

Міністерство освіти і науки України
Волинський національний університет імені Лесі Українки
Факультет іноземної філології
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THIRD YEAR STUDENT'S WORKBOOK

(Individual and Independent work in professional English)

FOR LAW STUDENTS

**Робочий зошит
для індивідуальної та
самостійної роботи
студента (ки) III курсу _____ групи
юридичного факультету**

(прізвище, ім'я студента)

Луцьк – 20___/___ навч. рік

УДК 81'243:378.091.31.041(072)

Я 93

*Рекомендовано до друку науково-методичною радою
Волинського національного університету імені Лесі Українки
(протокол № 6 від 15 лютого 2023 р.)*

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Я 93 **Third year student's workbook** (Individual and Independent work in professional English) for Law students. Навчально-методичні рекомендації у вигляді робочого зошита для індивідуальної та самостійної роботи з нормативного освітнього компонента «Іноземна мова» для здобувачів освіти III курсу юридичного факультету ОКР Бакалавр, галузі знань 08 Право, спеціальності 081 Право, за освітньо-професійною програмою Право, денної та заочної форми навчання / Яцишин Н. П., Супрун М. В., Гордун С. М., Луцьк: Волинський національний університет імені Лесі Українки, 2023. 76 с.

Навчально-методичні рекомендації у вигляді робочого зошита призначені для виконання самостійної та індивідуальної роботи студентами-правознавцями, орієнтовані на забезпечення здобувачів освіти необхідним матеріалом для такого виду робіт відповідно до кредитно-модульної системи навчання та Силабусу.

З метою оптимізації навчального процесу та ефективного використання часу, відведеного на вивчення нормативного освітнього компонента, а також особливо в умовах дистанційного та змішаного навчання, пропонувані завдання можна виконувати відразу у робочому зошиті.

Видання призначається також для магістрів, аспірантів, вчителів середніх загальноосвітніх шкіл, учнів старших класів, а також для тих, хто самостійно вивчає англійську мову та цікавиться правознавством.

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ВСТУП

Навчально-методичні рекомендації у вигляді робочого зошита призначені для виконання самостійної та індивідуальної роботи студентами-правознавцями, орієнтовані на забезпечення здобувачів освіти необхідним матеріалом для такого виду робіт відповідно до кредитно-модульної системи навчання та Силабусу, а також враховують особливості фахової підготовки майбутніх спеціалістів з нормативного освітнього компонента «Іноземна мова» та правової спеціалізації.

З метою оптимізації навчального процесу та ефективного використання часу, відведеного на вивчення нормативного освітнього компонента, а також особливо в умовах дистанційного та змішаного навчання, пропонувані завдання можна виконувати відразу у даному робочому зошиті, який здається викладачеві для перевірки та оцінювання.

Методика роботи над вивченням даного нормативного освітнього компонента передбачає обов'язкове опрацювання всіх тем практичних занять, виконання індивідуальної та самостійної роботи: аналіз нормативно-правових актів мовою оригіналу, реферування фахових статей з української мови на англійську, анотування наукових статей зі спеціальності та ін. Рівень опанування даного курсу студентами визначається на основі рейтингової системи оцінювання. Нижче подані завдання для самостійної та індивідуальної роботи та методичні вказівки з ілюстративним матеріалом щодо виконання такого виду робіт.

ЗАВДАННЯ ДЛЯ ІНДИВІДУАЛЬНОЇ РОБОТИ

Кредитно-модульна система навчання дає можливість максимально індивідуалізувати навчальний процес. У поєднанні з практичними заняттями та чітко спланованими завданнями самостійної роботи індивідуальна робота сприяє найбільш ефективному засвоєнню курсу і дає можливість студентові реалізувати свої індивідуальні здібності якнайповніше.

Працюючи над індивідуальним завданням самостійно, здобувач освіти активізує і закріплює ті знання, які він одержав на практичному занятті. Важливу роль у підготовці юриста відіграє фахова спрямованість та професійна складова даного освітнього компоненту для реалізації поставлених завдань, які ґрунтуються на концептуальних принципах комунікативного підходу до навчання іноземних мов і враховують Загальноєвропейські рекомендації з мовної освіти (ЗЄР), стандарти Міжнародної системи тестувань з англійської мови (IELTS), рекомендації USAID (United States Agency for International Development): Legal English Course: Model Syllabus (2021) та Model Course Syllabus «Advanced Legal Writing» (2021), а також Програму Єдиного вступного іспиту з іноземних мов (англійської мови) для вступу на навчання на здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста).

НАПРЯМИ ІНДИВІДУАЛЬНОЇ РОБОТИ СТУДЕНТА-ПРАВНИКА (V –VI СЕМЕСТР)

I. Опрацювання розробки з теми «Criminal law. Theft», «Criminal law. Identifying criminals», «Criminal law. Personality and Mental Disorders», «Criminal law. Defining crime».

CRIMINAL LAW. THEFT *Vocabulary Section*

1. Pre-reading task.

Before you read look through the following words and phrases to make sure that you know them. Explain the meaning of the following words and expressions as used in the text.

*Security
Make off
Remain
Stolen
Come forward with
Look into
Theft
Pretend
Reveal
Turn sb.in
Chase after
Beat sb. up
Apprenticeship
Get away with*

2. Read and translate the text.

Scottish mum hugs bike thief

FACT BOX

Bike crime in Britain

- According to crime data over 376,000 bicycles are stolen each year in the UK. That's roughly one every 90 seconds!
- Black bikes are stolen twice as often as white ones.
- London is the most targeted city followed by Edinburgh and Oxford.

Top 10 most targeted cities:

- | | |
|--------------|---------------|
| 1. London | 6 Manchester |
| 2. Edinburgh | 7 Cambridge |
| 3. Oxford | 8 Cardiff |
| 4. Bristol | 9 Bournemouth |
| 5. Liverpool | 10 Reading |

A) Findlay Sandlan had been saving up for a bike for months. With the money he got for his sixteenth birthday he finally had enough, so he went out and bought himself a brand-new mountain bike. With security in mind, he also bought a lock. Findlay had been the proud owner of the bike for just a few days when he left it locked outside a fast-food restaurant in Glasgow city centre and went in with his friends for an ice cream. To his shock, when he returned ten minutes later, someone had **made off with** his bike and only the broken lock remained. Findlay phoned his parents, who came to collect him and then went on social media to express their anger at what had happened. Though the Sandlans were understandably upset, their loss is far from unusual. Nearly 400,000 bikes are stolen each year in the UK. So how did Findlay`s story end up on the international news?

B) On the evening of the theft, Vonnie Sandlan, Findlay`s mum, shared details of the stolen bike on social media and selling sites with the hope that someone would **come forward with** information. She also reported the incident to the police, but wasn`t confident that they would have the time or resources to **look into** the theft. Findlay must have gone to bed that night feeling very miserable. However, when Vonnie went online the next morning, there was a message from someone who had been the missing bike for sale on a website. After checking it was definitely her son`s bike, Vonnie decided to pretend to be a customer and go and meet the thief. However, before she did, she sensibly contacted the police and got their support for the plan.

C) Vonnie and her husband met the thief outside a shopping centre, while their friend filmed the meeting from a nearby bus stop. Vonnie smiled and thanked the teenager for coming to meet them on a rainy day. Once she`d looked at the serial number and checked again that the bike was definitely Findlay`s, she decided it was time to confront the boy. This is my bike she said, and the young thief looked at her. Really? He asked and then burst in tears! He then admitted stealing the bike, claimed it was his first crime and revealed that he was only fifteen years old. Luckily for

the boy, Vonnie is the former president of the National Union of Students in Scotland and a senior officer at the organization Colleges Scotland. This means she works to provide educational opportunities for young people from just the sort of deprived and difficult environment the young thief had grown up in.

D) Instead of **turning him in** to the police, Vonnie ended up giving the tearful teen a life lecture. She offered him the sort of advice you'd expect from a concerned parent rather than a victim of crime. The fifteen-year-old must have been very surprised to hear her describe the moment as a turning point for him. She reminded him that it could have been a lot worse if his victim had decided to **chase after** him and **beat him up** instead of talking to him. She told him to think of his future and said if school wasn't working out for him, he should try college or do an apprenticeship. She also advised him to stop stealing because he was terrible at it and was going to end up in Barlinnie, the name of the local prison. Vonnie hopes that, after **getting away with** it this time, the teenager will stop stealing and focus on his education. At the very least, she feels the experience may have taught him that crime doesn't pay, and could help him avoid spending time in prison in the future.

3. Read the Fact Box about bike crime in Britain and answer the questions.

1. Does your country have a similar problem?
2. Have you or anyone you know been a victim of bike crime?
3. What happened?

4. Look at the title of the text. Why do you think a mum hugged the thief who stole her son's bike? Read the text quickly and check.

5. Read the text again and for questions 1-8 choose from paragraphs A-D. Each paragraph may be chosen more than once.

In which paragraph does the author ...

1. suggest Vonnie had some professional experience that would help her face the thief?
2. suggest bike crime is very common?
3. suggest the incident could help the boy have a better life in the future?
4. mention something Vonnie did before going to meet the thief to try and stay safe?
5. tell the reader something about the bicycle thief's background?

6. mention how Findlay funded the purchase of his bike
7. suggest Vonnie is a kind and caring person?
8. explain Vonnie's doubts about the police's ability to recover Findlay's bike?

6. Read the article again and answer the questions.

1. How did Findlay feel before and after his bike was stolen?
2. How did his parents feel after Findlay's bike was stolen?
3. How did Vonnie find the bike for sale online?
4. How did Vonnie know that the bike the thief was trying to sell to her was her son's?
5. What three pieces of advice did Vonnie give the young thief?
6. What does Vonnie hope will happen to the thief?

7. Do you think Vonnie was right to go and meet the thief or should she have let the police handle the situation?

8. Check you understand the highlighted phrasal verbs in the article.

Then, use them in the correct form to replace the underlined phrases in the questions below. In pairs, ask and answer the questions.

1. Would you take a friend to the police if you knew they had committed a crime? Say why. turn a friend in
2. Would the police in your country investigate a minor crime such as bike theft? Say why.
3. What are the dangers of running after someone who has just picked your pocket?
4. Has there ever been a break-in at your school or in another building you use? What did the thieves steal?
5. Would you volunteer to give information about a crime if it meant you have to testify in court? Say why.
6. How should society punish a teenager who kicks or hits someone until they are badly hurt?
7. Would you climb over a fence to get into a festival or concert if you thought you could avoid being punished for it.

9. What are the arguments for and against giving young people like the thief in the text a second chance after they commit a crime?

10. Choose one of the headlines below and follow the instructions to prepare a short news report explaining what happened.

- Say where and when the story took place and who was involved.
- Describe the crime and possibly interview some of those involved.
- Say what happened to the criminals after they were caught.

