоденною діяльністю працівників органів внутрішніх справ.

Посібник складається з 5 розділів, які відповідають темам робочої програми з дисципліни «Іноземна мова професійного спрямування (англійська)», граматичного довідника з різноманітними вправами та текстів для самостійного опрацювання.

Посібник розрахований на 150 аудиторних годин.

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## Передмова

Навчально-методичний посібник розроблено для здобувачів/здобувачок вищої освіти спеціальності «Право (поліцейські)» закладів вищої освіти системи МВС України. Мета посібника навчити здобувачів/здобувачок вищої освіти володіти правничою лексикою, полегшити вивчення іноземної мови (англійської) за фахом, вдосконалити іншомовну компетенцію майбутніх правоохоронців. Ця мета досягається шляхом занурення реципієнта у професійні ситуації завдяки опрацюванню автентичних матеріалів та комунікативній спрямованості завдань.

Структура навчально-методичного посібника побудована так, що мовний матеріал презентується на всіх рівнях мовленнєвої діяльності: читання, писання, мовлення, аудіювання.

У курсі передбачено оволодіння опорними лексичними термінами та фразами, які згруповані у специфічні теми, що дає змогу визначити доцільність їх застосування у відповідних ситуаціях; огляд граматичного підґрунтя англійської мови, що представлено на тлі висловів та текстів, пов'язаних з щоденною діяльністю працівника органів внутрішніх справ.

Посібник складається з 5 розділів, які відповідають темам робочої програми з дисципліни «Іноземна мова професійного спрямування (англійська)», граматичного довідника з різноманітними вправами та текстів для самостійного опрацювання.

Вирішення запропонованих завдань вимагає від здобувачів/здобувачок інтегрованого застосування знань дисципліни і дозволяє перевірити вміння орієнтуватись у практичних та теоретичних аспектах курсу.

## Module 1. Topic.1

## Part 1. A PERSON AND EDUCATION

### SPEAKING

Look at the pictures and answer the following questions below, use the pictured key words



1. What are these people?
2. Think of the reasons why people make a decision to become police officers.
3. Why have you chosen this occupation?
4. What is the main purpose of policing?
5. What do police officers do?
6. What are some requirements to become a police officer in Ukraine?
7. Comment on the quotes below.



A JOB ISN'T  
JUST A JOB.

IT'S WHO  
YOU ARE.

CHOOSE  
A JOB YOU LOVE, AND  
YOU WILL NEVER HAVE  
TO WORK A DAY IN  
YOUR LIFE.

- CONFUCIUS

FRESUMES.COM

PLEASURE IN  
THE JOB PUTS  
PERFECTION IN  
THE WORK.

Aristotle

PICTUREQUOTES.COM

## KEY WORDS



a police officer  
*співробітник поліції*



a police department  
*відділ поліції*



to keep the peace  
*забезпечувати громадський  
порядок*



to protect order  
*захищати порядок*



to pursue a suspect  
*переслідувати  
підозрюваного*



to apprehend an individual  
*затримувати особу*



to enforce traffic laws  
*застосовувати правила  
дорожнього руху*



to arrest a criminal  
*арештувати злочинця*



to respond to emergencies  
*реагувати на  
надзвичайні обставини*

## KEY WORDS



to investigate crimes  
*розслідувати  
злочини*



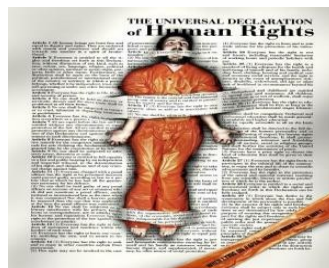
to fight against crimes  
*боротися зі злочинністю*



to commit a crime  
*скоїти злочин*



a victim  
*жертва*



to violate rights  
*порушувати права*



a suspect  
*підозрюваний*



to suspect of a crime  
*підозрювати у скоєнні  
злочину*



a witness  
*свідок*



to testify/to witness  
*давати свідчення, бути  
свідком*

## READING

### Task 1: read and translate the text



My name is Jim Henry. I am a **police officer**. I work for New York Central **Police Department**. Let me tell you about policing. This is one of the most important jobs in the world: police officers **keep the peace, protect order, law, and citizens**. They **pursue and apprehend** individuals who break the law, **enforce traffic laws, arrest** criminals, **respond to emergencies and investigate crimes**. When

police officers **fight against crimes**, they deal with many people: criminals – individuals who **commit crimes**, **victims** – people whose rights criminals **violate**, **suspects** – persons who are guilty of a crime or whom police **suspect in the crime**, **witnesses** – persons who see the crime and **testify or witness** what they see, so if you want to be useful for society and like to overcome difficulties, this job is for you.

### Task 2: complete the table using information from the text: some words can be used more than once

PEOPLE	WHAT THEY DO
police officer	investigate crimes
	fight against crimes
	suffer from criminals
suspects	
	break the law
witnesses	
	enforce traffic laws
	protect law, order and citizens
criminals	
	pursue, apprehend and arrest criminals
	keep the peace



To *apprehend* means to take a person to the police station for questioning.

## FIX IN MIND



In English the word *police* is a *collective noun*. We usually treat it as plural and say, for example: **The police are here.**



**a suspect** – is a person who is believed to be guilty of a crime  
**to suspect** – to think or to believe something to be true or probable



**Synonym for the word «crime»:**  
*offence, law-breaking, wrong-doing*



Another way to say that someone is guilty of a crime:  
*to accuse smb. of a crime*

**Task 3:** *correct the wrong information in each sentence. Cross it out and write the correct word or word combination*

**Model:** Judges work in ~~university~~. the court

1. Police officers work for University.
2. Police officers keep calm.
3. Police officers commit crimes.
4. Criminals are individuals who protect law and order.
5. Suspects are persons who are kind.
6. Witnesses sing about what they see.
7. Victim is a person who breaks the law.

## SPEAKING

Remember your first day at the university (academy). You don't know each other. So, work in a group and one by one introduce yourself, using the phrases:



*Let me introduce myself.*

*My first name is...*

*My second name is...*

*I am...years old.*

*I am from...*

*I am a cadet of...course.*

*I study at...*

*I want to be..., because...*

*Thank you for your attention.*

## VOCABULARY TO THE TEXT

- maiden name - *дівоче прізвище*
- to do much - *робити багато*
- to study law - *вивчати право*
- to join the police force - *вступити до поліції*
- to throw down the challenge - *кинути виклик*
- to graduate from University - *закінчити університет*
- to be of British origin - *бути британського походження*

## READING

**Task 1:** *read the text and answer the questions*



Hello, my name is Robert, Bob for short. My surname is Smith. Smith is a very popular surname all round Great Britain. I'm from Northampton. I'm nineteen. My hobbies are fishing and driving.

My father Steve Smith works as a manager in the bank. It is "Bank of England" one of the leading

banks of British and the world financial market. As for my mother Gizella she does not work anywhere. She **is of German** origin; her **maiden name** is Schwartz. I have a sister Jane. She studies at the secondary school.

It was my dream to work at the police. When I was a boy, I read many books about famous detectives, which I found in the library of my uncle Peter Smith. Now he is a well-known barrister in London, the specialist on civil cases. Uncle Peter started his career as a constable, and later he graduated from Cambridge University where he **studied law**. He **did much** to help people in various difficult situations. Uncle's career and activity affected me greatly. The rest of my relatives are busy with finance and engineering,

I think a career with the police is not a bad idea for those people who look for an interesting activity, who are not afraid **to throw down a challenge** to the criminal world, who are eager to stop any encroachment of state or individual interests. So I decided **to join the police force**. My uncle helped me to choose the police school due to its specialization. Now I am the first year cadet of Cambridge police school.

## POST-READING TASKS

### Task 2: *give the English equivalents*

Стати поліцейським, бути німецького походження, шукати цікаву роботу, дівоче прізвище, боятися, починати кар'єру, любити щось, мати вплив, допомагати людям, цивільна справа, читати багато книжок, бути готовим, родичі, професійний досвід, бути адвокатом, закінчити університет, бути зайнятим.

### Task 3: *fill in the blanks with the missing words and prepositions*

1. This boy's name is Robert, Bob ... short. 2. My younger brother is .... of detective stories. 3. I am ... the Western part of Ukraine. 4. Kurt Muller is .... German origin. 5. A career ... the police is a good idea for brave people. 6. As ... Mrs. Smith she does not work anywhere. 7. I am not afraid to throw ... a challenge ... the criminal world. 8. Pavlenko is a very popular surname .... Ukraine. 9. Now Robert Smith is the

.... cadet. 10. Nobody of my relatives works .... at police.

**Task 4:** *continue the sentences using the text*

1. Robert Smith is from ... 2. Now he is .... 3. It was Bob's dream .... 4. Mr. Smith works .... 5. Gisela Smith is of .... 6. Robert Smith is the first .... 7. Uncle Peter started .... 8. He did much to help .... 9. A policeman's work is a real .... 10. Robert Smith wants ...

**Task 5:** *form the questions to match the following answers*

1. The surname of Robert is Smith. 2. Robert is nineteen. 3. Bob's hobby is hunting. 4. Bob is fond of detective stories. 5. Bob studies at the police school in Cambridge. 6. Mrs. Smith does not work. 7. Bob has a sister. 8. A police officer is responsible for public order. 10. Police throw down the challenge to the criminal world. 11. Bob studies some job related subjects.

**Task 6:** *find the synonyms in both groups of words*

A) police, a career, bad, origin, law, main, to look for, to be fond of

B) to search, to like, law enforcer, by birth, promotion, principal, regulation, unpleasant

**FIX IN MIND**

<i><b>surname, last name</b></i>	<i>person's hereditary family name</i>
<i><b>police (used in plural)</b></i>	<i>men and women belonging to a department of government concerned with keeping public order</i>
<i><b>detective</b></i>	<i>a person whose business is to discover the existence of smb. or smth., to identify smb. guilty of doing wrong</i>
<i><b>constable (GB)</b></i>	<i>a policeman or a policewoman of basic grade</i>
<i><b>cadet</b></i>	<i>a student at a naval, military, air force college or police school</i>
<i><b>lawyer</b></i>	<i>a person who is trained and qualified in legal matters</i>

## KEY WORDS

👉 Try to remember the words and word combinations below:

**Task 7:** *make sentences with the given words and word combinations*



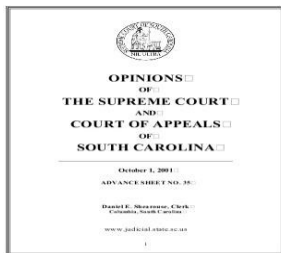
law  
*закон, право*



rules and regulations  
*правила і норми*



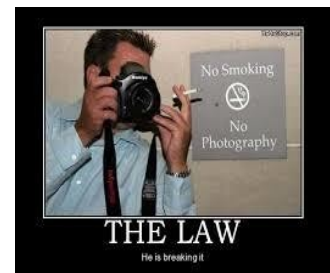
legislation  
*законодавство*



judicial opinions  
*судова практика*



to enforce the law  
*застосовувати норми закону*



to break the law  
*порушувати закон*



court  
*суд*



police  
*поліція*

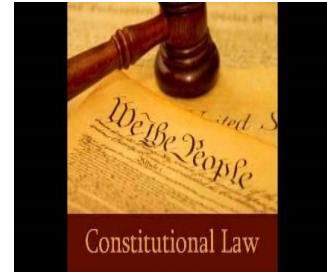


to punish  
*карати*



#### BRANCHES OF LAW

- CONSTITUTIONAL LAW
- ADMINISTRATIVE LAW
- CRIMINAL LAW
- CIVIL LAW,
- COMMERCIAL LAW



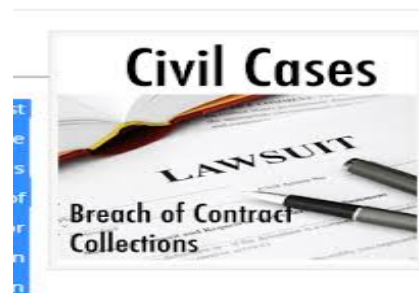
illegal  
*незаконний*

branches of law  
*галузі права*

constitutional law  
*конституційне  
право*



Barrister - *категорія адвокатів у Великій Британії, які ведуть справи. Баристери — адвокати вищого рангу*



Civil case – *цивільна справа*

**Think about the statement  
and answer the questions**

**Police officers have to know how to  
describe a person and to obtain a  
description**

- ✓ *What is a description?*
- ✓ *Why do we use descriptions in police work?*
- ✓ *What should you pay particular attention to when compiling a description of a person?*
- ✓ *When you make a description, what details should you pay attention to?*
- ✓ *Are there any special skills required of police officers to produce a reliable and accurate description of things they have seen?*



## KEY WORDS

📌 Try to remember the words below:

*Волосся (hair вживається в однині)*

*Зачіски (hairstyle)*

*Стрижка (haircut)*

- Straight hair |streɪt heə| – пряме волосся;
- Wavy |'weɪvi| – хвилясте;
- Curly |'kɜ:rlɪ| – кучеряве;
- Long hair |lɔ:ŋ| – довге волосся;
- Fringe |frɪndʒ| – гривка, чубок («чолка»);
- Short hair |ʃɔ:rt heə| – коротке волосся;
- Bald |bɔ:ld| – лисий.



*Колір (color)*

- Black |blæk| – чорне;
- Black-jet |blæk dʒet| – глибокого чорного кольору;
- Brown |braʊn| – коричневе (темно-русяве);
- Blond |'blɔ:nd| (blonde) – біляве;
- Fair |feə| – світле, біляве;
- Ginger |'dʒɪndʒər| – руде;
- Red | – руде (насичений рудий колір);
- Grey |greɪ| – сиве.



**Blond та fair** – синоніми, і вживання цих слів залежить від країни. В англomовних країнах, слово **blond** дуже рідко вживається, коли мова йде про чоловіків, хіба що в чоловіка дуже світле волосся. Про жінок кажуть і так, і так

### ***Волосся на обличчі (facial hair)***

- Clean shaven [kli:n 'ʃeɪvən] – чисто поголений;
- Shaved |'ʃeɪvd| – поголений;
- Mustache |'mʌstæʃ| – вуса;
- Beard |bɪəd| – борода.



### ***Риси обличчя (features)***

- Chiseled |'tʃɪzəld| – точені риси обличчя;
- Clean-cut [kli:n 'kʌt] – різко окреслені;
- Regular |'regjʊlə| – «правильні». Під словом «правильний» маються на увазі так звані «класичні риси»: прямий ніс, пропорційні сторони обличчя, заокруглене підборіддя тощо.
- Stern |stɜ:n| — суворий;
- Delicate |'dɛlɪkət| – тонкі, витончені риси.

### ***Статура (body type)***

- Fit – в хорошій фізичній формі;
- Thin |θɪn| – худий;
- Scrawny |'skrɔ:ni| – худорлявий, кістлявий;
- Fat |fæt| – гладкий (дуже неетичне образливе слово, яке краще не вживати відносно людини);
- Plump |plʌmp|/ plumpy – пухкенький, повненький;
- Fleshly |'flesh| – повнуватий;
- Overweight |,oʊvər'weɪt| – з надлишковою вагою;
- Muscular |'mʌskjələ| – м'язистий;
- Petite |pə'ti:t| – зазвичай про жінок: худенька та невисока, мініатюрна, витончена.

### ***Очі (eyes)***

#### ***Колір очей (eye color)***

- Brown |braʊn| – карі;
- Black |blæk| – чорні (дуже темні);
- Hazel |'heɪzəl| – світло-карі (горіхового кольору);
- Amber |'æmbər| – жовтувато-карі (бурштинові);
- Grey |greɪ| – сірі;
- Blue – блакитні;
- Green |ɡri:n| – зелені.





**Цікаво, що в англійській «blue-eyed boy» означає «улюбленець».**

### **Форма очей**

- Close-set |kləʊs set| – близько посажені очі;
- Bulging |'bʌldʒɪŋ| – випуклі очі;
- Big eyes / wide eyes – великі очі;
- Almond-shaped |'ɑ:məndʃeɪpt| – мигдалеподібні;
- Puffy eyes |'pʌ:si| – зщурені очі;
- Sunken |'sʌŋkən| – впалі очі;
- Lively |'lɪvli| – «живі» блискучі очі;
- Crinkly |'krɪŋkli| – з дрібними зморшками;
- Baggy |'bɑ:gi| – з мішками;
- Red-rimmed – почервонілі, запалені;
- Droopy eyelid |'dru:pi 'aɪlɪd| – нависле повіко.



### **Брови та вії (eyebrows and eyelashes)**

- Long lashes |lɔ:ŋ 'læʃəz| – довгі вії;
- Curving lashes |'kɜ:vɪŋ| – загнуті вії;
- Straight lashes |streɪt| – прямі вії;
- False lashes |fɔ:ls| – накладні вії;
- Thick lashes |θɪk| – густі вії;
- Arched eyebrows |ɑ:tʃt| – брови дугою;
- Beetling eyebrows |'bi:tliŋ| – навислі брови;
- Bushy eyebrows |'bʊʃi| – густі брови.

### **Ніс (nose)**

- Snub nose |snʌb| – кирпатий;
- Turn-up |'tɜ:n ,ɜ:p| – з припіднятим кінчиком;
- Hawk nose |hɔ:k| – яструбиний ніс;
- Flat |flæt| – приплюснутий;
- Fleshy |'fleʃi| – м'ясистий;
- Hooked |'hʊkt| – крючкуватий.

### **Щоки (cheeks)**

- Round cheeks – округлі (пухкі) щоки;
- Lank / sunk – впалі;
- Ruddy |'rʌdi| – рум'яні.

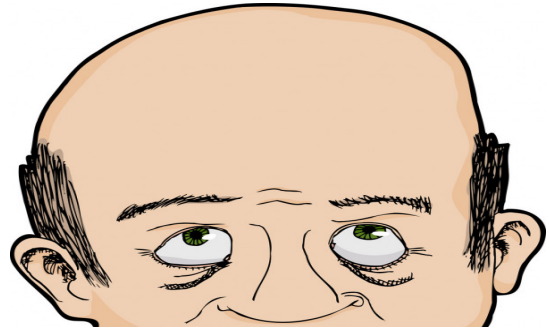


## Губи (lips)

- Thin |θɪn| – тонкі;
- Full |fʊl| – пухкі;
- Pouty lips – пухкі та округлі/ надуті;
- Composed |kəm'pəʊzɪd| – стиснуті.

## Чоло (forehead)

- Tall |tɔ:l| — високе;
- Low |ləʊ| — низьке;
- Doomed |du:md| – випукле;
- Retreating |rɪ'tri:tɪŋ| – покате;
- Broad |brɔ:d| – широке.



**Task 7:** describe two persons photographed here, using the comparative form of the following adjectives

**Alice**



**Marry**



**Model:** old: Marry is older than Alice.

1. young \_\_\_\_\_
2. long \_\_\_\_\_
3. dark \_\_\_\_\_
4. straight \_\_\_\_\_
5. smart \_\_\_\_\_

## TYPES OF TEMPERAMENT

*A person's temperament is formed as an infant and never changes. It simply develops over time. Studies have shown that temperament remains constant and serves as a means to help you determine how you will react to situations. It's a way to recognize consistent personality traits.*

<b>choleric</b>		<b>sanguine</b>	
<b>Strengths</b>	<b>Weakness</b>	<b>Strengths</b>	<b>Weakness</b>
▷ Ambitious	▷ Demanding	▷ Sociable	▷ Impulsive
▷ Planner	▷ Intolerant	▷ Out-going	▷ Often Late
▷ Efficient	▷ Too Busy	▷ Optimistic	▷ Selfish
▷ Leader	▷ Impatient	▷ Forgives	▷ Exaggerates
▷ Confident	▷ Tense	▷ Confident	▷ Forgetful
▷ Motivator	▷ Inflexible	▷ Fun-Loving	▷ Shameless
<b>melancholic</b>		<b>phlegmatic</b>	
<b>Strengths</b>	<b>Weakness</b>	<b>Strengths</b>	<b>Weakness</b>
▷ Thoughtful	▷ Moody	▷ Calm	▷ Shy
▷ Considerate	▷ Discontent	▷ Reliable	▷ Passive
▷ Organized	▷ Obsessive	▷ Diplomatic	▷ Indecisive
▷ Detailed	▷ Perfectionist	▷ Content	▷ Permissive
▷ Creative	▷ Pessimist	▷ Accepting	▷ Unambitious
▷ Self-Reliant	▷ Tunnel Vision	▷ Rational	▷ Apathetic

**SPEAKING**

What is your type of temperament?

**KEY WORDS**



age  
вік



height  
зріст



to be overweight  
мати надмірну вагу

KEY WORDS



to be well-built  
*мати гарну статуру*



to be pale  
*бути блідим*



to have a distinctive mark  
*мати відмінну ознаку*



to have a tattoo  
*мати татуювання*



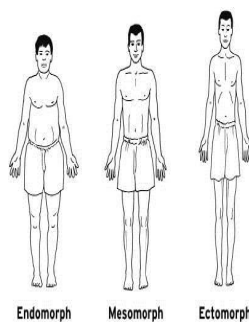
to be dressed in a suit  
*бути одягненим у костюм*



to have facial hair  
*мати волосяний покрив*



mustache  
*вуса*



body type  
*тип фігури*



to describe a suspect  
*описувати підозрюваного*



to contact a police department  
*зв'язатися із відділом поліції*



to look like a robber  
*виглядати як грабіжник*



to be thin/slim  
*бути худим/струнким*



freckles  
*веснянки*



to wear glasses  
*носити окуляри*



complexion  
*колір шкіри*



a mole  
*родимка*



a birth mark  
*родима пляма*



a scar  
*шрам*

## READING

**Task 1:** *read the text and answer the questions*

### BURGLARY



It was Monday morning (November 15, 2015) when Amelia Klerk called New York Police Department and reported the burglary which had happened at 19, South Street. The woman said that a man tied up her in her own house

and escaped with goods valued at around £ 2,000. They included items of jewellery, a video camera, and a TV set. She described him as a white European, about 1.78 m. tall, in his late 20s, well- built, clean-shaven, with a pointed nose and straight dark hair. He was dressed in gym suit and had a spider tatto on his left hand.

Mr. Paul Walker, who was a police-officer on duty, asked Amelia about the witnesses, and she answered that she was alone. Then, he told her to keep calm and wait for their arrival.

- ✓ **Where did the burglary happen?**
- ✓ **What was the victim's name?**
- ✓ **What did the burglar steal?**
- ✓ **Were there any witnesses?**
- ✓ **How did the victim describe the burglar?**



**Task 2:** *translate Ukrainian sentences from the dialogue into English.*  
*Work in pairs*

**Officer:** Can you describe the suspect?

**Ann:** Так, можу.

**Officer:** How tall is he?

**Ann:** Він середнього зросту.

**Officer:** Can you describe his build?

**Ann:** У нього міцна статура та широкі плечі

**Officer:** What colour are his eyes?

**Ann:** У нього блакитні очі.

**Officer:** What colour is his hair?

**Ann:** Світле.



**Officer:** What was he wearing?

**Ann:** Він був вдягнений у сірий костюм, чорну рубашку і чорні черевики.

**Officer:** Has he any distinctive marks?

**Ann:** Ні.

**Officer:** How old is he?

**Ann:** Здається, приблизно 30.

**Officer:** What else do you remember about his appearance?

**Ann:** У нього овальне обличчя, високе чоло і тоненькі губи.

**Officer:** Thank you for the information

**Ann:** Будь ласка.

## VOCABULARY TO THE TEXT

- to fill in a form - *заповнити документ*
- to swear - *присягати*
- a pea jacket - *бушлат*
- to welcome - *привітати*
- a service cap - *кашкет*
- to belong to - *належить до* |
- shoulder straps - *погони*
- to impress - *справити враження*

## READING

### Task 1: *read and translate the text*



Hi, today I want to tell you about my impression of the first day at the police school. All cadets gathered and reported at the office at 8 a.m. The chief of the school, officers and teachers welcomed us. At the office we got a lot of forms to fill in, it was my first experience in dealing with the special forms. We filled in a special questionnaire with too many points concerning our health, character, etc. I described myself that way:

“I am Robert Smith. I am nineteen. My height is about two meters. My body is

strong. I have even dark hair and light blue eyes. My face is oval, the nose is turned-up, my mouth is small, and the lips are thin. As for my nature I am rather self-possessed and attentive. I think I belong to the group of phlegmatic persons”.

The officer of the quartermaster service gave us the uniform: a pea jacket, a service cap, trousers, shoes, shoulder straps, long-service stripes, etc. Next day we were sworn in at Cambridge Magistrates’ Court, and then we wore our uniform. It was a special day in my life!

## POST-READING TASKS

### Task 2: give English equivalents

Стати поліцейським, бути німецького походження, шукати цікаву роботу, враження, досвід, збиратись робити щось, привітати, заповнити бланк, мати справу з чимось, стосуватись чогось, описувати людину, кирпатий ніс, форма, погони, приймати присягу, особливий день, доповідати.

### Task 3: fill in the missing prepositions

1. Bob wanted to tell you .... his impression of the first day .... the police school.  
2. All cadets gathered ..... the office ..... 10 a.m. 3. The cadets filled .... a special questionnaire .... many points. 4 ... for his nature Robert is rather self-possessed and attentive. 5. Peter belongs .....the group of phlegmatic person. 6. The day of swearing was a special one ..... Bob’s life. 7. The cadets were given the uniform .... the quartermaster’s office. 8. Robert had no experience .... dealing with special forms. 9. Together .... other cadets Robert swore an oath to serve the democratic society and its citizens. 10. Bob’s relatives were proud .... his professional choice.

## KEY WORDS

🗎 Try to remember the words and word combinations below:

**Task 4:** *make sentences with the given words and word combinations*



a chief inspector  
*головний інспектор*



a uniform  
*форма*



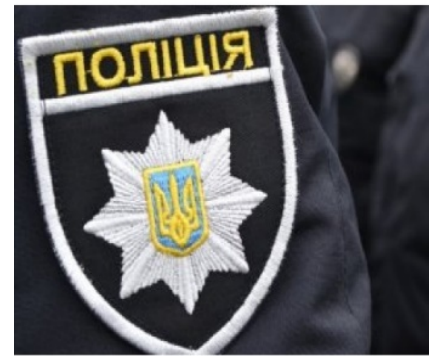
boots  
*шкіряні чоботи*



a dangerous profession  
*небезпечна професія*



a badge  
*жетон*



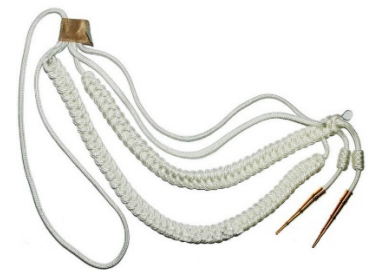
long-service stripes  
*шеvronи*



pea jacket  
*бушлат*



service cap  
*кашкет*



aiguillettes  
*аксельбант*

**EXTRA  
WRITING**

👉 **Think about your group mates. Try to describe one of them so accurately that all the others in the group would identify that person by your description. The following checklist may be of help to you – but don't mention his / her name!**

**Full name, including any alias / nickname**

**age:** he / she is 20 years old; he is 20 years of age; he is aged 20; he is 20-year-old; youth; he is in his twentieth / early 20th / late 20th; he is about / approximately 20  
**age group:** young / middle-aged / old / elderly  
**age range:** under... / over...

**Appearance**

**height:** tall / short / medium height / average height

**build:** fat / heavy / medium / slim / thin / slightly built / well-built

**colour (ethnic origin):** Caucasian or white European / dark European / Asian / Afro-Caribbean / Latin-American

**complexion:** fresh / ruddy / pale / pimply / uses cosmetics

**hair:** length/type – short / long / curly / wavy / bald; colour – dark / brown / blond / grey / dyed

He has got dark hair / he is dark-haired

**hair on face (facial hair):** beard / moustache / stubble

**eyes – colour of the eyes:** he has got blue eyes / he is blue-eyed

**distinctive (distinguishing) marks:** birth marks / moles / warts / scars / tattoos / freckles

**characteristics and habits:** drinking / smoking

**dress (clothing):** smart / casual / sporting / scruff



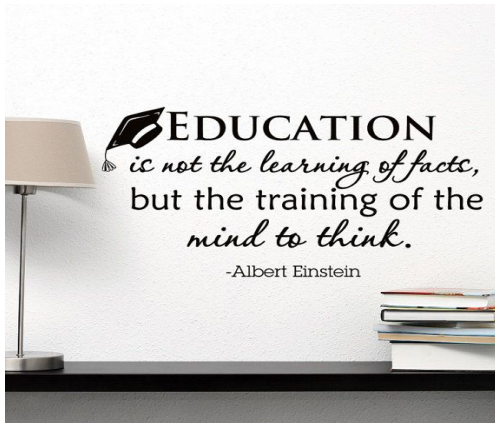
**Choose one of the criminals and describe his appearance**

**WANTED  
BY THE FBI**



## Module 1. Topic.1

## Part 2. A PERSON AND EDUCATION



“  
Education is  
the most **POWERFUL**  
**WEAPON**  
which you can use  
to **change**  
the **WORLD.**  
”  
-Nelson Mandela

## SUBJECTS - предмети, дисципліни

- Foreign language - іноземна мова
- Ethics - етика
- Logic - логіка
- Theory of economic teachings - теорія економічних вчень
- Ukrainian studying - українознавство
- Philosophy - філософія
- Police-community relations - взаємовідношення поліції з населен
- History of a state and law - історія держави та права
- Theory of a state and law - теорія держави та права



## BRANCHES OF LAW - царини права



## *BRANCHES OF LAW*

Criminal = Penal L.	Кримінальне	Adjective = L. of procedure	Процесуальне
Civil = Private L.	Цивільне	Business = commercial	Торговельне
Administrative L.	Адміністративне	=mercantile = trade	Економічне П.
Constitutional L.	Конституційне	Economic L.	успадкування П.
Case = Judge-made	Прецедентне	L. of inheritance	власності
Ecological L.	Екологічне	L. of property	Договірне
Roman L.	Римське	L. of contracts	Акціонерне П.
English L.	Англійське	L. of association	
International L.	Міжнародне		
Common L.	Загальне		

### KEY WORDS



### *PRACTICAL CLASSES - Практичні курси*



force and weaponry  
*бойова та огнева  
підготовка*



vehicle operations  
*практика водіння*



Physical fitness  
*фізична підготовка*



patrol procedure  
*патрулювання*



defense technique  
*техніка самозахисту*



providing first aid  
*надання першої  
медичної допомоги*

## PREMISES - приміщення



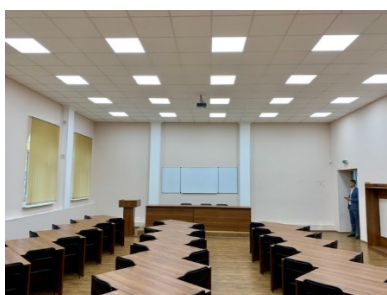
firearms range  
*тир*



gym  
*спортивний зал*



sport ground  
*Спортивний майданчик*



lecture hall  
*лекційна зала*



canteen  
*їдальня*



library  
*Бібліотека*

## VOCABULARY TO THE TEXT

- to accept discipline - *коритися дисципліни*
- to take decision - *прийняти рішення*
- to work shifts - *працювати по змінах*
- a close familiarity - *гарне знання, гарна інформованість*
- report-writing ability - *навички складання протоколу*
- interviewing technique - *методика опитування*
- hostage negotiation skills - *навички верення переговорів щодо заручників*
- curriculum – *навчальний план*
- essence- *сутність*
- to require- *потребувати*
- responsibility – *відповідальність*
- vehicle maintenance – *технічне обслуговування автомобіля*

## READING

### Task 1: *read and translate the text*



Before the police school I have never thought of such matters as accepting discipline and responsibility, taking decision on my own initiative, working shifts and as part of a team, being tolerant to people from different background. It will be the essence of my professional activity,

which requires the special knowledge and training.

The specialized knowledge in policing includes a close familiarity with criminal law, laws of procedure, constitutional guarantees; weapons and hand-to-hand tactics; driving skills and vehicle maintenance; report-writing abilities; interviewing techniques; media and human relations skills as well as conflict resolution, and hostage negotiation skills.

That's why there are various subjects in our curriculum. We study humanitarian subjects - psychology, foreign languages, history of the state, as policing is a person-related activity. We also spend much time practicing physical fitness, hand-to-hand tactics in the gym, special weapons firing in the firearms range, driving a car on the training ground, etc. We start our classes at 7.15 a.m. and finish them at 4.15 p.m. Then we have time for resting and private purposes.

## POST-READING TASKS

### Task 2: *give English equivalents*

Коритися дисципліні, приймати рішення, навчальний план, тир, фізична підготовка, теорія держави та права, вогнева підготовка, навички, вирішення конфліктних ситуацій, навички складання протоколу, навички проведення переговорів щодо заручників, методика опитування.

**Task 3:** *fill in the table and be ready to discuss it*

<u>Humanitarian subjects</u>	<u>Practical subjects</u>

**Task 4:** *make your timetable and be ready to discuss it*

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thur</i>	<i>Fri</i>	<i>Sat</i>

## VOCABULARY TO THE TEXT

- to enter- *вступити до ЗВО*
- to graduate from - *закінчити ЗВО*
- higher legal education - *вища юридична освіта*
- law enforcement - *правоохоронний*
- Criminal Investigation Departments - *Управління карного розшуку*
- forensic experts - *судові експерти*
- human behavior - *поведінка людини*
- to prevent or detect crimes - *попереджувати або розслідувати злочини*
- job-related subjects – *професійно спрямовані предмети*
- a body of crime - *склад злочину*



to collect evidence

*збирати докази*



to examine a crime scene

*обстежити місце  
злочину*



to interview a witness

*опитати свідка*

## READING

### Task 1: *read and translate the text*



This summer my classmate and I have passed external independent testing successfully and **entered** Donetsk State University of Internal Affairs. Now we are first-year cadets. The course of studies lasts four years. After **graduating from** the university, we'll get a **higher legal education**.

The university trains specialists for all branches of **law enforcement** activities. There are several training and research institutes, departments, centers and laboratories at the university.

The graduates of our university will work as inspectors of **Criminal Investigation Departments**, investigators, **forensic experts**, divisional inspectors, lawyers etc. To become highly-qualified specialists we are to learn many different subjects such as Criminal Law, Administrative Law, Civil Law, Theory of State and Law, Special Tactics, Topography, and many others. A police officer is to be competent not only in his special field but also in such fields as **human behavior** and human understanding. In some cases it is impossible **to prevent or detect crimes** without all that. That's why an essential part of the curriculum of our educational establishment includes the following subjects: Criminal Psychology, Ethics, Criminology, etc. So cadets study the subjects which are essential for their future service. Besides **job-related subjects** we also study History of Ukraine, Economy, Ukrainian language, English for professional purposes, Computer Science, and others. For our future work it is necessary to learn how **to interview witnesses**, to interrogate criminals, **to examine a crime scene** as well as to search for and **collect evidence**, to establish a **body of crime**, to handle the weapon, to locate and to apprehend suspected criminals. In order to get good professional skills and abilities we are to be hard-working cadets.

Our classes begin at 8 sharp and last till 18.20 p.m. We have three or four

lectures, seminars and practical classes a day. At the end of the term we take colloquiums, credits and exams. At Donetsk State University of Internal Affairs we are getting ready for our future profession: to prevent crime and protect people.

## POST-READING TASKS

### Task 2: give English equivalents

Попереджати злочини, професійно спрямованні предмети, опитати свідка, вступити до ЗВО, закінчити ЗВО, вища юридична освіта, правоохоронний, управління карного розшуку, судові експерти, поведінка людини, обстежити місце злочину, збирати докази, склад злочину, розслідувати злочини, затримувати злочинців, тримати зброю, навчальний план.

### Task 3: complete the sentences

1. The course of studies lasts ..... 2. To become highly-qualified specialists we are to learn many different subjects such as ..... 3. For our future work it is necessary to learn how to interview witnesses, to interrogate criminals, ..... 4. We have three or four lectures, .... 5. At Donetsk State University of Internal Affairs ....

### Task 4: translate the sentences into English

1. Цього року я вступив до Донецького державного університету внутрішніх справ. 2. Через 4 роки ми закінчимо цей навчальний заклад. 3. Після закінчення університету ми отримаємо вищу юридичну освіту. 4. Ми вивчаємо багато професійно спрямованих предметів. 5. Ми повинні бути фахівцями високого професійного рівня.

## SPEAKING

*Compose a monologue about your daily routine at the university. Speak about your timetable and your job-related subjects. Use the given key words in your monologue and questions to help you (cadet, curriculum, job-related subjects, future profession, police activity).*

1. Where do you study?
2. What year cadet are you?
3. How many years does the course of studies last?
4. What specialists does Donetsk State University of Internal Affairs train?

5. What skills and abilities do you need for your future work?
6. How many lectures and seminars do you have a day?
7. What is your favorite subject?

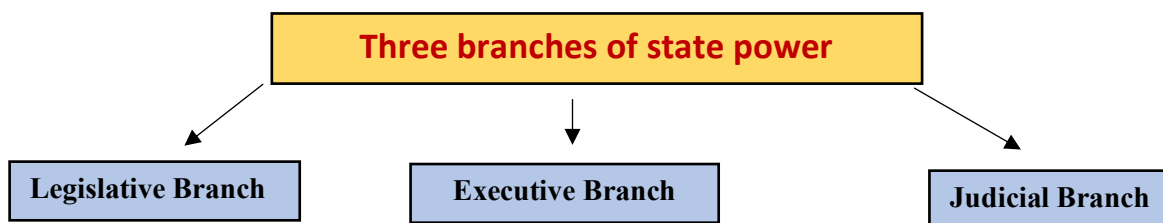
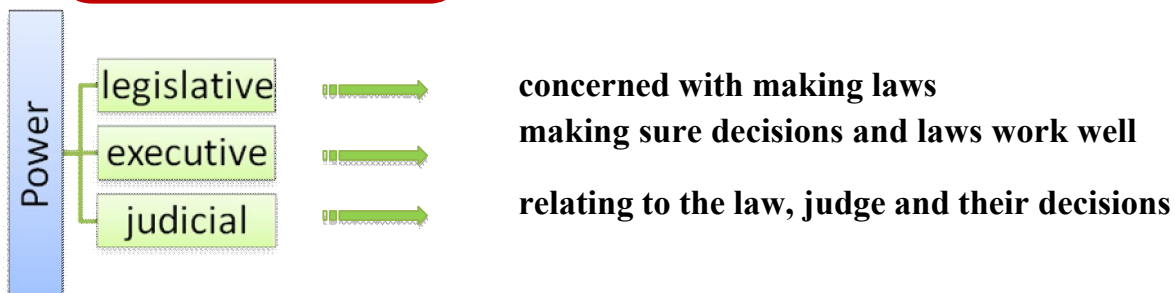
## Module 2. Topic.1

# A STATE AND ITS POLITICAL STRUCTURE

*The peace of a state is in justice*

*(ancient Egyptian aptorism)*

### FIX IN MIND



### VOCABULARY TO THE TEXT

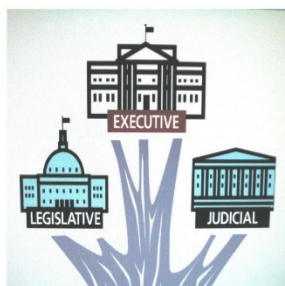
- to date back - *починатися з*
- a slave owning society - *рабовласницьке суспільство*
- to search the form - *шукати форму*
- obligatory conditions - *обов'язкові умови*
- a permanent population - *постійне населення*
- to exercise the authority - *виконувати обов'язки*
- to develop - *розвивати*
- government - *уряд*
- branches of the state power - *гілки державної влади*
- to ensure - *забезпечувати*

- the national anthem - *державний гімн*
- a definite territory - *певна територія*

## READING

### Task 1: read and translate the text

The 3 Branches of Government



Deonta Williamson

Going to be a policeman Robert Smith is very attentive at the lectures and active during the debates at the seminars on the theory of a state and a law, as he wants to understand clearly the essence of the subject he will serve to. Once he was given a task to prepare the report on the topic “A state as a subject of inner and

outer functioning”. He spent much time in the library, read many books of the scholars and articles published in special periodicals. His report was detailed and listened to by the group mates with great attention.

