

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЧЕРНІГІВСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ**

English for Law Enforcement

Методичні вказівки до самостійних занять з
англійської мови (за професійним спрямуванням)
для студентів спеціальності 262 «Правоохоронна діяльність»
Частина I

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ВСТУП

Методичні вказівки призначені для самостійних занять для студентів спеціальності 262 “Правоохоронна діяльність” та укладені відповідно до чинної робочої програми з дисципліни “Іноземна мова (за професійним спрямуванням)”.

Мета методичних вказівок – сприяти формуванню професійно-орієнтованої іншомовної компетенції в читанні, усному і писемному мовленні, що здійснюється в межах ситуативного професійного контексту.

Методичні вказівки містять 6 модулів, в які входять 12 тем із текстами для читання, завданнями для перевірки прочитаного, лексичними та граматичними вправами, завданнями на розвиток умінь усного мовлення та письма. Граматичні вправи розроблені на лексичному матеріалі з фаху. Підібраний текстовий матеріал є органічним компонентом професійної підготовки студентів спеціальності 262 “Правоохоронна діяльність”. Різноманітність та варіативність завдань сприятимуть реалізації диференційованого та індивідуального підходів до студентів. Фахові тексти та система вправ допоможуть майбутнім правоохоронцям оволодіти відповідною термінологічною лексикою, підготують їх до спілкування іноземною мовою у професійному середовищі.

Module 1. University Life and Future Career

Unit 1. I am a Student. My University

1.1 Answer the questions:

1. How do you like being a student?
2. What is the most challenging?
3. Is socialising with your groupmates important for you?
4. What made you feel nervous when you started studying at the university?
5. What helped you to adapt to the University life?
6. What does the phrase to beat the fresher blues mean?

1.2 Read the text and be ready to tell how to beat the fresher blues

How to beat the fresher blues

When the initial excitement of university begins to fade, it's normal to feel lost, **homesick** or even overwhelmed. But, as Russ Thorne explains, there are things you can do to make it easier.

The first few weeks of student life can be a blur of lectures, late nights, fuzzy mornings, **reading lists** and repeating what A-levels you did (and where) over and over again. And then it all stops, and things become clear: you're here, maybe a long way from home, for the next few years.

Many first year students find this period **challenging**, says Philip Ryland, associate dean (student experience) in the Faculty of Management at Bournemouth University, but there's a lot you can do about it.

“Uni is an important social experience,” he says. “Make the time to meet your fellow students, play sport, join clubs and societies and meet local people.”

If you're concerned about adjusting to degree-level study, again your **peers** can guide you. Look for course social events – they provide opportunities to meet like-minded people and mix with students in other years.

“Students at other levels of the programme will have a better understanding of how the programme is delivered and assessed and perhaps what is expected from you,” says Ryland.

Many issues come from a lack of balance – too much (or too little) work, **socialising**, sleep and so on can all take their toll.

“We recommend that students do what they can to get a balance between their physical, psychological, social and academic wellbeing and to recognise that all of those things influence each other,” says Gareth Hughes, psychotherapist and researcher at the University of Derby.

It’s not necessarily about giving things up, he continues. “Many students drop hobbies or socialising when **deadlines** or exams approach and it’s easy to see why, but those things usually help them manage stress better and keep their energy levels up.” Look after your body, too: eat well, exercise, drink water and get the odd early night. “All have been shown to benefit **academic performance**,” adds Hughes.

So you’ve joined the Gin Society, done some laundry and eaten a hot meal. Anything else? Your degree, of course. Get involved, says Jack Wallington, community director at The Student Room.

“Talk to your **tutors**, delve into that reading list. Find the things that you really love,” he says, adding that while the weekly essay won’t always **thrill** you, “if you’re mixing it up with something different then it will be so much easier to stay motivated.”

Everyone gets the **fresher blues** in different ways, but the treatment is the same.

“Talk,” says Wallington. Speak to your friends – you may find they feel the same way and will be relieved you brought it up. Mine forums for advice, call home, or get support from your uni’s student services team.

Mainly, though, give yourself **permission** to feel low. Then you can start doing something about it.

“Don’t be surprised if you’re having worries or concerns; pretty much everyone does at this point,” adds Wallington. “By focusing on doing things that **motivate** and interest you, and by being open with the people around you, uni will soon **feel like home**.”

1.2.2 Write out the words pointed in the text, translate them and make up your own sentences with them

1.2.3 Complete the sentences with a few words from the text above:

1. There's a lot you can
2. Make the time to
3. Your peers can
4. Many issues come

1.2.4 Write corresponding words in each line:

1. Beginning of studies: *late nights*, ...
2. Social experience: *play sport*, ...
3. Course involvement: *talk to the tutors*, ...

1.3 Answer the questions:

1. How can you get social experience at the university?
2. Why is it good to talk to students at other levels of the programme?
3. How is it possible to keep balance between studying and leisure?

Vocabulary practice

1.4 Choose the word that best fits the gap

1. Always remember about ___ to do everything on time.
A) deadlines B) tutors C) peers
2. A good academic ___ is one of the conditions of further employment.
A) mark B) performance C) freedom
3. Professional ___ makes you more employable.
A) experience B) degree C) university
4. A ___ career is a dream of every graduate.
A) lost B) overwhelmin C) successful
5. ___ students tend to enter universities with a “global brand”
A. poor B) ambitious C) foreign
6. Teaching ___ are very similar in most universities.
A) subjects B) methods C) courses
7. ___ give lectures at universities.
A) teachers B) students C) lecturers
8. Some universities don't ___ foreign qualifications.
A) see B) give C) recognise
9. The university ___ include a library, a gym, a computer class etc.
A) facilities B) classes C) staff

Writing

1.5 A. Prepare a leaflet “*Tips for a fresher*”

B. There is an open call for the participants of a two-week study visit to a Cambridge university. Write a letter of motivation to join the group, stating:

- what you are studying at university;
- why you want to go on the study visit;
- why the organizing committee should choose you.

Focus on Grammar

1.6 Put the verbs in brackets into the Present Simple or the Present Continuous

Dear Mum,

I _____(write) to tell you how I _____(get) on in my first term at university. In fact, I _____(really enjoy) myself. I _____(study) quite hard as well, but at the moment I _____(spend) a lot of time making new friends. I _____(attend) lectures every morning, and most afternoons I _____(study) in the library. In fact, I _____(write) this letter right now instead of an essay on Shakespeare.

1.6.1 Choose the appropriate form of the verb (Present Indefinite or Present Continuous):

1. They (are reading/read) the text about law enforcement agencies now. 2. The police (make/ are making) inquiries every day. 3. Experts (examine/are examining) the fingerprints now. 4. Look, the suspect (is entering/ enters) the shop now. 5. He often (interviews/ is interviewing) the suspects. 6. She (works/ is working) as a lawyer. 7. A policeman usually (detains/ is detaining) an offender. 8. He (is reading/reads) the text about the role of law enforcement bodies now.

Unit 2. My Future Profession

2.1 Answer the questions:

1. What skills are important if you need to find a good job?
2. Why is it important to be able to speak a foreign language?
3. How is employability defined?
4. What do you want to be?

2.1.1 Read and translate job descriptions. Be ready to tell about the main duties of customs officer, Tax officers/inspectors, Patrol Officers

If you become a **Customs Officer** you'll be assisting in the prevention of *smuggling*, and fighting illegal alcohol and tobacco trade by searching luggage, vehicles and passengers. You'll also be helping to detect drug crime and combat prohibited worldwide *trafficking* of endangered animals and birds. When you suspect that someone is carrying a chargeable item for which duty has not been paid or secured – or if there are any *banned items* – you can detain and search them. This may involve inspecting their baggage, asking them to produce a passport and quizzing them about their journey. Duties can involve: arresting and charging people; preparing, statements and reports; attending court. Your job might also involve boarding and searching ships, aircrafts or other *vehicles* at a port or aerodrome.

Tax officers/inspectors are employed in the Office of the Chief Inspector of Taxes within the Office of the Revenue Commissioners. The office is responsible for the day-to-day administration of the various taxes, and tax inspectors are involved in *determining tax liabilities*, assisting members of the public with their tax situations, individual and **company audits**, and investigative work aimed at **combating tax evasion**.

Patrol Officers are responsible for regulating **traffic** on roads and checking the speed of vehicles using radar, laser and pacing. They issue appropriate warnings, citations and summons to *traffic violators*, and investigate all **traffic accidents**. They also provide assistance to motorists in need of aid.