CRIMINAL LAW. IDENTIFYING CRIMINALS

Vocabulary Section

1. Pre-reading task.

Before you read look through the following words and phrases to make sure that you know them. Explain the meaning of the following words and expressions as used in the text.

Redemption
Theatre company
Require
Commitment
Convict
Life imprisonment
Murder
Jail
Cell
Inmate
Sentence
Reoffend

A Portrait of Life Inside

A) According to many viewers and critics, *The Shawshank Redemption* is one of the greatest films ever made. It is a prison-drama adapted from a short story by Stephen King, and in the year of its release, it was nominated for 7 Oscars including best actor, best picture, best screenplay based on another source and best cinematography. Although it is set behind bars, it tells a heart-warming story of friendship and hope. It did not make a lot of money when it was first shown in cinemas and it won none of the awards for which it was nominated, but today it is loved by fans of cinema everywhere around the world. In fact, since 2008, it has been the number one film on the well-known film review website IM DB (Internet Movie Database). This puts it one place above Francis Ford

Coppola's classic mafia movie *The Godfather* from 1972, starring acting legends Marlon Brando and Al Pacino.

B) Set shortly after the end of the Second World War in the mid-1940s, *The Shawshank Redemption* tells the fictional story of Andy Dufresne, a young and successful banker who is convicted of the murder of his wife and her lover. Based in the state of Portland, Maine, one of nineteen American states without the death penalty, Andy is instead sentenced to life imprisonment in Shawshank Prison. Over the next twenty years, Andy, played by actor Tim Robbins, learns to adapt to life in prison with the help of his friend Ellis 'Red' Redding, an older *convict* played by Hollywood favourite Morgan Freeman. It would ruin the film to give away too many further details of the story here. However, it won't spoil it to say that the plot shows the power of hope, courage and determination, even in situations that at times seem incredibly cruel and hopeless.

C) *The Shawshank Redemption* was filmed in the early nineties, and to prepare for his starring role, Tim Robbins spent time locked up alone in a real prison cell. Now, more than 20 years later, Robbins is back in prison. Thankfully, he is not there as an inmate this time, but as a teacher who gives acting lessons to prisoners in a medium-security jail in California. The project has been running for several years with the help of a theatre company called 'The Actor's Gang,' which was started by Robbins in the 1980s. In an interview with CBS News, Robbins explained that the opportunity to act provides prisoners with a break from prison routine and a chance to explore new emotions and realities. When he was asked whether prisons should be offering such enjoyable activities to inmates who have been found guilty of serious crimes, Robbins replied that the acting classes were not about having a good time but were actually hard work which was physically tough and required a high level of discipline, commitment and courage. He also said that none of the prisoners who completed the programme had reoffended and returned to prison after they were released.

2. Read the text quickly and decide why it was written.

1. To describe a film and give an update on its star's current work.
2. To describe a film which shows what life is like in modern prisons.
3. To describe a film in which prisoners were used as actors.

3. Read the text again. Match sentences 1- 4 to paragraphs A - C. Two sentences match one paragraph.

1 The film does not present a pessimistic view of relationships between people.

2 Tim Robbins experienced life as a prisoner to add authenticity to his performance.

3 *The Shawshank Redemption* is not based on real-life characters or events.

4 The film became more appreciated by audiences years after it was made.

4. Read the text again. Choose the correct answer A -D.

1. Which of the following is true about The Shawshank Redemption?

A) It got many movie awards.

B) It was based on a book.

C) It was a financial success.

D) It has always been popular.

2. What do we learn about the plot of the film?

A) It is based on events that really happened.

B) Its hero faces capital punishment.

C) It shows the cruelty of inmates.

D) It is about not giving up in life.

3. Why did Tim Robbins go back to prison?

A) He wanted to share his acting skills with people who had committed crimes.

B) He became an inmate to be able to take up acting lessons.

C) He tried to recreate his starring role in the same conditions.

D) He wanted to see what it was like to be locked up again.

4. In his interview with CBS news Tim Robbins talked about ...

A) why he took a break from his routine.

B) the true nature of being an actor.

C) the purpose of prison activities.

D) why his students turned to crime.

5. Match the definitions with underlined words and phrases in the text. two informal phrases meaning 'in prison'

inside & behind bars

- 1) two phrases meaning 'prisoner' _____ & _____
- 2) another word for '*prison*' _____
- 3) found guilty of a crime
- 4) sent to prison for life by a judge _____
- 5) a small room in which prisoners are locked _____
- 6) let out of prison _____
- 7) committed another crime after leaving prison _____

CRIMINAL LAW. CRIMINAL LAW. PERSONALITY AND MENTAL DISORDERS

Vocabulary Section

1. Pre-reading task.

Before you read look through the following words and phrases to make sure that you know them. Explain the meaning of the following words and expressions as used in the text.

Rehabilitation
Employee
Suspicious
Life-threatening
Security
Newly-released
Certificate
Cheating
Credit
Pretending
Uniform

2. Complete the sentences with the words.

Then write which of these acts you think is the worst and which is the least bad.

Bank
Certificate
Cheating
Credit
Pretending
Uniform

1. **Pretending** to be a doctor and working in a hospital.
2. Using a parent`s card to get money.
3. Getting a place at university by in exams.

4. Stealing a pilot's and pretending to work for an airline to get free flight.
5. Making fake to pretend that you're a lawyer.
6. Cashing cheques that aren't yours on a

The worst act:

The least bad act:

3. Read and translate the text. Which of the acts in exercise 2 did Frank Abagnale NOT commit?

The rehabilitation of Frank Abagnale

The number of prisoners who return to a life of crime after they are released from prison varies from country to country. In Norway, where rehabilitation of prisoners is seen as important, about 20 percent reoffend after they are released. However, in the USA, where no special efforts are made to help newly-released prisoners, about 66 percent go on to commit more crimes.

Rehabilitation isn't just of benefit to the ex-criminals, but to society as a whole. One of the most interesting examples is that of Frank Abagnale. It's an amazing story and, not surprisingly, it has been made into a film: *Catch Me If You Can* starring Leonardo DiCaprio as Frank.

Frank first got into trouble when he used his father's credit card to run up a bill of \$ 3,400 — he was just fifteen years old at the time. Soon after this, Frank felt home and made money by cashing cheques in banks, but his name soon became known to the banks. That's when he started using disguises. He stole a pilot's uniform and created a fake employee ID card. Then he started to travel around the world. He didn't actually fly the planes, of course, but pilots are able to use empty seats on planes free of charge. That went on until the airline, Pan Am, became suspicious.

Frank then decided to play the role of an actor and he was invited to work in a local hospital. Fortunately, Frank didn't actually have to do any medical work and managed to find other staff in the hospital to do it for him. However, he has said that he felt worried that there would be a time when he might put someone in a life-threatening situation, so after eleven months, he left.

Another job he took was as a lawyer. He used forged certificates to pretend that he was a graduate of Harvard University. He still had to pass the state law exams, but amazingly, after two attempts, he actually passed. Unfortunately for Frank, a real Harvard graduate was working in the same law office. He chatted to Frank about the university, but Frank obviously

knew nothing of Harvard and the man became suspicious and Frank moved on again.

In the end, Frank decided to go straight and he settled down in France. However, an ex-girlfriend recognised his face on a wanted poster and he was arrested. After some time in a French prison, he returned to the USA and was sentenced to twelve years in prison. After almost five years, he was offered a chance of rehabilitation.

He was freed on condition that he helped the FBI to catch other fraudsters. Although Frank was happy to do this, it was unpaid work, so Frank also approached a large bank, told them how poor their security was, and offered to help them improve it. If the bank had rejected his idea, he might have returned to a life of crime, but, because they gave him a chance to become a useful member of society, he has spent the last forty years using his skills for the good of society.

Frank Abagnale already had the skills he needed in order to find employment when he left prison. Other criminals aren't as lucky. Shouldn't we make sure that, while in prison, all prisoners are given the training and skills they need to succeed in life 'on the outside' and to have the chance of building a normal life? It would benefit us all.

4. Read the text again and choose the correct answers.

1. From the first paragraph we can say that
 - a) fewer criminals reoffend in Norway than in any other country in the world.
 - b) reoffending rates amongst ex-prisoners in the USA are increasing.
 - c) more than half of prisoners in the USA reoffend after they leave prison.

2. Frank Abagnale
 - a) Stole money from banks.
 - b) used cheques to pay for plane tickets.
 - c) travelled a lot without paying anything.

3. While pretending to be a doctor, Frank
 - a) avoided situations in which medical skills were required.
 - b) almost caused someone to die because of his lack of medical knowledge.
 - c) learned medical techniques from staff in the hospital.

4. To become a lawyer, Frank
 - a) actually studied for an exam and passed it.
 - b) forged a state law exam certificate.
 - c) studied at Harvard University.

5. Frank was caught because
 - a) he committed crimes in France.
 - b) someone told the police who he was.
 - c) the police in France knew who he was.

6. After he was released from prison, Frank
 - a) used his knowledge of bank security to steal money.
 - b) helped the FBI and got a job.
 - c) received money from the FBI.

5. Replace the underlined parts in the sentences below with the words from the box.

Go straight life-threatening rehabilitation released reoffend sentenced to

1. The prisoners were **freed** from prison after four years.
released
2. If you commit another crime, you will go to prison
3. Will was given a punishment of six months in prison.
4. This disease is so dangerous it can be deadly.
5. Henry is determined to become an honest, non-criminal person from no on
6. The process of turning criminals into useful members of society is vital if we want to reduce crime levels.

6. Look at these two words and the related words. Then complete the sentences with the correct words.

forged (adjective/past participle) - copied, fake

forge (verb), forger (noun/person),

forgery (noun/act)

fraudster —a person who steals money by cheating

defraud (verb),

fraud (noun/act)

1. I'm a victim of **fraud**. I paid for a holiday and then found out that the hotel doesn't exist.
2. The collector paid 5200 million for a Van Gogh painting, but it was a The real painting was in an art gallery in France.
3. The criminals were sentenced to five years in prison for trying to ... the government.
4. I think these bank notes have been ... - they feel strange.
5. The old can worked as a He could copy any document and make it look perfect
6. I knew the email was from a ... because they had spent the name of my bank wrongly

7. Write a few questions you would ask if you met Frank Abagnae for an interview.

CRIMINAL LAW. DEFINING CRIME

Vocabulary Section

1. Pre-reading task.

Before you read look through the following words and phrases to make sure that you know them. Explain the meaning of the following words and expressions as used in the text.

*civilian-clad
paramilitary
rookie
clue
to follow up
organized crime
intelligence unit
to stake out
dignitary
safecracking*

2. Read and translate the text.

Detectives

If uniformed police officers are the frontline troops of law enforcement, civilian-clad police detectives are not far behind, and make up the second wave in crime control efforts. Most city police departments of any size have detective units, distinct from but in close working relationships with the patrol force. In specialized instances, like the FBI and similar governmental enforcement agencies that have no routine patrol functions, both frontline officers and most of their superiors are detectives.