“A state as a certain union of people based on the definite principles of coexistence and governed by the definite norms and rules **dates back** to the **slave owning formation**. There was the **obligatory condition** caused to its forming, e.g. the class division of a society. The first states in a modern sense of this definition appeared at the epoch marked as B.C. (Before Christmas). Its evolution was characterized by **searching** the most perfect form of people’s coexistence and governing. A state has functioned in the forms of monarchy, republic, dictatorship etc.

To qualify as a state an entity must have: 1) a **permanent population**, 2) a **definite territory** over which it **exercises authority**, 3) an effective **government**. Besides, there are **obligatory** signs of state sovereignty - the state banner, **the national anthem** and the arms. There are currently over 197 states. When a new state comes into existence, it is automatically bound by the international law.

There are three **branches of the state power** - legislative (responsible for the law-making activity), executive (responsible for governing various spheres of a society's life), and judicial (responsible for ensuring the efficient delivery of justice).

## POST-READING TASKS

### Task 2: give English equivalents

Постійне населення, розвивати, уряд, гілки державної влади, забезпечувати, державний гімн, певна територія, починатися з, рабовласницьке суспільство, шукати форму правління, обов'язкові умови, виконувати обов'язки, законодавча влада, державний флаг, виконавча влада, судова влада.

### Task 3: complete the sentences

1. Robert Smith is very attentive at .... 2. He was given ..... 3. The cadet spent much time in the library, read . .... 4. A state as a certain union of people based ... 5. There was the obligatory condition ... .. 6. To qualify as a state an entity must have ..... 7. There are obligatory signs of state sovereignty ..... 8. There are three branches of the state power .....

## VOCABULARY TO THE TEXT

- to explain peculiarities - *пояснити особливості*
- electoral corps - *сукупність людей, які мають право голосувати, електорат*
- to guarantee rights and freedoms - *гарантувати права та свободи*
- legislative initiation - *законодавча ініціатива*
- to examine a case - *розглядати справу*
- fundamental and auxiliary - *основний та допоміжний*
- legislative practice – *законодавча практика*
- discussion of law – *обговорення закону*
- totality of authorities – *сукупність повноважень*
- territorial arrangement – *територіальне узгодження*

## READING

### Task 1: read and translate the text



After the report at the seminar, Robert was asked many questions, particularly about the **legislative practice** in a society. He had read much on the topic so Bob could **explain peculiarities** of this activity and the bodies responsible for it.

According to the theory of powers' division the legislative branch is one of three balanced each other in a state. The legislative power is a **totality of authorities** to make laws as well as the system of state organs exercising them. In democratic states the legislative power may be carried out not only by special law-making bodies (Parliament), but also by the **electoral corps** (politically capable citizens) through the Referendum, and in some cases by organs of the executive power.

The legislative activity is aimed to create certain rules, norms etc., that make society's life civilized. The Constitution, being the sign of State system, is a written act, or the totality of acts, which declare and **guarantee rights and freedoms** of a citizen as well as define the basis of the social structure, the form of governing and **territorial arrangement**.

There is a special procedure of making a law, which includes three stages: 1) the **legislative initiation**, 2) the discussion of a law, 3) the adoption of a law and, 4) its publication. In various countries, they are called different ways: in Great Britain - "readings", in the USA - "hearings", etc.

As for the judicial power, it is a totality of authorities to exercise justice, e.g. the authorities **to examine** and settle criminal, civil, administrative and constitutional cases (disputes) in the way defined by the procedural law. The authorities of the judicial branch are divided into **fundamental and auxiliary**. In modern democratic states the courts of various categories are responsible for exercising judicial authorities".

## POST-READING TASKS

### Task 2: give English equivalents

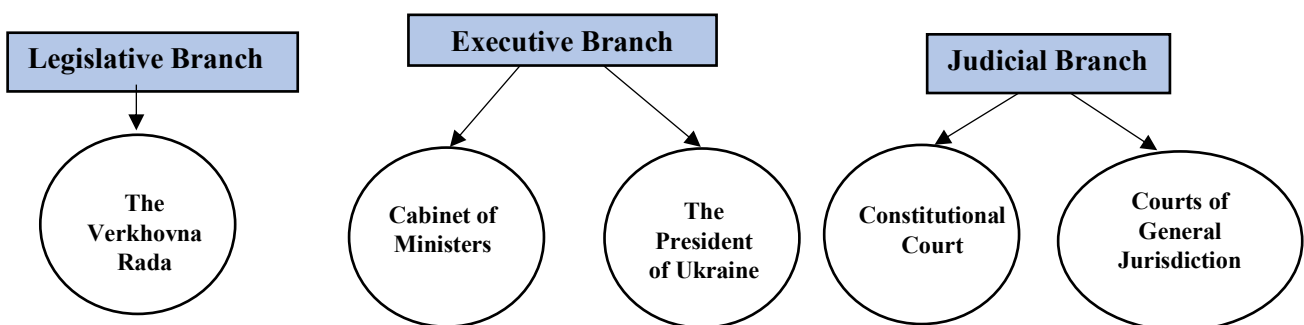
Суспільство, законотворча діяльність, розглянути адміністративну справу, форма правління, сукупність, повноваження, законотворча ініціатива, гарантувати, прийняти закон, суди різних категорій, спеціальна процедура, знак державності, оголосити, основний та допоміжний, пояснити особливості, виборчий корпус, обговорення закону, мати мету, згідно з теорією, закон, судова влада, здійснювати правосуддя.

### Task 3: complete the sentences

1. Robert Smith has prepared ..... 2. The cadets asked him many questions ....  
3. There are three branches of state power - .... 4. Legislative power is a totality of authorities .... 5. The legislative activity is aimed ... . 6. Constitution declares and guarantees .... 6. It also defines the basis of .... 7. There is a special procedure of making ... 8. In various countries, the stages of the law-making process are called ... 9. The judicial power is represented by .... 10. The courts of various categories are responsible for ...

## FIX IN MIND

### Governmental Structure in Ukraine





state anthem

*державний гімн*



state banner  
(flag)

*державний прапор*



state emblem  
(coat of arms)

*державний герб*

## *POLITICAL STRUCTURE OF UKRAINE*

### PRE-READING

1. Where is Ukraine situated?
2. What is the territory of Ukraine?
3. When did Ukraine become an independent state?
4. Are you a citizen of Ukraine?
5. What does it mean for you?
6. Who was the 1<sup>st</sup> President of Ukraine?
7. Who is the President of Ukraine nowadays?



### VOCABULARY TO THE TEXT

- legislative branch - *законодавча гілка (влади)*
- executive branch - *виконавча гілка (влади)*
- judicial branch - *судова гілка (влади)*
- the Supreme Court - *Верховний Суд*
- the Verkhovna Rada (the Supreme Council) - *Верховна Рада*
- compulsory - *примусовий, обов'язковий*
- by secret ballot - *таємним голосуванням*
- constituency - *виборчій округ, виборці*
- appointment - *призначення (на посаду)*
- judicial body - *судовий орган*
- the Commander-in-chief - *Головнокомандувач*
- determined by law - *визначений законом*
- national emblem - *герб*
- state flag - *державний прапор*
- to sign agreements and treaties - *підписувати угоди й договори*

## READING

### Task 1: read and translate the text



On the 24<sup>th</sup> of August 1991 Ukraine declared its independence. Nowadays Ukraine is a sovereign, democratic, unitary state with parliamentary and presidential form of government. It has its own national emblem, state flag and anthem. The political system of Ukraine, its domestic and foreign policy, rights and duties

of its citizens are established and guaranteed by the Constitution adopted on June 28, 1996. The state powers are divided into three branches — the **legislative**, the **executive**, and the **judicial** ones.

The **President** is the head of the state and is elected by majority vote for a five year term. He is the guarantor of state sovereignty, the territorial integrity of Ukraine, human rights and freedoms. He is also **the Commander-in-chief** of Armed Forces of Ukraine.

**The Verkhovna Rada** (the Supreme Council or Parliament) of Ukraine is the sole legislative body. The main function of the Verkhovna Rada is making laws. It has one **chamber** and consists of 450 people's deputies. They are elected at general and direct elections every four years **by secret ballot**. The voting age of a person is over 18. The candidate with the largest number of votes in a **constituency** is elected.

The highest body of the executive power is **the Cabinet of Ministers**. It is responsible to the President and accountable to the Verkhovna Rada. The Cabinet carries out domestic and foreign policy of the state. **The Prime Minister** heads the Cabinet. He is nominated by the President and is to be approved by the Verkhovna Rada. There are also local bodies of executive power.

Judicial power in Ukraine belongs to **the Constitutional Court** and courts of general jurisdiction. **The Supreme Court** of Ukraine is the highest **judicial body** of

general jurisdiction. The Constitutional Court has exclusive constitutional jurisdiction in Ukraine.

Being a sovereign state, Ukraine establishes new relations with the countries throughout the world. It sets direct contacts with many foreign countries **signing agreements and treaties**, participates in the work of many international organizations (UN and OSCE). As a result, there are a lot of foreign **embassies** in its capital.

## POST-READING TASKS

**Task 2:** *find words or phrases with a similar meaning*

1. coat of arms	a) the Verkhovna Rada
2. the Supreme Council	b) national emblem
3. Speaker of the Parliament	c) national flag
4. national banner	d) national emblem of Ukraine
5. Trident or Tryzub	e) Chairman of the Verkhovna Rada

**Task 3:** *fill in the gaps with prepositions*

1. In the North Ukraine borders \_\_\_ Belarus.
2. Ukraine is washed \_\_\_ the Sea of Azov.
3. Ukraine is divided \_\_\_ 24 regions and the Autonomous Republic of Crimea.
4. Nowadays Ukraine is a democratic state ruled \_\_\_ the law.
5. The state power of Ukraine is based \_\_\_ the division of powers and consists \_\_\_ three branches: legislative, executive and judicial.
6. According \_\_\_ their ever lasting dream the Ukrainian people voted \_\_\_ the independence of the country; and \_\_\_ the 24<sup>th</sup> \_\_\_ August, 1991 Ukraine became an independent state.
7. The Prime Minister is nominated \_\_\_ the President.

**Task 4:** *translate the sentences into English*

1. Україна має свою територію, уряд, національний герб, державний прапор та гімн.
2. Законодавча влада належить парламенту.
3. Державний устрій — парламентсько - президентська республіка.
4. Виконавча влада належить Урядові або Кабінету Міністрів, яким керує Прем'єр
5. Голова держави обирається загальним таємним голосуванням строком на 5 років.
6. Президент України є Головнокомандувачем Збройних Сил України.



## *POLITICAL STRUCTURE OF GREAT BRITAIN*

### **PRE-READING**

1. Where is the UK situated?
2. What is the capital of the UK?
3. What does the UK consist of?
4. What are the largest cities in the country?
5. What is the state language?
6. What kind of state is it?
7. Who is the head of the UK?



### **VOCABULARY TO THE TEXT**

- unitary - *унітарний*
- assent - *згода, дозвіл*
- chamber - *палата*
- constituency - *виборчий округ*
- final court - *суд останньої інстанції*
- seat - *місце*
- to head - *очолювати*
- Home Secretary - *міністр внутрішніх справ*
- Lords Spiritual – *Лорди духовні, члени Палати лордів*
- international agreements – *міжнародні угоди*
- hereditary - *спадковий*
- Lords Temporal – *Лорди світські, члени Палати лордів*
- Law Lords – *Лорди судді*

## READING

### Task 1: *read and translate the text*



The official name of Great Britain is the United Kingdom of Great Britain and Northern Ireland. It is situated on the British Isles. Great Britain is the name of the major island which includes England, Scotland and Wales. The UK is often referred to as Great Britain. The capital of the UK is London, in England.

Great Britain is a unitary state and a constitutional monarchy. In law, the head of the state is the Queen but, in practice, she has little direct power. The monarch signs international agreements, gives the royal assent to a bill, appoints all the ministers including the Prime Minister. The Queen is the head of the state, the head of the Anglican Church, the Commander-in-chief of the Armed forces.

There are three branches of power: legislative, executive and judicial. Parliament is the legislative body of the UK, which makes laws. It consists of two chambers: the House of Commons and the House of Lords. The House of Commons consists of about 650 elected members known as MPs or Members of Parliament. Members of the Parliament are elected at general election that must be held every five years. The British parliamentary system depends on political parties. The two leading parties are the Labour Party and the Conservative Party. The party, which obtains the majority of seats in the House of Commons, is called the Government and the other — the Opposition. The House of Lords consists of 92 hereditary peers, 26 Lords Spiritual and all life peers. There are also 12 Law Lords as the House of Lords is also the final court of appeals.

The executive power belongs to the government. It consists of the ministers appointed by the Queen on the recommendation of the Prime Minister. The Prime Minister, or the head of the Government, is usually the leader of the political party with

the majority of seats in the House of Commons. The Prime Minister forms the Cabinet of Ministers.

The United Kingdom has no Ministry of Justice. The courts themselves, the Lord Chancellor and the Home Secretary are responsible for the administration of the judicial system.

## POST-READING TASKS

### Task 2: *translate into English*

Монархія, законопроект, королівська санкція (згода), обрані члени парламенту, судова система, загальні вибори, міністр внутрішніх справ, формувати уряд, очолювати кабінет міністрів, створювати закони, представляти виборчий округ, виконавча влада, член парламенту, більшість, суд, мати безпосередню владу, палата, законопроект, управління судовою системою.

### Task 3: *complete the sentences*

1. The official name of Great Britain is ...
2. Great Britain is ...
3. The British Parliament consists of ...
4. The Prime Minister is .....
5. The Queen is the head of ...
6. The powers of the Queen are ...
7. Parliament makes ...

### Task 4: *fill in the blanks*

1. Although the Queen is the ... of all branches of power, she has little ... power.
- 2.... has two chambers: the House of Lords and the House of Commons.
3. Members of the House of Commons are ... by the voters
4. They are known as ... of Parliament.
5. The Prime Minister is also a member of the ... .

6. The party with the ... of seats in the House of ... is called the ... .
7. The two leading parties in Great Britain are the ... Party and the ... Party.

## SPEAKING

**Task 5:** *compare the systems of government in Great Britain and in Ukraine. Include the following points:*



**The Head of State:** appointment, functions and powers.

**The Legislature:** composition, functions and powers.

**The Executive:** composition, functions and powers.

## PAY ATTENTION TO THE PICTURES



**The Verkhovna Rada of  
Ukraine**



**The House  
of Commons**



**The House  
of Lords**



## POLITICAL STRUCTURE OF THE USA

### PRE-READING

1. Where is the USA situated?
2. What is the capital of the USA?
3. How many states are there in the country?
4. What countries does it border on?
5. What is the largest city in the country?
6. What is the state language?
7. What kind of state is it?
8. Who is the head of the USA?



### VOCABULARY TO THE TEXT

- presiding officer - *голова*
- standing committee - *постійний комітет*
- to repeal - *скасовувати, анулювати*
- to amend - *виправляти, вносити поправки*
- matter - *питання, справа*
- executive department - *міністерство*
- Secretary of State - *державний секретар*
- Secretary of the Treasury - *міністр фінансів*
- Secretary of Defense - *міністр оборони*
- Chief Justice - *голова Верховного суду*
- Associate Justice - *член Верховного суду*
- district court - *районний суд*
- to interpret laws - *тлумачити закони*
- to apply laws - *застосовувати закони*

## READING

### Task 1: read and translate the text



The United States of America is one of the largest countries in the world. It is often called the USA. There are fifty states and the independent district of Columbia. The District of Columbia is the territory of the city of Washington, the capital of the USA. The USA is a presidential republic.

The legislative power belongs to the Congress, which consists of two chambers: the Senate and the House of Representatives. The Senate is composed of 100 senators (two from each state) elected for a term of 6 years, one third is elected every two years. The number of representatives from each state to the House of Representatives depends on the number of its population. They are elected for a two year term. There are standing committees in the Congress that prepare and consider laws. The Congress makes, repeals and amends federal laws. It assembles at least once a year.

The executive branch of power consists of the President, the Vice President and the Cabinet. The President is the head of the state and of the executive branch. He is elected for a four year term. The President appoints the members of the Cabinet. It advises the President on many matters and consists of the heads of ten executive departments: Secretary of State, Secretary of the Treasury, Secretary of Defense and others. The executive branch puts the country's laws into effect.

The judicial branch of power is the system of courts in the USA. Its job is to enforce laws. The US Supreme Court is the highest court in the country. It has the right to declare laws and actions unconstitutional. The Chief Justice and eight Associate Justices are appointed by the President for life. There are also federal district courts and courts of appeal. Each state has its own court system. Courts interpret and apply laws. The Democratic Party and the Republican Party are two major political parties in the country.

## POST-READING

### Task 2: translate into English

Голова держави, уряд штату, федерація, національний прапор, постійний комітет, виконавча влада, термін повноважень, президентська республіка, призначати членом кабінету, міністр оборони, державний секретар, міністр фінансів, представник, міністерство, державний секретар, палата представників.

### Task 3: fill in the blanks

1. The USA is ... .
2. The legislative power is vested in ... .
3. The executive branch consists of ... .
4. The judicial branch includes ... .
5. The Senate is made up of ... .
6. There are two major ... .
7. Washington is ... .
8. The US Supreme Court is ... .

## SPEAKING

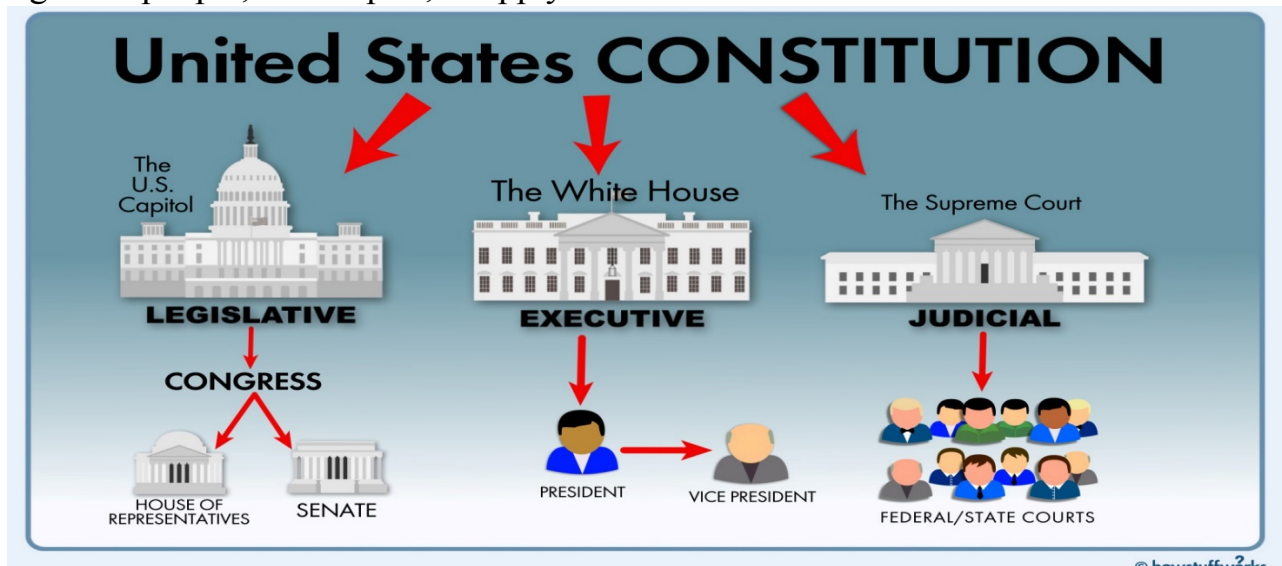
🗣️ **Speak about the US political system using the following key words**

**The Congress:** the legislative power, two chambers, a Senator, a representative, to make laws.

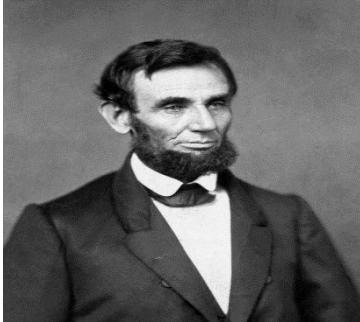
**The Government:** the executive branch, the Cabinet, the heads of the executive departments, to put laws into effect, the President, the Vice-President.

**The President:** to be elected, the head, to appoint judges, to be responsible for, to veto a law, the Commander-in-chief.

**The Judiciary:** the Supreme Court, district courts, courts of appeal, to protect the rights of people, to interpret, to apply.



*Quotations of famous people about  
the United States of America*



***“The people will save the government, if the government  
itself will allow them”***

*Abraham Lincoln (the 16<sup>th</sup> president of the USA)*



***“This country will not be a good place for any of us to live in  
unless we make it a good place for all of us to live in”***

*Theodore Roosevelt (the 26<sup>th</sup> president of the USA)*



***“Mankind must put an end to war before  
war puts an end to mankind”***

*John F. Kennedy (35<sup>th</sup> president of the USA)*



***“The most terrifying word in the English language are:  
I’m from the government and I’m here to help”***

*Ronald Reagan (the 40<sup>th</sup> president of the USA)*

## Module 3. Topic.1

# *National Law* *Enforcement Agencies*

## PART 1. POLICE OF GREAT BRITAIN



*“It is easier to prevent a crime  
than to catch criminals”  
(Sir Robert Peel)*

### SPEAKING

Look at the pictures and answer the following questions, use pictured key words below



1. What body maintains public order in towns and cities?
2. What is the main purpose of policing?
3. What do police officers do?
4. Are you ready to take responsibility for keeping peace in a society?



# KEY WORDS



a cadet  
*курсант*



divisions  
*підрозділи*



Field Operations  
*робота за межами  
поліцейського відділу*



traffic laws  
*правила  
дорожнього руху*



Traffic Section  
*відділ дорожньої  
поліції*



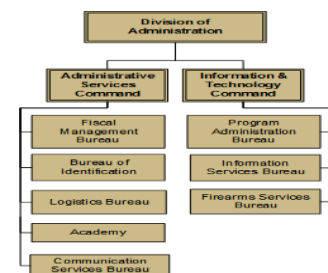
Special Operations Division  
*відділ спеціальних  
операцій*



Investigation department  
*слідчий відділ*



Finger prints  
*відбитки пальців*



General Administration  
*Головне управління*

## KEY WORDS



an IT department  
*комп'ютерний  
відділ*



a constable  
*констебль*



to get promotion  
*отримати підвищення  
по службі*



a crowd  
*натовп*



a riot  
*бунт, заворушення*



mounted police  
*кінна поліція*



a barrier  
*загорода*



a riot gear  
*екіпіровка під час  
використання  
заворушень*



a helmet  
*шолом*

## PRE-READING TASKS

**Task 1:** read the international words, define their meaning

<i>protect</i>	<i>officer</i>	<i>police</i>	<i>service</i>	<i>guarantee</i>
<i>moral</i>	<i>training</i>	<i>agency</i>	<i>preserve</i>	<i>initial</i>
<i>military</i>	<i>prevent</i>	<i>testing</i>	<i>patrol</i>	<i>intensive</i>
<i>assist</i>	<i>nation</i>	<i>recruit</i>	<i>intervention</i>	<i>coordinate</i>

**Task 2:** memorize the meaning of the following words

<b>Police</b>	(from Greek “politeia” meaning керування державою)- that part of executive (administrative) branch of government charged with the preservation of public health, safety, and morals.
<b>Officer</b>	A person who holds a position of rank or authority in an organization, a member of police force

## DISCUSSION

1. Which term suits the essence of UA internal affairs agencies’ work more strictly?
2. Is it necessary to have the special training - physical and educational - for fulfilling the tasks linked with keeping the peace in a society?
3. Have you ever met the representatives of foreign law enforcement agencies?
4. Are you ready to take responsibility for keeping peace in a society?

**Task 3:** what are the missing words?

to join	?	to work
to cooperate		to respect

environmental	?	criminal
tax		public security

experienced	?	retired
tolerant		rewarded

to catch	?	to trace
to identify		to suspect

**Task 4:** match the expressions in English and Ukrainian

to prevent a crime to catch criminals sworn & civilian personnel a missing person juvenile delinquency to safeguard public order to protect a person & property to fulfill duties	захищати людину та майно пропала людина підтримувати громадський порядок злочинність неповнолітніх попередити злочин виконувати обов'язки спіймати злочинців персонал атестований та вільний
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## VOCABULARY TO THE TEXT

- to prevent a crime - попередити злочин
- to catch criminals – ловити злочинців
- agency – агенція, організація, структура
- repository – сховище, база
- a missing person – пропала особа
- to protect - захищати
- duty – обов'язок
- Metropolitan police - поліція «Великого Лондону», поліцейські підрозділи, які обслуговують територію столиці та деяких прилеглих територій
- criminal activity - злочинна діяльність
- delinquent juvenile - неповнолітній злочинець
- within the jurisprudence - у межах правових повноважень
- to protect constitutional guarantees - захищати конституційні гарантії
- to maintain public order = to keep peace - підтримувати порядок у суспільстві
- to assist the victim of the crime - допомагати жертві злочину
- to facilitate the movement - допомагати (сприяти) руху
- to carry firearms - носити зброю
- to uphold the law - підтримувати закон
- to interview people – опитувати (допитувати) людей

## READING

**Task 6:** *read and translate the text*



The rise of the police as an organized force in the Western world coincided with the evolution of strong centralized governments. In 1829 Sir Robert Peel reformed the police forces on modern principles due to his philosophy — “It’s easier to prevent a crime than to catch criminals”.

Britain has no national police force, although police policy is governed by the central Government’s Home Office (Міністерство внутрішніх справ). Instead there is a separate police force for each of 52 areas into which the country is divided. The Metropolitan Police District, one of the nation’s 43 police agencies falls under the exclusive control of Home Secretary (Міністр внутрішніх справ). The Metropolitan Police District, numbering over 26.000 sworn and civilian personnel, is headquartered at New Scotland Yard that serves as a national repository for information on crime statistics, criminal activity, fingerprints, missing persons, and wayward and delinquent juveniles.

Nowadays the police forces are formed and administrated financially by the local authorities. According to the area within their jurisprudence they form county forces, city and borough forces, combined forces, Metropolitan police forces and the City of London police force. The duties of police are to protect constitutional guarantees, to maintain public order, to protect a person and property, to assist victims of crime, especially those in danger of physical harm, to facilitate the movement of people and vehicles, to identify problems before they become more serious for individuals, police or the government, etc.

British policemen are not allowed to carry firearms in their day-to-day work, though certain special units are trained to use firearms under the circumstances of

terrorist incidents, armed robberies etc.

All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training. One may join the police force between the ages of 18 and a half and 30. At first, the recruit is to enter cadet corps where the initial course lasts 15 weeks.

Home Secretary has statutory authority to intervene in police administration, police discipline, and suspected cases of corruption and mismanagement. Home Secretary is also responsible for coordinating police services throughout Britain, for running the Police College and local police centres, for maintaining forensic laboratories, for informational management, including data bases and telecommunications.

The Association of Chief Police Officers set up the purposes of the police service: “to uphold the law; to prevent crimes; to keep the Queen’s peace; to bring to justice those who break the law. We need to be professional, calm and restrained in the face of violence”.

## POST-READING TASKS

### Task 6: give English equivalents

Постійний склад, служити, національна поліція, контролювати, захищати майно, виконувати обов’язки, забороняти, рух людей та транспорту, дактилоскопія, сховище інформації, постійний склад, спіймати злочинця, служити, пропала людина, порушувати закон, бути стриманим, втручатися, міністр внутрішніх справ, рівень підготовки, вогнепальна зброя, громадський порядок, кримінальна статистика, фізична шкода, злочинність неповнолітніх, дозволяти, визначати проблему, перед загрозою насильства.

### Task 7: fill in the missing words and prepositions

1. Sir Robert Peel, a well-known reformer of British Police, became Home Secretary .... 1829. 2. The Metropolitan Police falls ... the control of the Home Secretary. 3. New Scotland Yard serves ... a national repository ... operative

information. 4. The British police forces are formed and administrated financially ... local authorities. 5. The duties of the police force are ..... public order, ...crimes, ... offenders, .... victims of crimes. 6. British policemen are not ..... to carry firearms in their day-to-day work. 7. One may join police force ... the ages of 18 and a half and 30. 8. Home Secretary is responsible ..... coordinating police service .... Britain. 9. British policemen need to be professional, calm and retrained .... the face of violence. 10. The Association of Chief Police officers set... the purposes.... the police service.

**Task 8:** *continue the word line*

**MODEL:** to reduce - to reduce the crime number – to reduce felonies

to prevent...

to protect.....

to carry .....

to form.....

to interview....

to allow .....

to join .....

to assist.....

to identify .....

**Task 9:** *find the synonyms in both groups of words*

A) To help, an offender, to form, a duty, to interview, to defend, to administrate

B) To create, to ask, to assist, a criminal, to govern, a task, to protect.

**Task 10:** *translate the questions and answer them*

1. З чим пов'язано становлення поліції як організованої сили? 2. Яким був головний принцип Роберта Піла? 3. Хто став реформатором поліції Великобританії? 4. Чим було обґрунтоване реформування поліції Великобританії? 5. Як формується і керується британська поліція? 6. Хто має право використовувати зброю та за якими обставинами? 7. Коли можна вступати до поліції? 8. Як працюють британські офіцери поліції? 9. Як рекрут починає свою кар'єру у поліції? 10. Які функціональні обов'язки Міністра внутрішніх справ? 11. За яким принципом формується поліція Великої Британії? 12. Якими є обов'язки поліції?

**Task 11:** *study Police Ranks in Britain*

<b>POLICE RANKS</b>			
<b>Metropolitan Police</b> Commissioner	<b>City Of London</b> Commissioner	<b>Royal Ulster Constabulary</b> Chief Constable	<b>Other Forces</b> Chief Constable
Deputy Commissioner			
Assistant Commissioner	Assistant Commissioner	Deputy Chief Constable	
Deputy Assistant Commissioner			
Commanders	Commanders	Assistant Chief Constable	Assistant Chief Constable
Superintendent			
Chief Inspector			
Inspector			
Sergeant			
Constable			

**Task 12:** *compare UK & UA law enforcement bodies.*

<i>Aspects</i>	<b>Great Britain</b>	<b>Ukraine</b>
History of foundation		
Number of regional departments		
The Head of policing within the country		
The obligatory departments in each local authority		
The main duties		

**Task 13:** *translate into English*

- День добрий, Юрко. Довго тебе не бачив. Як ти? Де ти?
- День добрий. Я навчаюся в університеті внутрішніх справ вже другий рік.
- Добре. Ким плануєш бути у майбутньому?
- Побачимо. Але мені подобається більш всього оперативно-розшукова діяльність.

- Однак, це дуже складна робота. Ти повинен бути спеціалістом у декілька сферах - юрист, адміністратор, психолог, тощо.
- Це так. Крім того, необхідно бути толерантним кмітливим, тому що майбутня професія пов'язана з людиною.
- Як ти починав?
- Поперше, я закінчив академію поліції, потім вже був університет.
- Я бажаю тобі успіхів. До побачення.

**Task 14:** *choose the words related to each nomination*

Duties of the British police	prevention of crimes, running police training centers, assisting victims of crimes, county forces, catching criminal, the City of London police, safeguarding public order, interviewing people, identifying the situations.
The responsibilities of Home Secretary	
Types of police districts	
Forms of police services	

**Task 15:** *speak about the Constabulary departments; define their functions*

<b>CHIEF CONSTABLE</b>			
<b><u>I. Crime</u></b>	<b><u>II. Operations</u></b>	<b><u>III. Traffic</u></b>	<b><u>IV. Management &amp; training</u></b>
Special Branch	Task Force	Road Safety	Recruitment &
Fingerprints & Photography	Horses, dogs	Motorway Patrol	Posting
Fraud Squad	Police boats	Vehicle Testing	Training
	Communications		Building



## *Build up your terminological vocabulary*

### *Task 16: guess the difference in meaning*

<b>duty</b>	- обов'язок, службові обов'язки to assume (to take on) a duty - <i>брати на себе обов'язок</i> to carry out (to do, to execute, to perform) a duty - <i>виконувати свої обов'язки</i> to enter upon one's duty - <i>розпочинати виконання своїх обов'язків</i>
<b>responsibility</b>	- відповідальність, обов'язки, зобов'язання to accept responsibility - <i>брати на себе відповідальність</i> to bear (shoulder) responsibility for - <i>нести відповідальність за</i> to evade responsibility - <i>уникати відповідальності</i>
<b>authority</b>	- влада, повноваження, підстава, авторитет to vest with authority - <i>надати повноваження</i> to have the authority - <i>мати повноваження</i> to act within one's authority - <i>діяти в межах повноважень</i> to exceed one's authority - <i>перевищувати повноваження</i>

### *Task 15: translate into English*

1. Місцева влада підтримує британську поліцію адміністративно та фінансово.
2. Якісне виконання службових обов'язків - запорука професійного зростання співробітника органів внутрішніх справ.
3. Офіцери будь-якої національної поліції повинні діяти у межах своїх юридичних повноважень.
4. Перевищення службових повноважень карається в адміністративному порядку.
5. Вже під час першої практики курсанти починають виконувати посадові обов'язки.
6. Обов'язок кожного громадянина - дотримуватися закону держави.
7. Президент України має повноваження гарантувати дотримання законності, а також збереження прав і свобод членів суспільства.
8. Члени уряду відповідають за економічний, суспільний та культурний розвиток держави.
9. Під час проведення слідства він зміг уникнути відповідальності.
10. Як курсант університету внутрішніх справ ви починаєте виконувати свої професійні обов'язки щодо захисту законності та правопорядку.
11. Парламенту як органу, який обирається

населенням, надані повноваження ініціювати та утворювати закони.

**Task 16:** *use correct Tense Form of the verb in brackets*

The development of law enforcement in English cities (to grow) out on an early reliance on bailiffs. They (to be) to serve night watch, primarily to detect fires and thieves. Bailiffs were small in number, but (to serve) simply to rouse the sleeping population, which could then (to deal); with whatever crisis was at hand. Larger cities (to expand) the idea of bailiffs by creating both a day and night watch.

**Bailiff** – судовий пристав, посадова особа суду (як правило, окружного суду), яка займається обслуговуванням судових процесів та виконанням його наказів, зокрема ордерів на виконання, що дозволяють арешт товарів боржника.

**Answer the questions.**

1. What period of British police history does the text refer to? 2. What was the primary responsibility of bailiffs? 3. Why did they expand their activity? 4. What was bailiffs' activity - coercive or protective one? 5. What categories of crimes did they deal with?

**Task 17:** *read the text, fill in the gaps with the words from the box below*

to patrol	guns	to guard	law
police force	criminal	order	uniform
beat	Firearms	officers	founder

The British police officer called Bobby after Sir Robert Peel, the .... of the .... is a well-know figure to everybody who has visited Britain or who has seen British films. Policemen are to be seen in towns or cities keeping ... and ..., either walking in the streets (“pounding the beat”) or driving in cars (known as “panda cars” because of their distinctive markings).

To be a policeman means doing .... work, wearing a ... and working in a small area of London, preventing .... and arresting ....

In most countries the police carry.... The British police generally do not keep

..., except in Northern Ireland. Only a few police .... are regularly armed - for example, those who ... politicians and diplomats or who .... airports.

**Task 18:** *read the text and prepare summary about British Police*

### United Kingdom police



Today on the city streets of Great Britain you are more likely to see a patrol car than police on foot. But the post of constable still exists. This is especially true for rural areas and for the city center. If you get lost, contact the police - they are always courteous, polite and ready to help. Traffic inspectors will also be able to give you directions.

Unlike other countries, police in Britain do not carry pistols. However, firearms are held by specially trained police officers (Firearms Officers).

If you are the victim of a burglar or attacked, immediately call the police on 999 or 101 (the last number is for non-emergency cases).

All major cities in the UK have Community Support Police officers who patrol the streets along with other police officers. They tackle antisocial behavior, can provide advice on preventing crime, or help you find the right path.

Law enforcement agencies in Great Britain are organized separately in each separate legal system of the United Kingdom: England and Wales, Northern Ireland (Police of Northern Ireland) and Scotland (Police of Scotland). Most of the responsibility for maintaining law and order lies with the police officers of the Territorial Police Services (also called the “Territorial Police Force”) in one of the jurisdictions mentioned. In addition to these territorial services, there are also UK-wide agencies such as the National Crime



Agency, as well as specialized units that are part of some territorial police forces, such as the Special Operations Directorate of the Metropolitan Police Service.

Police officers have a number of powers to carry out their duties. Their main responsibilities are to protect life and property, maintain order, as well as crime prevention and detection of criminal activity.

### **Jurisdictions and territories**



In Britain, everyone has a limited right of arrest when they discover a crime they are committing: in the common law of Scotland, as well as England and Wales, they are called “civil arrests”. In England and Wales, most sworn constables have full powers of arrest and inquiry under the Police and Criminal Testimony Act

1984. All police officers, regardless of rank, are called constables in this law. Although police officers have a wide range of powers, as members of society they, like others, are obliged to abide by the law.

### **Types of law enforcement agencies**

– Territorial police services. This includes the main police force.

– National law enforcement agencies, including the National Crime Agency and the British Transport Police. (the latter - only in England, Scotland and Wales).

– Other police services, often rooted in older statutes or common law.



### **Territorial Police Constables.**

Most constables belong to the territorial police departments. Before serving as a constable and receiving any authority, a citizen must make a declaration; although it is now sometimes referred to as the "police oath", this procedure is now carried out as an attestation (in England and Wales, as well as Northern Ireland) or a declaration (in Scotland).

It takes place in the presence of city officials and is usually accompanied by the issuance of a name token. Thereafter, constables receive full powers and privileges, duties and responsibilities in one of three legal systems - England and Wales, Scotland or Northern Ireland, as well as in their respective territorial waters.



### **Other constables**



The position of constable does not exist only in the territorial police forces. The most notable examples are members of the special police forces: the transport police, the police of the Ministry of Defense, and the civil nuclear police.

Employees of such structures are empowered according to the work they perform.

### **Members of the armed forces.**

Applicable only to Northern Ireland: Members of Her Majesty's Armed Forces have the authority to stop people or vehicles, arrest and detain people for up to three hours, and enter buildings to maintain peace or to search for kidnapped people. In addition, officers can block roads. They are allowed to use force to exercise their powers.



## Part 2. Police of the United States of America

### SPEAKING

Look at the picture and answer the following questions below



1. What kind of state is the USA?
2. How many levels of power are there in the USA?
3. Does each state have its own police force?



