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МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ДО ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ
з «ПРАКТИЧНОГО КУРСУ АНГЛІЙСЬКОЇ МОВИ»

МОДУЛЬ
Crime and Punishment

для студентів 4 курсу



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М 54

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Методичні рекомендації до організації самостійної роботи з практичного курсу англійської мови: модуль “Crime and Punishment”/ авт.-уклад. О. Ю. Кузьменко. Житомир: Видавництво Житомирського державного університету імені Івана Франка, 2023. – 36 с.

Методичні рекомендації до організації самостійної роботи: модуль “Crime and Punishment” призначені для здобувачів 4 курсу першого (бакалаврського) рівня вищої освіти. Методичні рекомендації містять мовний матеріал, що сприяє поглибленню знань та розвитку комунікативної компетентності з модуля “Crime and Punishment”, слугуючи додатковим засобом оптимізації навчання з вказаної тематики.

Видання розраховане на студентів 4 курсу та як корисний допоміжний матеріал для широкого загалу.

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PREFACE

Dear students!

Welcome to this comprehensive guide on learning and mastering the module “Crime and Punishment”. These recommendations are designed to serve as your trusted companion throughout this academic journey, providing insights to enhance your knowledge on this intricate subject.

“Crime and Punishment” is a multifaceted module that will enable you to delve into the complexities of human behavior and motives of crime, the mechanisms of justice and the way society reacts to any misdemeanor.

The recommendations are written in accordance with the program requirements for teaching a practical English language course for the 4th year students and aim at catering specifically to the needs of the undergraduate students, offering a roadmap for their effective learning.

Thanks to the materials incorporated into these recommendations, you will be challenged to analyze, critique, and contextualize the various dimensions of crime bridging the gap between theory and practice. The module embraces the topics “Crime. General notion”, “The bystander effect”, “Jury trials”, “Is punishment adequate the crime?”, “Crime idioms and collocations” that are represented in the form of texts, audio and video files converted into QR codes, exercises on filling in the blanks, paraphrasing, crossing the odd word out, discussions, role playing, etc.

The tasks suggested are valid, informative, authentic and practical.

The materials represented in the recommendations have been successfully piloted in Practical English classes with the 4th year students of Zhytomyr State University named after Ivan Franko.

May your exploration of this module be intellectually enriching and contribute to your knowledge on the criminal justice system!

EVALUATION CRITERIA

The work on the module “Crime and Punishment” presupposes covering five topics “Crime. General notion”, “The bystander effect”, “Jury trials”, “Is punishment adequate the crime?”, “Crime idioms and collocations”.

So, to ensure fairness and comprehensive assessment, the final mark on the module is a combination of points accumulated for oral and written assignments on all five topics.

Module mark

<i>Topics</i>	<i>Topic value in %</i>
1. Crime. General notion	20 %
2. The bystander effect	20 %
3. Jury trials	20 %
4. Is punishment adequate the crime?	20 %
5. Crime idioms and collocations	20 %
<i>Total score</i>	<i>100 points</i>

The fulfillment of the tasks within each topic equals to 20 % of the final mark on the module. Assignments within a topic are assessed out of 100 points.

$$\text{Module Mark (MM)} = (T1+T2+T3+T4+T5) / 4$$

All *oral assignments* are analyzed according to the criteria of grammar and vocabulary, discourse management, pronunciation, interactive communication and global achievement.

Points	Criteria for assessing oral assignments				
	<i>Grammar and vocabulary</i>	<i>Discourse management</i>	<i>Pronunciation</i>	<i>Interactive communication</i>	<i>Overall impression</i>
90-100	Uses appropriate and varied vocabulary and grammar and shows a full understanding of the topic. Makes no mistakes	Uses a range of cohesive devices, discourse markers and extended sentences	Is intelligible with appropriate intonation. Sentence and word stress is accurately placed. Individual sounds are articulated clearly	Can respond appropriately to all the questions. Maintains the interaction on a high level	Can handle communication on a range of topics and is coherent