In general, detectives occupy a higher status and enjoy more prestige than uniformed officers, both within and outside the police department. This does not necessarily mean that a detective occupies a higher rank than a patrol officer; in fact, rank in the paramilitary structure of most police agencies has little to do with whether an officer is a member of the patrol force or a detective in a special investigating unit. Typically in large

departments, patrol officers of different ranks from rookie through various «grades» to sergeant, lieutenant, captain, and so forth, are under the command of a chief of patrol. In terms of functions, working conditions, privileges, and prestige, becoming a detective at any rank is ordinarily considered a promotion. Detective status is normally earned after an officer has served on patrol or in some other uniformed capacity.

The real nature of police work on all levels is only dimly understood by most outsiders, but of all police activities, that of the detective has been the most romanticized, to the point where common notions about it have almost nothing to do with the reality. A detective «mystique» exists which consists of nonsense written and televised about detectives and which sometimes affects the detectives' own behavior and obscures their real role.

It is hard to convince most people that crime investigation is not a very scientific enterprise, that the work of detectives is no more important than the work of patrolmen, that being a detective is not very exciting, and that not all crimes can be solved by detective work. The mystique persists, and yet detectives themselves report that most of their activities are routine and simple, involving a lot of paperwork, and are often less demanding and less challenging than situations handled by police officers on patrol. Most working detectives admit that their ability to solve crimes is grossly exaggerated and that luck rather than skill or training is often the most important element in solving cases.

The public in general and criminal juries in particular expect detectives to employ elaborate scientific investigative devices, like fingerprints, lie detectors, ballistics reports, and spectrographic analysis of physical evidence. Latent fingerprints, voice patterns, bloodstain analysis, and the like rarely provided the basis for identifying a suspect. But the detective is caught in a bind. Juries are reluctant to convict in cases where there are no fingerprints or other bits of «hard» scientific evidence, and crime victims often feel cheated if a detective fails to look for physical «clues».

Detective «strike forces», which are units of detectives assigned temporarily to contend with a specific problem (such as a rash of armed robberies), sometimes have significant potential to make arrests when concentrated on a few difficult target offenses which they are uniquely qualified to investigate.

Detectives are distributed within police organizations in a variety of ways, depending on the administrative preferences of top police officials. In some police departments, especially smaller ones, it is customary to

have generalist detectives assigned to perform a wide range of investigative duties, primarily follow up investigations of cases originated by patrol officers.

If a city is large enough and presents sufficiently complex enforcement problems, specialized detective units (intelligence, burglary, homicide, robbery, and similar crime-specific squads) may be distributed throughout the detective divisions and housed in decentralized offices.

Detectives assigned to specialized units like organized crime intelligence units may perform a good many duties similar to those of patrol officers. They may be assigned to stake out premises, street corners, hotel lobbies, or other suspicious sites, keeping them under surveillance for extensive periods of time. Or they may be required to tail suspects, to act as bodyguards for dignitaries, or to go out and look for crimes in the community like patrol officers do.

Detective work often entails visiting the scene of a crime to look for clues, interrogating victims and witnesses, and making a record of the nature of the loss and the harm done. Contrary to popular conceptions, there is ordinarily little a detective can do at the scene of a crime, for there is rarely much fresh information to be gathered at such a site after the initial visit by the patrol officers. With very serious crimes, such as murders, bombings, and safecrackings, detectives may call on crime laboratory experts to dust for fingerprints, analyze bloodstains, recover and analyze bomb fragments, or otherwise collect physical evidence that eventually may be used against the perpetrator. In more routine, less serious offenses, however, detectives normally can do little more than look around and make a record of the crime, often primarily to help victims fill out their insurance claims. The greatest tool of detective work, and the technique most commonly employed, is interrogation. Usually detectives simply question crime victims and any witnesses to confirm information already gathered by the patrol officers who first arrived on the scene. But occasionally detectives also carry out postarrest interrogations of suspects.

3. Answer the following questions:

1. What departments have detective units?
2. What enforcement agencies have no routine patrol functions?
3. What status do detectives occupy?
4. Who is the commander of patrol officers of different ranks?
5. Why is becoming a detective considered a promotion?
6. When is detective status normally earned?

7. Why does a detective «mystique» exist?
8. Is the work of detectives more important than the work of patrolmen?
Why do you think so?
9. What elaborate scientific investigative devices do detectives employ?
10. Do these devices always provide the basis for identifying a suspect?
11. What are detective «strike forces»?
12. How are detectives distributed within police organizations?
13. When may detectives call on crime laboratory experts?
14. What is exclusively a detective function?

4. Give Ukrainian equivalents for the following words and expressions

Law enforcement;
civilian-clad police detectives;
superiors;
a paramilitary structure;
a special investigating unit;
common notions;
to solve a crime;
elaborate scientific investigative devices;
identifying a suspect;
jury;
crime victims;
physical clues;
difficult offences, fingerprints, voice patterns;
bloodstain analysis;
top police officials;
generalist detectives, investigative duties;
complex enforcement problems;
intelligence, burglary, homicide;
robbery;
organised crime;
surveillance;
suspects, bodyguards;
dignitaries, the scene of a crime;
witnesses, victims, the nature of loss and harm, fresh information;
murder, bombings, safecracking, crime laboratory experts;
a perpetrator;
a record of the crime;

5. Match the words from the left columns according to the meaning. Make sentences of your own.

<i>Enforcement</i>	<i>detectives</i>
<i>Civilian-clad</i>	<i>agency</i>
<i>Uniformed</i>	<i>devices</i>
<i>Patrol</i>	<i>officers</i>
<i>Crime</i>	<i>investigation</i>
<i>Investigative</i>	<i>duties</i>
<i>To stake out</i>	<i>problems</i>
<i>To tale</i>	<i>premises, other suspicious cities</i>
<i>To look for</i>	<i>suspects</i>
<i>To dust for</i>	<i>crimes</i>
<i>To collect</i>	<i>clues, fingerprints</i>

6. Write as many grave crimes as you know. Give their Ukrainian equivalents.

7. Read the following sentences and decide if they are true or false?

1. In general, detectives occupy a higher status and enjoy more prestige than uniformed officers.
2. A detective always occupies a higher rank than a patrol officer.
3. The most police agencies have the paramilitary structure.
4. Detective status is normally earned after an officer has served a month on patrol.
5. The work of detectives is no more important than the work of patrolmen.
6. The public in general and criminal juries in particular expect detectives to employ elaborate scientific investigative devices.
7. Detectives are assigned to perform a wide range of investigative duties, primarily follow up investigation of cases originated by patrol officers.

8. Find words in the text that mean:

careful seeking for facts or information

act of interrogating

an act that violates a criminal statute

whatever may properly be submitted to a court or jury to explain an issue or prove a fact. Includes the testimony of witnesses and other exhibits.

9. Match the words from the box with the definitions below

<i>victim</i>
<i>witness</i>
<i>expert</i>
<i>suspect</i>
<i>jury</i>

body of twelve persons who give a decision on issues of fact in a case in a court

one who has personally seen or heard something and can therefore give a first-hand account of it

one who is suspected, especially of having committed a crime

one who is badly injured, ruined or killed

one having special skill or knowledge in something.

10. Copy the following table into your notebooks. Write as many words and expressions as you can think of to complete it:

detectives	crime laboratory experts
to interrogate	to analyse bloodstains
to investigate	to dust for fingerprints
...	...

11. Work in pairs. Imagine you are a detective. Tell a journalist about the problems of crime solution. Use the following words and expressions:

- I'm rather worried about...
- I've got a lot of problems
- That's too bad.
- To my mind...
- I think...

II. Пошук та опрацювання додаткової інформації в системі Internet та бібліотеці та підготовка презентацій з обраних тем

Пропонована тематика презентацій

1. A fair punishment is for different crimes.
2. The connection between drugs and crime.
3. A comparison of organized crime around the world.
4. The impact of the internet on traditional crime.
5. Reasons of violent crimes in modern society.
6. Drug, crime and violence.
7. Crime and the media.
8. Crime and deviance.
9. Some different ways that thieves steal personal property.
10. Some commonly shoplifted items in your country.
11. Some different motives for arson.
12. Graffiti – a dangerous way of Life.
13. Robbery is considered more serious than other types of theft.
14. Some different types of assault.
15. Some common abuses of children.
16. White collar crime is different from other types of crime.
17. Criminality: inborn or acquired.
18. Capital punishment is a good way to prevent crimes.
19. Criminals do not die by the hands of the law. They die by the hands of other men (Bernard Shaw).
20. Punishment is both painful and guilt producing, its application calls for a justification.
21. Many crimes are left without punishment in Ukraine.
22. The principal form of organized crime is persuasion.
23. Charity and mercy are organized crime activities.
24. Youth, crime and violence.
25. Crime and justice in the United States.

ВАЖЛИВО!

Tips for Giving a Great Presentation in English

Giving the perfect oral presentation in English requires practice.

1. Think About the Details in Advance.

Giving a presentation in front of an audience is always stressful. Thinking about such details as the location of the presentation, equipment, materials, timing will help you avoid nervousness.

2. Do Your Homework.

Effective preparation requires consideration of the following things:

Ask yourself what the presentation is all about, its title and its goal

Think about the structure of the presentation: the opening, the main part and the summary

Make it easier for the audience and yourself: use simple language

Prepare yourself for questions. Think about what questions the audience might ask.

Don't put large blocks of text in your presentation. No one will be interested in reading it; people prefer visual material. So think about images, graphs and videos that support your idea, but don't overwhelm the audience with too many visual aids

3. Introduce Yourself and Set the Theme.

At the beginning of the presentation, it's important to introduce yourself, giving your full name. After the introduction, don't forget to state the topic of your presentation.

Useful phrases in English:

"Hello, thank you for coming..."

"The topic of today's presentation is..."

"Let's get the ball rolling"

"Shall we get started?"

4. Provide an Outline or Agenda of Your Presentation.

Providing an outline of the presentation is a must, as people want to know why they should listen to you. That's why the opening part is very important. It should be cheerful, interesting and catchy. You should know it by heart, so you don't lose track of your thoughts even if you are nervous.

Useful phrases in English:

"I'd like to give you a brief outline of my presentation..."

"Here is the agenda for the meeting..."

"My presentation consists of the following parts..."

"The presentation is divided into four main sections..."

5. Explain When the Listeners Can Ask Questions.

A Question & Answer period (Q&A) usually takes place at the end of the presentation, so you have enough time to deliver the main message of your

speech without being interrupted by multiple questions. If you want the audience to ask questions during or after the presentation, say so.

Useful phrases in English:

“There will be a Q&A session after the presentation”

“Please feel free to interrupt me if you have any questions”

“I will be happy to answer your questions at any time during the presentation”

6. Make a Clear Transition in Between the Parts of the Presentation.

Using transition words and phrases in English makes your presentation look smooth and easy to follow.

Useful phrases in English:

“I’d like to move on to another part of the presentation...”