Vocabulary practice

2.2 Write out the words pointed in the text, translate them and make up your own sentences with them

2.2.1 Insert one of the following words into the text

What Makes an Investigator?

instinct, competent, search, intelligence, field-criminalist, witnesses, fingerprints, evidence

Investigation means a 1.____ That's why the duty of an investigator is to search for the truth, for the offender, for 2.____ who help to reconstruct the event and will present evidence of it in court.

The duties of the investigator together with the 3.____ are to find, to collect and to protect evidence, such as 4____, footprints, and other traces of the criminal act.

Every good investigator should be intelligent,5.____, patient, tactful, composed, and persistent, but he should be firm if it is necessary. He must also possess special investigative aptitudes and professional 6.____ The quick and accurate solution of crime depends largely on the personal efforts. It also depends on his education, his ... and his decision-making judgements.

Grammar focus

2.3 Put in *much* / *many* / *few* / *little*

1. She isn't very popular. She has _____ friends.
2. Ann is very busy these days. She has _____ free time.
3. Did you take _____ photographs when you were on holiday?
4. I'm not very busy today. I haven't got _____ to do
5. This is a very modern city. There are _____ old buildings.
6. The weather has been very dry recently. We had _____ rain.
7. Do you know Rome? No, I haven't been there for _____ years.

2.3.1 Complete the sentence with *some* or *any* and a word from the box

people	petrol	news	apples	aspirins	wine
	ink	programmes	housework		

1. The meeting was very short because there weren't _____ in the room.
2. There isn't _____ left in the printer cartridge. Can you buy a new one?
3. I've got _____ for you. I passed the exam!

4. _____ hate studying but I quite enjoy it.
5. There is _____ for Rioja left in the bottle if you want some: 2017 was a good year.
6. I couldn't find _____ in the market so I bought these pears.
7. TV in this country is awful. I haven't seen _____ interesting recently.
8. I need to buy _____. The tank is nearly empty.
9. If you go to the chemist, can you buy _____? I've got a headache.
10. I always cook the dinner and wash up. You never do _____.

2.3.2 Complete this excerpt from an introductory talk given in the first session of a legal English course. Use the correct comparative or superlative form of the adjectives given.

You might be expecting to learn a lot of detail about Anglo-American legal systems and their foundations, but our focus this semester will be 1) (*practical*) than _____ theoretical. We will mainly be working on language skills, such as writing letters or speaking with clients. I am convinced this is the 2) _____ (*good*) way to prepare for using English for law. You may find this course 3) _____ (*challenging*) and 4) _____ (*time-consuming*) than you expected, but you may also find it one of the 5) _____ (*useful*) courses you take at university, as many students have told me in the past. To make it 6) _____ (*easy*) for you to plan your time, I'll be handing out a list of the readings and the assignments you'll be working on this term.

Module 2. Law and Order

Unit 1. The Role of Law and Order in Society

1.1 Answer the following questions:

1. What does the word “justice” mean for you?
2. How can you explain the word “law”?
3. Who is responsible for protection order in society?

1.1.1 Match the following English words and expressions with their Ukrainian equivalents:

1) to testify	a) свідок
2) a witness	b) свідчити
3) to investigate	c) правосуддя
4) justice	d) суспільство
5) society	e) розслідувати
6) existence	f) рівність
7) equality	g) існування
8) rules of conduct	h) правила поведінки

1.1.2 Read the text to understand what information is of primary importance or new for you:

What is Law?

Although “the law” may seem to be abstract and far removed from everyday life, it actually is a framework for much of what you do. Perhaps you get a traffic ticket or want a local store to replace a defective toaster you bought. Perhaps you must **testify** as a **witness** to an accident or want to stop a road-widening project near your home. Each of these scenarios involves the law. What is law? You can surely find **various definitions** of it, because scholars **investigate** the nature of law through many perspectives, including legal history and philosophy, or social sciences such as economics and sociology. The study of law raises important questions about **equality, fairness and justice**, which are not always simple. However in the broadest terms, law is the set of rules that guides our **conduct** in society and is **enforceable** through public institutions. The most important institutions for law are the **judiciary**, the **legislature**, the executive, its bureaucracy, the military and police, the legal profession and civil society.

Our relations with one another are governed by many **rules of conduct** – from important concepts of ethics and fair play to minor etiquette matters such as which fork to use and how to introduce strangers to one another. We **obey** these rules because we think they are right or simply because we desire the approval of others. If we do not follow these rules, others may treat us differently – from giving us a disapproving look to completely rejecting us.

The history of law is the history of our race, and the embodiment of its experience. It is the monument of its wisdom and of its frequent want of wisdom. The

best thought of the people is to be found in its **legislation**; its daily life is best mirrored in its customs and traditions, which constitute the law of its ordinary **transactions**.

The recognition of the existence of law is inherent in man's nature, and is a necessity of his being. While all true philosophy recognizes that society exists for the individual, and not the individual for society, yet it is also true that the individual is intended to exist in **society**, and that he must in many things subordinate his own will to that of society, since society cannot exist without law. Thus the existence of law is inseparable from that of the human race.

1.1.3 Mark the statements true (T) or false (F) according to the text:

The most important institutions for law are the judiciary, the legislature, the executive.

The study of law doesn't deal with questions of equality, fairness and justice.

The relations between people are governed by many rules of conduct.

Society cannot exist without law.

1.1.4 Make sure that you know the meaning of the words and phrases pointed out in the text, make up your own sentences with them

1.1.5 Write down 5 questions and a summary to the text above

Writing

1.2 Write the essay “The role of law and order in our society” expressing your point of view

Grammar Focus

1.3 Open the brackets using the verbs in Past Simple

1. Hammurabi (to draw up) his code in about 1758 B.C. 2. They (to put) a great stone pillar in a temple. 3. The Greeks (to believe) that laws were made by the people for the people. 4. They (to punish) him for being drunk while driving. 5. Magna Carta (to establish) the principle of limited government. 6. They (to study) the document yesterday. 9. We (to discuss) the ancient laws at the lesson last week. 10. King John (to draft) the final version of the Magna Charter in 1215. 11. He (to write) the essay about the role of law and order in our society yesterday.

1.3.1 Open the brackets using the verbs in correct forms of Past Simple or Past Continuous

Policeman: What 1._____ (you/do) when you 2._____ (see) the accident, madam?

A witness: I 3._____ (walk) down the street.

Policeman: What exactly 4._____ (you/see)?

A witness: Well, the driver of the car 5._____ (drive) down the road when suddenly the old man just 6._____ (step) in front of him! It 7._____ (be) terrible!

Policeman: 8._____ (the driver/speed)?

A witness: No. not really, but the old man 9._____ (not/look) both ways before he 10._____ (try) to cross the road.

Policeman: 11._____ (anyone else/see) the accident?

A witness: Yes, the lady in the post office.

Policeman: Thank you very much.

Unit 2. From the History of Law and Law Enforcement

2.1 Answer the following questions:

1. What do you know about the origin of British law?
2. Do you know what law in the UK and the USA guaranteed that nobody can be held in prison without a trial?

2.2.1 Read the text to understand what information is new for you:

Habeas Corpus Act

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

When she was finally brought to trial, Mrs. Robinson's story of her treatment in prison caused **public outcry**. She had been put on a **punishment** diet of bread and water, forced to sleep on the bare earth, stripped, and given 50 lashes. Such treatment

was barbaric even by the **harsh standards of the time**; what made it worse was that Mrs. Robinson was pregnant.

Public anger was so great that she was acquitted, the constable who had arrested her **without a warrant** was himself sent to prison and the **justice** of the peace was severely reprimanded and the case, along with other similar cases, led to the passing of the Habeas Corpus Act in Britain in 1679. The law is still on the British statute books. A version of it is used in the United States, where the law was regarded as such an important guarantee of **liberty** that Article 1 (section 9) of the Constitution declares: “The Privilege of the writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public safety may require it”.

“Habeas Corpus” is a part of a Latin phrase – Habeas Corpus ad subjiciendum – that means “Let the body be brought before the judge”. In effect, a writ of Habeas Corpus is an order in the name of the people (or, in Britain, of the sovereign) to produce an **imprisoned** person in court at once.

2.2.2 Mark the statements true (T) or false (F) according to the text:

1. Habeas Corpus guarantees that nobody can be held in prisoner without trial.
2. Habeas Corpus became a law because of a car accident held in 1621.
3. Mrs. Robinson’s story of her treatment in prison caused a public outcry.
4. Habeas Corpus is still on the British statute books.
5. A writ of Habeas Corpus is an order to produce an innocent person in court.