### KEY WORDS



to fulfill duties  
*виконувати обов'язки*



to patrol state highways  
*патрулювати шосе*



to assist people  
*надавати допомогу  
людям*



Dispersal  
*група саперів*



SWAT  
*загін спецпризначення*



K-9 Team  
*команда кінологів*



dangerous profession  
*небезпечна професія*



securely equipped  
*безпечно екіпований*



a bullet proof vest  
*куленепробивний жилет*



a chief inspector  
*головний інспектор*



a uniform  
*форма*



leather boots  
*шкіряні чоботи*

## PRE-READING TASKS

**Task 1:** *read the international words, define their meaning.*

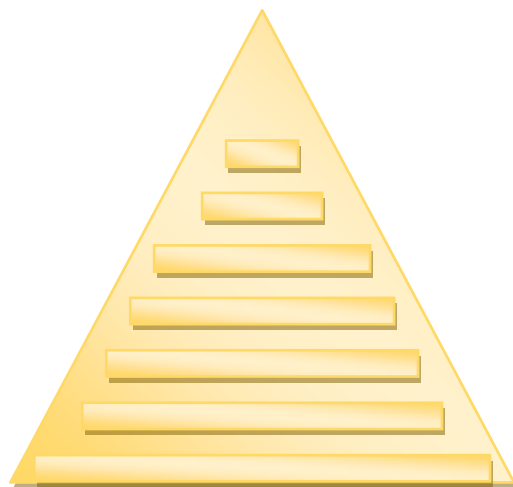
jurisdiction	federal	national	identity
integrity	director	bureau	transportation
budget	specific	agent	analyses

**Task 2:** *match English and Ukrainian expressions in both groups*

to affect the integrity	забезпечити підготовку
to conduct the analysis	об'єднати завдання
to endanger national security	торгівля наркотиками
civil rights violations	злочинна діяльність
drug trafficking	проводити аналіз
to provide training	патрулювати шосе штату
criminal activity	впливати на цільність
to combine the tasks	порушення цивільних прав
to patrol the state highways	загрожувати національній безпеці

## FIX IN MIND

- MAJOR
- CHIEF
- CAPTAIN
- LIEUTENANT
- SERGEANT
- ASSISTANT CHIEF
- OFFICER



## VOCABULARY TO THE TEXT

- to enforce – *підтримувати, захищати*
- to encompass - *охоплювати*
- to endanger - *загрожувати*
- to involve – *включати, залучати*
- drug - *наркотик*
- to patrol - *патрулювати*
- Crime Investigation Department - *відділ карного розшуку*
- Special Operation Department - *відділ спеціальних операцій*
- Department of Detention - *відділ попереднього затримання*
- Organized Crime Department - *відділ з боротьби з організованою злочинністю*
- Department of Professional Standards — *відділ підвищення професійної кваліфікації*
- Department of Finance and Budget - *фінансовий відділ*
- Department of Community Involvement - *відділ зв'язків з громадськістю*

## READING

### Task 3: read and translate the text



The organization of the US police forces or law enforcement has been called to be the most complex in the world. Three major legislative and judicial jurisdictions exist in the United States - federal, state and local - and each has created a variety of police agencies to enforce its laws.

**Federal Police** are the top ones. They enforce laws based on the US Constitution, protecting national interests. Federal jurisdiction encompasses crimes of interstate and international proportion such as the illegal transporting of persons and property across

state borders and crimes that endanger national security or affect the integrity of the US monetary system or national borders. There are 52 departments of federal jurisdiction headed by the Director each. The most visible and important ones are the FBI (Federal Bureau of Investigation), DEA (Drug Enforcement Administration), National Border Police, Traffic Police etc.

Today **the FBI** which forming dates back to 1908 operates 59 field offices and employs more than 21.000 people, including 9.000 special agents. With a budget over \$1 billion per year, FBI jurisdiction extends to more than 200 specific crimes and certain broad areas of criminal activity. The Identification Division maintains fingerprints numbering nearly 200 million. A modern FBI laboratory conducts nearly 1 million scientific analyses each year. The FBI National Academy trains over 1.000 local and state law enforcement officers every 12 months. FBI activities are concentrated on white-collar crimes, gambling, civil rights violations, racketeering, foreign espionage, violent serial offenders, and offences involving high technology.

Today **the DEA** formed in 1914 is rapidly becoming the largest federal law enforcement agency. The widespread sale, transportation, and use of illicit drugs has made enforcement of drug laws a top government priority. Official DEA policy concentrates its investigative resources on the most significant individuals and organizations involved in drug trafficking both domestically and internationally.

***State-level agencies.*** A variety of policing agencies exist at state level. There are two models of the state police - centralized one, which combines the tasks of major criminal investigations with the patrol of state highways, and decentralized one, which draws a clear distinction between traffic enforcement on state highways and state level law enforcement functions. The centralized agencies of state police are responsible for

- assisting local law enforcement departments in criminal investigations when requested to do so;
- operating identification bureaus;
- maintaining the centralized records repository;
- patrolling the state highways;

- providing select training for municipal and county officers.

The term “**Local Police**” encompasses agencies of wide varieties: municipal departments, rural sheriff’s departments, campus police, transit police etc. City police chiefs are appointed by the mayor or selected by the city council. Sheriffs, on the other hand, are elected as public officials responsible for serving court papers, maintaining security within state court-rooms, running county jail etc. The following departments are united under the sheriff’s office: Crime Investigation Department, Special Operation Department, Department of Community Involvement, Department of Detention, Organized Crime Department, Department of Professional Standards, Department of Finance and Budget.

## POST-READING TASKS

### Task 4: give English equivalents

Місцева поліція, охоплювати, транспортний відділ поліції, безпека грошової системи, управління підвищення кваліфікації, організована злочинність, патрулювати шосе, проводити аналіз, захищати закон, у межах юридичних повноважень, незаконний обіг наркотиків, серійний злочинець, загроза національній безпеці, залучати до кримінальної діяльності, розшукувати, підтримувати порядок у суспільстві, співпрацювати з громадськістю.

### Task 5: fill in the missing prepositions

1. There are three main jurisdictions ... the USA - federal, state and local. 2. There are 52 departments of federal jurisdiction headed ... the Director each. 3. With a budget .... \$1 billion ..... year, FBI jurisdiction extends to more than 200 specific crimes and certain broad areas ... criminal activity. 4. FBI activities are concentrated ... white-collar crimes, gambling, civil rights violations, racketeering, foreign espionage, violent serial offenders, and offences involving high technology. 5. A variety of police agencies exist .... state level. 6. The centralized agencies of state police are responsible ... maintaining the centralized records repository. 7. Official DEA policy concentrates

its investigative resources ... the individuals and organizations involved ... drug trafficking.

**Task 6:** *find the synonyms in both groups of words*

- A) to manage, to enforce, various, a border, to maintain, to elect, national, drug, security, a crime, authority  
B) to protect, a boundary, medicine, domestic, to support, to choose, power, to govern, different, an offence, safety.

**Task 7:** *define the powers of Federal, State and Local Police*

A) Federal Police	to prevent the integrity of monetary system
B) State Police	to fine for parking on the forbidden place
C) Local Police	to catch a shop-lifter
	to prevent crossing the national borders
	to investigate drug trafficking of international proportion
	to arrest a hooligan
	to arrest a robber of the bank
	to assist in collecting taxes

**Task 9:** *translate questions and answer them*

1. Чому структура поліції США розглядається як найбільш складна? 2. Які злочини розслідує федеральна поліція США? 3. Чому, на ваш погляд, транспортна поліція така важлива у структурі американської поліції? 4. За що відповідає поліція кожного штату? 5. Який статус посади шерифа? 6. Коли було створено Федеральне Бюро Розслідувань? 7. Який діяч зробив багато для реформування ФБР? 8. Де американські офіцери поліції отримують початкову підготовку? 9. Яка структура відповідає за охорону національного кордону? 10. В якому році почалася діяльність управління боротьби з наркотиками?

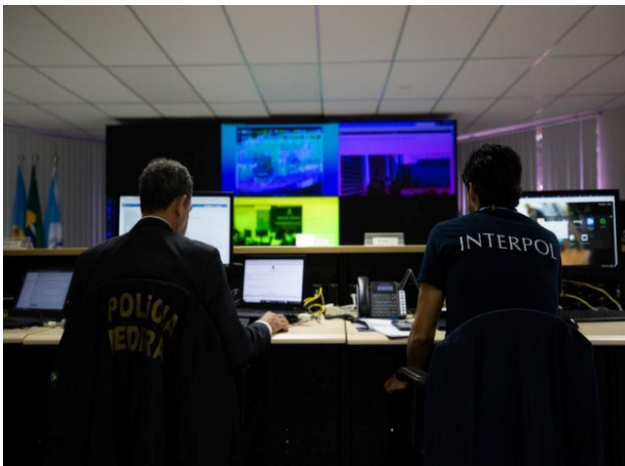
**Task 10:** *read and translate the text: make the synonymic changes*

## History of the DEA



The US Drug Enforcement Administration had its beginning with passing the Harrison Narcotic Act, which was signed into law on December 17, 1914 by President Woodrow Wilson. The Harrison Narcotic Act was primarily a tax law. However, Section 8 of the act made it unlawful for any “nonregistered” personnel to possess heroin, cocaine, opium, morphine, or any of their products. Enforcement began in 1915 with agents of the “Miscellaneous Division” of the Bureau of Internal Revenue finding themselves charged with present setting responsibilities under the new law. During their first year of activity, agents of Miscellaneous Division seized 44 pounds of heroin and saw 106 convictions returned (mostly of errant physicians). The 1920s saw federal narcotics enforcement activities focus on organized gangs of Chinese immigrants suspected of running much of the imported opium trade.

**Task 11:** *translate the text and define the key words*



The International Police association (INTERPOL) traces its origins back to the first International Criminal Police Congress of 1914, which met in Monaco. The theme of that meeting was international cooperation in the investigation of crimes and apprehension of fugitives. INTERPOL, however, did not officially begin its activity until 1946.

Interpol’s primary responsibility is to act as a clearing house for information on offences and suspects who are believed to operate across national boundaries. The organization is committed “to promote the widest possible mutual assistance between

all criminal police authorities within the limits of laws existing in different countries and in the spirit of the Universal Declaration of Human Rights”. Interpol does not intervene in religious, political, military, or racial disagreements in participants nations. As a consequence, a number of bombings and hostage situations were not officially investigated by Interpol until 1984, when Interpol pledged itself to the fight against international terrorism. More recently, the world traffic in illegal drugs has also become a major focus of Interpol’s efforts.

## DISCUSSION



- ✓ Why was Interpol organized in 1914?
- ✓ What was the first International Criminal Police Congress aimed to do?
- ✓ Why was there the period of definite passiveness of the organization?
- ✓ What spheres of criminal activity has the Interpol been interested in since 1980s?
- ✓ Why does Interpol take into account the Universal Declaration of Human Rights?



## Role-play activity.

*Donetsk Regional National Police Department has invited the representatives of various national police forces. The meeting is aimed to study the experience in fulfilling professional duties. Here is the list of participants:*

**Paul Cooper** - the representative of Cambridgeshire police

**Nick Blackrow** - the representative of Washington police

**Steve Schwartz** - the representative of City of London police

**Andriy Stepko** - the representative of Donetsk Regional National Police Department

Dramatize the dialogue between these officers.

### **Task 12:** *translate into English*

1. Поліція захищає людину та її власність. 2. Адвокат захищає інтереси свого клієнта. 3. В цьому місяці слідчі нашого відділу розкрили складну справу, яка була пов'язана зі зломом інформаційної бази даних. 4. Правоохоронні та юридичні органи відповідають за захист законності. 5. Загін особливого призначення здійснює охорону об'єктів життєвого забезпечення. 6. Кожний громадянин повинен бути впевненим у гарантованому захисті своїх прав та свобод із боку держави. 7. Співробітники органів внутрішніх справ України справедливо вважаються захисниками законності та правопорядку. 8. Розслідування вбивства Джона Кеннеді досі знаходиться у центрі уваги ФБР.

### **Task 13:** *read and translate the text, do some exercises*

#### **“Police Officer’s Duties”**



Police officer’s work normally consists of routine police tasks performed according to department rules and regulations. Incumbents receive general and special instructions and must be able to act without direct supervision. Work

may involve personal danger.

Any position may not include all the duties listed nor do the examples cover all of the duties which may be performed:

- patrol a specified district or beat on foot, motorcycle, patrol vehicle (marked or unmarked);
- give information to pedestrians and motorists;
- check for any law violations;
- direct traffic and escort convoys;
- administer first aid in emergencies;
- find curfew violators and wanted persons;
- make arrests for violations of laws and ordinances;

- conduct initial investigations of crime and crime scenes;
- collect and preserve evidence.

There are some obligatory skills and knowledge the police officer must possess:

- knowledge of public relations in law enforcement;
- knowledge of safe automobile operation involving the vehicle code;
- knowledge of principles of first aid;
- ability to be courteous but firm with the public;
- ability to react quickly and calmly under emergency conditions;
- ability to make sound decisions;
- ability to read and understand laws, ordinances, departmental policies;
- ability to read and write reports.

**Exercise 1:** *find the synonyms of the following words in the text*

apprehend - include - run down - gather -  
 customary- break- primary- polite-

**Exercise 2:** *match the expressions of both columns*

1) be able to act	1) складати рапорт
2) involve personal danger	2) приймати розумні рішення
3) beat on foot	3) здійснювати арешти
4) give information	4) бути спроможним діяти
5) curfew violators	5) обов'язкові навички
6) make arrests	6) піший патруль
7) obligatory skills	7) надати інформацію
8) act under emergency conditions	8) знати та розуміти закони
9) make sound decisions	9) порушники комендантського часу
10) write reports	10) включати особисту безпеку
11) read and understand laws	11) діяти в екстремальних умовах

**Exercise 3:** *translate and answer the questions*

1. Чому робота офіцера поліції складається із рутинних дій? 2. Які документи визначають діяльність поліцейського? 3. Як можна здійснювати патрулювання вулиць? 4. За що поліцейський може затримати людину? 5. Яка участь поліцейського у розслідуванні злочину? 6. Чи повинен поліцейський знати основи першої медичної допомоги? 7. Які якості повинен проявити поліцейський у відношеннях із громадськістю?

**Task 14:** read the sentences and choose the correct word

1. There is a police **department/division** in each district of our city.
2. There is a terrorist act situation. Call **vice/SWAT!**
3. There is much important personal information in Bomb Squad/Personnel and Training.
4. Bring the crime scene evidence **to K-9 team/Forensics.**
5. These are five new German Shepherds in **K-9 team/Field Operations.**

**Task 15:** read the sentences and choose the correct word

**cadet, divisions, field, pyramid, promotion**

1. Sergeants are near the bottom of the\_\_\_\_\_.
2. There are many\_\_\_\_\_in the police.
3. A\_\_\_\_\_studies six months at the academy.
4. Many people work in the\_\_\_\_\_of law enforcement.
5. After working hard as a constable you can get\_\_\_\_\_in any police division ranks above the department's inspector.

 **EXTRA  
SPEAKING**

 **Act out similar roles based on the given situation and *The Miranda rights***

**MIRANDA RIGHTS**

1. YOU HAVE THE RIGHT TO REMAIN SILENT.
2. ANYTHING YOU SAY OR DO CAN AND WILL BE USED AGAINST YOU IN A COURT OF LAW.
3. YOU HAVE THE RIGHT TO AN ATTORNEY. IF YOU CANNOT AFFORD AN ATTORNEY, ONE WILL BE APPOINTED TO YOU.
4. DO YOU UNDERSTAND THESE RIGHTS AS THEY HAVE BEEN READ TO YOU?



## Part 3. National police of Ukraine

### SPEAKING

Look at the pictures and answer the following questions:



1. What legal documents regulate the activity of National police of Ukraine?
2. What specialists does the police activity need?
3. What aspect of law enforcement activity do you find the most interesting?



### KEY WORDS

Try to remember the words below:



an officer on duty  
*черговий офіцер*



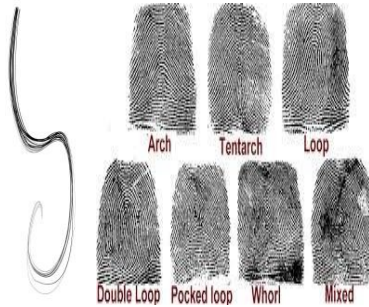
drug trafficking  
*обіг наркотиків*



to inform the police  
*повідомити в поліцію*



to hide the facts  
*приховувати факти*



body materials  
*фізичні матеріали*



to conduct forensic medical examination – *проводити судово-медичну експертизу*

## PRE-READING TASKS

**Task 1:** *read the international words*

effective	interest	gangster	prestige
special	division	voluntary	performance
personnel	principal	economic	expertise

**Task 2:** *choose the words that can be used when speaking about police activity*

to investigate	to govern	to make	to speak	to identify
to play	to locate	to intervene	to explain	to establish
to walk	to kick	to pay	to repair	to drive
to phone	to decipher	to punish	to fit	to record

**Task 3:** *match English and Ukrainian expressions*

1) state armed agency	1) захистити гідність та честь
2) to infringe the law	2) рівні управління
3) to carry out operative and search activity	3) безпека суспільства
4) to combat criminal groups	4) порушувати закон
5) to integrate into the structure	5) державний озброєний підрозділ
6) levels of management	6) проводити оперативно-розшукову діяльність
7) to protect dignity and honour	7) незаконний замах
8) illegal encroachment	8) боротися із злочинними групами
9) public security	9) входити до структури

## VOCABULARY TO THE TEXT

- executive body – *виконавчий орган*
- to ensure the protection – *забезпечити захист*
- to counteract crime – *боротися зі злочином*
- in accordance with – *відповідно до*
- stateless persons – *особи без громадянства*
- emergency – *надзвичайна ситуація*
- the Police Oath – *присяга поліцейського*
- internal – *внутрішній*

## READING

**Task 4:** *read and translate the text*

### National Police of Ukraine

National Police of Ukraine is the central executive body of Ukraine, which serves the society by ensuring the protection of human rights and freedoms, counteracting crime, maintaining public order and public safety. The activities of the National Police are directed and coordinated by the Cabinet of Ministers of Ukraine through the Minister of Internal Affairs in accordance with the law.



The police are designed to protect the life, health, rights and freedoms of citizens of Ukraine, foreign citizens, stateless persons; to combat crime, protect public order, and property, to ensure public safety. Within the limits of his competence, the leadership of the police is carried out by the President of Ukraine directly or through the Minister of Internal Affairs, heads of territorial bodies of the Ministry of Internal Affairs and heads of police units.

**The tasks** of the National Police are to provide police services in the following areas:

protection and defense of human rights and freedoms, as well as the interests of society and the state;

crime prevention;

providing, within the limits established by law, services to assist persons who, for personal, economic, social reasons or as a result of emergencies, need such assistance.

A police officer is a citizen of Ukraine who has taken the Police Oath, is serving in the relevant police positions and has been awarded a special police rank.

The policeman has an ID card and a badge with an individual personal number. Samples and the procedure for issuing service certificates and personal number badges shall be approved by the Minister of Internal Affairs of Ukraine.



**Legal basis of activity:**

In its activities, the National Police is guided by the Constitution, international treaties of Ukraine, the Law "On the National Police" and other laws of Ukraine, acts of the President of Ukraine and the Cabinet of Ministers of Ukraine, as well as acts issued by the Ministry of Internal Affairs of Ukraine, other regulations.

**National Police Day** is the professional holiday of the Ukrainian Police. It also coincides with the first oath of patrol policemen on Kyiv's Sofia Square. The holiday was introduced and first celebrated on 4 August 2015.

The National Police are divided into a number of different services. Each force has internal subdivisions. This leaves the police service with a large number of specialized branches which can more specifically target certain types of crime and apply more expert knowledge in the investigation of cases relating to their area of policing. In addition to these specific groups, all police forces retain a majority of officers for the purpose of patrol duty and general law enforcement.

The police contain the following subdivisions:

- Criminal Police (**Кримінальна поліція**) – investigation and prevention of serious and violent crimes;
- Drug Enforcement Department;
- Cyber Police Department (**Кіберполіція**) – fighting against cyber crimes;
- Department of Economic Security;
- Department of Patrol Police (**Патрульна поліція**) – general law enforcement operations, traffic policing and patrol duty (includes riot police divisions);
- number of municipal departments;
- Police Security Department (**Поліція охорони**);

In addition, the following special units exist:

- Special Police (**Спеціальна поліція**) – Tasked with keeping order in areas with special status and affected by natural or ecological disaster.
- Rapid Operational Response Unit (RORU) (**Корпус Оперативно-Раптові Дії**) – Tactical response unit, tasked with resolving stand-off situations involving hostages and heavily armed suspects. It is also tasked with providing a tactical support function to other divisional officers.
- Pre-trial Investigative Services (**Органи досудового розслідування**) – Representatives of the National Investigative Bureau, Tax Authorities and Security Services, tasked with investigating crime.

## POST-READING TASKS

**Task 5:** *choose the proper completion of the sentences*

1. Police are a system of state bodies.....  
a) of judicial power    b) of executive power    c) of legislative power
2. Police are responsible for.....  
a) passing laws    b) judging suspects    c) keeping peace
3. The activity of police is organized according to the principles of .....

- a) legality b) presumption of innocence c) undivided authority
4. Nowadays the great attention in police work is paid to.....
- a) curbing the corruption b) preventing crimes c) increasing the staff

**Task 6:** *what are the missing words?*

safety	?	promotion
security		career
to maintain	?	to break
to keep		to violate
drug	?	arms
force		acholol

**Task 7:** *define the departments dealing with the following crimes and wrongs*

the road accident	
robbery	
bribery	
mugging	
public disorder	
fraud	
prostitution	
vagrancy of minors	
illegal drug circulation	
kidnapping	
the damage of computer program	
extortion	
counterfeiting	

**Task 8:** *complete the sentences*

1. National Police of Ukraine are ... 2. The activities of the National Police are directed... 3. The police are designed to... 4. The tasks of the National Police are... 5. A police officer is... 6. The policeman has... 7. In its activities, the National Police is

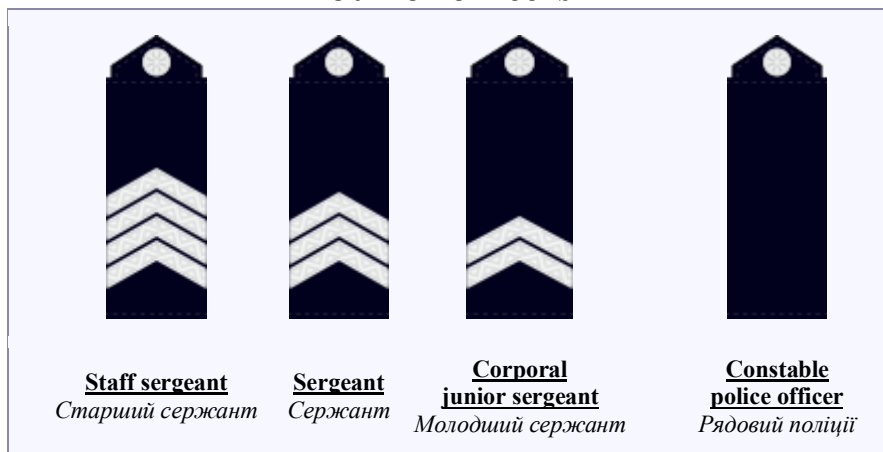
guided by... 8. National Police Day is... 9. The police contain the following subdivisions...

**Task 9: translate the questions and answer them**

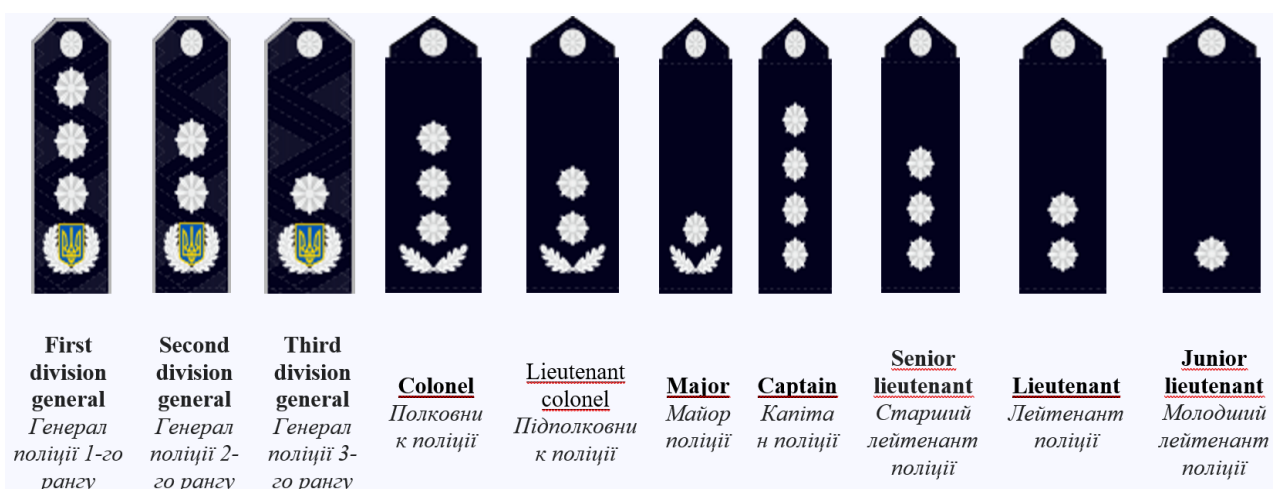
1. Коли почала свою діяльність сучасна поліція України?
2. Які документи регламентують її юридичний статус та діяльність?
3. До якої гілки державної влади належать правоохоронні органи?
4. Які основні завдання поліції?
5. Які рівні керівництва існують у поліції України?

**RANKS OF UKRAINIAN POLICE**

**Junior officers**



**Officers**



## Module 4. Topic.1

## Part 1. The Essence of Law.



*“Law without justice  
is a wound without a cure”*

*(William Scott Dawney)*

### SPEAKING

Look at the pictures and answer the following questions below, use the words below

1. Why does a human society need laws?
2. What can be treated as unwritten laws?
3. Who has the right to make laws?
4. Have you ever violated the law?



### KEY WORDS

👉 Try to remember the words and word combinations below:



law  
*закон, право*



rules and regulations  
*правила і норми*



legislation  
*законодавство*

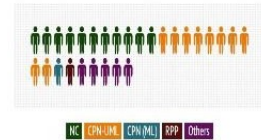


administrative law  
адміністративне право



administrative agencies  
адміністративні органи

Cabinet of Ministers



government body  
орган державної влади



civil law  
цивільне право



remedies  
відшкодування збитку



disputes  
спору

## PRE-READING TASKS

**Task 1:** compare the explanations of a law: find the common features and disparities.

<b>Oxford dictionary of Law</b>	1) the enforceable body of rules prescribed by a legitimate lawmaking authority which is binding upon its members and upon those under its jurisdiction. 2) the written acts of a legislature.
<b>Політологічний енциклопедичний словник</b>	Нормативно-правовий акт, що приймається з ключових питань суспільного, державного життя і має вищу юридичну силу.

**Task 2:** match English and Ukrainian expressions

to affect smth	прийняти законність
to maintain order	контролювати відносини
to resolve disputes	розв'язувати суперечки
to impose responsibility	вижити у суспільстві
to have a legal claim	використовуватися у країні
to control relations	мати юридичну претензію
to survive in a community	впливати на щось
to accept the legitimacy	підтримувати порядок
to give the power	покласти обов'язок
to obey the law	надати повноваження
to apply within a country	коритися закону

## VOCABULARY TO THE TEXT

- a body of rules - *звід правил*
- to support - *підтримувати*
- government - *уряд*
- behavior - *поведінка*
- society - *суспільство*
- to make laws - *приймати закони*
- citizens - *громадяни*
- social control - *соціальний контроль*
- implementation of justice - *здійснення правосуддя*
- to establish - *встановлювати*
- ensure the authority - *забезпечити повноваження*
- to define - *визначити*
- just - *справедливий*
- fair - *чесний*
- to appear - *з'являтися*
- legal obligations - *юридичні зобов'язання*
- legal implications - *правові наслідки*
- transactions - *операції*
- to set up a business - *створити бізнес*

## READING

**Task 3:** *read and translate the text*

### WHAT IS LAW?



**Law is a body of rules supported** by the power of **government**. It **governs** the **behavior** of members of **society**. It is not possible to have a society without laws, as there would be anarchy in society then. Governments **make laws** and enforce them against all **citizens** within their power. They have two motives in making and enforcing laws. One is **social control**; the other is the **implementation of justice**. **To establish** social control governments use public laws and civil laws.

Public laws **ensure the authority** of the government itself and civil laws provide framework for interaction among people. Justice is a concept that most people feel is very important but few are able to **define**. Sometimes a **just** decision is simply a decision that most people feel is **fair**. New laws **appear** all the time as our life is changing very fast. But no country has been successful in producing laws, which are entirely satisfactory. Ordinary people start thinking about law only when everyday **informal** ways of **settling disputes** break down. When we buy a train ticket, a lawyer may tell us it represents a contract with **legal obligations**, but to most of us it is just a ticket that gets us on the train. If our neighbor plays loud music late at night, we probably try **to discuss** the matter with him rather than consulting the police, lawyers or courts.

Only when we are **injured** in a train accident or when a neighbour **refuses** to behave **reasonably**, we start thinking about the **legal implications** of our everyday activities. Even so, some **transactions** in modern society are so complex that few of us

would risk making them without first **seeking legal advice**. We use it when we buy or sell a house, **set up a business**, or decide whom to give our property to when we die.

On the whole, it seems that people all over the world are becoming more and more accustomed to use legal means to regulate their relations with each other. As countries **cooperate** more and more and have an increasing number of common global **problems to solve**, there are attempts to internationalize legal standards, so that the same legal principles could be **applied** to all countries and people.

When law helps people **to reach just agreements**, it is regarded as a good thing. However, when it **involves** time and money and shows people's inability to cooperate informally, law seems to be an evil- but a necessary one that everyone should have a basic knowledge of.

## POST-READING TASKS

### Task 4: *answer the questions*

1. What is law? 2. Why isn't it possible to have a society without laws? 3. Who makes laws? 4. What are the motives in making and enforcing laws? 5. What do public laws ensure? 6. What do civil laws provide? 7. What decision is just? 8. Why do new laws appear? 9. Why are laws imperfect? 10. When do people start thinking about law? 11. What is a train ticket from the lawyer's point of view? 12. Do people often make contracts in their everyday life? 13. In what transactions do people seek legal advice and why? 14. What are people becoming accustomed to do? 15. Why is it important to internationalize legal standards? 16. How do people treat law?

### Task 5: *find Ukrainiane equivalents*

to seek legal advice, social control, to become accustomed to do smth., implementation of justice, to solve problems satisfactory, basic knowledge, to set up a business, to cooperate informally, body of rules, to define justice, to consult the lawyer,

to enforce laws, a fair decision, to refuse to do smth., common problems, complex transactions.

**Task 6:** *match words and word combination with their synonyms*

- |                           |                         |
|---------------------------|-------------------------|
| 1. duty                   | a. involve time         |
| 2. a set of rules         | b. to make laws         |
| 3. authority              | c. just                 |
| 4. to create laws         | d. to set up a business |
| 5. fair                   | e. to control           |
| 6. question               | f. a body of rules      |
| 7. to organize a business | g. power                |
| 8. to take time           | h. obligation           |
| 9. to govern              | i. matter               |

**Task 7:** *insert prepositions consulting the text*

1. If our neighbor plays loud music late night, we probably try to discuss the matter ... him. 2. We start thinking ... law when everyday informal ways ... settling disputes break 3. Governments make laws and enforce them ... all citizens 4. A train ticket represents a contract ... legal obligations. 5. We seek legal advice when we set... a business. 6. ... the whole, people all ... the world are becoming more and more accustomed using legal means to regulate their relations ... each other. 7. The same legal principles should be applied ... all countries and people. 8. It is not possible to have a society their power ... laws.

**Task 8:** *fill in the gaps with the missing words*

1. People use legal means to ... 2. Governments use civil and public laws to ... 3. There are... to internationalize legal standards. 4. Law is a good thing when it helps to reach agreements ... 5. People usually try to ... disputes in informal ways. 6. Governments ... laws against all citizens within their power. 7. Law ... the behavior of members of society. 8. Some ... in modern society are very complex. 9. When we buy a house we seek...

**Task 9:** find a suitable definition for each word in the right column

1. a person who is a member of a particular country	a. court
2. a large group of people	b. legal advice
3. a body of rules supported by the power of government	c. law
4. things that people own	d. a government
5. advice from a lawyer	e. justice
6. to work or act together	f. to cooperate
7. the people who rule	g. a society
8. the quality of being just	h. property
9. a room or building in which law cases are heard	i. to ensure
10. to make certain activities	j. a citizen

**Task 10:** translate the sentences

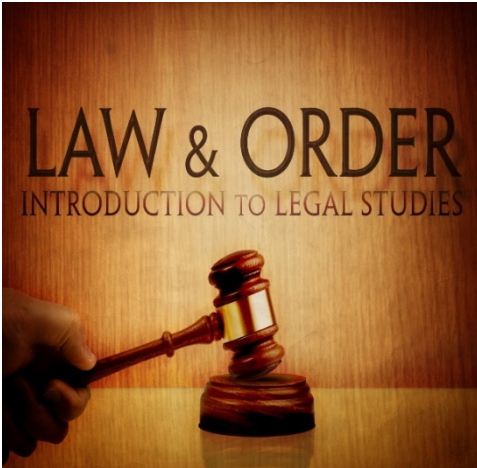
1. Держави створюють закони та застосовують їх до своїх громадян.
2. Право допомагає людям досягти справедливих угод.
3. Нові закони з'являються тому, що наше життя швидко змінюється.
4. Неможливо мати суспільство без законів.
5. Країни співпрацюють все більш і більше.

## VOCABULARY TO THE TEXT

- essence - *сутність*
- to define - *визначати*
- behavior - *поведінка*
- society - *суспільство*
- science - *наука*
- slave-owning - *рабовласницький*
- categories of law - *категорії права*
- disputes - *суперечки*
- treaties - *договори*
- to involve – *включати, залучати до*

## READING

### Task 11: read and translate the text



Actually the word “Law” is very difficult to define as people use it in two meanings 1) as the set of rules or regulations made by authorities for controlling relations and people’s behavior in the society and 2) as legally determined spheres of law science.

A law as a sign of the community’s civilization dates back to the epoch of slave owning society, at the period of dividing a society into classes. There is a field of law that is known as “jurisprudence”, which analyzes the concept of law and is considered with the philosophy of law. For many centuries, people were attempting to define a law and its role in the society.

Trying to guess the essence of law, the scientists have thought much of its role in the society. Therefore, the nineteenth-century French sociologist Emile Durkheim underlined the *social cohesion* of law. Professor Hart stresses that the main function of law is simply to allow human beings *to survive* in a community. The German sociologist Max Weber argues that the primary role of law is *to maintain order in society*: law makes individuals accept the legitimacy of their rules and gives them the power to make law and coerce individuals into obeying it. Besides law is *to resolve disputes* that arise between individuals and *to impose responsibility* if one person has a legal claim against another.

Law affects many aspects of our life. Since the law does cover a wide variety of matters, it is helpful to divide it into different categories. The first distinction is that

between international and national (municipal) law; national law is classified into public and private law; finally this classification is sub-divided into a number of different categories.

**International law** is concerned with disputes between nations; much of this law comes from treaties, which have been agreed by the governments of the countries.

**National law** is the law, which applies within a country. Within national law, there is usually a clear distinction between **public and private law**. Public Law involves the state or government in some way, while Private Law is concerned with disputes between private individuals or businesses.

**Public law (Державне право)** involves three main branches such as Constitutional Law, Administrative Law and Criminal Law. As for **Private Law** usually called **Civil Law**, it has many branches such as Contract Law, Tort Law, Company Law, Law of succession, Employment Law etc.

## POST-READING TASKS

**Task 12:** *find English equivalents to the words and expressions*

Поділяти на класи, рабовласницьке суспільство, підтримувати порядок, поведінка людини, галузі права, різні категорії, одержувати у спадщину, категорія, підтримувати порядок, відношення, організація управління, розв'язувати суперечки, уряд, міжнародне право, впливати на щось, загальні типи, покладати обов'язок.

**Task 13:** *fill in the missing words or preposition*

1. A law dates back ... the epoch of slave owning society. 2. Law affects many ... of our life. 3. A law is a set of rules or regulations made ... authorities ... controlling the arrangement of relations and the behavior of people in the society. 4. Since the law covers a wide variety of matters it is helpful to divide it ... different categories. 5. National law is classified into ... and ... law. 6. Public law is presented ... three main types such as Constitutional Law, Administrative Law and Criminal Law.

7. Jurisprudence is considered ... the philosophy of law. 8. National law applies ... a country. 9. Much of the International law comes treaties... 10. Private Law is concerned with disputes ... private individuals or businesses.

**Task 14:** *complete the sentences*

1. A law dates back... 2. Law affects... 3. Most people have little understanding... 4. A law is the set of rules or regulations ... 5. The primary role of a law is to... 6. A law is also responsible for ... 7. It is helpful to divide a law ... 8. International law deals with... 9. National law applies .... 10. Within the national law there is usually a clear distinction ... 11. French sociologist Emile Durkheim underlined ...

**Task 15:** *fill in the table using the words from the text*

	<b>Branches of law</b>	<b>Social phenomena</b>	<b>Action</b>
1.	Criminal law	Slave-owning society	To regulate
2.			
3.			

**Task 16:** *find the synonyms in both groups of words*

<b>A</b>	A rule, practice, to control, to regulate, dispute, person, branch, criminal.
<b>B</b>	To arrange, quarrel, man, to check, a law, activity, illicit, kind.

**Task 17:** *make up the sentences using parts of both columns of the table*

A law as a sign of the civilization of a community	які виникають між людьми
Most people living in the world	які утворені владою
Actually the word "Law"	підтримувати порядок
A law is the set of rules or regulations	починається під час рабовласницького суспільства
The primary role of a law is	не розуміють достатньо правову систему суспільства
A law resolves disputes	на дві категорії - міжнародне та національне
It is helpful to divide a law	важко визначити

**Task 18:** *mark the statements as true or false*

1. A law as a sign of the civilization of a community dates back to the epoch of the Middle Ages. 2. Law affects many aspects of our life. 3. Most people are well unformed of the legal systems that operate within their countries. 4. There is a field of law that is known as “jurisprudence”, which analyzes the concept of law and is considered with the philosophy of law. 5. Law is the set of rules or regulations made by authorities for controlling the arrangement of relations and the behavior of people in the society. 6. International law is concerned with disputes between nations. 7. The sources of the International law are the Constitutions of the countries. 8. Within National law there is usually a clear distinction between public and private law. 9. Public Law is presented by three main types such as Constitutional Law, Administrative Law and Criminal Law. 10. Public Law is concerned with disputes between private individuals or businesses.

**Task 19:** *answer the questions*

1. How do people understand a law? 2. Why is a law a sign the mankind’s civilization? 3. What are the general categories of law? 4. What time does a written law start its history? 5. What substantial (змістові) parameters does the definition of a law contain? 6. What is the basis of the International Law? 7. What boundaries does the National Law operate within? 8. What are the categories of the Public Law? 9. What branches of law does the Civil Law embrace?