“Now I’d like to look at...”

“For instance...”

“In addition...”

“Moreover...”

“This leads me to the next point...”

7. Wow Your Audience.

If you are not excited by your presentation, your audience will not be excited either. When presenting, you should plan to wow your audience. Use adjectives and descriptive words as they will help to attract the audience’s attention and make your speech more vivid and memorable.

Useful phrases in English:

“The product I present is extraordinary.”

“It’s a really cool device”

“This video is awesome”

“This is an outstanding example”

8. Make Your Data Meaningful.

If you need to present numbers use some visuals to present it. You can use charts, graphs or diagrams to make your data meaningful and visually attractive.

Useful phrases in English:

“Here are some facts and figures”

“The pie chart is divided into several parts”

“The numbers here have increased or gone up”

“The numbers change and go down (decrease)”

“The numbers have remained stable”

9. Summarise.

At the end of the presentation, briefly summarize the main points and ideas. Provide the audience with your opinion and give them a call to action, let them know what you want them to do with the information you've shared. End of the presentation by thanking all the listeners and inviting them to the Q&A.

Useful phrases in English:

“Let's summarise briefly what we've looked at...”

“In conclusion...”

“I'd like to recap...”

“I'd like to sum up the main points...”

Good luck with your presentation!

За поданими нижче посиланнями ви можете ознайомитися з інформацією, що стосується створення презентацій.

<https://www.ilac.com/tips-for-giving-a-great-presentation-in-english>

https://www.youtube.com/watch?v=Yl_FJAOfgQ&feature=share

How to open and close presentations? - Presentation lesson from Mark Powell

III. Опрацювати індивідуальні роботи № 1, № 2, № 3.

INDIVIDUAL WORK № 1

Task 1. Circle the odd ones out.

- | | | |
|----------------|-------------|-----------|
| 1. prosecution | defence | theft |
| 2. rob | murder | steal |
| 3. sentence | alibi | excuse |
| 4. verdict | complaint | decision |
| 5. try | find guilty | convict |
| 6. burglar | pickpocket | detective |
| 7. lawyer | judge | defendant |
| 8. evidence | court | proof |

Task 2. Circle the correct words.

1. If you **break** / **commit** a crime, be prepared to suffer the consequences.
2. The judge ordered the defendant to **pass** / **serve** a sentence of no less than ten years.
3. Large stores often employ security guards to prevent **shoplifting** / **graffiti**.
4. I'm innocent! What **motive** / **clue** would I have for breaking into my own house?
5. We feel safer knowing that there are police officers on foot, **guarding** / **patrolling** the streets of our town.
6. Billy has to do ten weeks' **community** / **social service** to pay for his crime.

Task 3. Complete the sentences using these words.

Case handcuffs release scene trial witness
--

1. According to the news, his from prison is scheduled for next Tuesday.
2. An eye- has been found who will appear in court.
3. The crime was sealed off by police officers.
4. This was the shortest I've ever attended; it was over in two days.
5. Somehow, the suspect managed to slip out of his and escape.
6. This is the most difficult I've ever had to deal with, but I think we'll win when it goes to court.

Task 4. Read what different students say about crime.

Do you feel the same?

- *«I'd really like to have a career that was somehow associated with law or fighting crime. I think it would be very exciting to work for the defence in important cases, especially if you managed to clear an innocent person's name. It would never be boring, that's for sure! »*
- *«I think that some criminals, not the really violent ones obviously, should be made to do community service rather than having to go to jail. The prisons are overcrowded and it costs us a lot to pay for prisoners who serve their sentences in prisons»*

INDIVIDUAL WORK № 2

Task 1. Complete the sentences with the missing word. The first letters are given.

- 0) If we report a crime, it means that we tell the police about it.
- 1) A v_____ is a person who hurts people or breaks the law.
- 2) A p_____ is a very small bag that is used (usually by women) to carry money.
- 3) The j_____ s_____ includes the police, lawyers and judges.
- 4) When the police i_____ a suspect, they ask him or her questions.
- 5) A burglar a_____ makes a loud noise if someone tries to break into your house.

Task 2. Choose the correct option A–C to complete the sentences.

- 0) A ___ took my wallet out of my coat.
A pickpocket B shoplifter C fighter
- 1) The police officer helped the ___ of the crime.
A victim B vigilante C suspect
- 2) There are three ___ who can describe the attacker.
A clues B prisons C witnesses
- 3) The suspect has an ___ for the night of the house burglary.
A arrest B attack C alibi
- 4) A man was ___ up in this park last night.
A broken B beaten C given
- 5) The suspect was found guilty of ___ his wife and sent to prison.
A murdering B burgling C stealing

Task 3. Complete the sentences with the correct passive forms of the verbs in brackets.

- 0) A car **was stolen** (steal) from outside my office yesterday.
- 1) Three men _____ (arrest) last week.
- 2) People _____ (rarely / attack) in this area.
- 3) Four crimes _____ (commit) in this town so far this week.
- 4) An important clue _____ (find) at the crime scene yesterday.
- 5) Shoplifters _____ (always / take) straight to the police station

Task 4. Choose the correct option to complete the sentences.

- 0) If I did / was / had been the president, I'd give more money to the emergency services.
- 1) If I was a lawyer, I 'll help / 'm helping / 'd help victims of crime.
- 2) If Lucy can / could / couldn't do any job, she'd be a police officer.
- 3) If we hear / heard / had heard a strange noise in our house, we'd call the police.
- 4) If Ragnar saw a crime, he reports/ 'd report / had reported it immediately.
- 5) If I had the right qualifications, I work / worked / 'd work as a judge.

Task 5. Complete the text with one word in each gap.

Three men were arrested yesterday. The police think they have broken _____ fourteen houses in the local area over the last year. For many months, they got _____ with their crimes. Then police found several clues which helped them to _____ the crime. Some jewellery _____ found at the house of one of the burglars. If the police had more money and more time, they _____ catch criminals more quickly.

Task 6. Complete the text with the correct form of the words in capital letters.

Crime fighters (**FIGHT**) have said that they have arrested the ____ (**THEFT**) who broke into the town hall. Overall, there's good news on crime. There have been fewer reports of ____ (**ROB**) from houses in the area, but there has been a lot more ____ (**SHOPLIFT**) than last year. Also, there have been more reports of ____ (**HACK**) where criminals have managed to steal money from _____ (**INNOCENCE**) victims online.

INDIVIDUAL WORK № 3

Task 1. Complete the sentences with the correct passive form of the verb in brackets.

- 0) The news on BBC 1 is read (read) by Fiona Bruce every evening.
- 1) Last week, twenty members of a criminal gang _____ (arrest) by the police. The next day they _____ (question) about a number of recent crimes in the area.
- 2) A report on Britain's crime _____ (publish) by the government. It shows that the law _____ (break) every five seconds in the UK.
- 3) The Glasgow School of Art _____ (damage) by fire in 2014. This year it _____ (destroy) once again by another fire.
- 4) Millions of wallets and mobile phones _____ (steal) by pickpockets every year but many of these crimes _____ (not / report) to the police.
- 5) John Lennon _____ (kill) on December 8th 1980 by Mark David Chapman.

Task 2. Complete the sentences with the correct active or passive form of the verb from the box.

<i>ask invent happen write lock injure employ</i>

- 0) The police asked the man where he was at 10:00 p.m. the previous evening.
- 1) J.K. Rowling, the creator of Harry Potter, _____ four detective novels using the name Robert Galbraith.
- 2) Guns and gunpowder _____ by the Chinese in the 10th century.
- 3) Police forces in America _____ around 1.1 million people to help fight crime.
- 4) The bank robbery _____ at 6:00 a.m. this morning.
- 5) The guard _____ in the bathroom for twelve hours before his rescue.
- 6) A young man _____ when a bus hit him last night on his way home from work.

B

1. Complete the sentences with the correct passive form of the verb in brackets.

- 0) The news on BBC is read (read) by Fiona Bruce every evening.
- 1) Abraham Lincoln _____ (kill) by John Wilkes Booth in April 1865.
- 2) Computer data _____ (steal) quite often without people ever knowing about it. In fact, most of these crimes _____ (not / report) to the police at all.
- 3) Three bags full of money _____ (find) on the bus on Friday by some school children. Since then, the young students _____ (reward) for their honest behaviour and each of them _____ (give) 10% of the money.
- 4) These shop windows _____ (damage) every year but nobody _____ (punish) for the crimes yet.
- 5) The crime _____ (solve) by an ex-police officer yesterday evening.

2. Complete the sentences with the correct active or passive form of the verb from the box.

<i>write hit invent narrate ask work warn</i>

- 0) The police asked the man where he was at 10:00 p.m. the previous evening.
- 1) Arthur Conan Doyle _____ fifty-six short stories about Sherlock Holmes.
- 2) Both guns and gunpowder _____ by the Chinese in the 10th century.
- 3) Since its publication in 1898, H.G. Wells' classic story War of the Worlds _____ by Hollywood legends Orson Welles and Morgan Freeman.
- 4) Ian Fleming, creator of James Bond, _____ for the British military service in the field of Intelligence.
- 5) The police _____ the public to stay inside until the demonstration has finished.
- 6) A young child _____ by a car this morning. Luckily, he was not badly injured.

IV. Індивідуальне читання оригінальної літератури, текстів по спеціальності.

Обсяг спеціальної літератури для індивідуального читання мовою оригіналу – 5-10 стор. на місяць (в залежності від складності текстового матеріалу). Студент повинен виконати такі завдання:

- прочитати та перекласти текст усно, виписати незнайомі слова у словничок;
- скласти резюме на основі прочитаного тексту англійською мовою з використанням нової лексики;
- вивчити 25 нових слів.

Рекомендований перелік літератури:

1. Barrel J. But was it Murder?
2. Charles Dickens. Bleak House.
3. Chesterton G.K. The Innocence of Father Brown.
4. Christie A. Murder on the Orient Express.
5. Connelly M. The Fifth Witness.
6. Cornwell P. The Last Precinct.
7. Deaver J. XO. A Kathryn Dance Novel.
8. Escott J. Great Crimes.
9. Escott J. American Crime Stories.
10. Finder J. High Crimes.
11. Fern M. Tuesday's Child.
12. Fleming I. Live and let die.
13. Grisham J. The Street Lawyer.
14. Grisham J. The Chamber.
15. Hugo V. The Hunchback of Notre-Dame.
16. James H. The Portrait of a Lady.
17. Jance J.A. Justice Denied.
18. Jay Heinrichs. Winning Arguments.
19. John Grisham. The Firm.
20. Leon D. The Death of Faith.
21. Macandrew R. Inspector Logan.
22. Macandrew R. The University Murders.
23. Macandrew R. Not above the Law.
24. Margaret Atwood. The Handmaid`s Tale.
25. Michael J Sandel. Justice.