Vocabulary practice

2.2.3 Make sure that you know the meaning of the words and phrases pointed out in the text, make up your own sentences with them

2.2.4 Find in the text the English equivalents for the following words and expressions

мировий суддя, ордер на арешт, варварське відношення, бунт, повстання, навала, вторгнення, незадоволення громади, ув’язнити, визвати гнівний протест, привести до прийняття закону, одержати сувору догану, стати перед судом, бути виправданим, від імені народу.

2.2.5 Render the following into English

Хабеас Корпус

Згідно з цим актом будь-яка особа, заарештована за будь-який кримінальний злочин, мала право звернутись особисто або через свого представника до корони з проханням видати наказ “Хабеас Корпус” голові в’язниці. Одержавши цей наказ, голова в’язниці був зобов’язаний відвести заарештованого до судді, який перевіряв законність арешту.

Хабеас Корпус – це сама важлива гарантія громадських прав і свобод в Англії: жодна людина не може бути арештована без достатніх причин.

2.3 Answer the following questions:

1. What do you know about Magna Carta?
2. What legal provisions did the Magna Carta contain?

2.3.1 Read the text to understand what information is new for you

The Magna Carta

At the heart of the English system there are two principles of government — **limited government** and representative government. The idea that **government** was not all-powerful first appeared in the Magna Carta, or Great Charter, that King John signed in 1215 under the **threat of civil war**.

Earlier kings of England had issued charters, making promises to their barons. But these were granted by, not exacted from the king and were very generally phrased. Later the **tension between** the Kings and the nobility increased. Since 1199 John's barons had to be promised their rights. It is, therefore, not surprising that Stephen Langton, archbishop of Canterbury, directed baronial unrest into a **demand for** a solemn grant of liberties by the king. The document known as the Articles of the Barons was at last agreed upon and became the text from which the final version of the charter **was drafted and sealed by** John on June 15, 1215.

The Magna Carta established the principle of limited government, in which the power of the monarch, or government, was limited, not absolute. This document provided for **protection against unjust punishment** and the loss of life, liberty, and property except **according to law**. It stipulated that no citizen could be punished or kept in prison without **a fair trial**. Under the Magna Carta, the king agreed that certain taxes could not be levied without popular **consent**.

Although the Magna Carta was originally intended **to protect** aristocracy and not the ordinary citizens, it came in time to be regarded as a cornerstone of British **liberties**. It is one of the oldest written constitutional papers.

2.3.2 Answer the following questions to the text above:

1. What were the two basic principles of the English system of government at the beginning of the 13th century?
2. What political situation necessitated the granting of the Magna Carta?
3. What provisions did the Magna Carta contain?
4. Who enjoyed the rights granted by the Magna Carta?

Vocabulary practice

2.3.3 Give the Ukrainian equivalents for words and expressions pointed out in the text . Make up your own sentences with them

2.3.4 Find in the text the English equivalents for the following words and expressions and make up your own sentences with them: правовий документ, права людини, суспільство, панування закону, дозвіл, наріжний камінь, відповідно до закону, несправедливе покарання, захищати, в'язниця, обіцяти, гарантувати.

2.3.5 Render the text into English

Велика хартія вольностей" 1215 р. (Магна Карта) — перша "неписана" конституція Англії. Велика хартія вольностей традиційно вважається першим правовим документом, в якому закладено основи концепції прав людини, створено передумови для подальшого утвердження свободи і панування закону в житті суспільства. Ця хартія, поряд із привілеями феодалів, закріпила основні, хоча й елементарні, права людини.

Grammar focus

2.4 Open the brackets using the verbs in the correct tense (Present, Past, Future Perfect)

1. The judges (to reach) a decision after he (to discuss) the case privately.
2. Notary public (to examine) the case carefully before he advised us on the right decision.
3. He (to take) your examination in Criminal Procedure by the end of next

week. 4. The policeman (to arrest) a robber by noon yesterday. 5. Experts (to examine) the fingerprints by the end of the day. 6. The police (to arrest) already the suspected. 7. He already (to write) the essay “The role of law and order in our society”. 8. We (not to speak) about the duties of police yet.

Module 3. Human Rights Protection

Unit 1. Human Rights. Human Rights Protection in Ukraine

1. 1 Answer these questions

1. What are human rights?
2. When can your rights be violated?
3. What is the system of human rights' protection in Ukraine?
4. What articles of the Ukrainian Constitution are devoted to human rights?

1.1.1 Match the following English words and expressions with their Ukrainian equivalents:

1) ethnic minorities	a) відмінати
2) to abolish	с) етнічні меншини
3) restrictions	d) обмеження
4) inhuman	e) гідність
5) inviolable	f) тримати під вартою
6) dignity	g) непорушний

1.1.2 Read and translate the following text

Implementation of Human Rights in Ukrainian Legislation

The Committee on Human Rights, Ethnic Minorities and International Relations of the Verkhovna Rada of Ukraine and in particular its subcommittee on human rights is charged with the **responsibility** of analyzing the laws of Ukraine concerning human rights whether they **correspond to the norms of international law**. Furthermore, they are charged with analyzing new bills which are submitted for consideration by the Verkhovna Rada from the perspective of securing **universally recognized human rights**.

Adopted by the Verkhovna Rada the Constitution of Ukraine assures rights, and freedoms of Ukrainian citizens and foreigners living in Ukraine. According to the Constitution of Ukraine, Chapter II 'Human and Citizens' Rights, Freedoms and Duties': All people are free **and equal in their dignity and rights**. Human rights and freedoms are **inalienable and inviolable**. (*Article 21*)

Human and citizens' rights and freedoms affirmed by this Constitution are not exhaustive. Constitutional rights and freedoms are guaranteed and shall not be **abolished**. The content and scope of existing rights and freedoms shall not be diminished in the adoption of new laws or in the **amendment of laws** that are in force. (*Article 22*)

Every person has the right to free development of his or her personality if the rights and freedoms of other persons are not violated thereby, and has duties before the society in which the free and **comprehensive development** of his or her personality is ensured. (*Article 23*)

Citizens have equal constitutional rights and freedoms and are equal **before the law**. There shall be no privileges or **restrictions based on** race, color of skin, political, religious and other beliefs, sex, ethnic and social origin, property status, place of residence, linguistic or other characteristics.

Every person has the **inalienable right** to life. No one shall be arbitrarily deprived of life. The duty of the State is to protect human life. Everyone has the right to protect his or her life and health, the lives and health of other persons against **unlawful encroachments**. (*Article 27*)

Everyone has the right to respect of his or her dignity. No one shall be subjected to torture, cruel, inhuman or degrading treatment or punishment that violates his or her dignity. No person shall be subjected to medical, scientific or other experiments without his or her free consent. (*Article 28*)

Every person has the right to freedom and personal inviolability. No one shall be arrested or held in custody other than **pursuant to a substantiated court decision** and only on the grounds and **in accordance with** the procedure **established by law**.

In the event of an urgent necessity to prevent or stop a crime, bodies authorized by law may hold a person in custody as a temporary **preventive measure**, the reasonable grounds for which shall be verified by a court within seventy-two hours. The detained person shall be released immediately, if he or she has not been provided, within seventy-two hours from the moment of detention, with a substantiated **court decision** in regard to the holding **in custody**.

Everyone arrested or detained shall be informed without delay of the reasons for his or her arrest or **detention**, appraised of his or her rights and from the moment of **detention** shall be given the opportunity to personally defend himself or herself, or to have the legal assistance of a defender. Everyone detained has the right **to challenge his or her detention** in court at any time. Relatives of an arrested or detained person shall be informed immediately of his or her arrest or detention. (*Article 29*)

1.1.3 Answer the following questions

1. Who is responsible for analyzing if the current laws of Ukraine regarding human rights correspond to the norms of international law?
2. What rights and freedoms are envisaged in Article 21?
3. What rights and freedoms are envisaged in Articles 23?
4. What rights and freedoms are envisaged in Articles 27?
5. What rights and freedoms are envisaged in Articles 29?

Vocabulary practice

1.2 Look at the words and word phrases pointed out in the text 1.1.2, be sure that you know their meanings, consult the dictionary in case you need. Make up your own sentences with them

1.2.1 Give the English equivalents of the following:

права і свободи, гарантувати, гідність, обов'язок держави, принижувати гідність, скасовувати, тримати під вартою, рішення суду, встановлений законом, органи виконавчої влади, органи місцевого самоврядування, затримувати, жорстоке катування.