**Task 20:** *translate the sentences into English*

1. Закон є показником цивілізованого розвитку суспільства. 2. Історія розвитку сучасного законодавства починається з часу рабовласницької формації. 3. Визначити суть закону - важко, але вчені, філософи, юристи намагалися зробити це протягом століть. 4. Існує саме загальне визначення закону як зводу правил або норм, що регулюють багато відносин у суспільстві. 5. Міжнародне і національне право формують дві основні категорії права. 6. Основою міжнародного права є договори й угоди, які підписані урядами держав. 7. Національне право діє в межах однієї держави. 8. Конституційне право, карне право та адміністративне право є категоріями державного права. 8. Багато вчених

присвятили дослідження

## Part 2. Categories of law

### KEY-WORDS



property  
власність



criminal law  
кримінальне право



criminals  
злочинці



tort law  
деліктне право



employment/labour law  
трудове право



international law  
міжнародне право

### VOCABULARY TO THE TEXT

- to vote in an election - *голосувати на виборах*
- to carry out - *проводити*
- the right to judicial review - *право на судовий перегляд*
- to punish - *покарати*
- to commit a crime - *скоїти злочин*
- to imprison - *ув'язнювати*
- to be forbidden - *бути забороненим*
- to bind an agreement - *укладати угоду*
- to prosecute an offender - *переслідувати злочинця судовим чином*

- to fine - *штрафувати*
- to deal with - мати справу, займатися
- the types of behavior - типи поведінки

## READING

**Task 1:** *read and translate the text*

### Public law categories



#### ***Constitutional Law***

Constitutional Law is the leading branch of any legal system. Its norms regulate basic principles of socio-economic, political and territorial arrangement of a state. It controls the method of government and any disputes which arise over such matters as who is entitled to vote in an election, or who is allowed to become a Member of Parliament, or whether an election was carried out by the correct procedure.

#### ***Administrative Law***

Administrative Law is the body of law regulating social relations appeared in the process of organizing and executing administrative activity of the state governing. It controls how Ministers of State or other public bodies such as local councils operate. An important part of this is the right to judicial review of certain decisions. One of the principal objects of administrative law is to ensure efficient, economical, and just administration.

#### ***Criminal Law***

Criminal Law is the body of law that defines criminal offences, regulates the apprehension, charging, and trial of suspected persons, and fixes penalties and modes of treatment applicable to convicted offenders. Criminal law is only one of the devices by which organized societies protect the security of individual interests and assure the survival of the group.

The traditional approach to criminal law has been that crime is an act that is morally wrong. A person committed a crime is said to have offended against the state, and so the state has the right to prosecute him (her). An offender may be imprisoned, fined, placed under supervision, or punished some other way. The basic principles of the Criminal Law are the following: legality, humanism, equality of all citizens before the criminal law, personal responsibility, and inevitability of the punishment, the principle of justice and the principle of guilt.

### **Private (Civil) Law Categories.**



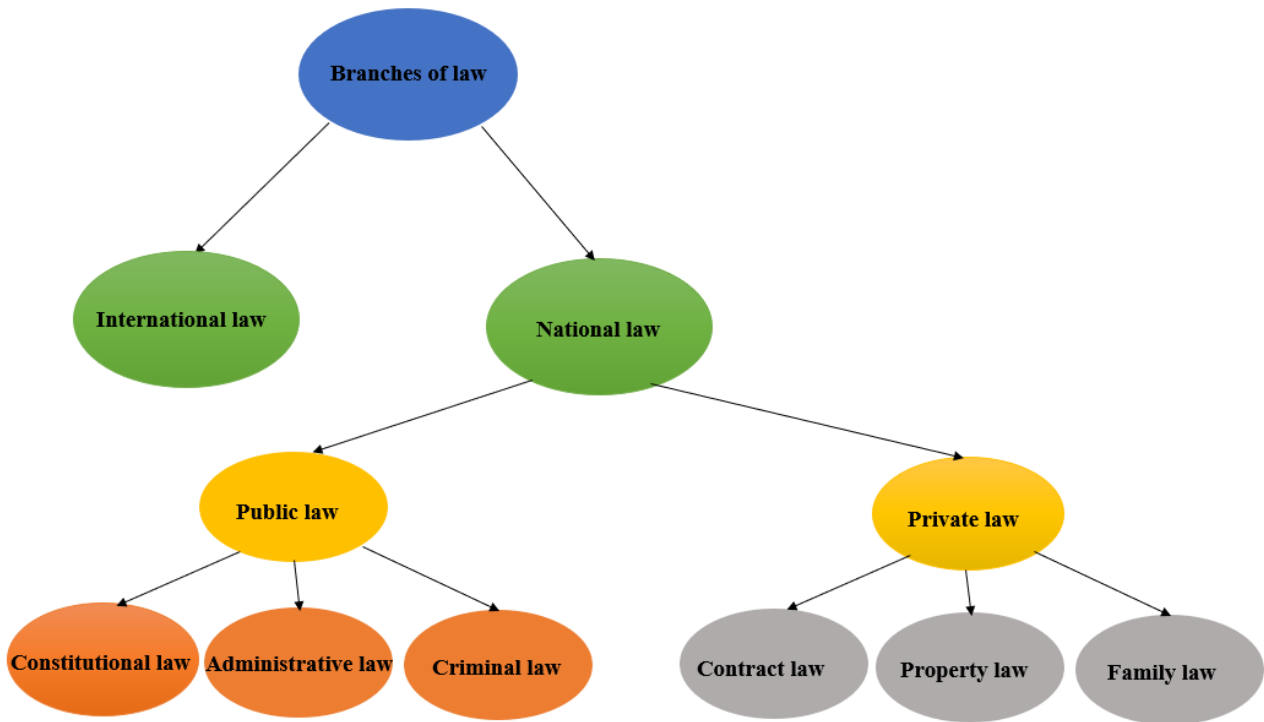
*Private (Civil) Law* concerns disputes among the citizens within a country. The main categories of English Private (Civil) Law are the following:

- 1) contracts - binding agreements between people (or companies),
- 2) torts - wrongs committed by one individual against another individual's person, property, or reputation,
- 3) probate - arrangements of dealing with property after the owner's death,
- 4) trusts - arrangements whereby a person administers property for another person's benefit, rather than his own Land Law.
- 5) Family Law belongs to this group of categories too.

### **POST-READING TASKS**

**Task 2:** *propose Ukrainian equivalents to the following terms*

an election, the correct procedure, Ministers of State, judicial review, the right to prosecute, an offender, under supervision, local council, a wrong, person's benefit, one's property, probate, to be punished, to be imprisoned, an international agreement, a judicial review, to place under supervision, to vote for, to sign an act.



## POST-READING TASKS

**Task 3:** *translate into English. Make up the sentences with the expressions marked with (\*)*

Голосувати на виборах, правопорушення\*, мати право на, бути забороненим\*, ув'язнювати\*, місцева влада, судовий перегляд\*, категорія права\*, запроваджувати норми, дозволяти, суспільні органи.

**Task 4:** *find the synonyms in both groups of words*

<b>A.</b>	an offence, punishment, procedure, a rule, correct, according to, to govern, to control, a type, benefit.
<b>B.</b>	a norm, to manage, process, advantage, right, to check, penalty, a crime, due to, a kind

**Task 5:** *match English expressions with the Ukrainian ones. Make up the sentences with the expressions marked with (\*)*

to prosecute an offender*	проводити розшук
the right to judicial review	укладати угоду між людьми
to control the method of government *	типи поведінки
to commit a crime *	стати членом парламенту
to bind an agreement between people	переслідувати злочинця судовим чином
types of behaviour *	вірна процедура
to carry out the investigation	скоїти злочин
to deal with	контролювати управління
the correct procedure *	право на судовий перегляд
to become a Member of Parliament	мати справу з

**Task 8:** *true or false*

1. Constitutional Law controls the method of investigation crimes. 2. Family Law belongs to this group of Criminal Law categories. 3. Administrative Law controls Ministers of state or other public bodies. 4. A person committed a crime is said to have offended against the state. 5. Trusts are arrangements of dealing with property after the owner's death. 6. Criminal Law concerns disputes among the citizens within a country. 7. The State has the right to prosecute a person, committed a crime. 8. One's desire to become a Member of Parliament is under the control of Constitutional Law. 9. Public Law embraces jurisprudence of Constitutional Law, Administrative Law and Criminal Law.

**Task 9:** *translate into English*

У закордонному правознавстві прийнятий розподіл системи права на публічне і приватне, що впливає з природи відносин між людиною і державою. Розподіл такого роду проводили давньоримські юристи, які розрізняли в праві приватне і публічне. Римський юрист Ульпіан вважав, що публічне право є те, яке відноситься до положення держави, приватне — яке відноситься до користі окремих осіб.

У сучасній юридичній літературі до публічного права відносять державне, адміністративне, фінансове, земельне, природоохоронне, карне і цивільно-процесуальне право. Публічне право регулює відносини держави з громадянами й іншими суб'єктами права. У сфері приватного права панують особисті інтереси громадян і приватних об'єднань. Систему приватного права складають цивільне,

сімейне, трудове право, тощо. Складовими частинами соціальної системи є царини права, правові інститути, тощо. Особлива роль належить міжнародному праву. Національне законодавство має узгоджуватися з нормами та принципами міжнародного права.

**Task 10:** *define the branches of the law*

- a) \_\_\_\_\_ - the system of contractual and ordinary norms and principles regulating international relations and presenting partially concerted will of states caused by the normality of the definite epoch social development.
- b) \_\_\_\_\_ - collective concept defining the branches of the law regulating the relations ensuring private interests, independence and initiation of the individual owners and corporations in their property activity.
- c) \_\_\_\_\_ - a branch of the law representing the totality of legal norms defining delinquency and punishability of actions dangerous for the certain system of social relations.
- d) \_\_\_\_\_ - the entity of legal norms, regulating the relations in the sphere of environmental protection and rational usage on natural resources.

**Task 11:** *fill in the missing words from the box*

judicial	principles	sanctions	legal	courts
administration	command	types	control	formal

It is not easy to give a simple one sentence definition of law – however, ... theorists have tried to provide such a definition. John Austin, writing in the early nineteenth century, defined law as being a .... issued from a superior (the state) to an inferior (the individual) and enforced by.... This definition, however, does not truly apply to regulatory law such as that setting out how a will should be made; nor does it cover the concept of ... review, where individuals may challenge the “command” made by a Minister of state. Austin was writing at a time when the law was much less developed that it is today, so it is not surprising that his definition does not cover all... of law today.

Sir John Salmon defined law as “ being ... body recognized and applied by the

state in the ... of justice”. This is a much broader definition than Austin’s and is probably the nearest that one can get to a workable “one sentence” definition.

Law could also be described as a ... mechanism of social ... . It is formal because the rules set down in the law can be enforced through the ... and legal system, while in a broad sense all law could be said to be involved in some area of social control.

**Task 12:** *translate into Ukrainian the following statements of the outstanding people. Discuss the sense they contain*

**Justinian** (483 - 565) - the Byzantine emperor who made the codification of a law.

*“To know laws means to guess their sense but not their words”.*

**Lock John** (1632 - 1704) - the English philosopher, the creator of ideological and political doctrine of liberalism.

*“Make a few laws but keep up with their maintaining”.*

**Rousseau J.** (1712- 1778) - the French writer and philosopher.

*“The wise law-maker starts not with publishing laws, but with examining their fitness for the certain society”.*

**Jefferson Thomas** (1743 - 1826) - the American representative of the Enlightenment, the ideologist of bourgeois democracy, the author of the draft of US Independence Declaration, the 3d President of the USA.

*“Laws are made for ordinary people, so they must be based on the usual rules of the common sense”.*

## VOCABULARY TO THE TEXT

- to punish - *карати*
- to commit crimes - *вчиняти злочини*
- trespassing - *вторгнення*
- a fine - *штраф*
- to put on probation – *призначити випробувальний термін*
- to offend - *порушувати*
- a jail - *тюрма*
- assault and battery – *напад та побиття*
- capital punishment - *смертна кара*
- murder - *вбивство*

## READING

**Task 13:** *read and translate the text*

### The Objective of Criminal Law



The purpose of criminal law is to **punish** people who **commit crimes**. The type of punishment depends on the crime. Criminals who commit minor crimes such as **trespassing** usually receive a light punishment. They often get a **fine** or are put on **probation**. When criminals **offend** many times, they get a heavier punishment. They go to **jail**. Criminals also go to jail when they are dangerous to others. For example, someone who commits **assault and battery** gets sent to jail. **Capital punishment** is the most serious punishment. It is reserved for the worst crimes, such as **murder**.

**Task 14:** *choose the word or phrase that is closest in meaning to the underlined part*

1. **Kevin was charged with assault and battery.**

- A walking on private land
- B attacking and hurting someone
- C killing someone

2. **Many criminals offend again when they leave jail.**

- A commit a crime
- B get put on probation
- C are punished heavily

3. **When someone commits a crime, they need to be punished.**

- A attacks and hurts another person
- B causes someone to suffer for their bad behavior
- C does something which is against the law

4. **The man was accused of committing murder.**

- A killing someone
- B escaping from jail
- C going on someone's land without permission

5. Mr. Robbins was sent to jail but says he did not commit the crime.

A a room where trials take place

B a building where criminals are kept

C a place where punishments are given out

## VOCABULARY TO THE TEXT

- tort law - *деліктне право*
- monetary damages - *грошовий збиток*
- injunctions - *заборони*
- liability - *відповідальність*
- negligence - *недбалість*
- compensation - *компенсація*
- punitive damages – *відшкодування збитків*
- probate - *заповіт*
- divorce - *розлучення*

## READING

**Task 15:** read and translate the job advertisement



This medium-sized city law firm is seeking attorney with civil law experience. Primary responsibility is handling **tort law** cases. Most cases involve clients suing for **monetary damages** because of personal injuries. The attorney assists clients in filing for **injunctions** when needed. They will also be required to prove **liability** and establish the **negligence** of the defendants. Our clients generally require **compensation** for medical costs, loss of earnings and **punitive damages**. The attorney may also be involved in other cases, including **probate** and **divorce** cases.

**Task 16:** read this job advertisement for an attorney. Choose the correct answer

1 What is the attorney's primary responsibility?

A divorce cases

C torts cases

B probate cases            D medical cases

**2 Which of the following is NOT part of the job?**

- A claiming damages
- B suing defendants
- C proving negligence
- D compensating witnesses

**3 What can be inferred about most of the clients of a law company?**

- A They were found to be negligent
- B They need a last will to be written.
- C They are being sued for medical bills.
- D They have been injured in an accident.

**Task 17:** match the words (1-5) with the definitions (A-E).

1 - civil law

4 - tort law

2 - monetary damages

5 - probate

3 - negligence

A the branch of law dealing with disputes between individuals or organizations

B a sum paid to compensate for loss or injury

C law dealing with compensation for injury

D the legal act of dealing with dead people's property

E the legal concept of not using a level of care that prevents injuries

## VOCABULARY TO THE TEXT

- relationship - *відносини*
- entities - *юридичні особи*
- pool - *склад, група*
- customary law – *традиційне право*
- to derive - *виводити*
- conventional law - *загальноприйняте право*
- treaties - *договори*
- supersede - *витіснити*
- to override - *замінити*

## READING

**Task 18:** read and translate the text

## INTERNATIONAL LAW



International law refers to laws that govern the conduct of independent nations in their relationships with each another. There are three distinct disciplines:

1. **Public international law** governs the relationship between international **entities**, be they groups or individuals. It includes

international criminal law, international **humanitarian** law and maritime law (i.e. the law of the sea).

2. **Private international law** addresses the question of under which jurisdiction a case may be heard.

3. **Supranational law** is a system in which member states **pool** their authority. The supranational body is able to enforce legal norms for and against member states and their citizens. An example of such a system is the European Union's European Community Law.

### Sources of International Law

There are two primary sources of International Law:

#### 1 Customary Law

These are the aspects of international law which **derive** from custom. Examples include the rules governing various **international crimes** such as **slavery** or **genocide**.

#### 2 Conventional Law

Conventional international law derives from international agreements and **treaties**. Arguably, the practices of international organizations such as the **United Nations** are an additional source of international law.

Rules established by treaty are usually given preference if they exist. However, new customs may **supersede** older treaties and new treaties may **override** older customs.

**Task 19:** match the word (1-6) with the definition (A-F)

1 - public international law	A laws that originate from treaties
2 - supranational law	B laws which govern how countries interact
3 - humanitarian law	C laws which govern the jurisdiction of cases
4 - customary law	D laws which originate from customs
5 - conventional law	E laws that govern war
6 - private international law	

**Task 20:** choose where the words best fit in the blanks

**1. supersede / derive**

The laws \_\_\_\_\_ from a treaty written in 1857.

The new law will \_\_\_\_\_ the old one.

**2. pool / override**

The organizations want to \_\_\_\_\_ their clients to create one large organization.

These new customs \_\_\_\_\_ the old treaty in this case.

**3. genocide / slavery**

\_\_\_\_\_ has reduced the population by a third.

\_\_\_\_\_ forces people to work with no pay.

**4. entity / treaty**

Twenty countries have signed the \_\_\_\_\_.

The northern area is sometimes considered a separate \_\_\_\_\_.

## Module 5. Topic.1

### Part 1. WHAT IS A CRIME?

*“Who does not prevent the crime, supports it”*  
(Seneca)

#### DISCUSSION

👉 Look at the following words and expressions and decide which of them are elements of a crime

1. physical act
2. money
3. robbery
4. mental state

Elements of a  
crime

5. punishment
6. causation
7. social harm
8. morality

👉 Look at the pictures and answer the following questions



1. What are these people doing?
2. Where can it happen?
3. What classifications of crimes do you know?
4. What is the main document, which defines crimes and establishes punishment?



**KEY WORDS**

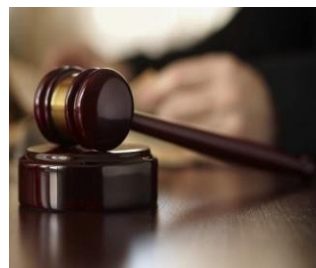
☞ Try to remember the words  
and word combinations below



a harmful act  
*шкідлива дія*



to prevent a crime  
*запобігати злочину*



conviction  
*засудження*



punishable by  
*що тягне покарання*



imprisonment  
*тюремне ув'язнення*



a fine  
*штраф*



to claim smth.  
*вимагати*



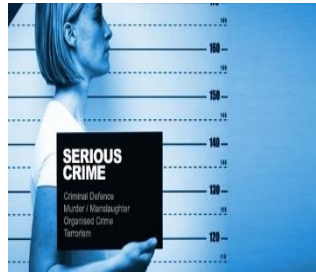
to steal  
*красти*



a minor offence  
*проступок*



illegal parking  
*незаконне паркування*



a serious crime  
*тяжкий злочин*



a violent crime  
*насильницький злочин*



to kill  
*вбивати*



to attack  
*нападати*



to go to prison  
*отримати тюремний строк*



forced entry  
*проникнення із застосуванням сили*



to threaten  
*погрожувати*

## PRE-READING TASKS

**Task 1:** choose the words that may be used for describing a crime as a social phenomenon

unlawful	illicit	violent	dangerous
useful	perspective	illegal	harmful
terrible	merciful	bloody	beneficial

**Task 2:** compare two definitions of a crime

<b>Oxford Dictionary of Law</b> (ed. by A. Martin. London: 2010)	<b>Legal Terms and Concepts in Criminal Justice</b> (ed. by D'Auria M.M.:N.Y., 2011)
An act (or sometimes a failure to act) that is deemed by statute or by the common law to be a public wrong and is therefore punishable by the state in criminal proceedings.	A positive or negative act committed or omitted in violation of a law forbidding or commanding it.

## SPEAKING

- Are there any common features in characterizing a crime?
- Which explanation do you find more complete and why?
- Where is it possible to find the definition of a crime in Ukrainian legislature?
- Can you remind the definition of a crime in Ukrainian Criminal Code?



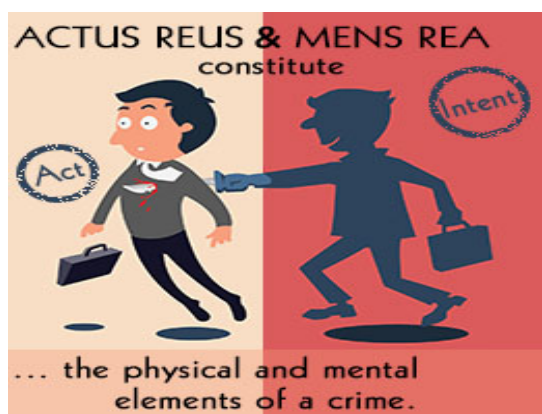
## VOCABULARY TO THE TEXT

- wrong - *правопорушення*
- phenomenon - *явище*
- guilty – *винуватий*
- concurrence - *збіг*
- causation – *причина*
- to punish – *покарати*
- to discharge – *звільняти*

- civil – цивільний
- trial - судовий розгляд
- death – смерть
- legal – правовий
- coercive – примусовий
- murder – вбивство
- burglary - крадіжка зі зломом
- theft – крадіжка
- purpose – мета
- abuse – зловживання
- drug – наркотик

## READING

### Task 3: read and translate the text



Every crime as a social phenomenon consists of an *actus reus* (a guilty act) accompanied by a specified *mens rea* (guilty mind), and the prosecution must prove these elements of the crime beyond reasonable doubt. Some crimes are serious wrongs of a moral nature (e.g. murder or rape); others interfere with the

smooth running of the society (e.g. parking offence). Most prosecutions for crimes are brought by the police (although they can also be initiated by private people); some require the consent of the Attorney General.

The punishments for a crime include death (for treason), life imprisonment (for murder), imprisonment for a specified period, suspended sentences of imprisonment, conditional discharges, probation, binding over, and fines.

Each offence defined by a law contains specific elements.

- *Corpus delicti* - is a Latin term which refers to “a body of crime”
- *Actus reus* is a necessary first element of some act in violation of the law.

Generally, a person must commit some act before they are subject to criminal sanctions. *To be something* is not crime - *to do something* is.

- *Mens rea* is the second element of a crime. It recognizes the mental component of a crime.
- *The concurrence* of act and intent is the third element of a crime
- *Harm* occurs in any crime, although not all harms are crimes
- *Causation* refers to the fact that a clear link needs to be identifiable between the act and the harm occasioned by the crime.
- The principle of *legality* is concerned with the fact that a behavior can not be criminal if nor law exists which defines it as such.

## PRE-READING TASKS

### **Task 4:** *give English equivalents*

Склад злочину, Генеральний прокурор, шкода, суб'єкт карного покарання, ув'язнення, дія або бездіяльність, арештувати, жертва, позов, законність, причина, збіг обставин, провина, адміністративний злочин, усвідомлений, покарання, поведінка, суспільне явище, визначати, складатися, арештувати.

### **Task 5:** *complete the sentences*

1. Every crime as a social phenomenon ... 2. Most prosecutions for crimes are brought.....3. Crimes are customarily divided into ... 4. The punishments for a crime include ... 5. Each offence defined by a law contains ... 6. Corpus delicti is a Latin term .... 7. Mens rea, the second element of a crime, recognizes ... 8. The third element of a crime is... 9. A behavior cannot be criminal ...

### **Task 6:** *find the synonyms in both groups of words*

**A)** to divide, an offence, to occur, to arrest, a link, a sentence, a criminal, to forbid  
**B)** to take place, a verdict, to separate, a law-breaker, a crime, to apprehend, connection, to prohibit

### **Task 7:** *say it in one word*

1. Right to ask for. 2. Penalty inflicted for wrongdoing. 3. Damage, injury. 4. Act of catching a person. 5. Necessary or characteristic feature. 6. The act of breaching something (agreement, treaty, law). 7. Person, animal, etc suffering injury, pain, loss etc. because of circumstances, the ill will of somebody.

**Task 8:** *match English and Ukrainian expressions*

- |  |                                 |
|--|---------------------------------|
| 1) to commit a crime                   | a) містити специфічні елементи  |
| 2) to recognize a component            | b) принцип законності           |
| 3) the consent of the Attorney General | c) скоїти злочин                |
| 4) to contain specific elements        | d) доказати елементи злочину    |
| 5) the principle of legality           | e) визнати компонент            |
| 6) to prove elements of the crime      | f) згода генерального прокурора |

**Task 9:** *translate the questions and answer them*

1. Що є злочин?
2. Які два елементи визначають злочин?
3. Яка мета обвинувачення?
4. Чи завжди правопорушення розглядаються судами?
5. Якими можуть бути форми покарання?
6. Які правопорушення оцінюються як цивільні?
7. Коли можливо правопорушення назвати карним?
8. Що повинно доказати слідство?
9. Що визначає латинський термін «Corpus delicti»?

**Task 10:** *translate into English*

**Стаття 11. Поняття злочину.**

Злочином визначається передбачене кримінальним законом суспільно-небезпечне діяння (дія або бездіяльність), яка посягає на суспільний лад України, її політичну і економічну системи, власність, особу, політичні, трудові, майнові та інші права і свободи громадян, а так саме інше передбачене кримінальним законом суспільно-небезпечне діяння, яке посягає на правопорядок.

**Стаття 12. Поняття тяжкого злочину.**

Тяжким злочином є злочин, за який передбачене покарання у виді позбавлення волі на термін не більше десяти років. Особливо тяжким злочином є злочин, за який передбачене покарання у вигляді позбавлення волі на термін понад десять років або довічного позбавлення волі.

**Module 5. Topic.1**

**Part 2. CLASSIFICATION OF  
CRIMES**

*Education is a key to preventing crime*

*(James Orr)*



**KEY WORDS**

👉 Try to remember the words below



to investigate the  
circumstances of a crime  
*розслідувати обставини  
злочину*



a witness  
*свідок*



a victim  
*потерпілий*



to cause bodily injuries  
нанести тілесні ушкодження



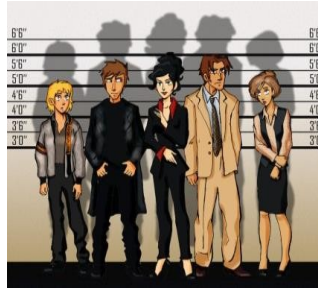
to disappear  
зникнути



to keep the crime scene  
залишити місце злочину недоторканим



to have an alibi  
мати алібі



a number of suspects  
ряд підозрюваних



to be armed  
бути озброєним



evidence  
речовий доказ



an applicant of a crime  
заявник злочину



to leave traces on the body  
залишити сліди на тілі

## PRE-READING TASKS

**Task 1:** fill in the table composing definite parts of speech

A verb	A noun	An adjective
to prove		
		legal
	a crime	
to commit		
		punishable

**Task 2:** compare the definitions of a crime in national Criminal Codes

<b>Кримінальний Кодекс України</b> (Розділ III, ст. 11)	Кримінальне правопорушення є передбачене цим кодексом суспільно небезпечне винне діяння (дія або бездіяльність), вчинене суб'єктом кримінального правопорушення
<b>US Criminal Code</b> (Article 20)	Crime is defined as an act or the commission of an act that is either (a) forbidden by law or (b) the omission of a duty that is commanded by law enacted and in force by the instruments of the Charter of The Society.

**Task 3:** match the expressions of both columns

1. property crimes 2. social experience 3. to deal with 4. to result in 5. to be coined 6. threat of force 7. to gain something	a) призвести до результату b) отримати щось c) бути введеним d) загроза силою e) майнові злочини f) мати справу з g) суспільний досвід
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**Task 4:** fix in mind the meanings of same-root words

<b>crime</b> 1) злочин, правопорушення <i>to commit a crime</i> - скоїти злочин 2) порушення закону, злочинність 3) провина <i>crime rate</i> - рівень злочинності	<b>criminal</b> 1) злочинний, кримінальний, карний <i>Criminal Law</i> - кримінальне право <i>criminal action</i> - кримінальна справа 2) злочинець, правопорушник <i>war criminal</i> - воєнний злочинець <i>criminal act</i> - злочинне діяння (вчинок), <i>criminal</i>	<b>criminalist</b> криміналіст, фахівець з кримінального права <b>criminology</b> - кримінологія <b>criminality</b> - злочинність <b>to criminalize</b> - розглядати деякі вчинки протизаконними <b>to incriminate</b> 1) звинувачувати в злочині
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## VOCABULARY TO THE TEXT

- treason – *зрада*
- endanger - *загрожувати*
- assault - *напад*
- cover - *охоплювати*
- alternative - *альтернативний*
- laundering - *відмивання*
- embezzlement - *розтрата*
- extortion - *вимагання*
- forgery - *підробка*
- destruct - *порушувати*
- involve - *залучати*
- espionage - *шпигунство*
- threaten – *загрожувати*

## READING

### Task 5: read and translate the text



A crime is an act or omission prohibited and punishable by law. There are several principles of crime classification according to the national and social experience.

In general crimes are divided into crimes against a person and crimes against property. *Murder, rape, assault, robbery* may be classified as the crimes of the first category. As for the crimes against property *larceny, burglary, theft, shoplifting*, etc. are treated as crimes of the mentioned type.

To provide the additional perspective on crime classification it is sometimes viewed in ways other than in the standard legal definition. Such alternatives define a

crime in term of the type of a criminal (“*white-collar crimes*”), methods of criminal activity (organized crime), the object of crime (property crime), etc. Such definitions cover one or more of the standard legal definitions. For example, organized crime may include *fraud, extortion, assault, murder*, etc. The outcome of criminal event determines the punishment if it is a *property crime* or a *violent crime*.

***Violent crimes*** refer to events such as *murder, rape, assault* as they involve the use or threat of force against an individual.

***Property crimes*** are unlawful acts with the intent of gaining one’s property, but which do not involve the use or threat of force against an individual. *Larceny, motor vehicle theft, fraud, shoplifting, pick-pocketing* etc. are the examples of **property crimes**.

There are crimes that endanger state economic and political stability and sovereignty - *forgery, counterfeiting, organized crime, money laundering, treason, espionage, and smuggling*.

New technologies also result in new types of conduct not anticipated by a law. Changes in law have been made to define and sanction these kinds of activity. The wide usage of computers for criminal purposes has caused to the appearance of some laws *high-tech related*. Such acts as the destruction of data and programs are defined as crime in many jurisdictions. In 1930s a new term was coined to define crimes committed by persons in authority. They were called “***white collar crimes***”.

There is a category of so called ***victimless crimes***: *prostitution, gambling, drug abuse*.

## POST-READING TASKS

**Task 6:** *give English equivalents*

Злочин білих комірців, грабіж, насильницький, шахрайство, метод злочинної діяльності, загроза силою, викрадання майна, використання комп’ютерів, правове визначення, майнові злочини, злочини проти особи, порушення бази даних, злочинний намір, визначити покарання, забороняти законом, скоїти злочин, зміни у законодавстві.

**Task 7:** *find the synonyms in both groups of words*

**A)** to define, according to, a type, to gain, a person in authority, to cause, legal, a crime

**B)** to get, a kind, to determine, due to, to involve, an offence, to result in, lawful, an official

**Task 8:** *say it in one word*

1. a person committed a crime 2. to take one's car without owner's will. 3. all items belonging to a particular person. 4. an aggressive act towards somebody. 5. a high social and administrative position. 6. to express the will to do something. 7. penalty inflicted for wrongdoing. 8. money or other valuable items given to the official for some criminal purposes.

**Task 9:** *choose the correct words to complete the sentences*

**Law-breakers:** *a pickpocket; a burglar, a murderer; a kidnapper, a traitor, an accomplice, a drug-dealer, a spy, a terrorist, an assassin, a hooligan, a stowaway, a thief, a hijacker, a forger, a robber, a smuggler, an arsonist, a shoplifter, a mugger, an offender, a vandal, a deserter, a bigamist.*

1. ... sets fire to property illegally. 2. ...steals from shops while acting as an ordinary customer. 3.... is someone who attacks people. 4....is anyone who breaks a law .5. .... deliberately causes damage to property. 6. .... breaks into houses or other building to steal. 7. ...kills someone. 8.... takes away people by force aimed to get money for them, 9. ...steals things from people's pockets in crowded places. 10. ...helps a criminal in a criminal act. 11. ...buys and sells drugs illegally. 12. ...gets secret information from another country. 13. ...uses violence for political reasons. 14. ...murders for political reasons. 15. ...causes damage or disturbance in public places. 16. .... hides on a ship or plane to get a free journey. 17. .... is one who steals. 18. ...takes control of a plane by force and makes the pilot change the course. 19. ...makes counterfeit money or signatures. 20. ...is someone who steals money or property by force. 21. ...bring goods into a country illegally without paying for this. 22. ...betrays his country to another state. 23. ...is a member of the criminal group 24. ... is a soldier who runs away from he army. 25. ...marries illegally being married already.

**Task 10:** read and dramatize the dialogues; define the crime spoken about

***Dialogue 1***

A:	We suspect Mr. X of violating the law that prohibits the usage and traffic of drugs.
B:	Have you got any evidence against him?
A:	Yes. We've found drugs in his hotel room. Besides we have apprehended, a drug dealer. And through him we have traced Mr. X. According to our information he is involved in international drug trafficking.
B:	Why don't you arrest him, then?
A:	He is being watched by the police officers. We want to trace all members of the gang.

***Dialogue 2***

A:	Why do you want to apprehend me?
B:	You are breaking the norm of social morality.
A:	What do you mean?
B:	You are being engaged in prostitution, Under the Criminal Code a person engaged in prostitution is a subject for punishing.

***Dialogue 3***

A:	When did your car disappear?
B:	On Monday night
A:	Where was it parked?
B:	On the right side of street N.
A:	Did passers-by see anyone?
B:	They saw a young man.
A:	What did he look like?
B:	The suspected young man is slim, tall, with a short beard. He was wearing a blue jacket, dark-grey trousers
A:	What is the make of your car?
B:	It's a white Ford with the registration sign M-TR 840
B:	What items were there inside your car?
A:	A black case and brown leather gloves.
B:	We'll try to find your car. The policemen will ask the population for the help. Every police station will receive the information about the suspected person and the stolen car.

***A make*** - марка машини

**Task 11:** *translate the words, fill in the table*

<i>Violent crimes</i>	<i>Economic crimes</i>	<i>Property crimes</i>	<i>Crimes endangering a state</i>	<i>Crimes against morality</i>	<i>Victimless crimes</i>

Шахрайство, лихослів'я, крадіжка, вбивство, відмивання грошей, вимагання, гвалтування, шпіонаж, пограбування, проституція, розтрата грошей підприємства, азартна гра, хабарництво, пограбування зі зломом, контрабанда, виробництво фальшивих грошей, організована злочинність, злочинність білих комерційців, наркоманія, крадіжка з магазину, угон автотранспортного засобу, продаж секретних документів, підпал з метою приховання злочину, напад, пошкодження бази даних, наговір, публічне ображення.

**Task 12:** *complete the table with the necessary words*

<b>Crime</b>	<b>Criminal</b>	<b>Verb</b>
	blackmailer	to blackmail
		to bribe
burglary	burglar	
drug dealing		to sell drugs
		to commit fraud
hijacking		to hijack
	kidnapper	
mugging		to mug
	murderer	to murder
	robber	
smuggling		to smuggle
	terrorist	to set off bombs, etc.
theft		to steal
	vandal	to vandalize
homicide		to kill

**Task 13:** look at these situations, then decide which crime was committed in each case

1. *Woman:* When I got home, I discovered that my back door had been broken.

*Police officer:* Had anything been stolen?

*Woman:* Yes, my new laptop and \$200 in cash.


2. *Man reading newspaper:* I do not believe it. The Foreign minister has been caught giving government secrets to another country.

3. *TV newsreader.* A journalist working in the city disappeared this morning. Police later received a note from a claiming that they had taken him and were holding him hostage.

4. *Man:* Give me your purse if you do not want to die in this park.

*Woman:* I'll give you all I have, just do not touch me.

 **SPEAKING**

 **Read the dialogues between a police officer and a witness of a crime. Work in pairs and act out the dialogue.**

**Dialogue :** *A police officer and a witness*

**Officer:** Madam, please, try to keep calm and explain what happened to your husband?

**Witness:** Last night my husband Max and I had dinner in the local restaurant, when suddenly a man ran in, grabbed Max's tie and started shaking him and shouting at my husband!

**Officer:** Mam, could you describe that man in details? How did he look like?

**Witness:** Sure! He was as huge as a bear. I think, two meters high, no less!

**Officer:** Good. I see. Did he have any special features? A scar or, maybe, a tattoo?

**Witness:** Yes, sir. The man had a scar under his left eye.

**Officer:** A scar. Ok. What happened next?

**Witness:** Then my husband stood up and they went out of the restaurant.

**Officer:** Did anybody come out with them?

**Witness:** No, sir.

**Officer:** I see, Mam. They came out... and what happened next?

**Witness:** In a few minutes I came out. There were no people outside. Sir, please, help me to find my husband!

**Officer:** Madam, we will try to do everything for this. Thank you for information. Please, stay at home and call me in case of any suspicious actions near your house.

## Part 3. CRIME INVESTIGATION

Discuss the following questions:

1. What types of crimes are most/least common in Ukraine?
2. Why do you think people turn to crime?
3. Do you think that criminals are born or made?



### KEY WORDS

Try to remember the words and word combinations



to rob – *грабувати*  
robbery – *пограбування*  
a robber – *грабіжник*



cash  
*готівка*



to burgle  
*здійснювати крадіжку зі зломом*  
burglary *крадіжка зі зломом*



to break into  
*проникнути*



forced entry  
*проникнення із застосуванням сили*



to mug  
*грабувати (на вулиці)*  
mugging  
*пограбування*  
a mugger *вуличний грабіжник*



to attack  
нападати



at knifepoint  
під загрозою смерті



to threaten  
погрожувати



jewellery  
коштовності



to shoplift  
красти (з крамниці)  
shoplifting  
крадіжка  
a shoplifter  
крадій



to steal  
красти  
a thief  
крадій  
theft  
крадіжка



**What's the difference between to steal and to rob?**

You **steal** money or things but you **rob** a person or place.

## PRE-READING TASKS

**Task 1:** *one word in each sentence is wrong. Cross it out*

**Model:** Thieves, robbers, ~~murderers~~ and burglars all steal property.

1. Rob, steal, murder and attack are all verbs.

2. Theft, mugging, robbery and shoplifter are all crimes.
3. Mugger, shoplifter, thief and burglary are all criminals.
4. Shooting, breaking into, murder and homicide are all ways of attacking people physically.
5. Shoplifting, theft, mug and robbery are all nouns.

**Task 2:** *choose the correct answer*

1. The opposite of guilty is\_\_\_\_\_.  
A. wanted B. arrested C. Innocent
2. A\_\_is a person who enters a house to take something.  
A. officer B. shoplifter C. burglar
3. The criminals\_\_\_\_\_money or things.  
A. mug B. steal C. rob
4. The robber\_the museum last night.  
A. stole B. shoplifted C. robbed
5. When a criminal attacks a person in the street, he is a\_\_\_\_\_.  
A. robber B. mugger C. shoplifter
6. A\_\_\_\_\_has stolen George's car.  
A. burglar B. thief C. robber
7. A mugger\_\_people in the street.  
A. attacks B. shoplifts C. Burgles

 **READING**

☞ **Read the text paying attention to the key words and word combinations translate the text and retell it**



Inspector Davis arrived at the country house at 9 a.m. to investigate circumstances of a crime. The witnesses were in the kitchen. The victim was a man, Mr. Taylor. He died because someone had caused him bodily injuries. The killer disappeared.