26. Nabb M. Death of Englisman.
27. Njal`s Saga by Antonymous.
28. Tom Bingham. The Rule of Law.

V. Ведення словника фахової лексики:

Вивчення та складання 25 юридичних термінів щомісяця з веденням власного спеціального словника юридичної лексики.

Важливо! Словник спеціальної лексики слід вести згідно розділів та тематики: сталі вирази та кліше; латинські скорочення та кліше; термінологія відповідно до галузей права; синонімічні групи термінів; антонімічні групи термінів; дієслова з прийменниками.

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

Самостійна робота студента має надзвичайно велике значення для досягнення успіху і комфортності у навчанні. Цей аспект навчального процесу спрямований на виховання у студентів почуття відповідальності за результати своєї діяльності, формує самостійність як рису характеру і є найголовнішою умовою самовдосконалення та самореалізації спеціаліста у майбутньому. Самостійна робота з освітнього компонента «Іноземна мова» на юридичному факультеті передбачає виконання таких завдань:

I. Підготовка та написання ділового листа (asking / giving information, letters of complaint, apologising).

FORMAL LETTERS *ASKING FOR / GIVING INFORMATION*

1. Read the rubric, then the model. Replace the informal phrases in bold with more polite ones in the list.

- I look forward to hearing from you
- I would be grateful if you could provide me with some further details
 - could you let me know
 - I am writing with regards to
- I was wondering whether the sports centre offers
 - it would cost
- Thank you in advance for your assistance.
 - Could you please provide me with
- I would like to enquire about the possibility of hiring

You have seen an advert for a sports centre and are thinking about joining it to train with your local hockey team. Write an email (140-190 words) to the manager asking for information on: the times of the group classes, hiring the sports hall, how much it would cost and discounts available for students.

Dear Sir/Madam,

1. **1) I wanted to get in touch about** the advertisement I saw last week for your sports centre. I am very interested in joining, but **2) it'd be great if you can answer some of my questions.**

2. Firstly, I would like to take part in some exercise classes. **3) Can you send me** a timetable with details of the classes that you run?

3. Also, **4) I want to know if I can hire** the team sports hall. I currently play for a local hockey team and we are looking for a new location to train in. If this is possible, **5) will you tell me** how much **6) I will pay** per hour? Finally, **7) do you give** any discounts for students?

4. **8) Can't wait to hear from you. 9) Thanks a lot for your help.**

Yours faithfully,

Carl Worthing

2. a) Underline the key words in the rubric. Answer the questions.

You volunteer at an animal shelter. You have received an email from Mr Harris.

I am interested in volunteering. I would like some information about what different activities volunteers can get involved in, if any previous experience is required, and the number of hours volunteers should be available for.

Kind regards,

Mark Harris

Write a reply to Ms Harris` email (140-190 words)

What are you going to write?

Who is going to read it?

What should you write about?

What style should you write in?

How many words should you use?

b) Write an email giving information. Use phrases from the Useful Language box. Follow the plan.

Useful language Asking for information

Opening remarks

I am writing to enquire about/in connection with/with regards to ...

I would greatly appreciate it if you could provide me with some information/further details on ...

It would be useful to have information concerning ...

Would it be possible to let me know ...?

I'm really interested in finding out ...

I was wondering if/whether

Closing remarks

I look forward to hearing from you/receiving ...

I would appreciate a response at your earliest convenience.

I would be grateful if you could reply as soon as possible (regarding)

Thank you in advance (for your cooperation/assistance/help).

Thank you for your attention regarding this matter.

Giving information

Opening remarks

I am writing in response to your email requesting information on ...

I am writing to inform you ...

Regarding your request for ...

The following information may prove useful.

Please find enclosed ...

Following your recent letter ...

Closing remarks

I hope I have been of assistance.

Please do not hesitate to contact me/us if you have any further questions.

Please inform me/us if I/we can be of any further assistance.

Dear Mr Harris,

(Para 1) opening remarks & reason for writing

(Para 2) first question with supporting details

(Para 3) other questions with supporting details

(Para 4) closing remarks

Yours sincerely,

(your full name)

WRITING TASK 1

You are commercial lawyers specialising in asset protection. Your client is concerned that the asset-protection entities in Liechtenstein might prove difficult and expensive to administer. Write a letter of giving information to your client outlining the Panamanian foundation, another popular form of asset protection.

LETTERS OF COMPLAINT

Letters/Emails of complaint are written when we want to express our dissatisfaction regarding a specific service or product. They are normally written in formal language with an impersonal tone. However, we should never be rude or insulting. The language used depends on whether we want to complain in a mild or strong way.

Outline for letters of complaint

Greeting - Dear Mr Jones, Dear Madam

Paragraph 1 – reasons for writing

Paragraph 2,3 – complaints with justifications / examples

Paragraph 4 – actions to be taken

Sign off – Yours sincerely, Yours faithfully, (your full name)

1. Underline the key words in the rubric. Then read the email and fill in the missing words/phrases with ones from the list. What is each paragraph about?

- *take further action*
- *make matters worse*
- *express my extreme dissatisfaction*
 - *incredibly unhelpful*
 - *extremely annoyed*
 - *to my frustration*
 - *an error had been made*
- *refused to amend my flights*

You recently paid for a holiday, but the travel agency booked the wrong dates. You contacted the travel agency to correct the mistake and you were promised that someone would contact you. You are still waiting for a reply. Send an email (140-190 words) to the travel agency explaining the reasons for your dissatisfaction and saying what action you expect them to take.

Dear Sir /Madam,

1. I wish to 1) with the appalling inefficiency of the staff at your travel agency.
2. On 21st May, I booked a holiday to Tenerife departing on 5th June. Checking my ticket, I realized that 2), my outbound flight had been booked for 5th July.
3. When I returned to amend the details of my trip, I was told. 3), that the dates could not be changed without charging an extra fee.
4. To 4), when I asked to speak to the manager, he was 5) He insisted that I had made an error when booking and 6) until he had investigated the matter. However, I have heard nothing for two days.
5. As you can imagine, I am 7) with the service I have received at your agency. I demand my flights be changed within the next 24 hours or I shall be forced to 8)

Yours faithfully,
Jonathan Young

2. a) Read the Useful Language box. What tone is the letter in Ex. 1 written in: **strong**? or **mild**?

Rewrite the letter in a mild tone using appropriate phrases from the Useful Language box.

Opening remarks

Mild

I am writing in connection with/on the subject of ...

I wish to draw /bring to your attention to a problem which arose due to ...

Strong

I am writing to express my strong dissatisfaction with the disgraceful treatment I received/the attitude of your staff.

I am writing to complain about the appalling behaviour of.../the shocking quality of...

Closing remarks

Mild

I feel that I am entitled to a refund/ replacement/compensation in the form of (vouchers).

I hope/I would appreciate it if this matter could be dealt with promptly.

Strong

I insist on/I demand a full refund/an immediate replacement.

If the matter is not dealt with promptly, I shall be forced to take legal action/take the matter further.

WRITING TASK 2

Write a complaint letter to attorney!

There are several reasons why a client may want to write a complaint letter to his or her attorney, but the client must understand the difference between a problem with their lawyer that is because of miscommunication or misunderstanding and a serious breach of trust.

Some examples of serious breaches of ethics for which the attorney can be disciplined are:

- Not keeping their client fully informed about the developments of their case
- Not properly accounting for the client's money or returning money owed
- Not returning the client's case file if they hire another attorney
- Intentionally making false statements
- Committing malpractice or being negligent
- Charging an excessive or illegal fee

FORMAL LETTERS – APOLOGISING

1. Read the rubric, then read the letter. Underline the correct phrases (1-9).

You recently did some voluntary work with a local environmental group to help clean up your local parks. The mayor of your town, Mr Williams, decided to present the group with an award for this, and invited you to an awards ceremony and dinner. You couldn't go, but you forgot to refuse the invitation. Write a letter of apology.

Dear Mr Mayor,

1. I'm writing to **1) say sorry/offer my sincerest apologies** for not attending the awards ceremony that you recently invited the members of my environmental group to and for not **2) letting you know in advance/telling you before**. I would have **3) liked very much to attend/really enjoyed going**.

2. Unfortunately, **4) I couldn't come/it was impossible for me to attend**. I am currently in year 11 at school and was sitting my GCSE exams during the week of the ceremony. I **5) had every intention of writing to you/meant to drop you a line** to turn down the invitation a few weeks before. I was **6) under a great deal of pressure/really stressed out**

during that period, however, and 7) **I totally forgo/it just slipped my mind.**

3. 8) **I was extremely honoured /I felt good** that you presented our group with this award. Once again, 9) **I am extremely sorry for missing the ceremony/sorry that I missed the ceremony.**

Yours sincerely,
Alicia Brown

2. Read the following letter of apology. Rewrite it in formal style. Use phrases from the Useful Language box.

Dear Mrs Hughes,

I wanted to drop you a line to say that I'm sorry for breaking your window. I'm so sorry for the damage I caused.

Let me explain what happened. I threw a rock to try to get a basketball down from the tree beside your house, but it hit the window. I really didn't mean to do it. I owe you an apology for not owning up immediately, too. I was afraid that you would get angry. I feel terrible!

To make up for it, why don't you let me help you out with some chores? I could mow your lawn or help you with some gardening.

Let me know what you think. Also, my parents say that they will pay for your new window. Again, I really am very sorry and I hope that you can forgive me.

**Yours,
Tom Granger.**

Useful language

Opening remarks

I'm writing to offer my sincerest apologies for ...

Please accept my deepest apologies (for ...).

I'm writing to say how (very) sorry I am for ...

I would like to express my regret for ...

I sincerely regret (+ing form) ...

Explaining

It was not my intention (to/for that to happen) ...

I believe the situation resulted from ...

Apologising

I'm (extremely) ashamed of (my behaviour)/(truly) sorry for not ...

I understand how inconvenient/ annoying it/this must be/have been for you.

Closing remarks

Once again, please accept my sincerest apologies.

I am really sorry for the inconvenience caused

WRITING TASK 3

Write an apology letter for court in criminal or traffic offences!

If intending to plead guilty or you're found guilty for a criminal or traffic offence, then preparing a compelling apology letter for the Judge to read before a sentence is imposed can significantly improve your chances of getting the best possible result in court on sentence.

An apology letter is a good way of showing the Judge that you are honestly and truly sorry for your offending behaviour, and that you understand the seriousness of what you did.

II. Реферування статті з української мови на іноземну зі спеціальності (3-й рік навчання) (до 10 статей).

Важливо!

Тематика статті повинна бути пов'язана з матеріалом, що вивчається. Обов'язково вказати джерело статті та автора. Реферування здійснювати згідно з поданим нижче планом та використанням виразів.

Див.: Підготовка рефератів, курсових робіт та наукових статей: навчально-методичний посібник для студентів гуманітарних спеціальностей ОКР Бакалавр, ОКР Магістр / Упорядники М. М. Яцишин, Н. П. Яцишин, Ю. А. Гордієнко, Т. П. Семенюк. Луцьк: Вежа-Друк, 2021. 212 с.