1.2.2 Render into English

1. Усі люди є вільні і рівні у своїй гідності та правах. Права і свободи людини є невідчужуваними та непорушними.
2. Конституційні права і свободи гарантуються і не можуть бути скасовані.
3. Кожна людина має невід'ємне право на життя. життя. Обов'язок держави - захищати життя людини.

4. Кожен має право на повагу до його гідності. Ніхто не може бути підданий катуванню, жорстокому, нелюдському або такому, що принижує його гідність, поводженню чи покаранню.

1.2.3 Fill in the gaps with the appropriate phrase. There are 2 extra ones

- A. a particular conception of social justice
- B. pre-modern Western and non-Western societies
- C. the political obligations of rulers
- D. begins with a pre-social state of nature in which
- E. to enjoy their natural rights
- F. initially was associated with the middle classes
- G. in most European countries in the 19th century
- H. obliged to govern wisely
- I. are obliged to obey
- J. struggles to eliminate discrimination
- K. inalienable natural rights
- L. are almost impossible to protect by

From History of Human Rights

Human rights, however, are but one path to implement 1____. In fact, the idea of human rights — the notion that all human beings, simply because they are human, have certain inalienable rights that they may exercise against society and their rulers — was alien in all major 2_____.

Nearly all pre-modern societies saw rulers 3._____and for the common good. This mandate, however, arose from divine commandment, natural law, tradition, or contingent political arrangements. It did not rest on the rights of all human beings to be ruled justly. In a well-ordered society, the people were to benefit from 4._____. But the people had no natural or human rights that could be exercised against unjust rulers.

Human rights entered the mainstream of political theory and practice in 17th-century Europe. John Locke's Second Treatise of Government, published in 1688, presented the first fully developed theory of natural rights.

Locke's theory 5._____ equal individuals have natural rights to life, liberty, and estates. In the absence of government, however, these rights are of little value. They 6._____individual action, and disputes over rights are themselves a powerful cause

of conflict. Therefore people form societies, and societies establish governments, to enable themselves 7.____

Government, according to Locke, is based on a social contract between rulers and ruled. Citizens 8.____ only if the government protects their human rights, which are morally prior to and above the claims and interests of the government.

The idea of human rights 9.__. Against the claims of high birth and traditional privilege, the rising bourgeoisie of early modern Europe advanced political claims based on natural human equality 10._____.

Writing

1.3 Imagine that you have been invited to the Human Rights Centre of Nottingham University in the UK. Write an outline plan of your presentation at the Centre about human rights protection in Ukraine

Grammar Focus

1.4 Find the sentences with Passive Voice in the text 1.1.2 Translate them into Ukrainian

1.4.1 Open the brackets using the verbs in correct forms of Passive Voice

1. Hammurabi code (to draw up) in about 1758 B.C. 2. The cruel principle of revenge (to observe): “an eye for an eye and a tooth for a tooth” in Babylon. 3. The principle of limited government (to establish) by the Magna Carta. 4. The power of monarch (to limit) in the UK. 5. The final version of the Magna Charter (to draft) by king John in 1215. 6. All necessary documents (to provide) to the court tomorrow. 7. Our relations with one another (to govern) by many rules of conduct. 8. Crimes (to classify) as felony or misdemeanor.

Unit 2. Protection of Human Rights at the International Level

2.1 Answer the questions:

1. What documents promote human rights at the international level?
2. What do you know about international organizations and their programs on human rights?

2.1.1 Match the following English words and expressions with their Ukrainian equivalents:

1) charter	a) приймати
2) covenant	с) договір
3) trusteeship council	d) хартія, устав
4) degrading treatment	e) принизливе поведження
5) to inaugurate	f) опікунська рада
6) violations of human rights	g) порушення прав людини
7) to proclaim	h) заборона
8) prohibition	i) проголошувати

2.1.2 Read the text to understand what information is of primary importance or new for you

International Programs on Human Rights

International human rights law is considered a post-World War II phenomenon. Although ideas of rights and liberty have existed for much of human history and protection of some human rights at international level can be traced long before World War II. But modern international conceptions of human rights were developed as a result of the monstrous violations of human rights of the Hitler era and to the necessity of creating an effective international system for the protection of human rights. The famous speech “Four Freedoms” made by Franklin D. Roosevelt in 1941 became the call of the nations to found the United Nations. The UN was established in 1945 by 51 countries committed to preserving peace through international cooperation and collective security. Today nearly every nation in the world belongs to this organization: membership now totals 192 countries. The United Nations has six nation organs. Five of them – the General Assembly, the Security Council, the Economic and Social Council (ECOSOC), the Trusteeship Council and the Secretariat – are based at the Headquarters in New York. The sixth, the International Court of Justice, is located in the Hague, the Netherlands. The United Nations inaugurated a human rights program, often referred to as the international Bill of Rights. It consists of the following documents, the titles of which generally describe some of the fundamental human rights: the 1948 Universal Declaration of Human Rights (UDHR); the 1966 International Covenant on Civil and Political Rights; the

1966 International Covenant on Economic, Social and Cultural Rights; the 1948 Covenant on the Prevention and Punishment of the Crime of Genocide and etc. But the 1945 United Nations Charter is the main document which proclaimed basic principle of human rights protection as one of the principle of international law.

The Universal Declaration is the first comprehensive human rights instrument to be proclaimed by a universal international organization. It is not a treaty. The Declaration was adopted by the UN General Assembly as a resolution having no force of law. It wasn't signed. Its purpose is to provide "a common understanding" of the human rights and fundamental freedoms referred to in the UN Charter and to serve "as a common standard of achievement for all peoples and all nations". The Universal Declaration proclaims two broad categories of rights: civil and political rights, on the one hand, and economic, social and cultural rights on the other. Its catalog of civil and political rights includes the right to life, liberty, and security of person; the prohibition of slavery, of torture and cruel, inhuman or degrading treatment; the right to a fair trial in both civil and criminal matters, the presumption of innocence etc. Important political rights are proclaimed in Art.21 of the declaration, including the individual's right "to take part in the government of his|her country, directly or through freely chosen representatives". The Declaration then proclaims the individual's right to work and to "protection against unemployment", "to rest and leisure" (Art. 24), to "a standard of living adequate for the health and well-being"(Art. 25).

There are several regional human rights systems of protection of human rights: in Europe, Latin America and Africa. The Council of Europe represents one of the European organization. It is an intergovernmental regional organization, which was created as a respond to a proposal of W. Churchill by 10 European countries on 5 May 1949 in London. Nowadays the Council of Europe amounts 46 member states (2007). The main aims of the Council are to protect human rights, to work towards "greater unity between its members" through "agreements and common actions in economic, social, cultural, scientific, legal and administrative matters and in the maintenance and further realization of human rights and fundamental freedoms". Among the main important legal agreements established within the framework of the Council of Europe are: the European Convention for the Protection of Human Rights and Fundamental Freedoms (the basic instrument which member states sign simultaneously with the Statute of the Council of Europe); the European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment;

the European Social Charter; the Convention for the Protection of National Minorities. The very important mechanism of protection of human rights was created according to the European Convention on Human Rights and Fundamental Freedoms – European Court of Human Rights.

2.1.3 Answer the following questions using the information from the text:

1. Why the protection of human rights has become so important?
2. When and why were the UN and the Council of Europe established?
3. What are the main purposes of the Council of Europe ?
4. What are six principal organs of the UN?
5. What are the most important agreements adopted by the Council of Europe?
6. What documents does the UN program of human rights consist of ?
7. What kind of rights does the Universal Declaration proclaim ?

2.1.4 Complete the following sentences according to the information from the text:

1. The development of international human rights law can be attributed to ...
2. The international Bill of Rights consists of ...
3. The Universal Declaration proclaims ...
4. The Council of Europe is an intergovernmental organization...
5. The International Court of Justice is located ...
6. The Declaration was adopted by the UN General Assembly ...
7. Today nearly every nation in the world belong to ...