Inspector Davis asked everyone in the house to keep the crime scene untouched. There were a few suspects because the house was full of people the previous night. Two of the suspects had an alibi. There were three facts that narrowed a number of suspects: the killer was armed with a rifle, he left his fingerprints and a

red scarf as evidence. The medical experts stated that the killer had left traces on the victim's body. First of all, the inspector decided to talk to the applicant of this crime, Mr. Cooper. But it turned out that he had run away. That is how inspector Davis started to investigate the circumstances of the crime in the country house.

**Task 3:** *answer the questions according to the text above*

1. What happened in the country house?
2. Who was the applicant of the crime? Is this person a suspect? Why?
3. Why did the victim die?

### PRE-READING TASKS

**Task 4:** *define the succession of actions in such a plot as "The Crime and Punishment"*

	to identify a criminal		to trace a criminal
	to announce the sentence		to commit a crime
	to gather evidence		to prove guiltiness or innocence
	to question the eyewitness		to define the category of crime
	to arrest a criminal		to deliver the court hearings

### VOCABULARY TO THE TEXT

- to violate - *порушувати*
- to trace – *всліджувати*
- to identify - *встановити*
- to perpetrate - *скоїти*
- to suspect - *підозрювати*
- confession - *зізнання*
- testimony - *свідчення*
- evidence - *докази*
- witness - *свідок*

## READING

### Task 5: read and translate the text



If one violates a law it means that he commits a crime. Each crime must be cleared up. There are three phases of crime investigation:

- 1) the criminal is identified,
- 2) the criminal is traced and located,
- 3) the facts proving his guilt are gathered for court presentation.

#### ***Identifying a criminal***

During the first stage the criminal is identified, e.g. the person is identified as the perpetrator of the criminal act. The identity of the criminal is done in one or more of the following ways: confession, eyewitness testimony, or circumstantial evidence.

#### ***Tracing and locating a criminal.***

The second stage of the investigation is concerned with locating the criminal. Obviously many of the steps previously suggested for identifying the suspect will also lead to his location. Usually the criminal is not hiding; he is simply unknown. In those cases the problem is primary one of identification

#### ***Proving the guilt.***

It is assumed that the criminal has been identified and is now in custody. The investigation, however, is far from complete; it has entered the third and often the most difficult phase: gathering the facts, necessary in the trial to prove the guilt of the accused.

The final act of the criminal investigation is the presenting the evidence in the court. The fact of crime existence must be established; the defendant must be identified and associated with the crime scene; competent and credible witnesses must be

available; the physical evidence must be appropriately identified; its connection with the case shown; and the whole must be presented in an orderly and logical fashion.

## POST-READING TASKS

### **Task 5:** *give English equivalents*

Доказ провини, переслідувати, вистежити злочинця, ідентифікувати злочинця, ув'язнення, надання доказів, визнання провини, свідок, місце знаходження, збирати речові докази.

### **Task 6:** *fill in the blanks with missing words or prepositions*

1. Each crime must be cleared ... 2. There are ... phases of crime investigation. 3. The person must be identified .... the perpetrator of the criminal act. 4. The second stage of the investigation is concerned ... locating the criminal. 5. ... the facts is necessary in the trial ... the guilt of the accused.

### **Task 7:** *say it in one word*

1. the act of violating law. 2. a person committed the unlawful act. 3. physical items or oral information proving one's guilt or innocence. 4. a person who has seen the commitment of the crime. 5. a place where the crime was committed. 6. a person detecting the crime. 7. declaration especially in a law court testifying that something is true. 8. the procedure of examining the case in a law court before the judge.

### **Task 8:** *think over the terms denoting the following*

- a) a person responsible for clearing up the crime (2 words)
- b) a person who has seen the process of crime committing (1 word)
- c) a person breaking up the law (6 words)
- d) an act forbidden by the law (4 words)
- e) a person suffering from the injury of the crime (1 word)
- f) a person acting as prosecution party (1 word)
- g) a person defending the accused (3 words)
- h) an effort to detect a crime (3 words)

**Task 9: compose all possible expressions in English**

**A perpetrator** - вистежити, визначити місця знаходження, затримати, непевний, карати, виявити, знайти, арештувати тощо

**Evidence** - виявити, речовий, збирати, подати, вилучити, проаналізувати, наявний

**Crime** - розслідувати, вчинити, боротися проти, попередити, організований, економічний

**The crime scene** - оглядати, прибувати, сфотографувати, обгородити спеціальною стрічкою

**Witness** - компетентний, знайти, опитати, визвати до поліцейської дільниці.

**Task 10: translate the questions into English and answer them**

1. Із скількох етапів складається процес розслідування злочину? 2. Що є найважливішим на першому етапі розслідування? 3. Для чого збираються факти та свідчення? 4. Якими повинні бути свідки? 5. Який з етапів найбільш складний? 6. Хто розслідує злочин? 7. Чому необхідно обгородити спеціальною стрічкою місце злочину? 8. Хто організує роботу слідчої групи? 9. Які категорії фахівців беруть участь у розслідуванні злочину?

**Task 11: dramatize the dialogues**

**I.**

**A.** How do you qualify this act?

**B.** Under Article ... I believe it to be a crime

**A.** To my mind, you are mistaken. This is only a disorderly conduct.

**B.** In any case it is a punishable offence.

**A.** I can't agree with you.

**II.**

**A.** What crime is he suspected of?

**B.** Of robbery.

**A.** Has he confessed to the crime?

**B.** Not yet. But we have a lot of circumstantial evidence. I think it will induce him to confess.

**A.** Let's hope it will.

Circumstantial evidence - посередній (непрямий) доказ

## *Build up your terminological vocabulary*

**Task 12:** *guess the difference in the meaning and usage*

A) to rob	<i>грабувати, обкрадати</i>
to plunder	<i>грабувати (на війні), красти, розкрадати</i>
to loot	<i>грабувати, красти (застосовуючи силу)</i>
to steal	<i>красти, робити щось потайки</i>
to burglarize	<i>скоїти крадіжку зі зломом</i>

Choose the right words:

1. The bank was ... yesterday by two masked gunmen. 2. Invaders .... and .... throughout the entire country. 3. Can't you see how the great trusts have ... your treasure? 4. The house of Julia Merton was .... on Wednesday night. 5. His mail was repeatedly... 6. The thief ... the drawers of their content. 7. You've .... me of my idea. 8. The maid was accused for having ... her mistress' jewelry. 9. The villa must have been ... by some teenagers.

B) guilt	<i>провина, винуватість</i>
blame	<i>догана, осуд, вважати винуватим, засуджувати</i>
to shift the blame	<i>- перекладати провину на</i>
to shoulder the blame	<i>- приймати провину на себе</i>
fault	<i>хиба, недолік, порушення (закону), помилка, провина</i>
	<i>Who is in fault? - Хто є винуватий?</i>

Choose the proper words:

1. You want Allan to take .... 2. They say it's been boy's ... 3. To my horror in the public prosecutor's office Oscar's ... was said to be known and classified. 4. The evidence against him was so incontrovertible that the defendant had to admit his ... 5. He could not prove my ... 6. He acknowledged his ...

## Іменник – A NOUN

Визначник іменника- артикль: a (неозначений), the (означений)	
<b>Власні</b>	John (Джон), Mr. Brown (пан Браун), London (Лондон), Germany (Німеччина)
<b>Загальні</b> а) обчислювальні б) необчислювальні	a (the) verdict (вирок), a (the) barrister (адвокат), a (the) court (суд) а) a judge (суддя), a crime (злочин), an offender (злочинець), a law (закон) б) consciousness (свідомість), knowledge (знання), independence (незалежність)
<b>Прості</b>	a case (справа), a crime (злочин), blood (кров), a rank (звання), a wound (рана)
<b>Похідні</b>	Суфікси: <ul style="list-style-type: none"> <li>- <i>er (or, ar)</i>      - director (директор), driver (водій)</li> <li>- <i>ness</i>              - happiness (щастя), kindness (доброта)</li> <li>- <i>ment</i>              - development (розвиток)</li> <li>- <i>tion( sion)</i>      examination (розгляд), abolition (відміна)</li> <li>- <i>ity</i>                 - activity (діяльність)</li> <li>- <i>hood</i>              - childhood (дитинство)</li> <li>- <i>dom</i>                - kingdom (королівство)</li> <li>- <i>ship</i>              - friendship (дружба)</li> <li>- <i>ance (ence)</i>    - importance (важливість)</li> </ul>
<b>Складові</b>	Father –in-law (свекор, тесть), hothouse (оранжерея), a girl-friend (подруга)

## Категорія множини

### [N+s]- формула утворення

Однина	Множина	Винятки	
a crime- злочин	crimes- злочини	a man-чоловік	men-люди, чоловіки
a verdict- вирок	verdicts- вироки	a woman-жінка	women-жінки
a judge- суддя	judges- судді	a tooth-зуб	teeth-зуби
a court- суд	courts-суди	a foot-ступня	feet-ступні
a state- держава	states-держави	an ox	oxen
a government- уряд	governments- уряди	<b><u>Відсутнє:</u></b>	
a barrister- адвокат	barristers- адвокати	police- є тільки множиною	
a solicitor- повірений у справах	solicitors- повірені у справах	an evidence (докази) - є тільки однією money – is news – is hair – is	
a victim- жертва	victims- жертви	<b><u>Грецькі й латинські слова:</u></b>	
a knife- нож	knives-ножи	a crisis-криза	crises-кризи
a wife- дружина	wives- дружини	a phenomenon -явище	phenomena-явища
		a criterion-критерій	criteria-критерії

## Присвійний відмінок-Possessive Case

[N's] - для однини

[Ns'] - для множини

Загальний відмінок	Присвійний відмінок
<b>а) ім'я власне</b>	
The students listened to <u>the lecture of Professor Brown</u> with great interest. – Студенти слухали лекцію професора Брауна з великим інтересом.	The students listened to <u>Pr. Brawn's lecture</u> with great interest. – Студенти слухали лекцію професора Брауна з великим інтересом.
<b>б) іменники-істоти</b>	
<u>The office of the sheriff</u> is situated in the center of the city. – Офіс шерифа розташований в центрі міста.	<u>Sheriff's office</u> is situated in the center of city. – Офіс шерифа розташований в центрі міста.
<b>в) іменники на позначення країн, міст, об'єднань людей, астрономічних явищ</b>	
1.Chestnut trees of Kyiv are the best in the world. – Каштани Києва-кращі в світі.	1. Kyiv's chestnut trees are the best in the world. – Каштани Києва-кращі в світі.
2.Parliament of Great Britain is one the oldest in the world. – Парламент Великобританії-один з найстаріших у світі.	2. Great Britain's Parliament is one of the oldest in the world. – Парламент Великобританії-один з найстаріших у світі.
3.The policy of the government is determined by the interests of the population. – Політика уряду визначається інтересами населення.	3. Government's policy is determined by the interests of the population. – Політика уряду визначається інтересами населення.
4.The light of the Moon illuminated the path in the forest. – Світ місяця висвітлював стежку лісу.	4. The Moon's light illuminated the path in the forest. – Світ місяця висвітлював стежку лісу.

## Визначники іменника

<b>1. Артикль</b>	
-невизначений	<b>a</b> state (держав), <b>a</b> crime (злочин), <b>an</b> investigator (слідчий) який-небудь.
-визначений	<b>the</b> state (держав), <b>the</b> crime(злочин), <b>the</b> investigator (слідчий) конкретний
<b>2.Займенники</b>	
-присвійні	<b>my</b> car (моя машина), <b>your</b> decision (твоє рішення), <b>his</b> proposal (його пропозиція), <b>her</b> dress (її плаття), <b>its</b> independence (його незалежність), <b>our</b> institute (наш інститут)
-вказівні	<b>this</b> judge (цей суддя), <b>that</b> barrister(той адвокат), <b>such</b> crimes (такі злочини)
-питальні	<b>what</b> verdict (який вирок), <b>which</b> month (котрий місяць), <b>whose</b> car (чия машина)
-невизначені	<b>each</b> student (кожний студент), <b>some</b> states (деякі держави)
<b>3. Іменники (у присвійному відмінку)</b>	<b>judge's</b> speech (мова судді), <b>officers'</b> uniform (форма офіцерів), <b>Brown's</b> car (машина Брауна), <b>The Browns'</b> house (дім Браунів)

**Вправа 1:** утворіть множину таких іменників

- a) a day, a hat, a verdict, a judge, a court, an offence, a face, an article, a victim;
- b) a dress, a dish, a match, a kiss, a witness, a box, a hero;
- c) a piano, a photo;
- d) a baby, a lady, a country, a fly, a city, a story;
- e) a wife, a knife, a wolf, a leaf, a shelf, a half.

**Вправа 2:** утворіть однину таких іменників

voxes, eyes, games, teeth, wolves, feet, children, donkeys, pianos, wives, women, sheep, ladies, courts, culprits, cadets, institutes, students, laws, barristers, terms, streets, branches, centres, crimes, stages, punishments.

**Вправа 3:** розкрийте дужки й утворіть правильне число іменників

1. There are several (plate) on the table. 2. Two (man) and three (woman) stood by the gate. 3. Kate bought a five kg bag of (potato). 4. Please, bring me four (knife)

and four (fork) from the kitchen. 5. The group of (child) attended the museum of Fine Arts. 6. Those (lawyer) support the indictment. 7. Constitution is a Code of (law). 8. The group of (expert) examined the scene of the crime. 9. We put on (coat) as it was getting cold. 10. Computer systems help to preserve and identify (fingerprint) of (offender). 11. There is a lot of (fruit) in autumn. 12. Blond (hair) of the girl attracted people's attention. 13. More than 150 (member state) participate in the work of Interpol.

**Вправа 4:** *замініть сполучення слів з використанням присвійного відмінка.*

The father of Jack, the glasses of my granny, the toy of the child, the maiden name of Mrs. Brown, the speech of the barrister, the staff of the government, the rays of the sun, the children of this woman.

**Вправа 5:** *вставте пропущені іменники в присвійному відмінку*

1. His ... name is John (father). 2. My ... maiden name is Smith (mother). 3. ... car is on the parking (Mr. Kelly). 4. ... house is very old, but well kept (The Browns). 5. The .... bag is new and nice (boy). 6. ....report was interesting and important (minister). 7. The ... pictures are on the wall (Turner). 8. The ... table is in the middle of the room (doctor). 9. The .... information was of great importance (the experts). 10. The member of British Parliament debated the annual .... address (the Queen). 11. The .... agreement was signed last week (governments). 12. ....detective stories are of great popularity within our readers (Agatha Christie). 13. The .... light was soft and sedative (the Moon).

**Вправа 6:** *перекладіть словосполучення англійською мовою з використанням присвійного відмінка, якщо це можливо*

Висновок слідчого, захист адвоката, дослідження вчених, книги Джона, тепло сонця, рішення парламенту, територія інституту, гілки державної влади, повноваження Верховного Суду, відповідальність поліцейського, іспити зимової сесії, листя дерев, показання свідка, кольори веселки, поверхи будівель, крик дитини, з'їзд партії, навчальні програми дисципліни, розвиток держави.

**Вправа 7:** *перекладіть речення англійською мовою*

1. Він – курсант. 2. Курсанти живуть у казармі. 3. Вони взяли з собою револьвер, рушницю і боєприпаси. 3. Куленепробивний жилет є обов'язковою складовою поліцейської амуніції. 4. Вчора вони відкрили вогонь на ураження. 5. Робота поліцейського – небезпечна професія.

## Прикметник – An adjective

<b>Прості</b>	Good (хороший), long (довгий), strong (сильний), great (великий), easy (простий)		
<b>Похідні</b>	<i>Суфікси:</i>		
	<b>-ful</b>	Beautiful (гарний)	The beautiful park
	<b>-less</b>	Useless (даремний)	The useless recommendation
	<b>-able</b>	Countable (рахований)	The countable income
	<b>-ous</b>	Suspicious (підозрілий)	Suspicious conduct
	<b>-y</b>	Lucky (удачливий)	The lucky businessman
	<b>-ly</b>	Lovely (чудовий)	The lovely weather
	<b>-ish</b>	Childish (дитячий)	The childish behavior
	<b>-en</b>	Golden (золотий)	The golden ring
	<i>Префікси:</i>		
	<b>in-</b>	Insincere (нещирий)	The insincere witness
	<b>im-</b>	Impossible (неможливий)	The impossible verdict
	<b>ir-</b>	Irrelevant (що не належить до справи)	The irrelevant information
	<b>un-</b>	Untrue (помилковий)	The untrue testimony
<b>Складові</b>	Snow-white (білосніжний), dark-blue (темно-синій)		

### Ступені порівняння

	<b>Позитивний</b>	<b>Вищий</b>	<b>Найвищий</b>
<b>односклад</b>		<b>[A + er]</b>	<b>the [A + est]</b>
	long- довгий	longer-довше	the longest-найдовший
	large- великий	larger-більше	the largest-найбільший
	Short - короткий	Shorter -коротший	the shortest -найкоротший
<b>багатоскладові</b>		<b>[more + A]</b>	<b>the [most + A]</b>
	difficult-важкий	more difficult-важчий	the most difficult- найважчий
	interesting-цікавий	more interesting-більш цікавий	the most interesting-найцікавіший
	beautiful-гарний	more beautiful-більш гарний	the most beautiful-найгарніший
<b>винятки</b>	good- хороший	better- кращий	the best- найкращий
	bad- поганий	worse- гірший	the worst- найгірший
	little- маленький	less- менший	the least- найменший
	many- численний	more- більший	the most- найбільший
	much- багато	more- більший	the most- найбільший
	far- далекий	farther(further) - дальший	the farthest (furthest)-найдальший

**Вправа 1:** утворіть вищий і найвищий ступені порівняння прикметників

- A) Big, tall, long, thin, thick, high, bright
- B) Important, comfortable, suitable, careful
- C) Good, bad, little, far, many.

**Вправа 2:** виберіть правильну відповідь

1. England is (less, smaller) than France. 2. I've got (less, smaller) time today than yesterday. 3. There are (less, fewer) people at the station on the weekend that at the weekdays. 4. Don't we spend (less, fewer) time at the stadium that in front of our TV set? 5. We are going to do (larger, more) business with "Brown & Co» in the near future. 6. (Larger and larger, more and more) companies in Great Britain do business with Ukrainian counterparts.

**Вправа 3:** складіть речення за такими моделями

**MODEL:** London – Brighton (old)

London is **older** than Brighton.

- 1. Europe – Asia (small)
- 2. February – March (short)
- 3. The Volga river – the Dnieper river (long)
- 4. A journey by a car – a journey by a plane (interesting)
- 5. A holiday in the country - a holiday in the city (pleasant)
- 6. A meal in a restaurant – a meal in a snack bar (expensive)
- 7. The Black sea – the Baltic sea (warm)
- 8. English - Japanese (difficult)
- 9. Brandy – beer (strong)
- 10. Peach – apple (sweet)

**Вправа 4:** складіть речення за такими моделями

**MODEL:** Mr. Kelly – Mr. Brown – Mr. Smith

Mr. Kelly is an old man. Mr. Brown is older than Mr. Kelly. Mr. Smith is the oldest among them.

- 1. Great Britain –Ukraine - Russia (large)
- 2. Beer – martini – brandy (strong)
- 3. A donkey – a horse – a camel (hardy)
- 4. The Indian Ocean – the Atlantic Ocean – the Pacific ocean (large)
- 5. Kate – Ann – Mary (beautiful)
- 6. Mariupol population — Kyiv population — Tokyo population (great)
- 7. Apple – orange – peach (sweet)
- 8. A donkey – a horse – an elephant (heavy)
- 9. Pick pocketing – robbery – murder (serious)
- 10. Pr. Brown's lectures – Pr.Kelly's lectures – Mr.Smith's lectures (interesting)

**Вправа 5:** оберіть правильне слово в дужках

1. England is (less, smaller) than the USA. 2. I've got (less, smaller) time today for sport than yesterday. 3. There are (less, fewer) people at the station on the weekend than at the weekdays. 4. Don't we spend (less, fewer) time at the stadium street is the longest one in your city? 9. What is the shortest month in a year? 10. What is the highest kind of the court in your state?

**Вправа 6:** утворить вищий ступінь порівняння

1. Statistics show that the number of property crimes of this year is (great) than those of the previous period. 2. The status of a magistrates' court is (low) than of the House of Lords. 3. Murder is (serious) crime than shoplifting. 4. The territory of Ukraine is (large) than that of Hungary. 5. It is (cold) in winter than in autumn. 6. The European countries are (industrially cultural) than the African ones. 7. Silver is (cheap) than gold. 8. The sunny weather is (pleasant) than the rainy one. 9. The stage of debating a new legislation is (important) than its adoption. 10. The money laundering is (dangerous) for the state financial system than ordinary shoplifting.

**Вправа 7:** утворить найвищий ступінь порівняння

1. The group "The Beatles" was the (popular) with young people in 1960s. 2. Treason is (serious) crime. 3. London is one of the (old) cities in the world. 4. February is (short) month in a year. 5. Monaco is (small) state in Europe. 6. President is (important) official in the state. 7. Christmas is the (marry) holiday in a year. 8. A. Franse was considered to be (intellectual) person of his time. 9. The House of Lords is (high) court in Great Britain. 10. December, 22, is (short day in a year).

**Вправа 8:** перекладіть речення англійською мовою, звертаючи увагу на ступені порівняння прикметників

1. Теорія держави і права - один з найважчих предметів в університетській програмі. 2. Київський університет молодше Кембриджського. 3. Лондон - одне з найдавніших міст Європи і світу. 4. Будівля Конгресу США - найвища у Вашингтоні. 5. Це найбільш ранній рейс на Київ. 6. Фракція демократичних сил найчисленніша в парламенті. 7. Мій старший син вище чоловіка. 8. Персик солодше яблука. 9. Структура поліції США вважається однією з найскладніших у світі. 10. Олександр Довженко був одним із самих значних і талановитих режисерів українського кінематографа.

## Прислівник- An adverb

<b>Прості</b>	Well (добре), much (багато), very (дуже), often (часто)
<b>Похідні</b>	Partly (частково), quickly (швидко), hardly (важко, старанно)
<b>Складні</b>	sometimes, somewhere, anywhere, nowhere, since then, so far
<b>Прислівники, що збігаються за формою:</b>	
<b>з прикметниками</b>	fast, hard, late
	He is working <b>fast</b> (прислівник). It is a <b>fast</b> train. (прикметник).
<b>з прийменниками</b>	after, before, since
	I haven't seen her <b>since</b> . (прислівник). I haven't seen her <b>since</b> that day (прикметник).
<b>із сполучниками</b>	Since, when, where, but

### Вживання

<b>1. Обставина</b>	
-при дієслові	He is working fast. – Він працює швидко.
-при прикметнику	He is a very good barrister. – Він дуже гарний адвокат.
-при прислівнику	He speaks English very well. – Він дуже добре говорить англійською.
<b>2. Питальне слово</b>	Where do you work? – Де ви працюєте?
<b>3. Сполучне слово</b>	Here is the house where I live. – Це той дім де я живу.
	The question is how I should do it. – Питання в тому, як мені слід вчинити.
<b>Переклад:</b>	прислівником

### Ступені порівняння

	<b>Позитивний</b>	<b>Вищий</b>	<b>Найвищий</b>
<b>Односкладні</b>	fast	faster	fastest
	late	later	latest
	early	earlier	earliest
<b>Багатоскладні</b>	slowly	more slowly	most slowly
	beautifully	more beautifully	most beautifully
<b>Винятки</b>	well	better	best
	badly	worse	worst
	little	less	least

	much	more	most
	far	father(further)	further (furthest)

### Місце прислівника в реченні

1. Прислівник образу дії(kindly, badly, quickly, fast etc.)	The students speak English <b>well</b>
2. Прислівник місця і напрямку(here, there, inside, somewhere etc)	We'll meet the teacher <b>here</b>
3. Прислівник часу(tomorrow, today, yesterday etc)	<b>Yesterday</b> the barrister consulted his clients The barrister consulted his clients <b>yesterday</b>
4. Прислівник місця і часу(два речення)	They'll go <b>there</b> (1) <b>tomorrow</b> (2)
5. Прислівник повторюваності і частоти(ever, often, always)	This girl is always late. I've <b>never</b> been to London.
6. Прислівник міри і ступеню(very, enough, too, almost, nearly, quite)	It's too hot today. He passed exam <b>quite</b> well

**Вправа 1:** утворіть прислівники від поданих прикметників

slow, quick, loud, bright, hard, high, nice, successful, cruel, careful, mutual

**Вправа 2:** укажіть, чи є виділене слово прикметником або прислівником

1. The question was so **easy** that everybody could answer it. 2. The student answered all the questions **easily**. 3. The lecturer spoke **loudly**. 4. The policeman heard a **loud** noise in the street. 5. The group of tourists went **straight** to Paris without stopping anywhere. 6. This road is quite **straight**. 7. The pupil would write **better** if he had a **better** pen. 8. The student has very **little** knowledge of the subject "Pretrial investigation". 9. When I first came to London, I **little** thought that I should stay here so long. 10. The group of detectives traced the criminal for a **long** time. 11. My son works **more** and **better** than he used to. 12. I have **more** books than you. 13. My mother is an **early** riser. 14. **Early** to bed and **early** to rise makes a man healthy, wealthy and wise. 15. The girls talk **much** every evening in the yard. 16. We haven't had **much** rain this summer. 17. The sportsman is playing **worse** than usual. 18. The patient is **worse** this morning.

**Вправа 3:** оберіть потрібну форму

1. I did not rest very (good, well) last night. 2. It is not (good, well) for you to smoke. 3. I was (angry, angrily) at what he said. 4. The prosecutor spoke angrily. 5. It is not (bad, badly) to practice your skills in lifting the weight. 6. The student wrote his dictation (bad, badly). 7. The official received the secretary (cold, coldly). 8. The weather is (cold, coldly) today. 9. Your description of the suspected person is not quite (exact, exactly). 10. The secretary does not know (exact, exactly), when the

chief will come. 11. The work was done (perfect, perfectly). 12. During the few last days the weather has been (perfect, perfectly).

### Займенник – A pronoun

<b>Особові</b>	Називний відмінок	I (я ), you (ти ), he (він ), she (вона ), it (для неістот), we (ми ), you (ви), they (вони)
	Об'єкт. відмінок	me (мені, мною), you (тобі, тобою), him (його), her (її), it (його, її), us (нам, нами, про нас), you (вам, вами, про вас ), them (їм, про них )
<b>Присвійні</b>	1 форма	my (мій), your (твій), his (його), her (її), its (його, її), our (наш), your (ваш), their (їх)
	2 форма	mine, yours, his, hers, its, ours, yours, theirs
<b>Зворотні та підсилювальні</b>		myself, yourself, himself, herself, ourselves, yourselves, themselves
<b>Взаємні</b>		each other, one another
<b>Вказівні</b>		this (цей), that (той), these (ці), those (ті), such (такий), the same (той же)
<b>Питальні</b>		who (хто), whom (кого, кому, ким, про кого), whose (чий), what (який), which (котрий)
<b>Відносні й сполучні</b>		who, whom, whose, what, which, that
<b>Неозначені</b>		some, any, one, all, each, other, another, both, many, much, few, little, either, no, none, neither

#### **Вправа 1:** *замініть підкреслені слова займенниками*

1. Normally a judge announces the verdict. 2. The policeman is helping the old lady to cross the street. 3. Mother sent the daughter to buy bread. 4. A court is responsible for punishing criminals. 5. My parents want me to be a barrister. 6. The suspected was brought into the police station. 7. The girl asked the policeman for the help. 8. Parliament adopted the budget for a new fiscal year. 9. President is the highest official in a state. 10. Barristers are responsible for helping people in court procedures.

**Вправа 3:** *перекладіть речення англійською*

1. Ми вчимося в університеті. 2. Він - один з кращих студентів групи. 3. Вони склали іспит з цивільного права. 4. Де ви будете працювати після університету? 5. Конституція є зведенням законів; вона гарантує захист прав і свобод громадян. 6. Як ти склав іспит з кримінального права? 7. Дощ був коротким, проте він зіпсував прогулянку. 8. Собака сиділа на ганку; вона нікого не впускала в будинок. 9. Адвокат Браун консультує в кімнаті № 47, він - фахівець у цивільних справах. 10. Вона була засмучена поганим складанням іспиту з кримінології.

**Вправа 4:** *замініть називний відмінок на непрямий*

My friend from Canada sent (I) Christmas post card. 2. I know (she) very well. 3. I often saw (they) in the gym. 4. Don't ask (he) about the accident. 5. Do you know English? – No, I don't know (it) absolutely. 6. The teacher greets (we) each morning. 7. John Anderson called (she) yesterday night. 8. The duty officer interviewed (he). 9. I'm sure; the barrister will help (you) 10. The detective asked (they) many questions.

**Вправа 5:** *перекладіть речення англійською*

1. Суддя виніс їм вирок. 2. Закони захищають нас від злочинних посягань. 3. Хуліган вдарив його по голові. 4. Держава надає вам право вибору місця проживання. 5. Я побачив її на концерті відомого піаніста. 6. Адвокат допомагає нам у вирішенні різних питань у суді. 7. Джон представив мене батькам. 8. Поліцейські охороняли їх під час футбольного матчу. 9. Вам необхідно заповнити декларацію. 10. Сторони підписали протокол про наміри і передали його секретарю.

**Вправа 6:** *вставте присвійні займенники*

1. We have ... English classes each Monday. 2. The girl likes ... new dress. 3. John drives ... sport car perfectly well. 4. The cadets are responsible for repairing ... hostel. 5. Did she help ... parents? 6. The film was rather interesting, but I don't remember ... plot quite well. 7. Barrister Wilson is in ... office now. 8. I often take ... children to the city park. 9. Jane speaks much about ... dream to be a lawyer. 10. The tourists were given ... passports after the immigration control.

**Вправа 7:** *перекладіть речення англійською мовою*

1. Мені подобається наше місто. 2. Студенти уважно слухали свого викладача з теорії держави та права. 3. Президент закінчив свою промову в парламенті. 4. Адвокат виграв її справу в суді. 5. Суддя пояснив своє рішення по даній справі. 6. Закон захищає наші права і свободи. 7. Уряд підтвердив своє рішення брати участь у програмі «Економічна підтримка малому бізнесу». 8. Нотаріус допоміг йому скласти звіт. 9. Ви користуєтеся послугами нашої юридичної консультації? 10. Після сесії студенти здали свої залікові книжки секретарю деканата.

## Дієслово - A verb-[V]

<b>Прості</b>	to ask, to go, to work	
<b>Похідні</b>	3 суфіксами: -en-widen, strengthen -fy-modify, classify -lize-realize	3 префіксами: <b>un</b> -undo <b>dis</b> -dislike <b>re</b> -remake
<b>Складні</b>	to overcome, to go on, to broadcast	
<b>Правильні</b>	to ask-asked, to commit-committed-committed	
<b>Неправильні</b>	To go – went – gone, to catch – caught – caught	

### Основні форми англійського дієслова

<b>Інфінітив -що робити?</b>	<b>Минулий час - що робив?</b>	<b>Дієприкметник минулого часу -який(вже)</b>	<b>Дієприкметник теперішнього часу – який (зараз)</b>
to detect - розслідувати	detected - розслідував	detected-розслідуваний	detecting - який розслідує
to commit - здійснювати	committed - здійснював	committed-здійснений	committing - який здійснює
to announce - оголошувати	announced - оголосив	announced-оголошений	announcing - який оголошує
to require - вимагати	required - вимагав	required – який вимагав	requiring - який вимагає
to report - повідомляти	reported - повідомив	reported-повідомлений	reporting - який повідомляє
to trace - переслідувати	traced - переслідував	traced-переслідуваний	tracing - який переслідує

## Порядок слів у розповідному реченні

Для англійської мови в розповідному реченні типовим є прямий порядок слів, тобто підмет передує присудкові, після присудка вживається прямий додаток.

*Ann likes tennis* (Ані подобається теніс).

Між присудком та прямим додатком ставиться непрямий додаток.

*He will give you the book.* (Він дасть тобі книжку).

Після присудка або після прямого додатка ставиться прийменниковий додаток.

*We received a letter from him.* ( Ми отримали від нього листа).

Як правило, обставини вживаються після додатків, або, якщо додатків немає – після присудка.

*Ann prepares homework in the evening.* (Аня виконує домашнє завдання ввечері).

Обставини різних типів вживаються в такій послідовності: обставини часу після обставини місця,

*He was at home yesterday.* (Учора він був удома).

Обставини способу дії перед обставинами місця й часу.

*He worked well yesterday.* (Він учора добре попрацював).

### **Вправа 1:** *перекладіть речення англійською мовою*

1. Зовнішність дівчини притягує увагу.
2. Пан Сміт має високий зріст.
3. На його обличчі багато родимок.
4. Мішки під очами свідчать про якусь хворобу.
5. Волосся моєї сестри є білими.
6. Коли мій батько сердиться, він завжди нахмурює брови.
7. Злочинець був середнього зросту.
8. Кажуть, що агенти повинні бути невиразними (featureless).
9. Рваний шрам спотворив його обличчя.
10. Вона була молода, але зморшки під очами старили її.
11. Він - дуже нестримана людина.
12. Викладач був аргументованим у своєму доказі теореми.
13. Моя сестра завжди цікавилася медициною, тому вона тепер є студенткою лікарського факультету.
14. Мені подобаються люди добрі та інтелігентні.
15. Черговий був зібраним та кмітливим.
16. Нервування пасажира привернуло увагу провідника.
17. Спокійний сон сприяє гарному здоров'ю.
18. Сучасному поліцейському потрібна витримка та поміркованість.
19. Вміння стримувати свої нерви допоможе у складних ситуаціях.
20. Роздратування заважає успішному проведенню допита.

## Група простих часів- Indefinite tenses

[V+ S]- форма третьої особи однини теперішнього часу  
**[do/does, did, will +not+V]** – негативна форма;  
**[do/does, did, will + підм. +V]** – питальна форма

Present Indefinite	Past Indefinite [V+ ed]	Future Indefinite [will+V]
a) to be – <b>am, is, are</b>	a) to be – <b>was, were</b>	a) to be - <b>will be</b>
b) to do – <b>do/does</b> (3 особа одн.)	b) to do - <b>did</b>	b) to do - <b>will do</b>
c) to have – <b>have/has</b> (3 особа одн.)	c) to have - <b>had</b>	c) to have - <b>will have</b>
1. I <b>do</b> my morning exercises regularly	1. I <b>did</b> my morning exercises regularly.	1. I <b>will do</b> my morning exercises.
2. Normally a judge <b>announces</b> the verdict.- Зазвичай суддя оголошує вирок	2. Yesterday the judge <b>announced</b> the verdict. - Суддя оголосив вирок вчора	2. The judge <b>will announce</b> the verdict tomorrow morning.- Суддя оголосить вирок завтра вранці
3. Students of law department <b>study</b> various branches of law. - Студенти юридичного факультету вивчають різні галузі права	3. Last term the students <b>studied</b> Civil Law. - Минулого семестру студенти вивчали цивільне право	3. Next term the students <b>will study</b> Constitutional Law. - Наступного семестру студенти будуть вивчати конституційне право
4. Mr. Brown <b>does not participate</b> in the investigation of this crime. - Містер Браун не бере участі в розслідуванні цього злочину	4. Mr. Brown <b>did not participate</b> in the investigation of that crime. - Містер Браун не брав участі у розслідуванні того злочину	4. Mr. Brown <b>will not participate</b> in the investigation of this crime. - Містер Браун не буде брати участі у розслідуванні цього злочину
<b>Слова-маркери:</b>		
usually, normally, as a rule, always, sometimes, often.	in 1991, yesterday, last week (month, year)	tomorrow, next week in a week (month, year).

**Вправа 1:** *замініть число та особу дієслова відповідно до моделі*

[V + s] – the third person singular form

MODEL: Many universities **train** specialists for various branches of industry.

Our university **trains** specialists for National police of Ukraine.

1. The latest articles in “The Guardian” speak much about the growth of criminal activity in the society. 2. Laws protect people’s rights and freedoms. 3. Teachers welcome the first year students. 4. My parents work at the bank. 5. Two associations in Great Britain present the social interests of policemen. 6. Today we have dinner with our business partners from France. 7. The boys do this work well. 8. The students listen to Pr. Brown’s lecture very attentively. 9. The detectives of our police station take part in clearing up this robbery. 10. Some articles in the Constitution confirm President’s powers.

**Вправа 2:** *утворіть заперечувальні та питальні речення*

[Do (does) + NOT] – the formula of the negative form

[Do (does) + Пдм. + V] – the formula of the interrogative form

1. Our university trains specialists for tax police. 2. John works hard at his English. 3. The ticket to New York from Europe costs about seven hundred dollars. 4. The students pass English each term. 5. The Browns buy goods in Madison Trade Centre. 6. We have three years English course. 7. My younger sister likes to dance. 8. The President appoints Minister of Internal Affairs.

**Вправа 3:** *замініть час дієслова у реченні на минулий*

MODEL: He **phones** me each evening.

He **phoned** me the day before yesterday.

1. The President confirms the main direction of his foreign policy (at the last press conference). 2. I want to enter the Law Department (three years ago). 3. The Rector welcomes the students (on the first of September). 4. Pr. Kelly delivers the lecture on Criminal Law (previous term). 5. BBC-1 transmits the football match of National League (yesterday). 6. It rains cats and dogs (the day before yesterday). 7. We see our divisional inspector each day (last Thursday)

**Вправа 4:** *поставте запитання до підкреслених слів*

1. The Magna Charta established the principle of limited government. 2. In the seventh century B.C., Draco, the Athenian lawmaker, drew up Greece’s first written code of laws. 3. I passed the English exam successfully. 4. Pr. Kelly refused to take part in the conference because of his wife’s illness. 5. The President appointed a new Director of the National Bank last month. 6. French political philosopher attempted to relate criminal behavior to natural, or physical environment. 7. My cousin called me twice a day. 8. It took the tourists half an hour to get to the hotel. 9. The parties signed the long-term agreement. 10. The Browns left for Canada.

**Вправа 5:** змініть час дієслова за моделлю

**MODEL:** We **study** Administrative Law this term.

We **will study** Administrative Law next term.

1. The police officers escort the delegation of German officials. 2. The law students spend much time in the library preparing for the exams. 3. Peter works as a traffic controller (after the special training). 4. The judge announced the verdict (tomorrow morning). 5. The students passed English yesterday (in two days). 6. The passengers board the plane to Washington (in 2 hours). 7. I took those books for my thesis in the University library (next week). 8. The immigration service officer checks the passports of the French tourists (after landing). 9. The solicitor helped us with the forms for action at law (tomorrow). 10. The duty officer reports the chief (in an hour).