Plan for rendering the newspaper article Some expressions to be used while rendering

The title of the article	The article is headlined The Headline of the article I've read is
The author of the article, where and when the article was published	The author of the article is The article is written by It was published in issue It was printed in
The main idea of the article	The author tackles the problem The main idea of the article is The article is about
The article is devoted to	The article deals with The article touches upon The purpose of the article is to give the reader some information about (on)
The contents of the article	The author starts by telling the reader about /that The article opens by mentioning, the analyses of, the summary of, a review of, an account of, the accusation of, the exposure of, the praises of..... The author writes, states, stresses, thinks, points out, says, pays attention to, depicts, dwells on, generalize about, criticizes,

	<p>enumerates, reveals, exposes, accuses, praises, gives a summary of, gives his account of</p> <p>The article describes</p> <p>According to the article</p> <p>The article goes on to say that</p> <p>In conclusion</p> <p>The author comes to the conclusion that</p>
Your opinion of the article	<p>To sum it all up we should say....</p> <p>I found the article interesting (of no value, dull, too hard to understand, easy to read, important, actual, exciting, wonderful)</p> <p>I advise it to read to my fellow-students because it enriches our knowledge in the field of, it enlarges our scope</p>

ЗАВДАННЯ ДЛЯ КОНТРОЛЬНИХ РОБІТ

TEST 1.

VOCABULARY & GRAMMAR

A

1. Complete the sentences with the correct form of the words in CAPITALS.

0) The accused stood in the courtroom to hear the charges against him.

ACCUSE

1) The drug _____ will go to trial next month. DEAL

2) The _____ of the priceless painting was all over the news.

THIEF

3) The store guard stopped a _____ who had put several items into her handbag. SHOPLIFT

4) As he was walking home, a _____ attacked him and took his wallet. MUG

5) The _____ of their shop was very upsetting for the owners.

BURGLE

6) Criminals who _____ software should be severely punished.

PIRACY

7) _____ is a serious crime which destroys property and can injure people. ARSONIST

8) I was in that bank just a few minutes before the _____.

9) I can't believe anyone would _____ that beautiful building!

VANDAL

10) The man who was accused of _____ swears he is innocent.

MURDERER

2. Complete the sentences with the words in the box. There are two extra words.

<i>accused victim criminal judge detective suspect witness shoplift</i>

0) He looked shocked when she accused him of stealing.

1) They think he became a _____ because he saw several family members get rich through illegal activities.

2) The _____ described the man she had seen at the crime scene.

- 3) A good _____ knows the best questions to ask to get to the truth.
- 4) It is hard to feel safe after you've been the _____ of a violent crime – you are always expecting to be attacked again.
- 5) They interviewed a _____, but it turned out she was nowhere near the crime scene.

3. Complete the sentences with the missing words. The first letters are given.

- 0) The jury members can't wait for this very long trial to end!
- 1) He will probably be s_____ to ten years in prison.
- 2) It turns out the crime was c_____ by a group of teenagers.
- 3) He has been c_____ by the police with several crimes, including robbery and arson.
- 4) When the accused was f_____ guilty, she burst into tears.
- 5) Some of the evidence which was c_____ at the crime scene has gone missing.

B

1. Complete the sentences with the correct passive form of the verbs in brackets.

- 0) The door wasn't repaired (not repair) yesterday!
- 1) The police refuse to investigate this case as no laws _____ (break) so far.
- 2) If you _____ (catch) without a ticket, you will have to pay a fine.
- 3) The government has promised that more training _____ (offer) to young people.
- 4) They lived in a hotel while their house _____ (repair) after the flood.
- 5) I'm not sure why these letters _____ (not post) last week.

2. Complete the second sentence so that it has a similar meaning to the first.

- 0) My essay on Nelson Mandela impressed my History teacher.
My History teacher was impressed by my essay on Nelson Mandela.
- 1) Mrs Jones wrote this excellent article on human rights.

- 2) The police were questioning the men about the bank robbery.

3) Somebody has taken my favourite pen.

4) They are rebuilding the hospital after the earthquake.

C

Read the story and decide if sentences 1–5 are T (True) or F (False).

Murder on the London to Edinburgh train

It was late one evening at King's Cross Station in London. All the passengers for the 20.48 to Edinburgh were getting on the train. Among them was the famous crime fighter, Detective Parks. She had solved hundreds of crimes over the years.

The train set off on time and Detective Parks went to sleep in her cabin. Suddenly at 3.15 in the morning, she was woken by an incredibly loud scream. Somebody was shouting for help. Detective Parks ran to see what had happened.

'He's dead,' shouted one of the train guards. 'Someone, help me, please! One of the passengers is dead.'

Detective Parks immediately went to look at the body.

'He hasn't been dead for long,' said Detective Parks. 'His name is here in his wallet. Jonas Harrison. I am a detective. Stop the train immediately and telephone the police. In the meantime, please ask all the passengers to meet me in the restaurant carriage.' A few minutes later, all the passengers were waiting nervously in the restaurant.

The police arrived and were glad to see that Detective Parks was on board the train. If she couldn't solve the crime, then nobody would be able to!

The detective spoke to each of the passengers in turn. She was particularly interested in five passengers. Jonas was travelling with his cousin, Lucy and her mother, Harriet. Tom Bates was a young man who had met Jonas the year before. Mr and Mrs Brown lived in London. Jonas had once done some work on their house. Their house was broken into last year and their beloved cat was lost.

After speaking to everyone, Detective Parks said, 'I have solved the crime. All five of you hated the victim. Lucy, Jonas used to bully you when you were younger. I can see the scars on your arms and you look frightened whenever I say his name.'

She continued, ‘Tom, you met Jonas in prison. In fact, he attacked you with a knife. I remember reading about it in the paper. And Mr and Mrs Brown, the burglar who broke into your house was, of course, Jonas. So, together, you all made a plan to kill him on this train. You are all murderers.’

You’re right about everything of course, Parks,’ said Tom. ‘But Jonas deserved it. We were just doing the right thing. Sometimes, you have to take the law into your own hands.’

The detective said, ‘We’ll have to hand you over now to the justice system and let them decide. You nearly got away with your horrible crime. But unfortunately, you committed your crime on the same train that I was travelling on!’

1. *This is a story about a crime that was committed by five members of the same family. ____*
2. *The detective was woken up by the train guard’s shouts. ____*
3. *The police were happy to work on the investigation together with Detective Parks ____*
4. *Jonas Harrison had once stolen things from all the suspects. ____*
5. *Detective Parks didn’t think that the killers should be punished for the crime. ____*

TEST 2

1. *The students visited the haunted house under the ____ of their teacher.*
 - a) supervision
 - b) arrest
 - c) fire
 - d) evidence

2. *The Johnson brothers were found ____ of the theft of a police car.*
 - a) involved
 - b) guilty
 - c) free
 - d) responsible

3. *No reporters were allowed into the ____ while the politicians were on trial.*
 - a) jail
 - b) museum
 - c) police station
 - d) court house

4. *When the policemen realised they'd arrested an innocent man, they removed the ____.*
 - a) scenes
 - b) decisions
 - c) handcuffs
 - d) cases

5. *Oh, no! We've been ____! Everything's gone.*
 - a) stolen
 - b) robbed
 - c) served
 - d) murdered

6. *Everyone was surprised when the wealthy man was caught ____ in the supermarket.*
 - a) stealing a car
 - b) dropping litter

- c) shoplifting
- d) fighting crime

7. *Bill had to do six month's community _____ as punishment for doing graffiti.*

- a) record
- b) service
- c) sentence
- d) trial

8. *The government hopes to crime more effectively by employing more police officers.*

- a) break
- b) prove
- c) commit
- d) tackle

9. *She didn't have a(n) _____ because she couldn't remember where she was on the night of the crime.*

- a) alibi
- b) memorabilia
- c) verdict
- d) proof

10. *I'm going to make a _____ about my noisy neighbours.*

- a) defence
- b) law
- c) complaint
- d) prosecution

11. *When Ronald realised there was so much evidence against him he decided to _____ guilty.*

- a) pass
- b) find
- c) plead
- d) pay

12. *Being given a warning from the judge, Martha promised to ___ and never do anything wrong again.*
- a) get away with it
 - b) plead innocent
 - c) break the law
 - d) mend her ways
13. *The burglar didn't leave any ___ for the police.*
- a) motives
 - b) convicts
 - c) clues
 - d) scenes
14. *It's ___ the law to take something that doesn't belong to you.*
- a) against
 - b) within
 - c) under
 - d) from
15. *He's had a(n) ___ of being a troublemaker since he was a teenager.*
- a) excuse
 - b) attention
 - c) reputation
 - d) release
16. *The ___ was very serious when he sentenced the murderer to twenty-five years in jail.*
- a) judge
 - b) witness
 - c) policeman
 - d) lawyer
17. *The sword on the wall of the castle may have been the ___ that the prince used to kill his brother.*
- a) clue
 - b) motive
 - c) weapon
 - d) punishment

18. *The ___ got into the flat through the balcony door and took all the valuables while the family was sleeping.*

- a) investigator
- b) burglar
- c) detective
- d) pickpocket

19. *Reporters are often ___ the first people to arrive at a crime scene.*

- a) between
- b) of
- c) in
- d) among

20. *Our parents found out that we were responsible ___ the graffiti.*

- a) of
- b) for
- c) to
- d) with

21. *There's the detective ___ found the clues.*

- a) which
- b) who
- c) whose
- d) she

22. *The post office in Midtown, ___ was robbed yesterday, is opposite my school.*

- a) who
- b) that
- c) where
- d) which

23. *The staff ___ in the bank acted bravely during the robbery.*

- a) worked
- b) were working
- c) working
- d) which work

24. *The woman bag had been stolen was extremely upset.*

- a) her
- b) whose
- c) which
- d) that

25. *in his jail cell, he spent his time trying to find ways to escape.*

- a) Locking
- b) Locked
- c) To lock
- d) He locked

26. *Before the building, the guard checked that all the doors and windows were locked.*

- a) leaving
- b) to leave
- c) left
- d) be leaving

27. *They're the brothers the police arrested for the murder.*

- a) when
- b) whose
- c) -
- d) which

28. *The hotel manager, has been working here for years, said there had never been a burglary before.*

- a) that
- b) which
- c) where
- d) who

29. *Thank goodness! The paintings from the museum were found yesterday.*

- a) stealing
- b) to steal
- c) stolen
- d) that stole

30. *She's the girl ___ the teacher saw doing graffiti.*
- a) that
 - b) which
 - c) where
 - d) whose
31. *Is this the case they have been trying to solve for years?*
- a) -
 - b) who
 - c) where
 - d) when
32. *___ that my car had been stolen, I phoned the police.*
- a) I realise
 - b) To realise
 - c) Realised
 - d) Realising
33. *The police equipment _ in this museum is the largest collection in the UK.*
- a) displayed
 - b) displaying
 - c) to display
 - d) that display
34. *That's the young man _ the shop assistant accused of stealing CDs.*
- a) which
 - b) whose
 - c) who
 - d) when
35. *The castle _ to be haunted is one of the oldest in the country.*
- a) say
 - b) saying
 - c) said
 - d) they say
36. *My mum works next door to the bank ___ the thieves tried to rob.*
- a) who

- b) where
- c) whose
- d) –

37. *The wall__around the property was supposed to keep burglars out.*

- a) building
- b) to build
- c) be built
- d) built

38. *I'm sure that's the place_____the accident happened.*

- a) which
- b) who
- c) where
- d) when

39. *After___the evidence, the detective solved the crime.*

- a) studying
- b) studied
- c) study
- d) to study

40. *The year__Alcatraz Prison closed was a historic moment for San Francisco.*

- a) where
- b) when
- c) who
- d) which

TEST 3

1. Read and translate the text.

What is the Investigation?