Vocabulary practice

2.2 Match the following legal terms with their definitions:

- | | |
|----------------|---|
| 1. agreement | a) an official announcement or a basic governing document |
| 2. declaration | b) a legally enforceable contract |
| 3. convention | c) a condition incorporated in a document |
| 4. obligation | d) a formal agreement or compact esp. international agreement |
| 5. provision | e) a moral or legal duty binding two parties to perform their agreement |

2.2.1 Give the definitions for the following terms and expressions:

1. human rights
2. declaration
3. Treaty
4. fundamental freedoms

2.2.2 Make up as many legal expressions with the word “right” as you can and write sentences of your own with these expressions

2.2.3 Make up word-combinations using the words from two groups

Human	agreement
international	of speech and expression
Freedom	of innocence
to preserve	power
Universal	organization
presumption	declaration
Legal	peace
enforcement	Rights

2.2.4 Fill the blanks with the derivatives of the words in brackets

Some Human Rights Activities of the Council of Europe

- protecting civil and political rights through the mechanism of an individual complaints procedure, where a ... can be heard by the European Commission and Court of Human rights (*to violate*)
- protecting social and economic rights through systems of ... and ... on states' obligations and through a system for collective complaints (*to monitor, to report*)
- protecting the rights of ... minorities (*nation*)
- working towards ... between women and men (*equal*)
- talking ... against racism, xenophobia, anti-Semitism and intolerance (*to act*)
- working in close ... with the media on matters concerning freedom of expression and related human rights issues (*to connect*)
- promoting human rights awareness and encouraging human rights ... in schools and among professional groups (*to educate*)

- working with human rights ... and institutions for the protecting of human rights (*to organize*)

2.2.5 Translate the articles of the European Convention on Human Rights:

1. Смертна кара скасовується. Жодна людина не може бути засуджена до такого покарання або страчена (Ст. 2).

2. Кожна людина, яка обвинувачується у вчиненні кримінального злочину, вважається невинною до тих пір, поки її провину не буде доведено згідно закону. (Ст. 6).

3. Кожна людина має право на свободу мирних зборів і свободу асоціацій з іншими, включаючи право створювати профспілки і вступати до них для захисту своїх інтересів. (Ст. 11).

Grammar Focus: Passive Voice

2.3 Point out sentences with Passive Voice in the text in 2.1.2

2.3.1 Correct the mistakes in the sentences below. Mind Passive Voice

1. The development of international human rights law can be attribute to the monstrous violations of the human rights of the Hitler era. 2. The United Nations established on October 1945 by 51 countries committed to preserving peace through international cooperation and collective security.3. The Trusteeship Council and Secretariat is based at the Headquarters in New York. 4. The Universal Declaration of Human Rights were adopted by the UN General Assembly as a resolution having no force of law.

2.3.2 Imagine that a policeman has made a report and now is telling his boss about the event of the day using Passive Voice

1) The famous deputy/ to kill yesterday. Two suspects / to catch near the place of murder. Witnesses / already to question. Evidence / already to find.

2) Famous murderer Stivenson escaped from federal prison. All areas / to search. All roads leading to the city / to take under control. All police headquarters / already to inform. His photoes / to show on TV.

Module 4. Law Enforcement in Ukraine

Unit 1. Security Service of Ukraine

1.1 Answer the questions:

1. What does “law enforcement” mean?
2. What agencies exercise law enforcement activities in Ukraine?
3. What would you like to be? Why?

1.2 Read the text to understand what information is of primary importance or new for you

Security Service of Ukraine

In accordance with Ukrainian legislation the Security Service of Ukraine is a part of law-enforcement bodies. It composes a unified centralized system which includes:

- the central administration of the Security Service of Ukraine;
- regional organs subordinated to the central administration;
- organs of military counterintelligence, military forces;
- educational, research and other institutions of the Security Service of Ukraine.

This system is headed by the Chief of the Security Service of Ukraine. He is subordinated to the President of Ukraine.

The Security Service of Ukraine must perform functions fixed by law; act in conformity with law; secure rights and freedoms of an individual and a citizen.

Legislation in force sets up the tasks and authorities of the Security Service of Ukraine. They are to protect state sovereignty; constitutional order; territorial integrity; economic, technical, scientific and defense potential of Ukraine; lawful interests of the state; rights of the citizens from intelligent-subversive activity of foreign secret services; to prevent interference of separate organizations, groups and persons. Additional tasks are prevention, disclosing and exposing crimes against peace and security of mankind, acts of terrorism, corruption and organized crime in economic sphere, and other unlawful actions that threaten vital interests of Ukraine.

Operational service activity of the Security Service is based on principals of sole management and collegiality, conspiracy and publicity, and divided into three main directions: counterintelligence activity, fighting crime, intelligence activity.

Work of the Security Service of Ukraine is founded on legality, respect of rights and freedoms of an individual, responsibility before Ukrainian people and on the principle of not belonging to any political party.

1.2.1 Answer the questions according to the text

1. What functions does Social Security of Ukraine perform?
2. What are the main tasks of Social Security of Ukraine?
3. What does operational service activity divided into?
4. What principles does the work of Social Security based on?

Vocabulary practice

1.3 Substitute the words in italics with the words from the active vocabulary

1. The main task of all law enforcing agencies is to *provide* law and order in the state.
2. The Security Service must give the citizen written explanation as for the limitation of his rights and *liberties*.
3. *Powers* fixed in the Ukrainian legislation are the foundation for considering the Security Service as a *law enforcing agency*.
4. Several *organs* of the law-enforcement system have their own investigation *offices*.

1.4 Render into English:

Служба безпеки України є спеціально уповноваженим органом України у сфері контррозвідувальної діяльності. Метою контррозвідувальної діяльності є попередження, своєчасне виявлення і запобігання зовнішніх і внутрішніх загроз безпеки України, припинення розвідувальних, терористичних та інших протиправних посягань спеціальних служб іноземних держав, а також організацій, окремих груп та осіб на державну безпеку України. Завданнями контррозвідувальних підрозділів СБУ є добування, аналітична обробка та використання інформації, що містить ознаки або факти розвідувальної, терористичної та іншої діяльності спеціальних служб іноземних держав, а також організацій, окремих груп та осіб на шкоду державній безпеці України.

Grammar Focus

1.5 Choose the correct option paying attention to Active and Passive

1. Prosecutor _____ the legality of keeping convicted criminals
a) verifies b) is verifies c) verify
2. The investigator _____ a difficult case now.
a) is investigating b) investigates c) has been investigating
3. Hethe evidence when the chief inspector came to the place of crime.
a) has collected b) was collecting c) will be collecting.
4. A defense-lawyer..... the accused.
a) is represented b) was represented c) represents
5. The Chief of the Security Service _____ the Security Service of Ukraine.
a) heads b) is headed c) head
6. Verhovna Rada _____ the Minister of the Internal affairs.
a) appoint b) is appointed c) appoints
7. The Ministry of the Interior _____ the work of bodies of the Internal Affairs.
a) controls b) control c) is controlled
8. Law enforcing agencies _____ rights and freedoms of Ukrainian citizens.
a) secure b) secures c) are secured
9. This prison _____ last year.
a) was opened b) opened c) was being opened
10. The prisoner _____ next week .
a) will be released b) will released c) will release

Unit 2. Prosecutor's Office. Penal System

2.1. Answer the following questions:

1. What do you know about the Prosecutor's Office of Ukraine?
2. What do you know about penal system of Ukraine?

2.2 Match the following English words and expressions with their Ukrainian equivalents:

1) The rule of law	a) від імені держави
2) Observance of laws	b) єдина державна політика
3) On behalf of the state	c) дотримання законів
4) Penal Department	d) органи виконання покарань

5) Sole state policy	е) пенітенціарне відомство
6) Organs of Executing Penalties	ф) верховенство права

2.2.1 Read the text and write your summary to it

The Prosecutor's Office of Ukraine

The Prosecutor's Office of Ukraine is a part of the law-enforcement system of Ukraine. It composes a centralized system of organs united by common tasks, functions, principles of organization and activity. The head of this system is the Prosecutor General of Ukraine. He is appointed to the post for a five-year term by the President of Ukraine. But Verhovna Rada must approve this appointment. His resignation from the office may be made either by the President of Ukraine or by Verhovna Rada as a result of a vote of no confidence.

Units of the Prosecutor's Office are created and function according to the administrative and territorial principle and their specialization.

The Prosecutor's Office activity is directed at comprehensive consolidation of the rule of law and keeping law and order. Its task is to protect various public and personal values by preventing any offence. While fighting crime the Prosecutor's Office also defends the foundations of our state and society: democratic order, sovereignty, independence, humanity, law and order and so on.

In accordance with the Constitution of Ukraine the Prosecutor's Office is entrusted with the following functions:

1) supervision of the observance of laws by agencies conducting detective and search activity, inquiry and preliminary investigation;

2) supervision of the observance of laws while executing court decisions on criminal cases and applying other enforcement measures as for the restriction of personal liberty of citizens;

3) upholding prosecution in court on behalf of the state;

4) representation of the interests of the State and its citizen in cases fixed by the law.