**Вправа 6:** розкрийте дужки й поставте дієслово у правильну форму

1. Law students (to study) various branches of law. 2. Peter (to dream) to be a policeman. 3. The secretary (to call) to Brighton two days ago. 4. After the University course I (to get) the certificate of a lawyer. 5. The President (to appoint) the Director of the National Bank. 6. If you (to want) to work at the customs office you (to pass) the exam of the English language. 7. Normally a judge (to read) the verdict. 8. Each police force (to have) the Criminal Investigation Department. 9. Lombroso (to study) at the University of Padua and Paris and then (to become) a professor of psychiatry. 10. Each MP (to initiate) a new legislation. 11. British Parliament (to limit) the reigning monarch's power. 12. Conan Doyle (to create) the character of the famous detective Sherlock Holmes. 13. The Browns (to spend) pleasant time on board the ship. 14. I (to visit) him last week. 15. Ukraine (to border on) many European countries. 16. Ukraine (to start) its history of independence in 1991. 17. The Prosecutor's office (to exercise) the general supervision.

**Вправа 7:** поставте запитання до підкреслених слів

1. I entered Law Department just after school. The Constitution guarantees people's liberties and rights. 3. The history of London dates back to the Roman invaders' time. 3. Ukraine tries to play an important role in European policy. 4. The English word "law" refers to limits upon various forms of behavior. 5. The president of the corporation will sign protocol of intention with Mr. Smith. 6. Barrister Broomfield won the case of the fraud. 7. The Queen declared the opening of Parliamentary work. 8. Israel and Palestine entered into talks to solve some territorial matters. 9. Article number 5 of the Constitution confirms President's powers. 10. The word "science" originates from the Latin word "siencia" meaning "knowledge". 11. My parents married twenty years ago.

**Вправа 8:** перекладіть речення англійською мовою.

1. Наш університет готує фахівців для юридичних установ і правоохоронних структур. 2. Прийняття Конституції підтверджує правовий розвиток держави. 3. У 1991 році Верховна Рада України проголосила її

незалежність. 4. Закон захищає громадян від кримінальних посягань. 5. Якщо законодавці виявлять в законопроекті багато недоліків, вони відправлять його на доопрацювання у відповідну постійну комісію.

### Група тривалих часів – Continuous Tenses

[Be + P I (Ving)] - формула утворення

[BE + not + P I] - негативна форма

[BE + підм. + P I] - питальна форма

Теперішній – Present Continuous	Минулий – Past Continuous	Майбутній - Future Continuous
1. I <b>am doing</b> my morning exercises now. - Я роблю зарядку зараз	1. I <b>was doing</b> my morning exercise at six sharp. - Я робив ранкову зарядку рівно о 6.00.	1. I <b>will be doing</b> my morning exercises from 6 up to seven a.m. tomorrow. - Я буду робити зарядку з 6-ої до 7-ої ранку завтра.
2. The judge <b>is announcing</b> the verdict now. - Суддя оголошує зараз вирок	2. The judge <b>was announcing</b> the verdict about two hours. - Суддя читав вирок близько двох годин.	2. The judge <b>will be announcing</b> the verdict at three sharp tomorrow. - Суддя буде зачитувати вирок завтра рівно о 15.00.
3. The students <b>are having</b> English now. - У студентів зараз англійська	3. The students <b>were having</b> English for three hours. - У студентів була англійська протягом трьох годин.	3. The students <b>will be having</b> English during the next term. - У студентів буде англійська протягом усього наступного семестру.
4. Whom are you <b>playing</b> tennis now? - З ким це ви зараз граєте у теніс?	4. Whom <b>were</b> you <b>playing</b> tennis yesterday at three? – З ким ви вчора о 15.00. грали у теніс?	4. Whom <b>will</b> you <b>be playing</b> tennis tomorrow morning? - З ким ви завтра вранці будете грати у теніс?
<p><b>Слова-маркери:</b> Now, from... till, for, during, at... o'clock</p> <p><b>Не вживаються в зазначеній групі часів</b> - to see, to hear, to be, to feel, to understand, to love, to hate.</p>		

**Вправа 1:** змініть речення відповідно до моделі

**MODEL:** Mr. Anderson **works** at the Bank of England.

Mr. Anderson **is working** at the Bank of England now.

Mr. Anderson **was working** at the Bank of England for three years.

1. The students of my group have the English lesson twice a week (now). 2. Jack passed the credit on Tax Law three days ago (yesterday at 10 a.m.). 3. The University basketball team trained for the World Students' Games (for two years). 4. Usually Mr. Brown heads the meeting of Directors' Board (today). 5. H. Gasparov will play chess with the computer (tomorrow morning). 6. MPs debated a new legislation last week (for a week). 7. The judge spoke very loudly (when reading the verdict). 8. The group of experts examined the scene of the crime attentively (for three hours).

**Вправа 2:** складіть заперечні та питальні речення.

1. The detectives were searching the scene of the crime. 2. The sportsmen were playing that game well. 3. The secretary is typing the documents quickly. 4. I'll be playing tennis with Bill tomorrow morning. 5. The tourists are passing passport control now. 6. The MPs are debating a new fiscal year budget at the moment. 7. The students were listening Rector's speech very attentively. 8. The public prosecutor was reading the text of the verdict for two hours. 9. The firm is constructing its office in Glasgow. 10. Now, I'm improving my English at the special training course in Oxford.

**Вправа 3:** оберіть правильний варіант дієслова в дужках.

1. Normally I (am going, go) to the Institute at half past seven. 2. Each week our group (has, is having) two classes in English. 3. The solicitor (was gathering, gathered) all required documents for the court session. 4. The weather was so bad, it (was raining, rained) cats and dogs for three hours. 5. They (were speaking, spoke) much of their children. 6. The banker is busy now, he (is receiving, receives) the shareholder from Germany. 7. A solicitor (is conducting, conducts) only administrative cases. 8. I (was supporting, supported) the candidature of that politician during the period of election campaign. 9. The police (are escorting, escort) the demonstration of miners' trade union. 10. The traffic controller (was helping, helped) the children to cross the street.

**Вправа 4:** перекладіть речення англійською мовою

1. Поліцейські супроводжували офіційну делегацію уряду Туреччини в аеропорт. 2. Протягом двох годин фахівці оглядали місце аварії. 3. Що ви завтра робите ввечері? 4. Щосуботи він дзвонить батькам у Київ. 5. Генеральний прокурор зараз зайнятий, тому що приймає представників Європейського суду з прав людини.

## Група перфектних часів – Perfect Tenses

[HAVE + P II] - формула утворення

[HAVE + not + P II] – негативна форма

[HAVE + підм. + P II]- питальна форма

Теперішній час - Present Perfect	Минулий час – Past Perfect	Майбутній час – Future Perfect
1. to be <b>have been, has been</b>	1. to be – <b>had been</b>	1. to be – <b>will have been</b>
2. to do - <b>have done, has done</b>	2. to do – <b>had done</b>	2. to do – <b>will have done</b>
3. to have – <b>have had, has had</b>	3. to have – <b>had had</b>	3. to have – <b>will have had</b>
1. I <b>have completed</b> my report to the duty officer. - Я закінчив доповідь черговому офіцеру.	1. I <b>had completed</b> my report to the duty officer and then I came back to the barracks. – Я закінчив доповідь черговому офіцеру, а потім повернувся до казарми.	1. Our firm <b>will have supplied</b> the lots of pumps by the end of the fiscal year. – Наша фірма надасть партію насосів до кінця фінансового року.
2. The chief bookkeeper <b>has signed</b> the check. Головний бухгалтер підписав рахунок.	2. By the 1850s the British government <b>had completed</b> the reforming of police forces. До 50-их років XIX століття британський уряд завершив реформування поліції.	2. The chief bookkeeper <b>will have signed</b> the check by tomorrow morning. Головний бухгалтер підпише рахунок до завтрашнього ранку.
3. The experts <b>have</b> already <b>examined</b> the scene of the crime. Фахівці завершили огляд місця злочину.	3. When we arrived the experts <b>had</b> already <b>examined</b> the scene of the crime. Коли ми приїхали, фахівці завершили огляд місця злочину.	3. The experts <b>will have</b> already <b>examined</b> the scene of the crime by 5 p.m. Фахівці завершать огляд місця злочину вже до 5-ої вечора.
4. <b>Have you ever met</b> the suspected before? – Чи зустрічали ви підозрюваного раніше?	4. I understood that I <b>had</b> never <b>met</b> the suspected before. – Я зрозумів, що ніколи не зустрічав підозрюваного раніше.	4. They <b>will have completed</b> the experiment by the end of the week. – Вони завершать експеримент до кінця тижня.

**Слова-маркери:** already, yet, by...(time)

**Вправа 1:** складіть речення, використовуючи таблицю.

The judge The public prosecutor I The teacher Jack Cooley The students This boy	have has	sent Christmas cards to the friends passed the exam on criminology announced the verdict signed the warrant of search stolen the table calculator checked control papers of the students already filled in the declaration
Have Has	the secretary Kiyv the president your relatives A. Solov'ynenko	ever sung in La Scala? already sent the fax to our business partners? ever played an important role in world policy? ever been to the USA? met the German delegation?

**Вправа 2:** розкрийте дужки та поставте дієслово в *Past Indefinite Tense* або в *Present Perfect Tense*

1. "Where is Mary?" – "She (to go shopping)". 2. I not (to see) you for ages. 3. You (to have got) a lot of things to do today? 4. The session of the Parliament (to complete) its work by 5 p.m. 5. The judge (to announce) the verdict yesterday. 6. The duty officer (to report) already the chief. 7. Kiyv and Berlin (to set up) the long-term cooperation. 8. I never (to eat) rye bread. 9. He (to finish) a term at last. 10. By the early 1990 Ukraine (to achieve) the certain level of the development of democratic tendencies.

**Вправа 3:** поставте запитання до підкреслених слів.

1. The detective has completed the examination of the crime scene. 2. The President of the bank signed the mutually beneficial agreement with French partners. 3. I have never been to New York. 4. The judge has not yet announced the verdict. 5. The strikers have already gathered on the square. 6. The Prosecutor General has informed the President of the criminal situation in the country. 7. The judge has rejected the case. 8. The Queen has opened the Parliament session. 9. The Speaker has stopped the debates on a new tax law. 10. The government has informed the population of the fringe benefits for the veterans.

**Вправа 4:** перекладіть речення англійською мовою

1. Студенти закінчили переклад тексту. 2. Парламент уже виніс рішення з питання вотуму недовіри (vote of no confidence) уряду. 3. XX століття показало плюси і мінуси науково-технічного прогресу. 4. Повірений підготував всі необхідні документи для слухання справи. 5. Ще на минулому засіданні суду суддя визначив ступінь покарання. 6. Зазвичай Парламент складається з двох

палат - верхньої та нижньої. 7. Поліція супроводжувала демонстрацію профспілки вугледобувних підприємств.

**Вправа 5:** з двох речень складіть одне, звертаючи увагу на хронологію дій

**MODEL:** I studied at school. Then I entered the University.

I had studied at school before I entered the University.

1. The detectives gathered evidence. Then the judge used them at the court session. 2. I worked hard. So I passed my exams successfully. 3. The Roman legionaries landed the British Isles. They set the military camp in the mouth of the Thames. 4. The Browns took the credit in the bank. Then they bought a new house. 5. The public prosecutor signed the search warrant. Then the policemen searched the premises. 6. The Supreme Soviet organized the referendum on the topic of the independence of Ukraine. Then it proclaimed the independence as the reflection of people's will. 7. He graduated from Law department. Later he became a very good barrister. 8. The members of the Parliament debated a new fiscal year budget. They carried it unanimously. 9. I practiced my driver's skills. Then I got the driver's license. 10. The detectives began to examine the scene of the crime. At first, they protected it with the special marking band.

### Прийменники часу

<b>on</b>	Friday	у п'ятницю	<b>at</b>	two o'clock	о другій годині
	Wednesday morning	у середу вранці		Christmas	на Різдво
	Wednesday night	у середу вночі		lunchtime	під час обіду
	the sixteenth of March	шістнадцятого березня		the weekend	у вихідні
	Christmas Day	на Різдво		night	вночі
<b>in</b>	spring	навесні	<b>Periods- відрізки часу</b>	for three weeks	протягом трьох тижнів
	1947	у 1947 році		in three weeks	через три тижні
	August	в серпні		three weeks ago	три тижні тому
	the morning	вранці		during the session	під час засідання
	the evening	ввечері			

### **Вправа 1:** *перекладіть питання англійською мовою*

1. Коли ви маєте заняття з англійської мови? 2. У якому місяці народився ваш батько? 3. Який перший день тижня? 4. У якому році ти закінчив школу? 5. Який місяць починає новий рік? 6. Який день тижня є найбільш важким для тебе? 7. Коли ви починаєте другий семестр навчального року? 8. О котрій години ви зустрілись вчора з другом? 9. Коли парламент оголосив незалежність України? 10. Коли починається навчальний рік у вашому навчальному закладі?

## **Типи запитань**

В англійській мові існують наступні типи запитань — загальні, спеціальні, альтернативні, розділові та питання до підмета.

1) **загальне запитання** вимагає відповіді - «так» чи «ні»

<b>BE</b>	<b>I</b>	<b>II</b>	<b>III</b>
<b>Are</b>	Police police	are	responsible for public order responsible for public order?
<b>Was</b>	The duty officer the duty officer	was	busy with interviewing the witness. busy with interviewing the witness?
<b>Will</b>	The sport team the sport team	will be	be ready for the championship. ready for the championship?

<b>DO</b>	<b>I</b>	<b>II</b>	<b>III</b>
<b>Does</b>	My cousin your cousin	works work	at MIA of Ukraine. at MIA of Ukraine?
<b>Did</b>	I you	graduated graduate	from Law Academy in 2010. from Law Academy in 2020?
<b>Will</b>	The tourists the tourists	will attend attend	Cathedral next week. Cathedral next week?

2) **спеціальне запитання** - це запитання до будь-якого члена речення; воно починається з питального слова.

**Ці слова допоможуть сформулювати запитання:**

<b>Whose</b> [hu:z] - <i>чий</i>	<b>How</b> [hau] - <i>як, яким чином</i> - <b>many</b> - <i>скільки (обчислюв.)</i> - <b>much</b> - <i>скільки (необчислюв.)</i> - <b>often</b> - <i>як часто</i> - <b>long</b> - <i>як довго</i>
<b>What</b> [wot] – <i>що</i>	
<b>Who</b> [hu:] – <i>хто</i>	
<b>Whom</b> [hum] - <i>кого, кому,</i>	
<b>When</b> [wen] - <i>коли</i>	
<b>Where</b> [wɛθ] - <i>де</i>	
<b>Why</b> [wai] - <i>чому</i>	

BE		I	II	III
<b>What</b>	<b>are</b>	Police police	are	responsible for public order responsible for?
<b>Whom</b>	<b>was</b>	The officer the officer	was	busy with the suspect. busy with?
<b>When</b>	<b>will</b>	The group the group	will be be	ready for the exam in a month. ready for the exam?

Do		I	II	III
<b>Where</b>	<b>does</b>	My cousin your cousin	workS work?	at MIA of Ukraine.
<b>When</b>	<b>did</b>	I you	graduated graduate	from Law Academy in 2020. from Law Academy?
<b>What</b>	<b>will</b>	The tourists the tourists	<b>will</b> attend attend	St. Sophia Cathedral next week. next week?

**3) альтернативне запитання** припускає вибір між двох варіантів

Are you a student or a cadet? — *Ви - студент або курсант?*

Does he work at the transport police or at the tax one? - *Він працює в транспортній поліції або в податковій?*

**4) розділове запитання** припускає непевність щодо достовірності інформації та необхідність підтвердити її або спростувати.

She works at the tax inspection, does not she? - *Вона працює у податкової інспекції, чи не так?*

Captain Brown was responsible for checking foreigners' passports, was not he? - *Капітан Браун відповідав за перевірку документів іноземців, чи не так?*

5) запитання до підмета утворюється без допоміжного дієслова, має такий же порядок слів як і розповідне речення.

<b>Who</b> <b>What</b>	lives lived will live has lived had lived will have lived	in London?
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**Вправа 1:** поставте запитання різних типів до тексту

### The accident

It was a lovely day in summer, so I was cycling along a narrow country road. Everything seemed beautiful. The sun was shining, and the birds were singing, life was wonderful. Then I came round a bend and saw a terrible sight. A motorcycle was lying on the grass; its wheels were up in the air and still turning. Next to it there was a young man and he seemed to be in a terrible pain. "What's happened?"

"I've had an accident. My leg is broken, I suppose. Get help!" Suddenly I heard a noise. It was a car coming along the road. I ran into the middle of the road and stopped it. The driver and I lifted the fellow into the car and took him into the hospital. Later I realized my bicycle was still by the side of the road. I caught a bus, but I found I had no money. I had to get off and walk home on foot. When I came home, I told about the accident.

## Модальні дієслова-Modal Verbs

Модальне дієслово	Функція	Приклади
<b>can,</b> <b>could</b> (Past Indefinite)	1. Фізична або розумова здібність, уміння	The country can offer many trade possibilities. Ця країна може надати широкі можливості для торгівлі. At the Hilton Hotel, he could order a meal by phone. У готелі «Хілтон» він міг замовити їжу в номер за телефоном.
	2. Дозвіл (заборона)	Hello! Can I speak to Mr. Brown? – Алло! Чи можу я поговорити з паном Брауном?
	3. Припущення (у стверджувальному реченні)	You can be right. Можливо ви маєте рацію

<b>to be able (to) – еквівалент дієслова can (Future Tense)</b>	4. Сумнів, недовіра, здивування (у негативному, питальному реченні)	You can't be tired yet, we have just begun working. Не може бути, щоб ви вже втомилися, ми тільки що почали працювати.
		I will be able to contact this firm only in the evening. Я зможу зв'язатися з цією фірмою лише ввечері.
<b>may might (Past Indefinite)</b>	1. Дозвіл (заборона)	You may use our telephone. Ви можете скористатися нашим телефоном.
	2. Припущення з часткою непевненості	Mr. Brown may agree to their terms. Пан Браун, можливо, погодиться на їх умови.
	3. Докір	You might have reserved a room for them. Ви могли б замовити для них кімнату.
<b>to be allowed (to) еквівалент дієслова may (Future Tense)</b>		<i>They will be allowed to sell fruit and vegetables in two days.</i> – Через два дні їм дозволять продавати фрукти та овочі.
<b>must</b>	1. Обов'язок, необхідність, наказ, порада	You must give them your prospects and catalogues. Ви повинні дати їм свої проспекти і каталоги.
	2. Припущення з великою часткою впевненості.	He must be a programmer. Він, напевно, програміст.
<b>to have(to) – еквівалент дієслова must</b>	Необхідність у силу сформованих обставин	I had to pay customs duty for this computer. Мені довелося сплатити мито за цей комп'ютер.
<b>to be (to) -</b>	Дія, повинна здійснитися згідно з домовленістю, планом, розпорядженням	A seller is to cover expenses for insurance of the goods. Продавець повинен прийняти на себе витрати щодо страхування товарів (за контрактом). What are we to do next? Що нам робити далі?
<b>to be obliged (to)</b>	Обов'язок зробити щось	I will be obliged to sign this contract. Я буду зобов'язаний підписати цей контракт.
<b>need not</b>	Необхідність у питальних і негативних реченнях	You needn't do it now. Необов'язково робити це зараз. Need I go there? Мені потрібно туди йти?
<b>should ought(to)</b>	1. Моральний обов'язок, порада, рекомендація	You should visit her. Вам слід відвідати її.
	2. Докір, несхвалення, осуд	You should have helped them. Вам слід було допомогти їм You ought to have warned them. Вам

		потрібно було їх попередити.
<b>should</b>	Обурення, здивування	Why should I wait for you? З якої радості я повинен чекати на тебе?
<b>Will (would)</b>	1. Тверді наміри або бажання оповідача здійснити дію	Didn't I tell you that I would help him? Хіба я вам не казав, що обов'язково допоможу йому.
	2. вперте небажання або неможливість здійснити дію (у негативних реченнях з 2-ою і 3-ою особою)	The pen won't write. Ручка (ніяк) не пише / Ручка не хоче писати. We suggested it several times, but he wouldn't agree. Ми пропонували це кілька разів, але він не погоджувався.
<b>would</b>	3. повторність дії, здійсненої в минулому	In the evenings the old sailor would tell the boys about his adventures. Вечорами старий моряк, бувало, розповідав хлопчикам про свої пригоди.
<b>will</b>	4. ввічливе прохання здійснити дію (у формі питального речення)	Will you say it again slowly? Чи могли б ви повторити це ще раз повільно? Won't you sit down? Чи не бажаєте ви сісти?

**Вправа 1:** складіть речення, використовуючи таблицю

а) стверджувальні та заперечні:

The student Professor Brown The barrister Parliament They She	Can can't could couldn't is (are) able	buy the house in installment consult the client here limit monarch's powers sew the dress quickly pass English perfectly well come to lecture at 3 p.m.
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б) питальні:

Can Can't Could Couldn't	the sportsman the teacher the solicitor the doctor your parents the court clerk	buy the flat for you? check up this control paper? consult the client? prepare the forms for court session? give the patient the prescription? lift this weight?
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**Вправа 2:** перекладіть речення англійською мовою

1. Студент не зміг відповісти на жодне запитання. 2. Президент може скасувати будь-яке рішення парламенту. 3. У годину пік діти не можуть перейти дорогу без допомоги поліцейського. 4. У молодості вона могла дуже добре співати. 5. Суддя зміг зачитати вирок тільки після видалення із залу галасливих прихильників обвинуваченого. 6. Я не зміг купити квиток на ранковий рейс. 7. Хірург зможе зробити операцію тільки через тиждень. 8. Я

можу подати апеляцію? 9. Парламент вже зараз може повернутися до даного питання. 10. Поліцейські змогли схопити злочинця.

**Вправа 3:** складіть речення, використовуючи таблицю

The judge		finish the classes any time he want.
The President	may	leave the prison without a special permission.
The national bank	may not	veto the Parliament decision.
The criminal	might	issue new bank notes.
The lecture	might not	stop the VIP cars.
The traffic controller		pass a verdict individually.

**Вправа 4:** перекладіть речення

1. Суд міг винести й інше рішення, якби не заключна промова державного обвинувача (public prosecutor). 2. Дану справу може вести не тільки адвокат, але і повірений. 3. Кожен член парламенту може ініціювати новий законопроект. 4. Суддя міг продовжити засідання, але не захотів. 5. Україна може стати передовою європейською державою. 6. Уряд не зміг запобігти обвалу національної валюти. 7. Падіння курсу акцій на американській фондовій біржі може згубно позначитися на економічному розвитку країни. 8. Адвокат не зміг переконати присяжних у невинуватості свого підзахисного (defendant). 9. Проведення слідчого експерименту змогло направити розслідування за перспективним напрямку. 10. Студент зміг відповісти на важке запитання викладача.

**Вправа 5:** оберіть відповідне модальне дієслово

1. The government (must, has to, is to) conduct a sitting once a week. 2. A foreigner (must, has to, is to) go through obligatory formalities in the customs office. 3. It was so noisy in the hall, so the judge (had to, must, was to) stop the session. 4. A duty officer (must, has to, is to) check the guard of objects. 5. To achieve the correct pronunciation of the words, students (must, have to, are to) spend much time at the special phone laboratory. 6. A law (must, has to, is to) protect a person and property. 7. All citizens (must, have to, are to) adhere the law. 8. Public prosecutor's office (must, has to, is to) exercise supervision over the process of laws. 9. If you want to be in time you (must, have to, are to) take a taxi. 10. After the court session a judge (must, has to, is to) announce a verdict.

**Вправа 6:** перекладіть речення

1. Секретар суду повинен вести протоколи (records of proceedings) всіх засідань. 2. Свідок зобов'язаний давати об'єктивні свідчення. 3. Ми повинні піклуватися про наших старих батьків. 4. Злочинець повинен відбути (to serve the sentence) весь термін покарання. 5. Суд повинен винести справедливе покарання. 6. Поліція повинна здійснювати охорону громадського порядку. 7. Я повинна проконсультуватися з моїм адвокатом. 8. Зазвичай повірений у справах повинен підготувати необхідні матеріали для судового розгляду. 9. Ви повинні

закінчити розслідування у встановлені терміни. 10. Черговий слідчий прокуратури повинен виїхати на огляд місця злочину.

### Пасивний стан – The Passive Voice

**[BE + P II]- формула утворення**

	Теперішнє - Present	Минуле – Past	Майбутнє – Future
Simple	<p><b>AM(IS,ARE) + P II]</b>                      The witness <b>is asked</b> to testify in the court.                      – Свідка просять дати свідчення в суді.</p>	<p><b>[WAS(WERE)+ P II]</b>                      The witness <b>was asked</b> to testify in the court. – Свідка просили дати свідчення в суді.</p>	<p><b>[WILL+BE+P II]</b>                      The witness <b>will be asked</b> to testify in the court. – Свідка попросять дати свідчення у суді.</p>
Continuous	<p><b>[AM (IS,ARE) + BEING+P II]</b>                      The scene of the crime <b>is being examined</b> by the experts now. – Місце злочину оглядається експертами зараз.</p>	<p><b>[WAS(WERE) + BEING+ P II]</b>                      The scene of the crime <b>was being examined</b> by the experts for three hours. – Місце злочину оглядалось експертами протягом трьох годин.</p>	<p>_____</p>
Perfect	<p><b>[HAVE (HAS)+ BEEN + P II]</b>                      The reading of the verdict <b>has been</b> already <b>completed</b> by the judge. – Читання вироку вже завершено суддею.</p>	<p><b>[HAD+BEEN+P II]</b>                      The reading of the verdict <b>had been completed</b> by the judge by three o'clock. – Читання вироку було завершено суддею до третьої години.</p>	<p><b>[WILL+ HAVE + BEEN+P II]</b>                      The scene of the crime <b>will have been examined</b> by tomorrow morning. – Місце злочину буде оглянуто до ранку.</p>

**Вправа 1:** складіть максимально можливу кількість речень

a)

The crime		asked to consult the client.
I		written in time.
Mr. Brown	am	trained to become a lawyer.
The barrister	is	committed several months ago.
The government	are	ordered to gather in the hall.
The exam	was	announced yesterday.
The thesis	were	criticized by mass media.
Students		appointed by the Minister.
The verdict		adopted by the Parliament.
The Bill		passed successfully.

b)

The report		prepared by 5 p.m.
The agreement		engaged in escorting the Queen.
The speech	have been	given to the chief.
The declaration		signed by the manager.
The police	has been	pronounced by the speaker.
The documents		filled in before crossing the state border.
The analysis		typed by our secretary.

c)

The conference		attended by foreign guests.
The students		headed by judge Brown.
The court session	will be	held in Oxford university next month.
The evening party		signed by both parties.

**Вправа 2:** оберіть правильний стан дієслова

1. Ukraine (washes, is washed) by the Black sea. 2. The robbery (has been cleared up, has cleared up) by the experts of our Department. 3. The students of our institute (are trained, are training) to work in a court, a Bar, etc. 4. Donetsk State University of Internal Affairs (founded, was founded) in 1993. 5. The problem of drug abuse (discusses, is being discussed) by mass media. 6. Various branches of law (are included, include) in the curriculum. 7. The Bill (passed, has been passed) without objection. 8. Children (were helped, helped) to cross the street. 9. That case (was examined, examined) by the court last week. 10. English (speaks, is spoken) in many countries.

**Вправа 4:** розкрийте дужки, використовуючи пасивний стан

1. When I entered the room the question (to debate) by the group mates. 2. The investigative experiment (to finish) by 3 o'clock. 3. The independence of Ukraine (to proclaim) in 1991. 4. A person and property (to protect) by the laws. 5. Normally new bank notes (to issue) by the National Bank. 6. After the special training course one may (to give) the driver's license. 7. That Bill (to debate) in the Parliament for several weeks. 8. Each year London (to visit) by thousands of tourists. 9. Many people (to kill) in road accidents every year. 10. The officers (to inform) about the drug raid in addition.

### **Вправа 5: перекладіть речення**

1. Підозрюваного допитували більше двох годин. 2. Права та обов'язки громадян визначені відповідними статтями конституції. 3. Група експертів завершила слідчий експеримент до обіду. 4. Зазвичай вирок зачитується суддею. 5. Повноваження правлячого монарха у Великобританії обмежені парламентом. 6. Про час іспиту мені повідомили ще вчора. 7. Спікер парламенту обирається таємним голосуванням. 8. Випадки корупції посадових осіб широко обговорюються в пресі. 9. Пограбування філії ощадбанку було розкрито по «свіжих слідах» співробітниками нашого відділу. 10. Багато зарубіжних гостей було запрошено до посольства на свято з нагоди Дня Незалежності.

### **Узгодження часів**

<b><i>Категорія часу в незалежних реченнях або в прямій мові</i></b>	<b><i>Категорія часу в підрядних додаткових реченнях, якщо дієслово-присудок головного речення стоїть у формі минулого часу</i></b>
<b>PRESENT INDEFINITE</b> I work	<b>PAST INDEFINITE</b> I said that I worked
<b>PAST INDEFINITE</b> I worked	<b>PAST PERFEST</b> I said that I had worked
<b>FUTURE INDEFINITE</b> I will work	<b>FUTURE-IN-THE-PAST</b> I said that I would work
<b>PRESENT CONTINUOUS</b> I am working	<b>PAST CONTINUOUS</b> I said that I was working.
<b>PAST CONTINUOUS</b> I was working.	<b>PAST PERFEST CONTINUOUS</b> I said that I had been working
<b>FUTURE CONTINUOUS</b> I will be working	<b>FUTURE IN THE PAST CONTINUOUS</b> I said that I would be working
<b>PRESENT PERFECT</b> I have worked	<b>PAST PERFEST</b> I said that I had worked
<b>PAST PERFEST</b> I had worked	<b>PAST PERFEST</b> I said that I had worked
<b>FUTURE PERFECT</b> I will have worked	<b>FUTURE-IN-THE-PAST</b> I said that I would have worked.
<b>PRESENT PERFECT CONTINUOUS</b> I have been working.	<b>PAST PERFEST CONTINUOUS</b> I said that I had been working
<b>FUTURE PERFECT CONTINUOUS</b> I will have been working.	<b>FUTURE-IN-THE-PAST</b> I said that I would have been working

**Вправа 1: підкресліть дієслова в підрядному реченні, визначте їх часову форму**

1. He said, he was a real estate agent. 2. We were sure the Browns had legated their house. 3. The inspector thought they would evade the law. 4. The detective inquired when the arson started. 5. The manager asked how many clauses there were in the contract. 6. The chief wondered if the agreement had been signed. 7. The director of the plant wanted to know if the lawyers would participate in the

negotiation. 8. The offenders explained how they had planned the robbery of the shop. 9. The President of the corporation stated officially that both copies of the agreement had the same legal effect. 10. The parties decided that the changes in the protocol would be made later.

**Вправа 2:** *розкрийте дужки, утворюючи відповідну видочасову форму дієслова*

1. The student said that he (to pass) the exam successfully. 2. The police officer inquired if he (to ask) the witness a few questions. 3. The Prime Minister states that a new fiscal year budget (to prepare) in time. 4. The President declared that a new vehicle tax (to raise) the following year. 5. The decision can be adopted if there (to be) a quorum in the Directors' board. 6. We'll send you the text of the agreement for examining as soon as the lawyers (to sign) all necessary documents. 7. If there (to be) some problems, you may call me. 8. Our business partners informed that they (to supply) the requited equipment by the end of the month. 9. When the knock at the door was heard the thief (to try) to leave the room through the window. 10. You'll never have problems if you (to follow) laws.

**Вправа 3:** *перекладіть речення*

1. Суддя запропонував перерву в засіданні після того, як державний обвинувач закінчив свій виступ. 2. Коли експерти закінчили огляд місця злочину, вони заповнили всі необхідні документи. 3. Я буду працювати у фінансовому відділі, якщо успішно здам заліки з фінансового, банківського та митного права. 4. Черговий оглянув приміщення, про що зробив відповідний запис. 5. Коли уряд ухвалив рішення про підвищення тарифів на проїзд залізничним транспортом, засоби масової інформації прокоментували цей крок критично.

## Таблиця неправильних дієслів

<b>Infinitive</b>	<b>Past Simple</b>	<b>Participle II</b>	<b>Переклад</b>
abide	abode (abided)	abode (abided)	перебувати, терпіти, дотримуватися
arise	arose	arisen	виникати, підніматися
awake	awoke	awoken	будити
be	was (were)	been	бути
bear	bore	born	нести, народжувати
beat	beat	beaten	бити
become	became	become	ставати
begin	began	begun	починати
bend	bent	bent	гнути
bet	bet	bet	тримати парі
bid	bade (bid)	bidden (bid)	пропонувати ціну
bind	bound	bound	пов'язувати
bite	bit	bitten	кусатися
bleed	bled	bled	кровоточити
blend	blended (blent)	blended (blent)	змішувати
bless	blessed (blest)	blessed (blest)	благословляти
blow	blew	blown	дути
break	broke	broken	ламати
breed	bred	bred	розмножуватися
bring	brought	brought	приносити
build	built	built	будувати
burn	burnt (burned)	burnt (burned)	горіти, палити
burst	burst (bursted)	burst (bursted)	вибухати
buy	bought	bought	купувати
cast	cast	cast	кидати, проводити кастинг
catch	caught	caught	ловити
choose	chose	chosen	вибирати
cling	clung	clung	чіплятися
come	came	come	приходити
cost	cost	cost	коштувати
creep	crept	crept	повзти
cut	cut	cut	різати
dare	durst (dared)	dared	(по) сміти
deal	dealt	dealt	вести справи
dig	dug	dug	копати
do	did	done	робити
draw	drew	drawn	малювати, тягти
dream	dreamed (dreamt)	dreamed (dreamt)	мріяти
drink	drank	drunk	пити
drive	drove	driven	керувати автомобілем
dwelt	dwelt	dwelt	мешкати, зупинятися
eat	ate	eaten	є
fall	fell	fallen	падати
feed	fed	fed	годувати

feel	felt	felt	відчувати
fight	fought	fought	боротися
find	found	found	знаходити
flee	fled	fled	втекти
fling	flung	flung	кидатися
fly	flew	flown	літати
forbid	forbade	forbidden	забороняти
forget	forgot	forgotten	забувати
forgive	forgave	forgiven	пробачити
freeze	froze	frozen	заморожувати
get	got	got (gotten)	отримувати
give	gave	given	давати
go	went	gone	йти
grind	ground	ground	точити, молоти
grow	grew	grown	рости
hang	hung	hung	висіти
have (has)	had	had	мати
hear	heard	heard	чути
heave	heaved (hove)	heaved (hove)	піднімати
hew	hewed	hewn (hewed)	розрубувати
hide	hid	hidden	ховати
hit	hit	hit	потрапляти, ударяти
hold	held	held	тримати
hurt	hurt	hurt	здавати болю
keep	kept	kept	утримувати, підтримувати
kneel	knelt (kneeled)	knelt (kneeled)	ставати на коліна
knit	knitted (knit)	knitted (knit)	в'язати
know	knew	known	знати
lay	laid	laid	класти, стелити
lead	led	led	вести, лідирувати
lean	leant (leaned)	leant (leaned)	нахилятися, притулятися
leap	leapt (leaped)	leapt (leaped)	стрибати
learn	learnt (learned)	learnt (learned)	вчитися, дізнаватися
leave	left	left	покидати, залишати
lend	lent	lent	давати в борг
let	let	let	дозволяти
lie	lay	lain	лежати
light	lit	lit	запалювати, освітлювати
lose	lost	lost	втрачати
make	made	made	робити, майструвати
mean	meant	meant	значити
meet	met	met	зустрічати, знайомитися
mow	mowed	mown	косити
pay	paid	paid	платити
put	put	put	класти, ставити
read	read	read	читати
rend	rent	rent	відривати, розлучати
rid	rid (ridded)	rid (ridded)	звільняти, позбавляти
ride	rode	ridden	їздити верхи

ring	rang	rung	дзвонити
rise	rose	risen	сходити, підніматися
run	ran	run	бігти
saw	sawed	sawn (sawed)	пиляти
say	said	said	сказати
see	saw	seen	бачити
seek	sought	sought	шукати
sell	sold	sold	продавати
send	sent	sent	посилати
set	set	set	садити, встановлювати
sew	sewed	sewn (sewed)	шити
shake	shook	shaken	трясти
shed	shed	shed	проливати
shine	shone	shone	світити, сяяти
shoot	shot	shot	стріляти
show	showed	shown	показувати
shrink	shrank	shrunk	стискатися
shut	shut	shut	закривати, зачиняти
sing	sang	sung	співати
sink	sank	sunk	занурюватися, опускатися
sit	sat	sat	сидіти
slay	slew	slain	вбивати
sleep	slept	slept	спати
slide	slid	slid	ковзати
smell	smelt	smelt	пахнути, нюхати
smite	smote	smitten	розбити, убити
sow	sowed	sown (sowed)	сіяти
speak	spoke	spoken	говорити
speed	ped (speeded)	ped (speeded)	мчати
spell	spelt (spelled)	spelt (spelled)	читати по буквах
spend	spent	spent	витрачати, проводити
spill	spilt (spilled)	spilt (spilled)	розлити
spin	spun	spun	крутити, прясти
spit	spat	spat	плювати
split	split	split	розділяти, розколювати
spoil	spoilt (spoiled)	spoilt (spoiled)	псувати
spread	spread	spread	розгорнути, поширювати
spring	sprang	sprung	стрибати, скакати
stand	stood	stood	стояти
steal	stole	stolen	красти
stick	stuck	stuck	встромляти, приліпити
sting	stung	stung	жалити
stink	stank	stunk	смердіти
strike	struck	struck	страйкувати, ударяти
string	strung	strung	нанизати, натягнути
strive	strove (strived)	striven (strived)	намагатися, прагнути
swear	swore	sworn	клястися, лягтися
sweep	swept	swept	підмітати
swell	swelled	swollen	опухати

		(swelled)	
swim	swam	swum	плавати
swing	swung	swung	качати
take	took	taken	брати
teach	taught	taught	навчати
tear	tore	torn	рвати
tell	told	told	розповідати
think	thought	thought	думати
thrive	thrived (throve)	thrived	процвітати, процвітати
throw	threw	thrown	кидати
thrust	thrust	thrust	штовхнути, сунути
understand	understood	understood	розуміти
upset	upset	upset	перекинути, засмутитися
wake	woke	woken	будити
wear	wore	worn	носити одяг
weave	wove	woven	ткати
wed	wedded (wed)	wedded (wed)	одружитися
weep	wept	wept	плакати, пітніти
win	won	won	перемагати
wind	wound	wound	заводити годинник, намотувати
wring	wrung	wrung	скручувати, крутити
write	wrote	written	писати

## TEXTS FOR READING

### ALLAN PINKERTON (PART 1)

Many people called Allan Pinkerton “the genius of detection”. He was born in Glasgow in 1819. His father was a sergeant in Scottish police. When Allan was twelve he became the pupil of a cooper. He was very clever and hardworking. So soon Allan began to work on his own. In 1842 Pinkerton decided to leave for America. For many people of that time America was the Promised Land.

Allan Pinkerton chose Chicago as his residence and started to work at the brewery. Later he and his wife left for a small settlement Dandy where many immigrants from Scotland lived. There Pinkerton opened the cooper workshop and run his own business.

Once stockpiling wood for barrels he found “the secret lair of criminals”, as newspapers wrote. In a few days he with his friends set an ambush, caught the criminals and handed them over the authorities. Then he caught horse-thieves for many times, Pinkerton was very popular with the people of his country. Soon they elected him as the deputy of a sheriff. His chief liked to work with papers. So practical work was Pinkerton’s responsibility. He arrested criminals, delivered inquiry, organized pursuits etc.