An investigation is a search for the truth by the use and development of many arts. The field of investigation is manifold. Volumes have been written on the complex scientific aspects of subjects like moulage, ballistics, handwriting, fingerprinting, microscopy, blood analysis and ink analysis. The fields of criminology are so varied that they are divided into specific categories in which specially trained experts function. Thus, in a large city, there will be found police officers who investigate nothing but forgery. Officers operate only on homicide cases, automobile deaths, others work on juvenile cases and so on.

Similarly, commercial investigating, as distinguished from criminal investigation, is so interwoven with the economic life of the nation that it is difficult to see how normal commercial life could function without the investigative framework upon which every enterprise is based and which is integrated into its main body.

In commercial work, the foremost field of investigation is in the multibillion dollar insurance business. Volumes could be written on the multifarious investigative specializations required by this industry. To name a few: automobile accidents, fires and thefts, fraudulent death claims, embezzlers' and defaulters' bonds, arson, burglary, workmen's compensations, health, property damage and so forth.

The great field of personal investigation is much larger than is generally realized. The degree of the investigation and the methods employed vary with the type of work the prospective employee is to do, and the amount of importance attached to the job.

The field of finance today presents investigative problems of terrific import. The entire industry of time payment, loans, instalment buying, and collection is based on efficient investigation.

The government employs tens of thousands of investigators, but specialization is very evident here also. A narcotic agent may spend a lifetime in the Narcotic Bureau of the Treasury Department. In the same department there are special agents perfecting the technique of catching up with income-tax violators. The Treasury Department has operatives who are charged with apprehending counterfeiters and protecting the currency. There are specialists in tariff laws, whose main function is to discourage

smuggling. The Federal Bureau of Investigation has its own National Bank auditors, its espionage specialists, its white-slave investigators, as well as examiners of questioned documents, fingerprint classification experts, microscopy experts, and other laboratory technicians.

The hundreds of thousands of investigations conducted by social service agencies yearly and the great number of investigations conducted by law offices daily all leave their indelible impression on the communal life.

The investigator should not be timid about the tackling these complex cases presenting seemingly unsolvable problems. The investigator should know that all humans are different. No two persons are exactly alike. Differences in blood counts, fingerprints, physiognomies and cellular structure prove that. In the same way, no two cases are identical. There is no room for complacency in investigation. The investigator must be eternally alert and vigilant and open-minded to new developments.

2. Translate given expressions into Ukrainian:

the scientific aspects of subjects;
to investigate;
nothing but forgery;
the foremost field of investigation;
the multifarious investigative specialization;
fraudulent death claims;
embezzler's and defaulter's bonds;
the field of personal investigation;
the prospective employee;
the field of finance;
investigative problems of terrific import;
income-tax violators;
apprehending counterfeiters;
tariff laws;
to discourage smuggling;
the Federal Bureau of Investigation;
National Bank auditors;
fingerprints classification experts;
laboratory technicians;
social service agencies;
indelible impression on the communal life;
room for complacency;

to be eternally alert;
to be vigilant and open-minded.

3. Answer the following questions:

1. What is an investigation?
2. Where do the specially trained experts function?
3. What is the commercial investigation interwoven with?
4. What investigative specializations does the multibillion dollar insurance business require?
5. What does the field of finance present today?
6. What is it based on?
7. What investigators does the Narcotic Bureau of the Treasury Department have?
8. What does the Federal Bureau of Investigation have apart of the Treasury Department?
9. What should the investigator know?
10. Who leaves the indelible impression on the communal life?

4. Ask questions to get the following answers:

1. An investigation is a search for the truth by the use of many arts.
2. The fields of criminology are divided into specific categories in which specially trained investigators function.
3. The multifarious investigative specializations may be required by the insurance business in such cases as: automobile accidents, fire and thefts, fraudulent death claims, embezzlers' and defaulters' bonds, arson, burglary, property damage and so forth.
4. The great field of personal investigation is much larger than is generally realized.
5. The entire industry of time payment, loans is based on official investigation.
6. The narcotic agents and the special agents, perfecting the technique of catching up with income-tax violators, currency and apprehending counterfeiters are employed by the Narcotic Bureau of the Treasury Department.
7. The Federal Bureau of Investigation employs such specialists as the National Bank auditors, white-slave investigators, examiners of questioned documents, fingerprint classification experts, microscopy experts, laboratory technicians and espionage specialists.
8. The investigator should know that all humans are different.

9. The investigator must be eternally alert and vigilant.

5. Complete the sentences with the correct form of the words in bold.

DEFEND

LAW

DETECT

DECIDE

THIEF

PROVE

GUILT

COMPLAINT

PROSECUTE

BURGLAR

1. The jury decided that the was innocent, so she was released.
2. Derek's ambition is to become a when he finishes his university course
3. None of the could work out how the thieves had escaped.
4. He finally made the to give up doing graffiti.
5. They have been charged with the attempted of some valuable museum exhibits.
6. The police haven't got enough to charge the main suspect in the case.
7. Whoever is of cheating will be asked to leave the examination room.
8. All the neighbours made when the shop's security alarm kept them awake all night.
9. Appearing in court as a witness for the was the scariest moment of my life.
10. The had switched off the alarm and entered the building by the front door

6. Complete the sentences with these words. Use some of the words more than once.

<i>who whose which where when</i>

1. I can't wait for the day the police catch him.
2. Do you know the trial will be held?
3. That's my neighbour car was stolen.

4. Shoplifting,is a common crime these days, is sometimes committed by children.
5. The police officer was the first to arrive on the scene took statements from the witnesses.
6. Ms Gibson, had noticed the burglar outside, had managed to scared him off.
7. This is the islandthe famous pirate buried the stolen gold.
8. His most valuable painting,is worth millions, is under constant guard by a security firm.

7. Circle the correct words.

1. The man **arrested** / **arresting** for the robbery was a colleague of my aunt's.
2. **Finding** / **Found** guilty of murder, he was given a life sentence.
3. Not **wished** / **wishing** to give evidence in court, she said she hadn't seen the thief.
4. She confessed to having committed shoplifting, **hoping** / **hoped** to get off lightly.
5. The statements **making** / **made** by the witnesses were very confusing for the detectives.
6. Who were those people **wearing** / **worn** handcuffs?
7. The dogs **trained** / **training** by the police are often able to track down stolen goods.
8. The police officer **hurting** / **hurt** in the accident was released from hospital today.

8. Read the text below. For questions (1–12) choose the correct answer(A, B, C, or D).

A Strange Case

When I was doing my law degree, got to know a famous criminal lawyer who had defended many people. One week, he was involved in a very controversial murder (1) _____ and I decided to go along and watch the proceedings.

The defendant was (2) _____ of having murdered his wife. One night, they had a violent argument. At one point, the man put his hands around the woman's neck. He claimed that he had not been trying to

strangle her but that he was acting in self defence. She collapsed and soon afterwards he (3) _____ asleep from exhaustion.

When he woke up and saw his wife, he was horrified to (4) _____ that she was dead. He phoned the police to (5) _____ the crime and they came and arrested him. The man was (6) _____ with murder. If he had been (7) _____ guilty, he would have received a long prison (8) _____, since (9) _____ punishment had already been abolished, but the crime was still very serious.

Various experts were called to (10) _____ evidence about the woman's death, but they couldn't agree about exactly how she had died. The (11) _____ thought the evidence was so confusing that it took them three whole days to (12) _____ a verdict. In the end, they decided the man was innocent, and he walked away free.

1.	A	trial	B	court	C	judgement	D	decision
2.	A	blamed	B	prosecuted	C	accused	D	arrested
3.	A	fell	B	dropped	C	slid	D	went
4.	A	establish	B	prove	C	confirm	D	discover
5.	A	state	B	report	C	inform	D	notify
6.	A	judged	B	sentenced	C	charged	D	held
7.	A	found	B	stated	C	shown	D	revealed
8.	A	time	B	punishment	C	stay	D	sentence
9.	A	mortal	B	capital	C	fatal	D	death
10.	A	witness	B	testify	C	speak	D	give
11.	A	jury	B	team	C	committee	D	panel
12.	A	make	B	arrive	C	reach	D	have

9. You are going to read an article about an event being held for people interested in solving mysteries. For questions 1-6, choose the answer (a, b, c or d) which you think fits best according to the text.

Murder, mystery and more!

The University Arts Centre is putting on a weekend of fun activities for anyone interested in solving mysteries. It will take place over the weekend of 10th and 11th December, from 10 am to 6 pm. Admission for the weekend costs £20. This includes a voucher for one meal in the canteen. Those who want to play the Murder Mystery game (see below) must pay an extra £10 for costume hire. Money raised from the weekend will help pay for the redecoration of the Arts Centre. Read on for details of some of the main events, but there'll be a lot more happening during the weekend!

Murder, we wrote

This is a workshop for fans of detective stories and series who would like to try writing their own stories of mystery and suspense. A famous crime writer, whose identity will remain a secret until the weekend, will give you tips and hints to make your writing more exciting. Writing in teams, you'll be asked to come up with an original plot for a short story or TV programme. Anyone who is interested in creative writing and has a few ideas to share is welcome to attend the workshop, which will be held from 10.30 am to 4 pm on Saturday. Don't forget to bring a pencil and paper, or your laptop! Phone the Arts Centre to reserve your place!

Be a detective

If you want to know how police carry out investigations, come to the workshop on Sunday at 10.30 am. Local police inspectors will be demonstrating some of the techniques they use for catching criminals. You can learn to take fingerprints and footprints, collect evidence from a crime scene' which you can analyse for clues, and try questioning a 'suspect', who is really a member of the local police force! Can you tell if someone is lying? Give your friends a lie detector test, or try it out for yourself! Learn about the reality of police work, which is often quite different from what you see on TV! On a more serious note, you will get some good advice about how to prevent crime and stay safe.