5) supervision of the observance of personal rights and freedoms, observance of laws relating to these problems by executive bodies their officials and office workers

Activity of the Prosecutor's Office of Ukraine is based on principles of unanimity and centralization, independence, publicity, equal defense of rights and freedoms of citizens, priority of rights of an individual, legality and the rule of law.

2.2.2 Read the text and write your summary to it

Penal system of Ukraine

From the beginning of human history, society has a problem of crime and criminal. At first to keep a criminal in prison was not profitable. It was easier just to kill a transgressor. With development of industry crimes not only increased in number but became more various. Governments found economic advantages in convict labor. As the laws increased so did correctional labor institutions and penal system. Now in many countries including Ukraine the most severe form of punishment is life imprisonment.

In 1998 Penal Department was created in independent Ukraine.

Ukrainian State Department Executing Penalties (USDEP) is a centralized state executive organ with a special status which realizes state policy as for executing criminal punishments. It subordinates territorial Organs of Executing Penalties and Inspection on criminal performance. Among Institutions Executing Penalties there are prisons, special bringing up institutions and institutions on criminal performance divided into: correctional labor institutions and correctional labor settling.

The main tasks of USDEP are:

- to realize sole state policy according to executing criminal punishments;
- to work out recommendations as for
 - 1) arrested persons,
 - 2) executing court decisions and
 - 3) using correctional and bringing up means provided for by the law;
- to supervise executing court decisions on separate kinds of complementary punishments;
- to provide forced medical treatment of alcohol and drug addict;
- to provide the observance of laws by Organs and Institutions of Executing Penalties (OIEP), prevention crimes among convicts, disclosing and exposing crimes committed in OIEP, carrying out inquiries and operational search activity;

- to head OIEP: to organize working activity for convicts, to provide them with professional training and education;
- to protect rights and freedoms of an individual in conditions of serving criminal punishment.

2.3 Find in the texts information about:

- activity of the Prosecutor's Office;
- system of the Prosecutor's Office;
- crimes and punishments;
- structure of the penal system.

2.3.1 Fill in the table with the information from the text, concerning

Tasks of the Prosecutor's Office	Functions of the Prosecutor's Office

Vocabulary practice

2.4 Insert one of the following words into the text in an appropriate form

To examine, to inspect, to supervise indictment, supervision, court, direction, prosecution, speech, fixed

Prosecutor's job is complicated and has different 1... . First of all he 2... comprehensive, impartial and full investigation of cases. He also approves the 3... . In court he presents public 4... . His rights in the trial are the following: to submit and 5... evidence, to question witnesses, to challenge the members of the At the end of court hearing he pronounces his 6... for the prosecution where he explains applicable criminal law and 7... punishment. One more duty of the prosecutor is 8... over the observance of laws by penal system. For this purpose he 9... places of confinement, questions convicts, checks living and working conditions and so on.

Speaking

2.5 Work in pairs. Discuss Institutions of Executing Penalties in Ukraine.

State your opinion. Do you agree with the statement that a convict must only feel lack of freedom? Does this statement work for our society and our mentality?

2.5.1 Compare the Prosecutor’s Office of Ukraine and Penal System of Ukraine as for their tasks, functions, structure and others.

	Tasks	Functions	Structure	Other information
The Prosecutor’s Office of Ukraine				
Penal System of Ukraine				

Grammar focus

2.6 Find the sentences with Passive voice in 2.2.1 and 2.2.2 and translate them into Ukrainian

2.6.1 Change from Active into Passive:

1. The inspector is supervising the convicted in prison now. 2. The traffic police punished him for driving too fast. 3. The traffic police fined him for having parked not in a proper place for parking. 4. They released him from a prison yesterday. 5. The prosecutor supervises prisoners every month. 6. A drug dealer was selling drugs when a police caught him. 7. They have already arrested a famous criminal. 8. He murdered his wife yesterday.

Module 5. Law Enforcement Agencies in the UK and the USA

Unit 1. Law Enforcement Agencies in the UK

1.1 Answer the questions:

1. What agencies in the UK can exercise law-enforcement powers?
2. What caused setting up an organized police service in London?
3. Why is Metropolitan Police well known all over the world?

1.2 Match the following English words and phrases with their Ukrainian equivalents:

1) weapons	a) умови
2) circumstances	b) вогнепальна зброя
3) traffic wardens	c) захищати
4) to safeguard	d) інспектор дорожнього руху
5) to apprehend offenders	e) затримувати правопорушників
6) firearms	f) зброя
7) to cooperate	g) відрізнятися
8) to vary	h) співпрацювати

1.2.1 Read the text to understand what information is of primary importance or new for you

The British Police

The British police officer is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen are to be seen in towns and cities keeping law and order, either walking in pairs down the streets ("walking the beat") or driving specially marked police cars. Once known as 'panda cars' because of their distinctive markings, these are now often jokingly referred to as 'jam sandwiches' because of the pink fluorescent stripe running horizontally around the bodywork. In the past, policemen were often known as 'bobbies' after Sir Robert Peel, the founder of the police force. Nowadays, common nicknames include 'the cops', 'the fuzz', 'the pigs', and 'the Old Bill' (particularly in London). Few people realize, however, that the police in Britain are organized very differently from many other countries.

Most countries, for example, have a national police force which is controlled by central Government. Britain has no national police force, although police policy is governed by the central Government's Home Office. Instead, there is a separate police force for each of the 52 areas into which the country is divided. Each has a police authority – a committee of local country councillors and magistrates.

The forces cooperate with each other, but it is unusual for members of one force to operate in another's area unless they are asked to give assistance. This sometimes happens when there has been a very serious crime. A Chief Constable (the most senior police officer of a force) may sometimes ask for the assistance of London's police force, based at New Scotland Yard - known simply as 'the Yard'.

In most countries the police carry guns. In Britain, however, this is extremely unusual. Policemen do not, as a rule, carry firearms in their day-to-day work, though certain specialist units are trained to do so and can be called upon to help the regular police force in situations where firearms are involved, e.g. terrorist incidents, armed robberies etc. The only policemen who routinely carry weapons are those assigned to guard politicians and diplomats, or special officers who patrol airports.

In certain circumstances specially trained police officers can be armed, but only with the signed permission of a magistrate.

All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training. Like in the army, there are a number of ranks: after the Chief Constable comes the Assistant Chief Constable, Chief Superintendent, Chief Inspector, Inspector, Sergeant and Constable. Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables - members of the public who work for the police voluntarily for a few hours a week.

Each police force has its own Criminal Investigation Department (CID). Members of CIDS are detectives, and they do not wear uniforms. (The other uniformed people you see in British towns are traffic wardens. Their job is to make sure that drivers obey the parking regulations. They have no other powers - it is the police who are responsible for controlling offenses like speeding, careless driving and drunken driving).

The duties of the police are varied, ranging from assisting at accidents to safeguarding public order and dealing with lost property. One of their main functions is, of course, apprehending criminals.

1.2.2 Answer the questions:

1. Who was the founder of the British police?
2. What does "walking the beat" mean?
3. Why are British police cars called 'jamsandwich' cars in colloquial speech?
4. What is the major difference in police organisation between Britain and some other countries?
5. When do British police forces co-operate with each other?
6. What is the name of London's police headquarters?
7. In what situations can policemen carry arms?
8. What are the ranks of policemen?

9. What is the job of CID officers?
10. What are the duties of traffic wardens?

1.2.3 Write your summary to the text in 1.2.1

Vocabulary practice

1.3 Give the English equivalents for the following: вогнепальна зброя, захищати, інспектор дорожнього руху, носити уніформу, затримувати правопорушників, відрізнятися, співпрацювати, громадський порядок.

1.3.1 Fill in the abstract with the following: *policing, constables, to deal with criminals, a primary police objective, cooperation, Metropolitan Police, to guard the streets, other police forces*

In 1663 the city of London began paying watchmen 1.____ at night. Until the end of the 18th century, the watchmen as inefficient as they were – along with a few constables, remained the only form of 2.____ in the city.

The inability of watchmen and 3.____ to curb lawlessness, particularly in London, led to a demand for a more effective force 4.____ and to protect the population. After much deliberation in Parliament, the British statesman Sir Robert Peel in 1829 established the London 5.____, which became the world's first modern organized police force. The force was guided by the concept of crime prevention as 6.____; it also embodied the belief that such a force should depend on the consent and 7.____ of the public. The Metropolitan Police force was well organized and disciplined and became the model for 8.____.