But Allan Pinkerton lived the double life: at day he enforced a law and at night he formally violated it. Pinkerton was a convinced supporter of Negro slavery abolition. He was an active member of the illegal organization of white Americans called “the underground rail way”. Its members helped Negro slaves to leave for the Northern states and to become free.

## **ALLAN PINKERTON (PART 2)**

Pinkerton got acquainted with many outstanding people; Abraham Lincoln and John McLennan were his friends. He had some experience in secret service during the Civil War between the North and the South.

In 1850 Chicago authorities decided to set up police organization. Its first staff was rather small. Pinkerton became the first detective in the City Police Department. The growth of the city was very intensive; the growth of criminal statistics was intensive too. Frauds and robberies, assaults and arsons, rapes and murders... that was the negative side of Chicago city life. There were not the federal police at that time. In order to be a great success in detecting crimes Pinkerton set up security and detective service responsible for an interstate activity.

So in 1851 he founded Pinkerton National Detective Agency with the motto “We never sleep”. He did much for developing the technical equipment in the work of the detectives. He began to use telegraph and photographing, as well as the registration of criminals. He organized the crime statistics data, that supplied the US police departments with the required information of the definite crime and the definite criminal.

### **A ROAD ACCIDENT**

Tom, 17, and his girlfriend Denise, 16, were at a graduation party at their friend Jimmy’s house. Jimmy’s parents were not home so most of the teenagers were drinking even though most of them were under 21. Tom drank some beer, but Denise only drank soda. She had to be home by 1:00. So she asked Tom to take her home. Denise was worried, as Tom looked a little drunk. But he knew he had to be careful because the police often set up roadblocks on graduation night to check for drunk drivers.

As they were driving down the highway, a police car signaled Tom to pull over. Tom had to show the officer his license and to get out of the car. He had to prove he was sober, but it was very difficult because he drank three vans of beer. He had to walk straight line, to take a breath test and answer the questions. The police

determined that he was too drunk to drive, so they arrested him. They took Tom and Denise to the police station. Tom and Denise had to call their parents. Because they were minors, their parents had to come to the police station to pick them up. Tom was not in an accident, so the police sergeant did not make him stay in jail overnight.

This was Tom's first offence, so he did not have to give up his license. Instead the judge put him on probation for six months. He was fined on £200. He also had to spend thirty days at a local boys' volunteer. Denise did not have to pay a fine, because she was not drunk and she was not driving a car. But her parents said she would be grounded for a month.

### **THE CONSTITUTION OF UKRAINE: HISTORICAL ASPECT.**

For the first time the idea of a Constitution appeared in the Aristotle's classification of government. The modern idea of a Constitution came after the Reformation started by Luther in 1517. John Lock was the author of the American Declaration of Independence, the US Constitution and French Declaration of the Rights of a Man.

The first constitutional document in the history of Ukrainian people was the Constitution of Bendery, 1710. Hetman Pylyp Orlik was its initiator. He himself, his officers and Zaporozhsky Cossacks created it. That constitution consisted of 16 Articles. Articles 4-5 reflected interests of Zaporozhsky Cossacks. Article 6 limited Hetman's powers and established unique Cossack's parliament.

There were several versions of the Constitution during the historical development of the Ukrainians. The first Constitution adopted in 1918 declared the independence of Ukraine. In 1919 the second Constitution was approved by the meeting of the Soviets and adopted by the Central Executive Committee. The Constitution of 1929 contained five parts: 1) the General Clauses, 2) On the Arrangement of the Soviet Power, 3) On the Rights for Voting, 4) On the Budget of the Ukrainian Soviet Republic, 5) On the Emblem, the Flag and the Capital. The Constitution of 1937 containing 13 unites was carried out by the special commission staffed by

G.Petrovsky, S. Kosior, P. Postushev, V. Zatonsky etc. The Constitution of 1978 was adopted by the 7th session of the Supreme Soviet. Article 69 confirmed the right to self-determination.

The Supreme Soviet adopted *the Constitution of 1996*. It contains the Preamble and 15 parts: 1) the General Clauses, 2) Rights, Freedoms and Duties of a man and a citizen, 3) The Elections, Referendum, 4) The Verchovna Rada, 5) The President of Ukraine, 6) The Cabinet of Ministers, 7) The Prosecutor's Office, 8) The Justice, 9) The Territorial Arrangement, 10) The Autonomous Republic of Crimea, 11) The Local Government, 12) The Constitutional Court of Ukraine, 13) The Procedure of Amendments, 14) The Ultimate Clauses, 15) The Transitional Clauses.

## THE ORIGIN OF THE CONSTITUTION

The word "Constitution" originates from Latin *constitutio*, meaning "organization, arrangement". Constitution is a set of rules and practices determining the composition and functions of central and local government in the state and regulating the relations between an individual and a state.

Constitution is the highest legal form, which officially confirms values, institutions and norms of the constitutional system. Constitution is a mark of the statehood.

There are two concepts of Constitution - *formal* and *legal*. As for the legal one it is always the definite system of legal norms regulating certain social relations. As for the formal constitution it presents these relations in their actual functioning. Due to the form Constitutions are divided into *codified*, *non-codified* and *mixed*. The codified constitution is the written act dealing with all general matters of the constitutional character. If these matters are regulated by several written acts and statutes we are speaking about the non-codified constitution. The constitution of the mixed type includes parliamentary laws, trial precedents, as well as customs and doctrine interpretations, i.e. it is partially written.

As for the ways to be amended the constitutions are divided into *adaptable* and *rigid*. The first ones may be amended by means of adopting the certain law. The second category requires the special procedure basing on the qualified majority of MPs or in the particular case - the Referendum for approving these amendments.

The constitutions may be divided into *permanent* and *temporary* due to the terms of their functioning. The presence of the Constitution is the sign of the state sovereignty. The constitutional norms are legally defined and protected by the state till the time of the necessity to change them due to the certain procedure.

## **CRIME SCENE SEARCH**

The search of the scene of crimes in certain types of offences is the most important part of the investigation. Obviously, many kinds of crimes do not have a "scene" in the sense of an area where traces are usually found. Offences such as forgery and embezzlement require no vigorous or exceptional physical activity in their commission. There is no impact of the criminal on his surroundings.

Crimes of violence, however, involve a struggle, a break, the use of weapons, and the element of unpredictability. In homicide, assaults, and burglary, the criminal is in contact with the physical surroundings in a forceful manner. Traces may be left in the form of clothing, shoe impressions, fingerprints, blood stains, overturned furniture, disturbed articles in general.

The scene of the crime must, moreover, be viewed in an active as well as a passive sense. There is not only the effect of the criminal on the scene to be considered, but also the manner in which the scene may have imparted traces to the criminal.

The investigator must be able to visualise the way in which the perpetrator may have carried with him the available evidentiary material that may link him to the scene. Flour and coal dust, paint, seeds, soil and many other traces, depending on the character of the locale, may later be discovered on the clothing or effects of a suspect.

Samples of the trace material must also be gathered at the time of the search in anticipation of the finding of these traces on a suspect.

## **INTERROGATION**

**Interrogation** is a part of investigation, but is not a substitution for investigation. It requires ability and technique. It requires that the investigator knows people, their limitations, attitudes, prejudices, and psychological mechanisms. It requires that the interrogator knows himself, because and for the interrogator is the only constant factor in the process of interrogation. The subject is the variable factor in the interrogation. The subject of the interrogation is any person who possesses information about the details, circumstances, or individuals in a case, or who may possess such information.

The subject in an interrogation may be a victim, a complainant, witnesses, suspects, or accused, an offender, accessories, i.e., purchasers or receivers of loot, etc. Any or all of these may be co-operative or uncooperative, willing or unwilling subjects. The reasons for their reactions will be innumerable.

The problem confronting the investigator with the individual who is willing to talk to get all pertinent information which he possesses and which can be checked for accuracy and authenticity. The problem with the individual who is unwilling to talk is to get him to talk, to convert him into a willing subject. The problem with the individual who is unable to talk is to find a reason for his reluctance or inability and overcome that reason. The fearful type may be induced to give information upon assurance that no harm will befall him. The introvertive type may be induced to talk by allowing him to get acquainted with the investigator gradually and to come out of his shell in his own way.

## INVESTIGATION

A criminal investigator is a person who collects facts to accomplish a threefold aim: to identify and locate the guilty party and to provide evidence of his guilt.

The tools of the investigator are referred to as the three "I"s, namely, Information, Interrogation, and Instrumentation. By the application of the three "I"s in varying proportions the investigator gathers the facts which are necessary to establish the guilt of the accused in a criminal trial.

It should be noted that there are no normative criteria for judging the success or failure of an investigation. The fact that the crime remains unsolved does not indicate a deficiency in the investigation; nor does a conviction of the accused necessarily mean that the investigation was conducted in an intelligent manner. An investigation may be considered a success if all the available information relevant and material to the issues or allegations of the case is uncovered.

It is a common misconception that every crime is soluble; that there is always sufficient evidence available to reveal the identity of the criminal: that the perpetrator always leaves traces at the crime scene which, in the hands of a discerning investigator or technician, will lead to co inevitably to his door.

Many crimes are not susceptible of solution by reason of the fact that the evidence is insufficient. The absence of eye-witnesses discernible motives, and physical clues will obviously prohibit a solution unless the malefactor confesses. Often, the corpus delicti or fact that a crime was committed cannot be established, and even a confession is of little value.

The concept of "solving the crime" does not satisfy the inter requirements of a completed investigation. To the general public, this term describes merely the process of discovering the identity of the suspect and apprehending him. These achievements, however, are only two of the objectives of an investigation and leave the investigator far from his ultimate goal of presenting sufficient evidence in a court of law to warrant a conviction. Finding the perpetrator is frequently the simplest tactical phase of

the investigation; obtaining the evidence to support the charge in court is often an exceedingly complex task, the difficulties of which are greatly increased by the requirements placed by the court on the character, sufficiency, and mode of introduction of the evidence.

Most crimes can be solved. The investigation will be considered successful if the available physical evidence was competently handled, the witnesses intelligently interviewed, the suspect effectively interrogated, all logical leads properly developed, and the case comprehensively, clearly, and accurately reported.

### **THE POLICE TODAY**

Today there are 43 Police Forces in England and Wales. There is also the Royal Ulster Constabulary in Northern Ireland. Scotland has its own Police Forces organized in the same way but using slightly different laws. The largest Police Force is the Metropolitan Police with about 28,000 officers.

Different Police Forces do not have different functions. Everyone who joins a British Police Force starts as a Uniform Constable and for the first two years he or she trains both at a College away from home and on the beat with a tutor constable. On successful completion of these two years they are appointed and serve usually for the next 30 years or until they have to retire at 55 years of age.

There are then many opportunities for a Police Officer to specialise in different branches of the Force. Some choose to work as plain clothes detectives either on Divisions or dealing with drugs or fraud. Others prefer to work in uniform and specialise in crime prevention, road traffic duties on busy roads and motorways or with dogs or Tactical Firearms and Public Order Units. After passing examinations and interviews it is possible for any Officer to be promoted through the ranks to Chief Constable. There is no system of direct entry to the higher ranks, everyone starts as a uniform constable.

Today many of the roles previously carried out by Police Officers are done by civilian members of staff. These include administration, scenes of crime and forensic

work, some training, communications, the manning of custody suites and the transporting of prisoners to and from prison.

In the future it is likely that more functions will also be taken from the Police and given to other private institutions in an effort by the government to keep the costs of policing as low as possible. Only time will tell how far this will go.

## **NATIONAL IDENTIFICATION BUREAU**

Criminal and fingerprint records are among the most important aids in fighting crime and are centralised in the National Identification Bureau at New Scotland Yard. From there a service is provided to all police forces in the country under strict security arrangements.

Headed by a Commander, the National Identification Bureau consists of two parts, the National Criminal Records Office and the National Fingerprint Office.

### ***Fingerprints***

The functions of the National Fingerprint Office are:

1. To maintain the national fingerprint records.
2. To put fingerprint information on to the Police National Computer fingerprint file.
3. To compare the fingerprints of persons arrested for criminal y are offences against the National Fingerprint Collection to identifying the individual.
4. To file the fingerprints received from the Governors of Her Majesty's Prisons.
5. To provide help in the investigation of certain crimes and assist in the identification of cadavers and persons suffering from amnesia.

### ***Records***

The functions of the National Criminal Records Office are:

1. To receive notification of people arrested for specified criminal offences. Where identity is established the police officers concerned are notified and provided with details of any previous convictions. Where identity is not established, a record is created.

2. To keep a record of all people who have been convicted of, or are waiting trial for, specified criminal offences.
3. To remove the records of anyone who, having no previous convictions, is acquitted of the offences which have been notified.
4. To provide reference details on the names file and the convictions file of the Police National Computer of anyone recorded in the Bureau.
5. To circulate details of stolen property or people wanted, or suspected of crime.
6. To supply photofit kits to all police forces in the United Kingdom. These kits comprise over 700 photographic components from which over one million photofit impressions can be compiled.

### Storage

There are over 5,000,000 records kept on a microfilm system, copies of which are provided to operational police officers on request.

The fingerprint impressions are stored as electronic images on videotape. When impressions are required for comparison purposes they are retrieved with the aid of the computers and presented for viewing on visual display units. In addition the original fingerprint impressions are kept on a manual basis.

### Disclosure

The Bureau provides a 24-hour service and handles about 1,000,000 enquiries a year, by post, telephone and computer link. Information is given only to serving U.K. police officers needing help in their investigations. The identity of each caller is carefully checked and replies are only given by making a return call to the enquirer's telephone number - which is also checked to ensure it belongs to an authorised user.

The supply of police information about convictions is governed by the general principle that no information is given to anyone outside the police service, however responsible, unless there are weighty considerations of public interest which justify departure from the general rule.

## **FINGERPRINTS**

Many books and scientific papers have been published on the subject of Fingerprints, and reference to the prints from man's hand' can even be found in the Bible.

The study of the application of fingerprints for useful purposes appears to have started in the latter part of the 17th Century when, in 1684, the anatomist Doctor Nehemiah Grew published a paper on the subject, which he illustrated with drawings of various fingerprint patterns. About the same period, in Italy, Professor Malpighi was investigating the functions of the skin.

It was in 1860 that the use of fingerprints as a reliable means of individual identification really started. Sir William Herschel, an administrator in the province of Bengal, India, appreciated the unique nature of fingerprints and established the principle of their persistence. Fingerprints are formed in full detail before birth and remain unchanged throughout life unless they are affected by a deep seated injury. Sir Francis Galton and Henry Faulds initiated a method of classifying fingerprints and research in this field independently at the end of the 19th century.

The Fingerprint Branch at New Scotland Yard, which started with just three people, has expanded over the years and the present Identification Service is now provided by a staff of 600 technical and administrative officers. Today, there are two Fingerprint Bureau at New Scotland Yard,. the National Fingerprint Office (which together with the National Criminal Record Office forms the National Identification Bureau) and the Metropolitan Police Scenes of Crime Branch, which incorporates the Fingerprint, Photographic and Scenes of Crime Examination Services.

The importance of having a National Fingerprint Collection has been recognised by all police forces in the United Kingdom even though they have their own local fingerprint bureau.

Each day, the fingerprints of people who have been sentenced to a term of imprisonment, and those who have been arrested and charged with other than the

most minor offences, are sent to New Scotland Yard for processing. The fingerprints of those who are not subsequently convicted are, of course, destroyed.

One of the primary functions of the National Fingerprint Office is to establish whether the person has a previous record. After a name check has been made, the enquiry fingerprints are compared with the master set of any suggested match. If this proves negative, the fingerprints are coded and the coding transmitted to the Police National Computer at Hendon.

The coding of the enquiry prints is analyzed by the computer and only those criminals whose prints could possibly match are listed as respondents on a computer print-out.

Until recently, Identification Officers would make a comparison of the enquiry with the paper fingerprint forms of the respondents, which are all filed in the National Fingerprint Collection, in order to establish whether any computer suggestion was positive.

Within the organization of the Scenes of Crime Branch there operates a field force of 200 Identification Officers and Scenes of Crime Officers who are responsible for examining Scenes of Crime throughout the Metropolitan Police District. Scenes of serious crime are examined for fingerprints by Senior Identification Officers. The function of these officers is to detect and record any finger and palm marks which an offender may have left at the scene. They also retrieve forensic clues, e.g. blood samples, shoe marks etc., which are then forwarded to the Forensic Science Laboratory for analysis.

Finger and palm marks are sent to the Metropolitan Police Scenes of Crime Branch at New Scotland Yard where, after various elimination and checking procedures, the finger marks are coded for search on either the Police National Computer (Scenes of Crime System) or the Automatic Fingerprint Recognition System (AFR). The suggested possible fingerprint matches may be compared using the Videofile System or by browsing through the actual fingerprint collections. The Automatic Fingerprint Recognition System is a computerised method of matching

fingermarks found at scenes of crime with recorded fingerprints of known offenders. The computer lists, in order of probability, any possible fingerprint matches, but does not itself make any "identical or not identical" decisions. Palm marks are retained for comparison with the palm prints of persons suspected of committing the crime. Final comparisons between crime scene marks and offenders prints and decisions as to the identity are carried out by Identification Officers.

One of the earliest cases involving the use of fingerprint evidence was in 1905, when a thumb print left on a cash box at the scene of a murder in Deptford of shopkeepers Mr and Mrs Farrow, was identified as belonging to Alfred Stratton, one of two brothers. As a result of this identification they were jointly charged with the crime and subsequently hanged.

Since then, fingerprint identification has played an important role in many major crime investigations, including such cases as the Great Train Robbery in 1963 and, the sad case of Lesley Whittle, who was found brutally murdered in a drainage shaft in Kidsgrove in 1975 and, the intriguing case of the "Stockwell Strangler" who was responsible for the murders of eleven pensioners, in 1986.

Apart from the technical assistance which is given by Fingerprint Staff in the investigation of crime, positive identification by means of fingerprints has given vital help in cases of serious accidents: for example train and plane crashes. They have also been valuable in identifying people who have suffered from amnesia.

Like any other major organization, the Identification Services are always seeking ways of improving the service provided. Although computerization leads to greater efficiency, it cannot replace the individual expertise of trained Identification Officers and the final decision as to identity which is always made by a qualified Fingerprint Expert.

## **ROYALTY AND DIPLOMATIC PROTECTION DEPARTMENT**

Royalty Protection is divided into two parts: the Royal Palaces Division, dates back to 1839 and is responsible, for policing the royal residences of Buckingham Palace, Kensington Palace, St James's Palace and Windsor Castle. In Scotland the section is responsible during periods of royal residence, for Balmoral Castle and Holyrood House. The other part of Royalty Protection is responsible for the personal protection of individual members of the Royal family.

The Diplomatic Protection Group is primarily responsible for the protection of Diplomatic premises and personnel, as well as visiting Heads of State and high risk V.I.P.s' when they are staying at hotels or other premises. The Group also has responsibility for providing protection to certain political figures; the security at 10 Downing Street, and a support to the protection of London's Royal Palaces, and the Palace of Westminster which includes both Houses of Parliament.

The Group maintains effective 24-hour protection for high risk and politically sensitive premises by both static policing, at fixed posts and mobile policing using cars, solo motorcycles and personnel carriers.

All officers serving with the Group are volunteers recruited from the ranks of police officers who have some years of operational street duty experience.

Today protection is a highly specialized service in the Metropolitan Police, and to operate effectively, close liaison is maintained with other groups in the protection field such as the Special Branch, the Special Escort Group and the Anti-Terrorist Branch.

The senior officer in charge of the Royalty and Diplomatic Protection Department is a Deputy Assistant Commissioner who over sees the close liaison between units concerned with protection. The Department is the foremost uniformed Anti-Terrorist group within the Metropolitan Police.

## **SPECIAL ESCORT GROUP**

The Special Escort Group of the Metropolitan Police was first formed in November 1952 in preparation for the visit of Marshal Tito, President of Yugoslavia in March 1953. The Group was again used to escort Her Majesty the Queen during her Coronation in June of the same year.

In March 1956, the Group was reformed for the visit of the Soviet Leaders and has been used regularly since then to provide protocol and security escorts for visiting Heads of State and other ceremonial events. Since then the responsibilities of the Group have been expanded to include escorting members of the Royal Family and all aspects of security movements, for example the escorting of high risk prisoners and high value loads, although this type of escort is usually carried out in motor cars.

The Special Escort group is made up of officers selected from the ranks of London's Traffic Patrol. The members of the Group are all required to be advanced motor-cyclists and car drivers, having attended courses of instruction at the world famous Hendon Police Driving School. They are also trained in the use of firearms and anti terrorist ambush techniques.

After many years of success in this role, the Special Escort Group became so well known that it was receiving requests from the public for displays of its skill. The idea of the Precision Team, composed of members of the SEG, was developed and came to fruition in 1959.

Since its formation, the Metropolitan Police Motor Cycle Precision Team has been seen by countless numbers of visitors to outdoor shows, ranging from school fetes to county and international shows. The machines used are BMW K100 cc solo motor cycles. Each officer is responsible for the appearance of his machine, which is equipped for normal Traffic Patrol and escort duties and fitted with roadtyres.

The display is not one of trick-riding but is a disciplined team effort, an essential requirement of escort duties. The object of such demonstration is to emphasise the control a motor cyclist should be able to exercise over his machine,

and the manner in which a powerful motor cycle can be ridden at varying speeds in a confined area. From the beginning, a balance has been struck between entertaining the public and providing a demonstration of the skill required to carry out Ceremonial Escorts. With this in mind, the Group has developed a programme aimed at the motor cycling public, in the hope of influencing them to become better riders.

The Group's role in providing escorts for Royalty and VIP visitors to this country, demands the same extremely high degree of skill in motor-cycle control, bearing in mind the traffic congestion often found in and around London. Their primary aim is to provide a smooth, punctual and, above all, safe journey.

## **DOG SECTION**

In 1946 the Metropolitan Police decided to look seriously at the possibility of using dogs for police work. By the end of that year there were six Labradors on the strength of the Service. These dogs and their handlers were given a thorough training course and then they were sent to work in Central London. They proved highly successful, especially in such areas as Hyde Park, and as a result it was decided to use dogs throughout the Metropolitan Police District. Today there are over 300 operational dogs working in London.

The most popular dog for police work is the German Shepherd, commonly known as the Alsatian. Labradors and Spaniels are also used and are particularly effective in the field of narcotics and explosives detection.

Since 1960 the Metropolitan Police has been breeding many of its own dogs. During whelping the bitches and their puppies are cared for in the modern breeding block at the Dog Training Establishment at Keston in Kent.

Some of the adult dogs are either gifts or bought from the public. The main qualities required of a police dog are that it should be of a fine physique and good

temperament. These dogs are originally kept at Keston for a period of one to three weeks to assess their health and working capabilities.

When a puppy is two months old it is allocated to a handler and goes to live at his or her home. This stage is very important as trust and affection form the basis of a good working relationship. The puppy returns with its handler to the training establishment every month for a check up. When the puppy is nine months old it returns to Keston for a week's training in basic obedience and nose work.

When the dog is a year old it spends twelve to fourteen weeks in training. It is taught to track a ground scent, to search different types of terrain such as open country, woodland and buildings for criminals and property and to give tongue, or 'speak', as soon as it finds what it has been seeking. It is also taught to chase and hold criminals, but it is trained not to bite them indiscriminately.

After this initial course a dog starts work on Division, but with its handler it is required to attend frequent refresher courses at one of the five continuation training centers.

Dog handlers work the same shift system as other officers in the Uniform Branch. They are on patrol for seven hours and the remaining hour is allowed for feeding, grooming and exercising the animal.

The real value of a dog is as a deterrent and to detect crime. But of course the type of beat that they patrol varies according to the district in which they serve.

With the introduction of personal radio and their specially equipped vans, dog handlers have become increasingly mobile, which has added to their operational efficiency. In addition to searching, chasing and tracking, dogs are also used for recovering stolen property, which has been abandoned, and for finding missing persons.

## **POLICING FROM THE AIR**

Helicopters are part of the Air Support Unit of the Metropolitan Police. The Unit is based at Lippitts Hill in open country near Epping Forest and the facilities there include a hangar, a control room overlooking the landing pad, workshops, service bays and stores.

From this base, the helicopters, with a maximum speed of 150 knots (173 mph), can be over anywhere in the Metropolitan Police Area within 15 minutes' flying time.

The basic flying pattern for the helicopter is to carry out a fixed number of routine patrols (about 1½ hrs), Monday to Friday. During the evening, after rush-hour and at weekends the helicopters are available on an 'as required' basis. In an emergency, a helicopter can be in the air at very short notice - any time of the day or night.

The list of police operations in which the helicopters may be called upon for help is endless. Crowd control, traffic control, searching and pursuing and any situation in which observation from the air is of special value are all part of the helicopters' workload.

A typical day's operations recently included going to the scene of an armed robbery in South London, observing the build-up of a traffic jam on a main road into North London and a search for a stolen lorry in an area of parkland, golf course and market gardens. In a typical month, the Air Support Unit will take part in 450 assignments of all kinds.

The Metropolitan Police helicopters of the Air Support Unit are observation and communication platforms in the sky and their equipment for these jobs must be the best available.

Each helicopter can be quickly fitted with the "Hele-Tele" air-to ground color television system. With this, color TV film of anything happening on the ground can be relayed back to Scotland Yard (via a mobile receiver station if necessary) and the film taken can be recorded for later viewing. In addition, the Bell 222s carry 'Night

Sun' a powerful searchlight which can be steered down and focused from the helicopter cabin and 'Sky Short' a 200 watt output public address system. A British Aerospace 'Steady Scope' monocular (a type of binoculars) is also carried.

Radio Communications between air and ground cover all Metropolitan Police Channels, Air Traffic Control at Battersea and Heathrow and all UK aeronautical channels.

The helicopter pilots are civilians from Bristow Helicopters. The observers (there are normally two in each aircraft) are experienced Metropolitan Police officers who have been specially trained for this job.

The Metropolitan Police helicopters must observe strict rules operating over the densely populated London area. They normally fly at heights of between 800 and 1500 feet, but when they are in the neighborhood of Heathrow, their maximum height may be much lower. Generally speaking they only fly outside the Metropolitan Police area when in "hot pursuit" of a suspect vehicle and, in one case, they pursued such a vehicle up the M1 as far north as Daventry before police on the ground could move in and stop the driver.

## **MOUNTED BRANCH**

The origins of the Mounted Branch go back well before the foundation of the Metropolitan Police. In 1758 there was the first mention of men on horses being employed as peace officers in London - they were attached to Sir John Fielding's office in Bow Street, where he was a Magistrate.

Then, in 1760, Sir John devised a 'Plan for preventing Robberies within twenty miles of London' and asked for a regiment of light horse to be stationed in the area, to keep watch at toll-gates and turnpikes, and to intercept criminals. This 'Horse Patrol' consisted of eight horses and men.

The regular Bow Street Horse Patrol began in 1805 and it provided patrols on all main roads up to twenty miles from Charing Cross. Its original strength was 52

ex-cavalrymen, all aged over 35 and married. Each man carried a sabre, pistol, truncheon and a pair of handcuffs and wore a blue greatcoat and trousers, black leather hat and stock, white leather gloves and scarlet waistcoat - the latter giving rise to their nickname of 'Redbreasts'. This was the first 'uniform' ever to be issued to any police force.

In 1813 the control of the Bow Street Horse Patrol passed to the Home Secretary and in 1821 their numbers were increased. Then, in 1829, the first foot duty officers of the Metropolitan Police appeared on the streets, but it was not until 1836 that the Horse Patrol was incorporated into the Force, becoming the nucleus of the present day Mounted Branch.

In those days the chief purpose of the Branch was country patrols, but with the advent of Chartism in the late 1830s mounted police were mobilized in central London for the first time to keep public order. They proved most successful and as a result it was decided to have more mounted officers stationed in inner London to deal with such troubles and to help regulate processions, ceremonial occasions and large gatherings. This, of course, remains the principal function of the Mounted Branch today. After the end of the First World War in 1918. Lt-Col Percy Laurie of the Royal Scots Greys retired from the Army and took up an appointment with the Metropolitan Police, later becoming Assistant Commissioner. He took complete charge of the Mounted Branch and made its reorganization his first task. In 1920 Imber Court, at East Molesey in Surrey, was opened as the central Mounted Branch Training Establishment. The principles of training, feeding and general care of the horses laid down then still hold good to a large degree today.

The Mounted Branch has some 200 horses and 236 officers. It is under the control of the Assistant Commissioner for Territorial Operations with a Superintendent as its operational head. The organization of the Branch is governed by the need for mounted patrols in the Metropolitan Police District in particular areas - which is frequently reviewed in the light of changing circumstances.

As with any other specialist Branches, an officer must complete two years foot duty before applying for a post in Mounted Branch. This is to ensure that he or she is well grounded in general police work. The majority of recruits to the Branch have no previous experience of working with horses, but after a preliminary interview each applicant receives a 22 week course at Imber Court, and is taught how to ride and the general care of a horse and its equipment.

At the end of this course officers are posted to one of the larger stables as 'Mounted Reserve'. This means that they do not at first have a horse, but gain further experience riding other horses when officers are on leave or sick. This period usually lasts for about 6 months, at the end of which the officers are permanently established.

Most of the horses are bought in Yorkshire where the requirements are well known to the farmers and breeders, but occasionally they are purchased elsewhere or a gift horse is received. Only mares or geldings are used, and, ideally, they should be 3 to 4 years old, 16 hands high and of a good general color.

Each horse is named according to the year of purchase, the initial letter of each name being the same, i.e. 1979 purchases all begin with 'H', 1980 with 'I', and so on. Bearing in mind that the value of a horse increases with the training received and experience gained - with the average period of service being about 14 years - the economics of the Mounted Branch compare favorably with motorized units.

The horse's training is designed to produce a quiet, well-mannered animal that is well-balanced, obedient, and accustomed to moving traffic and to unusual sights and sounds; it must also work equally well alone and in the company of other horses. The basic training of an average horse takes about 6 months, but there are no hard and fast rules, it is never hurried and can be divided into three stages.

First the horse is handled and lunged. Then training is carried out from the saddle and the horse is first introduced to waving flags and rattles as a preliminary preparation for ceremonial duties. Tape recorders and amplifying equipment are used in the covered riding school to simulate such noises as railway trains and football matches. When the horses have grown used to this, the third stage of their training is

continued out in the open. Crowd control is carried out by teaching the horses to move sideways into groups of people. This has been found to be the safest and most effective method. During all this training the greatest care is taken not to over-face or frighten the horse the whole system is based on encouragement and reward.

When a horse has finished its training at Imber Court, it is allocated to an experienced officer who is responsible for the final stage, which takes place on the streets doing the various duties which comprise the working life of a police horse.

The results of the training can be seen every year at the Metropolitan Police Horse Show at Imber Court-this is usually held around June each year.

On a normal day a mounted officer patrols for up to 4 hours, the rest of his 8 hour tour of duty being spent grooming, on general stable work and cleaning tack. On patrol he or she has the same duties as 'foot' colleagues, but, of course, has the added advantage of extra height and more chance to observe when assisting with traffic control, dealing with crime and other offences which might require police action.

The duty of the Mounted Branch is crowd control, whether it be a ceremonial occasion, a big sporting event or a demonstration. It has been argued that a trained man on a trained horse can do the work of a dozen foot police on such occasions.

## **THAMES DIVISION**

In the 1790's the West India Company of Merchantmen decided to form their own river patrol to protect their cargoes against looting and pilfering which were rife at the time. From this small beginning the idea of a river police was developed.

The first Marine Police Office was opened in 1798 on the site of the present Divisional Headquarters of Thames Division at Wapping. This consisted of a judicial department as well as a police department and was under the control of a resident Magistrate. In 1839 the Police Office was made part of the 10 year old Metropolitan Police and the judicial department became the Thames Police Court.

In the early days, the police officers carried out their work in rowing boats and sailing craft but in 1910 motor boats were introduced. Today duty boats constantly patrol the river 24 hours a day, together with launches used by senior officers both for ordinary duty and ceremonial occasions. Apart from carrying gear required by Statutory and Port Regulations, the boats are also equipped with drags, lifebuoys, buoyant cushions, salvage gear and first aid equipment including a stretcher and a resuscitator.

Thames Division covers 54 miles of river and is served by three police stations. Some of these were originally hulks, but they have now been replaced by buildings on shore. The one exception is the station at Waterloo Pier, which is housed on a pontoon and remains unique as the only floating police station in London.

All the officers are volunteers drawn from every other Branch and Division in the Force. Numbers of them have served with the Royal or Merchant Navies. All officers can swim, have a high standard of first aid and are required to pass an examination in the management of boats and navigation.

The beat and patrol systems which operate on the river are similar to those on land and have the same broad function to perform. This is the protection of life and property of all those connected with the river, whether they work there in the wharfs, live there or spend their leisure time on pleasure craft. In addition, Thames Division also has responsibility for dealing with vessels in collision, fires on ships, barges or wharfs, the salvage of property which has come adrift and the securing of drifting barges.

Wapping is also the headquarters of the famous Underwater Search Unit - the police frogmen. The Unit consists of nine divers with an Inspector in charge. It was first formed on a part-time basis in 1962 but, as the demands for its services grew, it became full-time in 1964. The Unit operates throughout the Metropolitan Police District and is used to search rivers, flooded gravel pits and quarries, ponds, canals and waterways to recover missing persons, stolen property and weapons and other articles used in crime.

For nearly 200 years now, the Thames has been constantly patrolled. Many of the docks and wharfs in the Pool of London have closed and the use of the river is now turning to water sports and leisure which have their own problems of crime and accidents. There is little doubt that Thames Division will continue to provide a valuable service for as long as people and craft are on the river.

## **FORENSIC SCIENCE LABORATORY**

In 1929, Sir Arthur Dixon, Assistant Secretary of State at the Home Office, wrote a memorandum on the need to make use of science in police investigations.

Lord Trenchard, the Metropolitan Police Commissioner, decided that although the Force, as it was then called, could call on various eminent scientists, it was time to establish science within the Force itself. The Home Secretary, Sir John Gilmour, agreed and on April 10 1935 he officially opened a Metropolitan Police laboratory at the Police College at Hendon.

During the 1930s, a number of provincial police forces started their own laboratories. One by one these came under Home Office control to form the basis of what was to become the Home Office Forensic Science Service. With a staff of about 340, including over 200 graduate scientists (many with PhD degrees) the Metropolitan Police Laboratory has become one of the world's largest forensic science laboratories and it is widely acknowledged as a leader in its field.

The main purposes of the Laboratory are to help London's police to investigate crime and to provide scientific evidence and expert interpretation for the courts. Scientists examine items submitted by investigating police officers and, when necessary, they give scientific assistance and advice at scenes of crimes or other incidents.

The Laboratory uses new discoveries in science to improve the range and quality of its services. The Laboratory also trains the users of its services so that they

may understand its capabilities and the significance of the results obtained. It handles more than 18,000 cases a year, ranging from theft to terrorism.

The kind of work undertaken by the Laboratory includes analysis for alcohol in blood and urine specimens in drink-driving cases; analysis for heroin, cocaine and other drugs; fire investigation where arson is a possibility, and accident investigation in particularly serious (often fatal) road accidents. It analyses natural and synthetic fibers and fiber dyes; examines guns; analyses gunshot residues; examines documents in cases of suspected fraud and other serious incidents; and analyses tool and other kinds of marks. Footwear marks continue to be a valuable aid in crime investigation, especially for armed robberies.

Scientists also analyze poisons and noxious substances of various kinds, as well as traces of paint, glass and other materials. Blood grouping and DNA profiling form an increasingly important part of the work of the Laboratory.

Forensic science is a demanding profession, because scientists may have to appear in court as Expert Witnesses. Whereas most people are only allowed to give the court evidence about facts - what they personally saw or heard- an Expert Witness advises the court on what interpretations the evidence will bear and what interpretations it will not bear. In these circumstances scientists can expect to be subject to searching cross-examination.

## **SPECIAL BRANCH**

The Special Branch of the Metropolitan Police was formed in 1883. The authority for its formation was given by the Assistant Commissioner for Crime at the time on the instructions of the Home Secretary.

The Branch was formed to combat the activities of the 'Fenians' and, because of this, was originally known as the 'Special Irish Branch'. The 'Fenians' were Irish Republican extremists who, seeking Home Rule for Ireland, were at that time placing

bombs in various public buildings in London and at one point tried to blow up Scotland Yard itself.

The Special Irish Branch was very successful in its efforts and after three years 'Irish' was dropped from its title. It was expanded to deal with security problems at the Jubilee of Queen Victoria in 1887 and still later with foreign anarchists who were regarded as a danger to society.

Except for a period during the First World War, the Special Branch has formed part of the CID throughout its existence and is today headed by a Deputy Assistant Commissioner. The members of the Branch are police officers recruited from either the Uniform Branch or other parts of the CID and are subject to exactly the same conditions and regulations as all other police officers.

Despite the air of mystery sometimes attributed to the Branch in spy novels and TV series, it is in fact merely one of the specialist units used to provide efficient policing by the Force. Crimes committed for political reasons or against the State are still crimes. Political assassination is still murder and a terrorist bombing amounts, technically, to serious criminal damage or assault although both may be more dramatic and treated more seriously both by the police and the Courts.

This means that, as with all crimes, the police have a primary responsibility of prevention and if that is not achieved, the identification, arrest and prosecution of those responsible. Special Branch, therefore, always works within the law and the criminals it deals with have the same rights as any others.

The work of Special Branch is not widely publicized and is often, therefore, misrepresented. Its prime functions may be broken down as follows:

- to keep a watch on the movements of undesirables through air and sea ports;
- to carry out enquiries from the Home Office in cases where aliens apply for British nationality;
- to help guard Government ministers and foreign VIPs visiting Britain;

- to supply information about the activities of organizations or individuals who threaten the security of the country or seek to cause the breakdown of law and order.

Special Branch is concerned with contravention of the Official Secrets Acts and the prosecution of spies. It is fully occupied with combating the activities of the IRA in Great Britain in just the same way as its early forerunners, the Special Irish Branch, acted against the Fenians of the 19th Century.

## **CRIMINAL INVESTIGATION DEPARTMENT**

The CID was organized in 1842 when six officers were selected to form the first Detective Department, following two attempts on Queen Victoria's life and an outbreak of major crime in London. Now there are about 3,500 men and women detectives working in plain clothes on London's streets. All of them are selected for their patience and tact, then trained to make the best use of their aptitude for detective work. 2,000 of them work from police stations in the 75 Divisions that make up the 787 square miles policed by the Met. Each Divisional CID office is run by a Detective Chief Inspector, Detective Sergeants and Detective Constables to deal with crime investigations. The Detective Chief Inspector is responsible to the Divisional Chief Superintendent on all crime matters. The Division can call on the expertise of more senior Detective Officers - Detective Superintendents and Detective Chief Superintendents, who are based on each of the five Areas within the Met- in cases of murder, rape and other serious crime.