The Murder Mystery game

If you book early, you and up to twenty friends can take part in one of the murder mysteries that will take place on Sunday. You can choose from several different murder cases which need to be solved. Each member of your group will be assigned a role, requiring a particular costume which can be hired from the theatre department. Each character will be given some details about his or her role, which might include an alibi. The person who plays the detective will need everybody's help to find out who did it! Be careful, or you might be accused of murder! To find out more, call the Arts Centre.

Hungry?

If you are hungry for more than evidence, the canteen in the Arts Centre will be open all weekend to detectives, investigators, witnesses and everyone involved in the weekend activities. Meet here before events, during breaks and after events. It's the place where activities will be announced and discussed, and who knows, maybe a few crimes will be solved! Your voucher will get you one free meal, but after that you'll find the prices are as low as the local police station canteen, but the quality is

better than the local prison! A great selection of hot and cold refreshments will be on offer. (There is no law against bringing your own food to eat in the canteen if you prefer!)

1. Why is the University Arts Centre organising the weekend activities?

- a to collect money for improvements to the Arts Centre
- b to help solve crimes
- c to reduce crime at the university
- d to encourage students to join the police

2. What does the £20 admission fee cover?

- a all meals
- b the activities only
- c most workshops and a meal
- d costume hire

3. What do participants in the writing workshop have to do?

- a pay extra
- b book in advance
- c bring a computer
- d write their own scripts

4. What can participants do at the talk on Sunday at 10.30 am?

- a give a policeman a lie detector test
- b try out some crime detection techniques
- c question a criminal
- d meet actors who play policemen on TV

5. What is true about participants in the Murder Mystery game?

- a They have to dress up and play a role.
- b They have to think up an alibi.
- c They have to write their own mystery.
- d They have to play all weekend.

6. Why should participants use the canteen?

- a It serves the only food they're allowed to eat.
- b It serves prison food.
- c It's a good meeting place.
- d All the meals are free.

TEXTS FOR READING

TEXT 1

1. Read and translate the text into Ukrainian.

Tribunals in the UK

Historically, tribunals have been created by statute to deal with particular types of regulatory, disciplinary or administrative matter. Unlike the courts, which are separate for England and Wales from those of Scotland and Northern Ireland, the tribunal system is UK-wide.

Employment Tribunals in England and Wales deal with disputes relating to breaches of statutory employment law and discrimination in the workplace. They consist of a chair person, who is legally qualified, and two lay assessors, representing employers and unions respectively.

The Employment Appeal Tribunal hears appeals from employment tribunals. It is equivalent in status and as a court of record to the High Court. The judges are High Court judges, though they may also sit with assessors, and their decisions are frequently reported as precedents.

Appeals from the Employment Appeal Tribunal are heard by the Court of Appeal, Civil Division, in England and Wales, or the Court of Session in Scotland. Appeals (on a point of law) are heard by the Court of Appeal in Northern Ireland. Final appeals are heard by the UK Supreme Court.

The Competition Appeal Tribunal hears appeals from decisions by the Office of Fair Trading and the regulators in the telecommunications, electricity, gas, water, railways and air traffic services sectors.

Appeals from the Competition Appeal Tribunal are heard by the Court of Appeal, Civil Division, in England and Wales, or by the Court of Appeal in Northern Ireland or the Court of Session in Scotland. Final appeals from any of those courts are heard by the UK Supreme Court.

The First-tier Tribunal and Upper Tribunal form a unified tribunals system established under the Tribunals, Courts and Enforcement Act 2007 with a jurisdiction across the United Kingdom. It replaces a number of earlier, separate tribunals such as the Lands Tribunal, the Immigration Appeal Tribunal and the Special Commissioners of Income Tax. The First-tier Tribunal sits in seven different chambers, dealing with various administrative disputes: General Regulatory Chamber; Health, Education and Social Care Chamber; Immigration and Asylum Chamber; Property

Chamber; Social Entitlement Chamber; Tax Chamber; War Pensions and armed Forces Compensation Chamber.

The Upper Tribunal hears appeals from the First Tier Tribunal, but divides these among only four different chambers: Administrative Appeals Chamber; Immigration and Asylum Chamber; Lands Chamber; Tax and Chancery Chamber.

The Upper Tribunal, like the Employment Appeal Tribunal and the Competition Appeal Tribunal established under earlier legislation, is a superior court of record of equivalent status to the High Court of England and Wales. Some judicial reviews from the First Tier Tribunal, if they fall outside the jurisdiction of the Upper Tribunal, may be heard by the Administrative Court in the Queen's Bench Division.

Appeals from the Upper Tribunal are heard by the Court of Appeal, Civil Division, in England and Wales, or by the Court of Appeal in Northern Ireland or the Court of Session in Scotland. Final appeals from any of those courts are heard the UK Supreme Court

2. Explain the word combinations

Complex first instance civil cases

For some harm or injury

The Court of Appeal

In cases of homicide

Theft

Drug dealing

The defendant is guilty of the crime

3. Give short summary of the text

TEXT 2

1. Read and translate the text into Ukrainian.

Probation and Parole

The penal system in the US was inherited from the English with the establishment of prisons and workhouses.

Probation is the name of official correctional service and denotes the primary function of the system – investigation of offenders prior to sentence in order that the court may have detailed information. The definition of probation includes its function as a treatment program in

which final action in an adjudicated offender's case is suspended, the offender remains at liberty, subject to conditions imposed by a court under the supervision and guidance of a probation worker.

The word «probation» is Latin in origin, its meaning being a period of proving or trial. John Augustus, known as the father of probation, became interested in reforming individuals in 1841.

Probation today is the most practical method of treating a large number of selected offenders. Placing a person on probation developed from the power of the court to suspend the sentence of a convicted person. It became a device that the court used when it was reluctant because it felt that the person could still function in the community although under the supervision of the court. The person who performed the supervision became known as the probation officer.

In the years that the federal probation system has been in existence, it has greatly expanded the number of probation officers and of persons placed on probation. A judge suspends a sentence on special conditions. If the offender fails to comply with the conditions, his probation is revoked and he can be sentenced to prison or jail to serve the remainder of the suspended sentence.

The question of whether an individual is eligible for probation usually lies with the court; however in some instances the court may face statutory limitations in selecting cases for probation. Some serious offenses such as violent crimes, crimes against morals or crimes involving the use of deadly weapons, may be specified by law that guilty persons are not eligible for probation.

The next step in correctional system came in connection with parole, the treatment program in which an offender after serving part of a term in correctional institution, is conditionally released under supervision of a parole officer.

The word «parole» is derived from the French word meaning «promise, word of honor». Like probation, parole is a treatment program in the interests of society and the individual. The difference is that the parolee has served part of his sentence in a correctional institution. His release is conditional upon satisfactory behavior. Today's system of parole has become much more complex, organized and efficient.

2. Answer the following questions:

1. What does the word «probation» mean?
2. What does the definition of probation include?

3. Who was the father of probation?
4. Who performs the supervision of the person placed on probation?
5. When is the probation of the offender revoked?
6. What organ decides the question of whether an individual is eligible for probation?
7. Are there any statutory limitations in selecting cases for probation?
8. What does the word «parole» mean?
9. What is the difference between probation and parole?

TEXT 3

1. Read the texts below. Match choices (A - H) to (1 - 5). There are three choices you do not need to use.

Watching the Detectives

1. Columbo (1968-2003)

The uncombed American detective, played by Peter Falk, first appeared in a TV movie before the first series of Columbo began in 1971. His apparent absent-mindedness and shambolic style lulled his suspects into a false sense of security, but he was always quick to guess who the culprit was. With each episode unfolding from the criminal's point of view, we saw them trying to cover their tracks as the net closed in on them.

Columbo was a huge success and a host of famous names appeared in cameo roles, including Janet Leigh, Faye Dunaway, Dick Van Dyke and Johnny Cash, while Steven Spielberg directed an episode of the first series.

2. Hercule Poirot (1989-present)

This fussy Belgian sleuth first appeared in Agatha Christie's novel *The Mysterious Affair At Styles* in 1920. Christie didn't like her character, describing him as an "egocentric little creep", but when Dave Suchet brought him to life in TV's *Poirot*, the detective found a whole new audience and gained fans across the world.

Starting life as policeman, Poirot retired and became a private investigator in England, where he met Hastings, who narrated his most successful cases, the most famous being *Murder On The Orient Express*. Although Christie "killed" Poirot his popularity outlived him and he returned to our TV screens with four new stories.

3. Miss Marple (1984-1992)

Jane Marple was an elderly spinster and amateur detective in the village of St. Mary Mead. An Agatha Christie creation, she appeared in 12 novels, starting with *Murder in The Vicarage*. Although Margaret Rutherford made her famous on the cinema screen during the 1950s and 60s, it is Joan Hickson's portrayal of her in the classic 1980s BBC series that is closest to the books.

Though she often seemed to be nothing more than a gossipy old woman, Miss Marple was quicker to get information out of suspects than local copper inspector Slack, and her willingness to put herself in dangerous situations meant that she always caught the criminal.

4. Kojak (1973-1978)

This sleuth is famous for his love for sweeties and his catchphrase, "Who loves you baby?" Kojak starred Telly Savalas as the bald-headed, lollipop-sucking New York City policeman Lieutenant Theo Kojak. The reason that Kojak loved lollipops was because Savalas was a heavy smoker, and in the face of growing anti-smoking feeling in the USA he decided to suck on a lollipop instead. This became his trademark and, along with charisma and humour, it lightened the gritty storylines.

The show was a huge worldwide hit and featured unknown actors who later found fame, including Sylvester Stallone and Richard Gere.

5. Jane Tennison, Prime Suspect (1991-2006)

Created by TV dramatist Lynda La Plante, Jane Tennison first appeared in *Prime Suspect* as a detective Chief Inspector surviving in a male world. Played by Helen Mirren, Tennison was as far away from cuddly Miss Marple as it was possible to get.

Obsessive and determined to succeed, Tennison battled gender bias, alcohol and men whilst tracking down muggers and fighting off serial killers. Dark and hard-hitting, *Prime Suspect* was an instant success. Last year's *Prime Suspect 7* was Tennison's final case and it saw her hunting a killer and fighting for her career. She'll be remembered for breaking the mould of female detectives.

1. The main hero of this detective series.

A can currently be seen in new TV episodes.

B was an unpleasant person and asked strange questions.

- C appeared to be inexperienced and inattentive.
- D has an innocent appearance but always got to the bottom of things.
- E tried to solve the problem of women's occupational discrimination.
- F fights against criminals and against gender stereotypes.
- G developed a characteristic new habit while giving up an old one .
- H was famous for always putting work before personal life.

ВИКОРИСТАНА ТА РЕКОМЕНДОВАНА ЛІТЕРАТУРА

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Наклад 100 пр. Зам. 23. Видавець і виготовлювач – Вежа-Друк
(м. Луцьк, вул. Шопена, 12, тел. (0332) 29-90-65).
Свідоцтво Держ. комітету телебачення та радіомовлення України
ДК № 4607 від 30.08.2013 р.