1.3.2 Render into English

Обов'язком міської поліції Лондона є охорона закону у Лондоні, за винятком Лондонського Сіті, яке охороняє Поліція Лондонського Сіті. Міська поліція Лондона також має деякі загальнонаціональні обов'язки, наприклад координування антитерористичної діяльності та охорона Британської королівської сім'ї і вищих посадових осіб уряду Великої Британії. В міській поліції служить 48 661 особа, що робить цей поліцейський орган найбільшим в Великій Британії та одним з найбільших в світі. Міська поліція Лондона має декілька народних назв, найбільш поширеною з яких є «the Met». Іншими

є «Old Bill», «Боббі» (за ім'ям Міністра внутрішніх справ) та «Скотленд-Ярд», яке походить від місця розташування штаб-квартири.

Grammar focus

1.4 Translate the following sentences into English using modal verbs or their equivalents:

1. Експерти криміналістичної лабораторії – це науковці, які повинні проводити дослідження доказів. 2. Після другого огляду місця злочину слідчі були вимушені відпустити підозрюваного. 3. Чи треба повідомити поліцію про крадіжку, яку ми бачили? 4. Ви можете не ходити туди, там жахлива картина вбивства. 5. Чи потрібно буде проводити повторний допит?

Unit 2. Law-enforcement agencies in the USA

2.1 Answer the questions:

1. What agencies in the USA can exercise law-enforcement powers?
2. Would you like to work in law-enforcement agencies in the USA? Why?

2.2 Read the text about law-enforcement agencies in the USA and write your summary to it

The Department of Justice (DOJ) in the United States is the most prominent group of law-enforcement agencies, and handles most law-enforcement duties at the federal level. It includes the Federal Bureau of Investigation (FBI), the Drug Enforcement Administration (DEA), the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF), the United States Marshals Service, and others. The Marshals Service is the oldest federal law enforcement agency. It is a part of the executive branch of government, and the enforcement department of the United States federal courts, and is responsible for the protection of court officers and buildings and the effective operation of the judiciary. The service assists with court security, protects federal witnesses, transports federal convicts, and seeks fugitives.

The Federal Bureau of Investigation (FBI) is a law-enforcement and domestic intelligence agency charged with protecting and defending the United States against terrorist and foreign intelligence threats; upholding and enforcing the criminal laws of the United States; and providing leadership and criminal justice services to federal,

state, municipal, and international agencies and partners. The FBI has investigative jurisdiction over violations of more than 200 categories of federal crime. Its motto is "Fidelity, Bravery, Integrity" – FBI.

The United States Department of Homeland Security (DHS) is a department of the United States federal government, created in response to the September 11 attacks, and with the primary responsibility of protecting the territory of the U.S. from terrorist attacks. It now includes the United States Secret Service, which protects the President and the Vice President of the United States, their families as well as investigating counterfeiting crimes involving U.S. currency and monetary instruments; U.S. Immigration and Customs Enforcement and others.

An agency that maintains order, prevents and detects crime is the Police. Federal law-enforcement officers have the power to enforce various laws not only at the federal level, but also state, county, and local in many circumstances. The federal government is prohibited from exercising general police powers due to restrictions in the constitution, because the United States is organized as a union of sovereign states, which each retain their police, military and domestic law-making powers. Police functions are as follows: crime fighting; order maintenance; first aid rendering. Because police agencies are traditionally available year round, 24 hours a day, citizens call upon police departments not only in times of trouble, but also when just inconvenienced. As a result, police services may include roadside auto assistance, finding lost pets or property, or checking locks on vacationers' homes.

In the United States, a sheriff is a county official and is typically the top law-enforcement officer of a county. Historically, the sheriff was also a commander of the militia in that county. Distinctive to law-enforcement in the United States, sheriff is usually elected. The political election of a person to serve as a police leader is an almost uniquely American tradition. The law-enforcement agency headed by a sheriff is typically referred to as a sheriff 's office or sheriff 's department.

2.3 Prepare your presentation on law-enforcement agencies in the USA

Grammar Focus

2.4 Translate the following sentences into English using modal verbs in the meaning of assumption:

1. Його, напевно, оштрафували, тому що він був у стані сп'яніння за кермом. 2. Не може бути, щоб він пограбував банк. 3. Слідчий, напевно,

знайшов речові докази. 4. Вона, мабуть, чудовий адвокат. 5. Терористів, напевно, вже спіймали. 6. Він, можливо, пограбував магазин. 7. Не може бути, що він сам скоїв злочин. 8. Цей слідчий, напевно, розслідує цю справу зараз.

2.4.1 Make up five sentences of your own using modal verbs in the meaning of assumption and active vocabulary

Module 6. Police at Work

Unit 1. Law Enforcement Activities

1.1 Answer the questions:

1. What is the main mission of police?
2. What police units do you know?
3. What are their main functions?

1.2 Match the following English words and expressions with their Ukrainian equivalents:

1) fraud	a) розслідування
2) to maintain public order	b) шахрайство
3) investigation	c) забезпечувати громадський порядок
4) to break the law	d) порушити закон
5) to detain a suspect	e) затримати підозрюваного
6) to gather evidence	f) збирати докази
7) indictment	g) стати свідком злочину
8) to testify in court	h) зізнатися
9) to witness a crime	i) свідчити в суді
10) to confess	g) обвинувальний акт

1.2.1 Read the following text to understand what information is of primary importance or new for you

The Duties of a Police Officer

Keeping the peace is one of the basic needs of society. And it is the role of a police officer. Police officers work for law enforcement agencies within their country and swear an oath to protect and serve the citizens they represent.

Police officers enforce the law by arresting criminals and detecting and preventing crimes. They are usually viewed as heroes within their communities because of the dangerous situations they often encounter in service to the public.

The duties of a police officer largely depend on where they are located. In large cities, officers are usually given very specific job duties or will be assigned to a fraud, murder, drug-trafficking, or rape unit. Each unit has a specific goal, and the officers within the unit are trained solely for that objective.

Police officers in rural areas rarely have the opportunity to specialize in any given area of law enforcement. Due to lower crime rates and the relatively small population, officers in townships and other rural areas take care of any or all law enforcement tasks, from simple traffic infractions to child protection or murder cases.

A police officer's primary duty is to maintain public order. Patrol officers on foot, in a car, or even on horseback spend their days dealing with people who break the law. There are the typical traffic violations that need to be dealt with, of course, but police officers also receive calls to investigate burglaries or other serious crimes.

Police officers may give a warning or citation or, if the offence is serious, they have the authority to arrest and detain a suspect. Dangerous circumstances may arise if the suspect carries a weapon, takes a hostage, or flees in an attempt to resist arrest. Police officers, however, are trained to defend both themselves and possible victims. They keep streets and neighbourhoods safe, even if that safety requires them to be in situations where they may have to put their lives on the line.

Detectives, or officers working in a special unit, spend most of their time working on specific investigations. They work to gather evidence of drug trafficking, terrorist activity, and other crimes. They may work undercover or through an informant. Sometimes simply observing, monitoring, and recording the activities of known criminals is enough to gather necessary evidence for an indictment.

Most substantial evidence, however, is obtained through the interrogation of both criminals and witnesses.

Before making any arrests, officers must be sure that the evidence is accurate, true, and reliable. The best evidence in any crime is a direct confession, and police officers have the right to use psychological techniques to encourage a criminal to confess.

Before and after their work in the field, police officers spend the largest portion of their time writing reports and keeping accurate records. The records they keep are often the only evidence in a court case. Without it, some criminals cannot be

convicted, so it is extremely important for officers to complete their paperwork thoroughly and promptly. Additionally, when police officers witness a crime, they are often called to testify in court.

1.2.2 Decide if these statements are true or false according to the text

1. The duties of a police officer largely depend on where they are located.
2. Police officers have the authority to arrest and detain a suspect.
3. Patrol officers gather evidence of drug trafficking and terrorist activity.
4. Police obtain evidence through the interrogation of both criminals and witnesses.
5. Police have the right to use psychological techniques to encourage a criminal to confess.

1.2.3 Write 5 questions and your summary to the text in 1.2.2

Vocabulary practice

1.3 Give the English equivalents for the following:

розслідування, шахрайство, забезпечувати громадський порядок, порушити закон, затримати підозрюваного, збирати докази, стати свідком злочину, зізнатися, свідчити в суді, обвинувальний акт, дорожній патруль, допитувати свідків.