Before becoming a detective each officer must have completed two years service as a uniformed constable on probation and have served on a local crime squad, which is made up of qualified CID officers and uniformed officers working in plain clothes. The constable will then be recommended by his Divisional Superintendent as being suitable for CID work. He will go on to face a selection board made up of two senior CID officers and a senior uniformed officer. If selected,

the officer will have to carry out further study in his own time, then attend a training course at the Detective Training School at Hendon. 1,500 officers are split into a number of branches and squads; the principle ones are: The Major Investigation Reserve, which can be called upon to investigate murder and other serious crimes within the Metropolitan Police District and conducts enquiries both at home and abroad on behalf of the Director of Public Prosecutions or other Government bodies.

The Extradition, Illegal Immigration and Passport Squad investigates organized crime relating to the obtaining of British Passports and illegal immigration. It also deals with the extradition of fugitive offenders to Foreign and Commonwealth Countries.

The Central Cheque Squad investigates offences and collates information about organized cheque, travellers cheque and credit card frauds committed against the clearing banks and major stores within the Metropolitan Police District.

The Stolen Motor Vehicle Investigation Squad started life as part of the Flying Squad, but became a squad in its own right in 1960. It is staffed by specialists in the examination of suspect cars. They are particularly adept in spotting cars produced by 'ringers', the thieves who "ring the changes" on cars by building them from stolen parts. The squad also specialises in the investigation of organised theft from industrial car plants.

The Serious and Organised Crime Squad was formed to deal with organised crime in London, its successes have earned the men who work for it the name of "The Gangbusters".

The Central Robbery Squad deals with investigating major armed robberies at banks, building societies, security vehicles and similar commercial targets in the Metropolis. Sometimes these investigations involve officers travelling to other parts of the country and abroad. The Regional Crime Squad is a national network of crime squads working under a National Coordinator and dealing with serious crime. The No.9 Regional Crime Squad covers London and is made up of Metropolitan Police Officers and officers from the City of London Police. The squad works closely with

the Central Robbery Squad as well as with other Regional Crime Squads, using and acting on information gleaned from their own confidential sources.

Members of the Regional Crime Squad and the Central Robbery Squad often use their own cars fitted with multi-channel radios, which can be tuned to the frequencies used by police forces all over the country. Each car is also fitted with a short-wave set for car to car communication. This makes it difficult for criminals 'to listen in' and get advance warning of a squad's movements.

The Criminal Intelligence Branch is the branch which collects and stores information about known and important criminals-their movements, habits and associates.

The branch is also responsible for supplying all the back-up services required by detectives working in the field, including the Laboratory liaison staff. It also has an equipment unit which develops and operates technical aids used by police.

The Metropolitan and City Police Company Fraud Department, more commonly known as the Fraud Squad, is staffed by officers from both forces and was formed in 1946 with the sole object of dealing with complex and protracted fraud cases.

Its investigations mainly concern limited companies, banks and businesses specialising in money investment at home and abroad and dealings in shares and securities. A sign of the times is that the Fraud Squad now has the national responsibility of keeping records on corruption in public life.

Fraud Squad investigations can take detectives to different parts of the world and at any one time the squad is concerned with several hundred criminal allegations involving in excess of £250 million. The Special Branch was formed in 1883 under the title of Special Irish Branch. Its activities were concerned with investigating Fenian bombings and the Fenians themselves, who were Irish terrorists operating in London and the provinces. The word 'Irish' was dropped from the name three years later and the Special Branch's scope was widened to include providing personal protection and involvement in matters of national security.

The Anti-Terrorist Branch was formed because of terrorist activities in London. Detectives from the branch are involved in the dangerous work of investigating acts of terrorism and politically motivated crime in the Metropolitan area. The Anti-Terrorist Branch was born from the Bomb Squad, itself formed out of necessity in 1971 when London became a target for the anarchist bombers of the Angry Brigade.

Attached to this Branch are the civilian explosives officers, who have the dangerous task of dealing with suspect devices.

The International Criminal Police Organization, better known simply as Interpol, has the role of communication between the police forces of over 100 countries and the Interpol office at the Yard is equipped with the most modern radio equipment. The Metropolitan Police has men permanently stationed at Interpol's Headquarters in Paris.

No modern CID can work without the help of the scientists. The Metropolitan Police Forensic Science Laboratory provides the detectives of the force with the expertise of highly qualified scientists working in the Laboratory's five basic areas - Biology, Chemistry, Photography, Documents and Firearms.

The Laboratory also analyses specimens sent in from the Home Counties police forces and can provide the conclusive piece of evidence to secure a conviction. Conversely, it can often eliminate a suspect from a case and establish his or her innocence.

## **INVESTIGATION OF A BURGLARY**

How do the police investigate when a burglary is committed? Let us start by defining Burglary'. In the Theft Act of 1968 a person is guilty of burglary if, "he enters a building, as a trespasser, with intent to: steal, assault or rape someone therein, or to cause damage, or having entered the building he steals or assaults someone."

Let us consider one possible case. Your house is locked and secured but unoccupied, it is the middle of the afternoon, a time popular for burglars to be active. A neighbor, knowing your house is unoccupied, notices two men at your front door. After knocking at your door one man walks away and stands on a corner nearby. The other goes down the side of your house to the rear. Your neighbor realizing something suspicious is happening decides to call the police. She dials 999 and her call is directed via the operator to the Central Communications Complex at New Scotland Yard.

This is the Communications Centre for the Metropolitan Police; the officers on duty receive and deal daily with approximately three to four thousand emergency calls. After recording the call a message is passed by radio to the nearest police patrol car who, responds immediately.

On arrival at the house, the officers find that a rear window has been smashed and the front door is open. Their first duty is to search your house to see if the burglars are still on the premises and if so to arrest them.

In cases where neighbors see something they think is suspicious and act quickly police often catch burglars on the premises. However, in this case the burglars have already gone and taken some of your property with them. The officers would speak to the neighbor who raised the alarm to obtain a description of the burglars which would then be radioed to all nearby patrolling police officers.

Enquiries would also be made of any other of your neighbors who saw the burglars and could assist in the investigation of your burglary. Every effort would be made to contact you, so that you could return to your home as soon as possible. The officer, meanwhile, would either arrange for your premises to be secured or ask a neighbor to wait in your home until you returned. (As the first police officer on the scene it is as much part of this officers job to ensure that your needs as a victim of crime-have been met, as it is to initiate preliminary enquiries). Acting in his or her role as investigator, the officer will then examine your home for clues. He or she may call on the services of an Identification Officer to assist in this.

After these enquiries have been completed, a crime report is submitted to Crime Desk Supervisor (usually a Detective Sergeant) who would satisfy him or herself that everything possible has been done during the course of the investigation. He or she will then assess the potential solvability of the case and decide whether a Detective Constable should be allocated to it. The kind of criteria which helps him or her make this decision are the existence of:

- A partial name or nickname of the suspect.
- A useful description of the suspect or note of distinguishing features.
- A full or partial registration mark of the suspect's vehicle.
- A link between the suspect and the scene of crime by finger print or other forensic evidence.

In our scenario, a useful description of the suspects exists so a Detective Constable will carry on the investigation.

It is important for you to establish as soon as possible exactly what property has been stolen and whether any of it can be identified. It is very helpful to keep a note of serial numbers and have your property marked with your post code and the number of your house or flat. Any items that are subsequently received can then be tracked back to you and no one else.

If the crime is not allocated to a Detective to continue the investigation it is not forgotten or filed away. Details of the property stolen are circulated and any fingerprints found are submitted for examination and comparison to those of known criminals in an effort to find the thieves. The report is kept at the Police Station and can be reinvestigated if any further information comes to light. As well as circulating a list of the property, if it is of a high value or rare and you have photographs of it, it may be possible to publicize them in the local press or in a crime appeal program on television.

## **SCOTLAND YARD, ITS HISTORY AND ROLE**

In 1829, Sir Robert Peel, the then Home Secretary, received authority from Parliament for the formation of a newly organized police force.

His first job was to select suitable headquarters for the new force. They had to be centrally situated, and near to the Home Office, since the Home Secretary was to be the chief police authority. A large house at 4 Whitehall Place was eventually chosen. Traditionally the building, backing on to an ancient court, once formed part of the old Royal Palace of Whitehall. Members of the Scottish Royal Family were housed here when visiting the English Court. An Act of 1534 defined the Palace Boundaries, referring to 'a croft or piece of land commonly named Scotland'. A Palace plan drawn in Stuart times shows a double court or yard named 'Scotland Yard'. The official address of the new police HQ was 4 Whitehall Place, but visitors, press and members of the public, accustomed to using the rear entrance in Scotland Yard itself, came to refer to the Commissioner's HQ as 'Scotland Yard'.

Eventually the unofficial address became official, with the police headquarters known by its now world-famous title 'Scotland Yard'. Of course, with time the MP force grew and when it reached 13,000 officers by the 1870s, the scale of its operations and administrative support had grown enormously so that new HQ offices were needed. An Embankment site, originally intended for a grand opera house, became available. Problems with building foundations and financial mismanagement ruined the original plans and the site was acquired for the new police headquarters.

Richard Norman Shaw, the eminent architect, was commissioned to design the building. Prison convicts helped in its construction, since 2,500 tons of granite, was used to build the lower floors.

The Norman Shaw building, overlooking the Thames, was completed in 1890, and all the relevant support departments installed. Due to its popularity the police authorities decided the name 'Scotland Yard' should be kept.

Another building 'Scotland House' was erected some years later, south of the Yard. The block housed the Receiver and his staff, responsible for police finances and supplies.

In 1961 the Receiver's office moved to Tintagel House on the Albert Embankment, on the South Bank of the Thames. Other police departments then transferred to Scotland House. In 1966 the Commissioner's and Receiver's office were combined. In 1967 they moved to their present modern tower block at Broadway, SW1, close to the Home Office in Queen Anne's Gate. Once again, the famous name of Scotland Yard was kept, and the headquarters for the Commissioner's and Receiver's offices, police and administrative offices, remains one of the most famous addresses in the world.

The Receiver's role is Chief Administrative Officer to the Force, and the provision of police property and supplies needed by the police. He is responsible to the Commissioner and has statutory responsibility to the Home Secretary, the Police Authority for the Metropolitan Police District.

The Receiver administers the Metropolitan Police Fund and is head of its civil staff, with specific responsibility for all civilian departments. He is assisted by the Deputy Receiver, who has statutory authority to act in his absence.

The Metropolitan Police District covers Greater London and certain outlying areas; therefore the Met's HQ departments form part of a much greater organization, which aims to ensure everyone living or working in London, and visitors to the Capital, can enjoy peace and safety under the law. To this end, the Metropolitan Police and its famous headquarters have grown and changed enormously since 1829. But its ultimate purpose remains unchanged.

## **COMMUNITY RELATIONS**

The Metropolitan Police Service has always believed that the relationship between the police and the public it serves is of great importance. To this end in 1968 a specific branch, now called the Community Affairs and Crime Prevention Branch, was set up at New Scotland Yard.

The Community Affairs and Crime Prevention Branch has responsibility for community and race relations, youth affairs, school crime prevention involvement and youth and community projects. The Branch also promotes partnerships with outside bodies and organizations working together to prevent crime and it provides information on crime prevention.

### **THE COMMUNITY LIAISON OFFICER**

Much valuable work can be and is being done at Scotland Yard, but the overall local responsibility for community relations lies with the officers serving on the Division of the Metropolitan Police District. For each local authority area there is a Chief Inspector or Superintendent solely responsible for this aspect of police work - he or she is known as the Community Liaison Officer (CLO). The CLO is also in charge of the Youth and Community Section.

The activities of the CLO will depend to a considerable extent upon the nature of the local community. He or she has four main functions. He encourages and co-ordinates activities between the police and the rest of the community: he tries to ensure that all members within the community know him and understand his liaison role; he makes sure local police officers are aware of community problems and how they can help to solve them; and he has overall super vision of the Youth and Community Section.

The CLO organizes visits to primary and secondary schools. These visits are a vital part of any community relations program. The importance of contact between the police, teachers and school children cannot be overstressed. Talks and

demonstrations are given on a variety of subjects such as the role of police in society, criminal law, road safety and the citizen's rights and duties.

Visiting schools can help to reduce friction between police and young people. In the atmosphere of the classroom and with open discussion, children get the chance to meet police officers without confrontation. This enables children to realize police officers are not impersonal figures of authority.

School children are not the only people who receive talks from police officers. The CLO arranges talks by himself, and other officers, to many interested organizations who have asked for a talk by a police officer. Examples of such groups are parent/teacher associations, church groups, youth clubs, tenant associations, organizations representing ethnic minorities and many others.

The more groups the CLO can meet the more the local police can become aware of the needs of the local community. The CLO is therefore only too ready to respond to the many invitations he receives.

The CLO does not restrict his activities in this field merely to discussion. He actively involves himself by sitting on numerous committees, providing a police input into areas ranging from the management of youth clubs to non-accidental injury to children. In different areas of London, CLOs have involved themselves with schemes for unemployed youths, local housing development schemes minimize vandalism, supporting victims of crime and providing links with those who for various reasons have become alienated from the rest of the community.

The other important function of the CLO is supervision of procedures for dealing with young offenders. The main purpose is to examine juvenile crime more closely and, if possible, to prevent a child being saddled, at an early age, with a Criminal Record.

#### THE HOME BEAT OFFICER

An important link between the police and the community is the Local Home Beat Officer. The Home Beat Officer is attached to a particular beat and, while he or

she is on duty, is responsible for that beat. It is his job to get to know it and the people who live there.

In many ways he can be likened to the traditional image of the 'village bobby'. He or she patrols the beat on foot wherever possible, which gives the maximum opportunity to meet people and learn their problems.

It is also an important part of his job to get to know, and be known by, school children and he has a special responsibility to give talks to children in the schools on his beat. All this does not mean the Home Beat Officer is just a public relations man. He remains an operational police officer, investigating crimes and arresting or reporting those who break the law.

#### THE SECTOR OFFICER

To give the community a greater sense of security and involvement with police at a local level policing styles have changed from being time based on a shift system to being based on local geographic sectors.

Together with the local Home Beat Officer, the Sector Officer will play a vital role in maintaining close contacts at a local level with innumerable tenants associations, voluntary groups and community organisations etc. The Sector Officer will form a working group bringing together those who work and live there, other agencies who have a professional or statutory responsibility and local voluntary bodies. Through the Sector Officer the groups can communicate the fears and concerns of the community and provide a forum for solutions which can be agreed and implemented by all agencies working together.

#### KEEPING THE PUBLIC INFORMED

In spite of all this activity by CLOs and Home Beat Officers, many people have little or no direct contact with the police. They depend on television, radio and the press to keep them informed and it is from these that they form their impressions and expectations of the police.

From the police point of view, it is important that everyone should know as much as possible about the police and also be aware of their obligation to cooperate

with the police, uphold the law and protect themselves and their property. There is also the fact that crime of all kinds, law and order, road accidents and congestion form a large part of our daily diet of news and editorial comment and it is important that the media are provided with accurate information.

## **ORGANISATION OF THE METROPOLITAN POLICE DISTRICT**

The Metropolitan Police District covers Greater London with its 6,756,000 people, and beyond. It is an area covering 787 square miles and reaches from Potters Bar in the North to Kenley in the South; Upminster in the East to Staines in the West.

To make the policing of this vast area manageable it has been divided into five Areas. Each Area is again divided into Sub-Divisions and Police Stations. Area sizes are defined according to factors such as population, police workload and patterns of demand.

Divisional boundaries mostly conform to those of local authorities. However inner London boroughs may contain more than one Division, while in outer London more than one local authority may fall within a single Police Division.

Each Area has its own Headquarters and is under the command of a Deputy Assistant Commissioner, assisted by a Commander (Operations) and Commander (Support). They have overall responsibility for the Uniform Branch and CID on Divisions within their area, and report to the Assistant Commissioner (Territorial Operations) at New Scotland Yard.

Commander (Operations) is assisted by a Detective Superintendent, specifically responsible for serious crime, and a Uniform Chief.

Superintendent in charge of operations, public order and traffic. Commander (Support) is assisted by his deputy, a Uniform Chief Superintendent, responsible for personnel matters, community relations and the investigation of complaints against the police.

Each Area Headquarters also has a Metropolitan Special Constabulary Commandant in charge of the Special Constables in that area.

Each Divisional Station is under the control of a Senior Superintendent and his deputy, another Superintendent. The CID is run by a Detective Chief Inspector.

Divisional stations are manned round the clock, but some less busy stations close at night. In this case calls are referred to their nearest Divisional, or sub-Divisional station.

The mobile 'hardware' of Area policing consists of a complement of fast response Area Patrol cars, operating from Divisional stations; Panda cars are attached to stations in outer districts, traffic cars and motorcycles operate from area garages. Also available are CID cars and general purpose cars and vans. A familiar sight on London's streets are the Traffic Patrols and Traffic Wardens. Based at garages and Traffic Warden units throughout London, these officers deal with traffic problems on the highways and roads.

Ultimately, all of London's police officers, from the Constable on the beat to the Area Deputy Assistant Commissioner, are responsible to the Commissioner of Police of the Metropolis, whose office is at New Scotland Yard, the Headquarters of the Metropolitan Police.

## **THE METROPOLITAN SPECIAL CONSTABULARY**

"Specials", as they are normally known, are part-time policemen and women who devote much of their spare time helping their regular police colleagues and members of the public. The work is voluntary and unpaid apart from certain out of pocket expenses. With the exception of boots and shoes uniform is provided. Special Constables have the same responsibilities and powers of arrest as regular police officers, and their duties range from assisting at ceremonial duties such as Trooping the Color" to controlling traffic; from policing football matches or large sporting

events to anti vandal patrols or assisting with searches and instructing women's groups in crime prevention and self-defense.

An applicant for enrolment in the Metropolitan Special Constabulary must be of British nationality (by birth, naturalized or registered as a citizen of the United Kingdom and Colonies), between 18% and 50 years of age and be prepared to undergo a medical examination - at no cost to the applicant. Applications cannot be considered from serving members of the Armed Forces, Territorial and Army Volunteer Reservists, members of the Fire or Ambulance services, the medical, nursing or midwifery professions or a security organization or private police force.

Once a Special Constable has been attested, he or she attends a training course which lasts for 28 weeks. The course, which is a ranged at times which do not interfere with a recruit's full-time occupation, consists of a series of lectures and demonstrations given by regular police officers. This is followed by practical training on the streets in the company of a regular or trained "Special". Refresher courses are given from time to time to ensure that "Specials" are fully conversant with new procedures and legislation.

Special Constables receive compensation for loss of wages if injured whilst on duty or when required to perform a duty for which the Special Constable has not volunteered - such as attendance at court to give evidence. While on duty, they are covered in the same way as a regular police officer.

The initial period of service with the Metropolitan Special Constabulary is three years, but successful applicants can continue serving until they reach the upper age limit of 55 years. A Special Constable will be attached to a police station in the area of his or her choice. However, all Special Constables are attested for duty within the Metropolitan Police District as a whole and may, therefore, on occasions be requested to undertake duty away from their parent station. The prevention of crime and the preservation of law and order are among the most important community services of our time. The Metropolitan Special Constabulary makes a positive and valuable contribution in achieving these aims.

## **OUR COMPUTERISED POLICE**

One of the greatest innovations of our time has been the growth of computers. This growth has been accompanied by a developing myth that computers can solve all our problems at the touch of a button. One thing that must always be remembered is that they can only do what man has designed them to do.

In recent years the police have increasingly brought computers into use and the Metropolitan Police uses various computer systems.

At present, the largest system is the Police National Computer, maintained by the Home Office for use by all police forces. This computer gives police forces throughout the country immediate access to selected central records. With the growth of police records manual searches took an increasingly long time often causing embarrassing delays. Now the information is available in seconds.

The first index to be placed on computer was the stolen and suspected vehicles index. In the past, checking a stolen vehicle was a laborious process. The patrolling officer would have to stop the car and then radio his station, who in turn would telephone the Information Room at New Scotland Yard and ask for a vehicle check. It was then necessary to search the card index and the whole process from the officer stopping the vehicle to him receiving the result could take 10 minutes or more.

Now the check can be done by the Central Command Complex or a Divisional Control Room in seconds, even while the vehicle is still moving.

However, a vehicle will only be shown in this index if the owner knows it has been taken and has reported the fact. It was not unknown for a car thief to get away with it by telling a good story. To assist police, the vehicle owners' list was added. Now if the police officer stops a car which is not known as stolen, and he is still not satisfied, he can, within seconds, obtain the name, address of the real owner something the thief will not necessarily know.

This gives a speedy, nationwide coverage as this example shows. A car was stolen in London and driven towards Wales along the M4. The owner reported the taking of his car shortly before the car reached the Severn Bridge. The car was stopped on the Severn Bridge, checked and found to be stolen and the occupants arrested.

Another use of the computer is to list persons convicted for serious offences, also persons wanted or missing and those disqualified from driving. Once an individual is identified as belonging to one of these categories, police officers can obtain information from the Police National Computer which will help them to decide on the most appropriate course of action.

A police force can also use this computer for sending urgent messages to other forces throughout the country.

The computer also contains fingerprint records. Previously, when a person's fingerprints were sent to New Scotland Yard a Fingerprint Officer coded the set and then did a manual search to see if the person was already known. Now he just feeds this into the computer which gives a list of responses to the search in seconds. This information is fed to a Video file computer which retrieves the images of the fingerprints, stored on videotape, for viewing by an Identification Officer on a TV screen.

The most recent innovation in identification of fingerprints is the Automatic Fingerprint Recognition System, which is a computerized method of comparing finger marks found at the scene of a crime with known fingerprints.

Other operational and administrative computer systems are operated and managed by the Metropolitan Police Department of Computing Services (DCS). Their administrative systems handle day to-day matters such as calculating the pay of police officers and civil staff, keeping their personal records, maintaining records of the fleet of more than 3,500 vehicles, general storekeeping, financial accounting and compiling the statistics needed by the Service. Indeed, much the same functions as computers in any large organization. Other systems handle the processing of

traffickers and penalty notices issued in the MPD area and the allocation of accommodation to police officers. There are other areas where computers assist in the fight against crime.

The Criminal Investigation Department has installed HOLMES (Home Office Large Major Enquiry System) to improve the organization and administration of information, and to provide more efficient retrieval capabilities, during major enquiry investigations such as outbreaks of public disorder, murders and rapes. There are computers keeping a check on samples sent to the Metropolitan Police Forensic Science Laboratory, other computers provide support to crime detection units.

The number of small computers in use in the Force is increasing constantly ranging from support to local information systems on Crime Analysis to Victim Support and Neighborhood Watch Schemes. These systems are in addition to a program of installing small computer systems in every Area and Divisional Headquarters to provide local management information and operational support, forming the first stages of Office Automation.

Another computer is used by the Metropolitan Police in the control of traffic in central London and areas outside the center, which suffer from traffic congestion. There are over 1,500 sets of traffic lights linked to the computer.

The computer controls the timing of the lights automatically, adjusting them to meet the time of day and the anticipated traffic flow. The computer also monitors traffic signals for faults, warning operators when they fail.

Should the traffic become affected for any reason the computer becomes aware of this by means of sensors in the road. An alarm then warns the operators who can use any of the 60 TV cameras to find the cause. The operators can manually control the lights and direct traffic away from the area as quickly as possible.

Finally, a computer has been installed for Command and Control purposes. With the increasing use by the public of the telephone to contact the police it is obviously important to streamline the means of handling calls and directing police resources. In the first stage of the Command and Control scheme, operators in the

Central Command Complex at New Scotland Yard who receive '999' emergency calls enter the details on a VDU". As soon as the operator enters the caller's location the computer will work out a map reference, display the police subdivision, which covers that location and the call-sign of the local police car. When the message is complete, the operator touches a key to pass the message to the appropriate radio operator.

The radio operator's VDU immediately shows a summary of the new message, so that he can decide whether to call up the full message straight away, or whether it is more urgent to continue dealing with some other message he may currently have on full display. The computer will already have sought out from its memory, the nearest available cars which may be instructed to deal with the matter.

All Divisional police stations now have a control room, with VDUS connected to the computer network, so that these local stations can also be in instant touch with the Central Command Complex about messages received and resources deployed by any of them.

Computers are very much tools of the police. They do not mean that London needs fewer police officers to do the same job more quickly and efficiently. The data contained in computers is only of value and interest to police in the context of their duty to prevent and detect crime.

## **HISTORY OF ENGLISH POLICE TRAINING**

Most nineteenth-century policemen in England received such training as they got on the job. London Metropolitan Police was probably the most advanced in the instruction of recruits. But the instruction in that time lasted for only two weeks, largely concentrated on drill and sword exercise with two afternoon lectures by a superintendent, and considerable amount of legal material to learn by rote.

Following this, the new constable patrolled with an experienced man for about a week. He was then moved to his division and sent out on his own. A section house

reserved for candidates to the force was opened in 1886 with an assistant chief constable appointed as instructor.

The training lasted from three to five weeks beginning each morning with two hours drill. It was not until May 1907 that a proper training school was established for the Metropolitan Police with the opening the Peel House. By the 1920s recruits studied at Peel House for ten weeks. There continued to be drill and route learning, but there were regular lectures, instruction on first aid, self-defense, how to draft reports, and even mock accidents were staged.

After this initial training the new constable was again introduced to patrolling in his division by going out with an experienced man. On-the-job-training was much the same in provincial forces of England. Some borough forces employed local schoolmasters to give instructions on reading, writing and arithmetic.

In February 1895 the Chief Constable set an examination for those men wishing promotion to Constable of First Class. Correspondent colleges, notably the Bennet College in Sheffield and the institution established by Thomas Walton also in Sheffield, developed courses specially for policemen. The first styled itself «The Policeman's University», the second «The policeman's College».

The development of half a dozen more training schools lead to a greater uniformity in training, especially when the smaller forces began to take advantage of them.

However, it was not until the Second World War that police training was fully systematized across the whole country, and not until 1960s that the formal system of police cadets was established.

## **PRESERVATION OF THE PUBLIC PEACE**

Preservation of the public peace is the most important duty the police perform. However, this does not mean that preservation of the peace is necessarily synonymous with all other police duties.

Police departments maintain the public peace by preventing riots, mobs and other unlawful assemblages, and by ensuring to every citizen the rights guaranteed to him in the Constitution and in the laws of his state. These are the broad, general objectives intended in the term «the preservation of the peace».

In a practical way, police officers preserve the peace by attending to the thousand and one little things that come to their attention each day. These range all the way from complaints about children, to violations of minor regulatory measures. Differences between neighbors arise, too, and it frequently takes a Solomon like arbiter to settle the questions satisfactorily.

Not one of the average officer's problems is significant in itself but, taken together, they are sometimes sufficiently provocative to cause a serious breach of the peace.

The most important work done by the police in preserving quiet and good order, however, results simply from the police being in existence. People are reluctant to tamper with the law or to take advantage of their neighbours when they know that justice will be done. It is for this reason that police departments today strive to establish the reputation of invincibility, and to instill in the potential violator's mind a conviction that he cannot get away with it.

This kind of public education by the police contributes more to law observance and general maintenance of the peace than anything else that is done.

## **THE ROLE OF THE POLICE TRAFFIC CONTROL**

The role of the police traffic control may be outlined as follows:

1. Record Keeping and Data Processing. - Record motor vehicle accident facts and collect and analyse data for the purpose of providing standard and adequate area-wide accident records and facts essential to planning accident prevention measures through engineering, education, enforcement and legislation.

2. Accident Investigation. - Determine and report the cause, circumstances, and other facts of a traffic accident and obtain adequate evidence to secure prosecution of the violator.

Personnel must be trained for on-the-scene investigation ranging from questioning of participants and witnesses to the examination of the vehicle and other physical evidence at the accident scene: Emphasis should be on truthful reconstruction of the accident and prompt police action when violation of the law contributed to the accident Police action at the scene directed toward the person causing the accident is highly selective and highly effective enforcement.

3. Enforcement. - All police activity relating to the observation of traffic violations and the police action to be taken such warning, reporting, summoning and arresting, includes techniques for securing voluntary compliance as open patrol in plainly marked cars, patrol in unmarked cars, and radar and other forms of speed management.

Enforcement also includes techniques necessary to secure operation of the courts, and to assist in prosecuting traffic offenders. It also includes active cooperation with the state agency administering driver license control in order that the unlicensed driver and the driver operating while his license is suspended will be kept off the highways.

4. Direction. - Telling drivers and pedestrians how and where they may or may not move or stand at a particular place. Punishment is in a county penitentiary, as distinct from a state prison, is generally a misdemeanor; where the maximum punishment is

one year in a penitentiary in New York, that crime is by definition a misdemeanor. An offence punishable by imprisonment in a state prison, or, capitally, is a felony.

## **THE COMMON LAW SYSTEM**

The American judicial process is based largely on the English common law system. Common law is law that is developed and interpreted by judges, rather than a fixed body of legal rules such as the codes of a civil law system. A basic feature of the common law is the doctrine of under which judges use the legal principles established in earlier cases to decide new cases that have similar facts and raise similar legal issues. Judges Of the lower courts are required to follow the decisions of the higher courts within their jurisdiction.

Congress in this century has passed elaborately detailed statutes, sometimes referred to as «codes», that establish fundamental legal principles in particular fields of law. These bodies of statutory law include, for example, the Bankruptcy Code, the Internal Revenue Code, the Social Security Act, the Securities Act, and the Securities Exchange Act. In addition, the individual states have adopted various comprehensive codes, such as the Uniform Commercial Code. These statutes are often further developed and interpreted by regulations adopted by federal and state administrative agencies.

Despite the growth of statutory law over the last century, however, American statutes and regulations, even when called «codes», continue to be interpreted by the courts in common-law, or «precedent» fashion. Thus, for example, a bankruptcy court applying the Bankruptcy Code will consult relevant case law to determine whether there are Supreme

Court or court of appeals rulings applying the particular code section in similar factual situations. Lawyers who argue the question before the court will not only

dispute whether the situation is governed by particular section of the statute, but whether it should be governed by an earlier court ruling in a purportedly similar case. All judges in the United States, regardless of the level of the court in which they sit, exercise the power of judicial review. While judges will normally presume the laws or actions that they are reviewing to be valid, they will invalidate statutes, regulations, or executive actions that they find to be clearly inconsistent with the Constitution. They are required to abide by a hierarchy of the laws that places the United States Constitution above all other laws. Judges will therefore not only abide by precedent in interpreting statutes, regulations, and actions by members of the executive branch, but will seek to interpret them consistently with the Constitution.

## CIVIL CASES

A federal civil case involves a legal dispute between parties. To begin a civil lawsuit in a federal court, the plaintiff files a document called a «complaint» with the court and «serves» a copy of the complaint on the defendant. The complaint is a short statement that describes the plaintiff's injury or other legal claim, explains how the defendant caused the injury, and asks the court to order relief. A plaintiff may seek money to compensate for the injury or ask the court to order the defendant to stop the conduct that is causing the harm. The court may also order other types of relief, such as a declaration of the legal rights of the plaintiff in a particular situation.

To prepare a case for trial, the litigants may conduct «discovery». In discovery, the litigants must provide information to each other about the subject matter of the case, such as the identity of witnesses, the expected testimony of the witnesses, and copies of any documents related to the case. The purpose of discovery is to prepare for a trial, and to prevent surprise at trial, by requiring % the litigants to assemble their evidence and prepare to call witnesses, before the trial begins. The scope of discovery is broad, and discovery is conducted by the parties themselves under the

procedural rules of the courts. Judges are involved to the extent necessary to oversee the process; and to resolve disputes brought to their attention by the parties.

One common method of discovery is the «deposition». In a deposition, a witness is required to answer under oath questions about the case asked by the lawyers in the presence of a court reporter. A second method of discovery is the «interrogatory», which is a written question from one party to another that must be answered under oath. A third method allows a party to require another party to produce documents and other materials within its custody or control, or to enter on another party's property for inspection or other purposes relating to the litigation.

Each side may file requests, or «motions», with the court seeking rulings on various legal issues. Some motions ask for a ruling that determines whether the case may proceed as a matter of law. A «motion to dismiss», for example, may argue that the plaintiff has not stated a claim under which relief may be granted under the law, or that the court does not have jurisdiction over the parties or the claim at issue, and therefore lacks the power to adjudicate. A «motion for summary judgment» argues that there are no disputed factual issues for a jury to resolve, and urges the judge to decide the case based solely on the legal issues. Other motions focus on the discovery process; addressing disputes over what information is subject to the discovery rules, protecting the private or privileged nature of certain information, or urging the court to preserve evidence for use at trial. Other motions address procedural issues such as the proper venue for the case, the schedule for discovery or trial, or the procedures to be followed at trial.

To avoid the expense and delay of having a trial, judges encourage the litigants to reach an agreement resolving their dispute. Most judges conduct settlement conferences with the parties, and they may refer a case to a trained mediator or arbitrator to facilitate an agreement. As a result, litigants often decide to resolve a civil lawsuit with an agreement known as a Most civil cases are terminated by settlement or dismissal without a trial.

If a case is not settled, the court will proceed to a trial. In a wide variety of civil cases, either side is entitled under the Constitution to request a jury trial. If the parties waive their right to a jury, the case will be heard by a judge without a jury. If a trial is conducted, witnesses testify under oath and respond to questions asked by the attorneys. Testimony is conducted under the supervision of the judge, and it must comply with formal rules of evidence designed to assure fairness, reliability, and the accuracy of testimony and documents. At the conclusion of the evidence, each side gives a closing argument. If a case is tried before a jury, the judge will instruct the jury on what the law is and will tell the jury what facts and issues it must resolve. If the case is tried by a judge without a jury, the judge will decide both the facts and the law in the case. In a civil case, the burden of proof lies with the plaintiff, who must convince the jury (or the judge if there is no jury) by a «preponderance of the evidence», i.e., that it is more likely than not that the defendant is legally responsible for any harm that the plaintiff has suffered.

## **CRIMINAL BEHAVIOR REASONING**

There are as many reasons for criminal behavior as there are people. Scientists have been trying to answer the question of why people become criminals for over 2,000 years. We will look at seven of the major theories which have been developed to explain why people become criminals. It is easy to see that the reasons for criminal behavior are very complex.

Each society determines what behavior will not be allowed. Laws are made to control the behavior of members of that society and the police are hired to enforce those laws. An act is a crime because the law says that the act is a crime. A person who breaks society's laws is labeled a criminal and punished as such.

Laws are made because the people in power need to restrict the acts of the members of society. Criminal behavior theories are often used by lawmakers

consciously or subconsciously as a model to reduce crime. Many of our ideas about crime and punishment result from these theories. By understanding criminal behaviors police officers can better understand the criminal justice system.

Seven theories of possible causes of criminal behavior include: The spiritualism theory which stressed the conflict between good and evil and believed that devil forced the individual to commit the crime.

The classical school theory which was established by an Italian mathematician and economist Marchese de Beccaria, who believed in «Free Will», i.e. an individual knew what he wanted to do and his behavior was guided by hedonism, pleasure or pain principle.

The conflict theory which focus attention on struggles between individuals and groups. Karl Marx and Friedrich Engels saw the problem of crime in economics and believed that capitalism caused crimes.

The labeling theory which says that the state defines what behavior is against the law and offenders are labeled as criminals by the criminal justice system. It results for them in: loss of social status, loss of respect, difficulty to get good employment. In other words labeling and treating lawbreakers as criminals create the very behavior the state is trying to prevent.

The control theory which implies that social order is maintained because parents, schools, teachers, churches and other social authorities teach conformity to the children. However conform cannot be taken for granted and nonconformity, such as crime, is to be expected when the social controls are not effective

The genetic theory which believes that individual's chromosomes may predestine him to criminal behavior. Some men are born with an extra «Y» chromosome which makes them more likely to convicted of crimes.

Mental illness theory stating that some forms of mental illnesses may contribute to criminal behavior, among which; pyromania, kleptomania, sociopath (drug and alcohol abusers, pathological liars, serial killers etc.).

## **CRIMINAL PROCEEDINGS**

Criminal proceedings begin with bringing the charge. The charge must set forth the time, date and place of the alleged criminal act as well as the nature of the charge. Crimes of a serious nature, such as murder or treason, may be charged, by indictment only.

When a criminal action is instituted, the clerk of the court issues a warrant for the arrest of the person charged. A person who is arrested must be brought before a magistrate or justice of the peace with the least possible delay. Many jurisdictions permit law enforcement officials to hold a person without a formal charge up to 24 hours for purposes of investigation. The defendant formally charged with a crime is entitled to an attorney at all times.

If the individual charged with a crime requests a preliminary hearing before a magistrate, the court will set a hearing within a reasonably short time. At the hearing the state must present sufficient evidence to convince the magistrate there is reason to believe the defendant has committed the crime with which he is charged. The defendant must be present at this hearing, but he may or may not present evidence on his own behalf.

If the magistrate believes the evidence is sufficient, he will order the defendant bound over the trial in the proper court. On the other hand, the magistrate may dismiss the charge and order the defendant released if he concludes the state has failed to produce sufficient evidence in the preliminary hearing.

In most instances a criminal case is placed on the court's calendar for arraignment. On the date fixed, the accused appears, the indictment is read to him, his rights are explained by the judge, and he is asked whether he pleads guilty or not guilty to the charge. If he pleads not guilty, his case will be set later for trial; if he pleads guilty, it ordinarily will be set later for sentencing. In cases of minor offences,

sentences may be imposed immediately. But in some states, plea and arraignment are separate proceedings, held on different days.

Very careful preparation on the part of the prosecution and the defense precedes the trial. The defense attorney may file a demurrer or motion for dismissal. In preparing for trial, attorneys for both sides will interview prospective witnesses, secure expert evidence, and gather testimony concerning ballistics, chemical tests and other similar data.

## **INTERPOL (INTERNATIONAL CRIMINAL POLICE ORGANISATION)**

The international criminal is by no means a new type of wrongdoer; he came into being with the invention of frontiers. What is relatively new is the speed and facility with which the international criminal may now travel from one county to another. Moreover, political changes in Europe and elsewhere have resulted in extensive migrations and mixing of peoples, which favor international crime.

What is an «international criminal»? The definition of this type of wrongdoer is not based on any legal concept since there is in law no such thing as crime. The term is simply one of practical convenience. For example, a man who kills a woman in Paris and then takes refuge in, say, Belgium, thereby becomes an «international criminal».

Interpol became necessary mainly because of the need both for a united front for the combating of international crime and for exchange of ideas and methods between the police forces of the world.

In 1914, for the first time a number of police officials, magistrates and jurists met to establish the basis of international police cooperation. However, several months later the First World War broke out.

During the second criminal police congress, in Vienna in 1923 the President of Police of that city once again voiced the idea of establishing international police

cooperation. A scheme was approved by 130 delegates and an International Criminal Police Commission with headquarters in Vienna came into being. It worked satisfactorily until the beginning of the Second World War. In 1946, the old members of the ICPC which had been disrupted by the war, met in Brussels to revive the idea of international police cooperation.

Meeting again in Vienna, in 1956, by which time there were fifty-five member countries, the organization decided to adopt anew constitution. It comprised fifty articles. Under it the International Criminal Police Commission was renamed the «international Criminal Police Organization - Interpol».

The general aims of Interpol are defined in article two of the Constitution as being: to ensure and promote the widest possible mutual assistance within the limits of the laws existing in the different countries and in the spirit of the «Universal Declaration of Human Rights», to establish and develop all institutions likely to contribute effectively to the prevention and suppression of ordinary law crimes.

The combating of international crime is divided into three distinct but complementary activities: the exchange of police information; the identification of wanted or suspected individuals; the arrest of those who are wanted on a warrant issued by the judicial authorities.

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