1.3.1 Explain the following in English:

car accident, not drivable condition, collision, minor damage of the car, to fine, traffic law, paramedics, utility workers.

1.3.2 Fill in the gaps with the following word phrases:

confirm preliminary information/ they witnessed/ the priority is safety/ a safe area/ hand-directing traffic/ names of those involved/ distracted driving/ individuals violated a traffic law/ each driver separately/ to obtain more information

When a police officer arrives at a crash scene, 1.____. They will ensure that each individual involved moves to 2.____. This may include calling for additional responders, like firefighters, paramedics, other police, or utility workers. The officer may also begin to control traffic by putting out cones and flares or 3.____. The officer

will also gather or 4._____, including: the location of the accident, weather conditions, road conditions, date and time of the crash, time the police were notified, who called the police and how, the number of vehicles in the accident, the type of vehicles and 5._____.

A car accident investigation begins by gathering the who, what, where, when, and how. Once the basic facts are established, the officer can investigate further: like speeding, drunk driving, and 6.____ become clear.

After ensuring everyone is safe, officers work to determine if one or more individuals 7.____. To do this, the police will speak with 8.____, passengers, and other witnesses about what occurred and what 9.____. Not only will the officer listen to each statement, but they will also ask questions 10._____.

1.3.3 Render into English:

Найбільш розповсюджені причини дорожньо-транспортних подій стосуються дій водія транспортного засобу. Серед них: перевищення швидкості, виїзд на смугу зустрічного руху, недотримання дистанції, керування транспортом у стані алкогольного сп'яніння тощо.

У випадках, коли в наслідок ДТП не було заподіяно середньої тяжкості чи тяжких тілесних ушкоджень або смерті особи (тобто відсутні наслідки, необхідні для притягнення до кримінальної відповідальності), настає адміністративна відповідальність, яка передбачена ст.124 Кодексу про адміністративні правопорушення України.

Grammar Focus

1.4 Choose the correct option paying attention to Sequence of Tenses

1. He wondered if the policeman ...already.... the suspect.
a) had interrogated b) is interrogate c) has interrogated
2. The investigator said that his case difficult.
a) was b) is c) had been
3. He asked me what types of law enforcement profession in the UK I
a) knew b) knows c) know
4. The judge said that the suspected man ... guilty.
a) had been found b) is found c) has been found
5. He said that hethe suspect the next week.
a) had interrogate b) will interrogate c) would interrogate

1.4.1 Change questions into Reported Speech

1. He asked me: "Have you watched any detectives?"
2. He asked me: "What is your favorite detective?"
3. They asked me: "Have you ever witnessed any crimes?"
4. He asked me: "Have you ever seen a car accident?"
5. The teacher asked him: "What are two types of evidence?"

Unit 2. At the Police Station

2.1 Answer the questions:

1. When do people go to a police station?
2. What happens at the police station?
3. What are the main duties of a police officer at the police station?

2.2 Watch the video lesson <https://www.youtube.com/watch?v=eOeyZ38Ucz4> write down a vocabulary list and make up some sentences with new vocabulary

2.3 Match the following English words and expressions with their Ukrainian equivalents:

1) allegations	a) приховувати інформацію
2) to withhold information	b) заява
3) caution	c) застереження
4) confession	d) зізнання
5) to detain a suspect	e) затримати підозрюваного
6) to gather evidence	f) збирати докази
7) suspect	g) стати свідком злочину
8) to testify in court	h) зізнатися
9) to witness a crime	i) свідчити в суді
10) to confess	g) підозрюваний

2.3.1 Read the text to understand what information is new for you:

The Police Interview Process

The police station interview process occurs in three main stages which all occur during one period of stay at the police station.

The first stage is called disclosure. This is when information about the **allegations** is provided by the police to the solicitor, without the client present. There is no duty for the police to provide before or during the interview all the information in any **witness** statements they have taken. In fact, well trained officers will use this to their advantage, **purposely withholding information** to ambush the client with new **evidence**, either later during the recorded interview or afterwards in **court**. The solicitor will try to ask questions of the interviewing officer during disclosure, but will often only be able to get limited information. With this in mind, an attitude of caution should be present in the solicitor's advice to the client about whether to make any comment in interview at all.

The second stage of the interview process consists of the solicitor and client being allowed time in a private consultation room in the police station to discuss what the solicitor knows about the allegations and what the client's answer to the allegations is. This conversation is confidential and does not need to be disclosed to the police. The solicitor cannot advise the client **to put forward a false story** in the recorded interview with officers, but can advise the client to make no comment, and this is often a good idea (see below). It is during this stage that the solicitor and client will decide whether the client should answer questions during the interview, give a prepared **written statement**, or make no comment.

The interview itself is tape recorded and takes place with one or two officers, the defence solicitor and the **suspect** present. First of all, the police should warn the suspect of the right to silence, and that the contents of the interview can be used against him or her as **evidence** in a criminal court. This introduction is called the **Caution**, and contains the following information:

- You have a right to silence
- Whatever you say can be used against you in a criminal case in court
- If you don't mention something now which you mention later a court might ask why you didn't mention it at the first opportunity

The suspect will have three options as to how he or she responds to the interview questions. The first, and for **serious offences** usually the most sensible, is to make no comment. There is a possibility that the defence case may be slightly damaged as a result of making no comment. However, the danger of worse damage being done by answering questions in an interview is often much greater. During interview, the client and solicitor do not usually know the full details of the **allegations** or the exact evidence in the case, so for the client to chain him or herself

down to a story at this stage can be a very bad idea. Even if the client makes a mistake in the interview, this can look like a lie later on in court, and it was all because the client was caught off guard with a question he or she didn't expect.

Forensic evidence in serious cases is not usually ready by the time of the interview. If a client makes a comment denying his or her presence at a scene and later in the case **DNA evidence** comes to light which proves that person was there, then that can seriously damage the client's case. Even if there was another reason that the client lied earlier, a lie which has been exposed can be as damaging as a **confession**.

In many cases, the police do not even have enough evidence to charge a suspect before the interview, but the **suspect** fills in the missing pieces and allows the police to charge him or her just by confirming that he was at the scene of the alleged crime.

2.3.2 Decide if these statements are true or false according to the text

1. The police station interview process occurs in four main stages.
2. Police is responsible to provide all the information in witness statements they have taken before the interview.
3. The solicitor can advise the client to put forward a false story in the recorded interview with police officers.
4. During interview, the client and solicitor do not usually know the full details of the allegations.
5. In many cases, the police do not have enough evidence to charge a suspect before the interview.

2.3.3 Make up 5 questions to the text in 2.3.1 and write your summary

Vocabulary focus

2.4 Be ready to explain the words and phrases pointed out in the text above. Make up your own sentences with them

2.4.1 Complete the text with the words and phrases from the box. There are two extra ones

can be detained / may be extended/ the detention time / to obtain evidence/ must be charged/ in police detention/ is under arrest/ the investigation/ happy moments/ to rob a bank

The maximum period of time that a suspect 1. _____ at the police station is 24 hours. This period 2. _____ up to a total of 36 hours if an officer of the rank of superintendent or above authorises it. In certain circumstances the magistrates court may extend 3. _____ for a period of 72 hours. These circumstances are:

- That the detention is necessary to secure or preserve evidence or 4. _____ by questioning

- The person 5. _____ for a serious arrestable offence .

- That 6. _____ is being conducted diligently and expeditiously.

At the end of the detention time the person 7. _____ must be charged or 8. _____.

Watching

2.5 Watch the video <https://www.youtube.com/watch?v=PIMbCTVcaKg>

“At the police station” and answer the questions:

1. Why did a boy come at the police station?

2. What questions did a policeman ask the boy?

3. What did a policeman ask the boy to do?

Grammar Focus

2.6 Report the conversation you watched in 2.5 paying attention to the rules of sequence of tenses and reported speech

2.6.1 Change into Indirect Speech:

1. He said: “They participate in a trial yesterday.” 2. She said: “I have already received attorney’s certificate”. 3. He begged the criminal: “Please, please do not kill me!” 4. She asked: “How is the Prosecutor General appointed?” 5. She asked me: “Why do you want to be a police officer?” 6. They asked me: “Do you want to be a prosecutor?” 7. The prosecutor said: “The accused person is not guilty”. 8. The investigator said: “We have found a witness”. 9. The judge said to the clerk: “Ask the witnesses to come into the court room”. 10. The policeman ordered the criminal “Don’t move! Put your hands up!”

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