82-89	Uses appropriate and varied vocabulary and grammar and shows a clear understanding of the topic but makes several mistakes	Uses a range of cohesive devices, discourse markers and extended sentences but with some hesitation	Is intelligible with appropriate intonation. There can be some slight mistakes with sentence and word stress. Individual sounds are articulated clearly	Can respond appropriately to almost all the questions. Maintains the quality interaction	Can handle communication on a range of topics and is coherent though some inaccuracies may occur
74-81	Uses simple grammar and vocabulary and shows a decent understanding of the topic but makes a moderate number of mistakes	Produces mostly extended phrases, admits hesitation, there may be some repetition. Uses some extended cohesive devices.	Is intelligible with mostly appropriate intonation. There are some slight mistakes with sentence and word stress and individual sounds.	Can respond appropriately to most of the questions. Maintains the interaction with little support	Can handle communication on a number of topics and is generally coherent
64-73	Uses simple grammar and vocabulary but experiences some problems with understanding of the topic, makes a considerable number of mistakes	Produces responses extended beyond short phrases, admits a lot of hesitation and repetition. Uses basic cohesive devices.	Is mostly intelligible, has control of phonological features.	Can respond appropriately to most of the questions. Maintains the interaction with some prompting	Can handle communication on most of the topics but some sentences lack coherence
60-63	Uses routine grammar and vocabulary and shows serious problems with understanding the topic, makes rude mistakes.	Responses are characterized by short phrases and frequent hesitation. Uses basic cohesive devices	Is mostly intelligible, has some control of phonology.	Can respond appropriately to some of the questions. Keeps the interaction with support	Can handle communication on some topics with hesitation, uses well-rehearsed utterances.
35-59	Uses routine grammar and vocabulary, can talk within everyday topics, makes so many	Uses short basic phrases and some cohesive devices.	Is mostly intelligible, has little control of phonology.	Has some problems with responding to questions. Maintains the interaction on	Has problems with handling communication on the topics,

	mistakes that it makes the speech hardly understood at all.			a simple level	demonstrates hesitation, uses well-rehearsed utterances.
1-35	Demonstrates no knowledge of topical vocabulary, produces separate phrases that are hardly linked to each other.	Uses short simple phrases and no cohesive devices.	Is not intelligible, has poor control of phonology.	Has grave problems responding to questions. Maintains the interaction on a simple level	Has problems with handling communication on the topics, uses a limited number of utterances.

All written assignments are analyzed according to the criteria of accuracy (grammar and vocabulary), content, organization, punctuation, overall impression.

Points	Criteria for assessing written assignments				
	<i>Grammar and vocabulary</i>	<i>Organization</i>	<i>Content</i>	<i>Punctuation</i>	<i>Overall impression</i>
90-100	Uses appropriate and varied vocabulary and grammar and shows a full understanding of the topic. Makes no mistakes	Uses a range of cohesive devices, discourse markers and extended sentences	Written assignment is fully to the point	Makes no errors with punctuation and capitalisation	Stays on the topic and is coherent
82-89	Uses appropriate and varied vocabulary and grammar and shows a clear understanding of the topic but makes several mistakes	Uses a decent number of cohesive devices, discourse markers and extended sentences	Written assignment is to the point with slight inaccuracies	Makes 1-2 errors in grammar and/or spelling.	Stays on the topic and is coherent though some inaccuracies may occur
74-81	Uses simple grammar and vocabulary and shows a decent understanding of the topic but makes a moderate number of	Produces mostly extended phrases, though there may be some repetition. Uses some extended	Written assignment is to the point but there are some inaccuracies	Makes 3-4 errors in grammar and/or spelling.	Stays on the topic and is generally coherent

	mistakes	cohesive devices.			
64-73	Uses simple grammar and vocabulary but experiences some problems with understanding of the topic, makes a considerate number of mistakes	Produces utterances extended beyond short phrases, but admits a lot of repetition. Uses basic cohesive devices.	Written assignment is mostly to the point but there are a lot of inaccuracies	Makes 5-6 errors in grammar and/or spelling.	Mostly stays on the topic but some sentences lack coherence
60-63	Uses routine grammar and vocabulary and shows serious problems with understanding the topic, makes rude mistakes.	Utterances are short and simple. Uses basic cohesive devices	Written assignment lacks important ideas to be mentioned and contains a number of inaccuracies	Makes 7-8 errors in grammar and/or spelling.	Stays on the topic to some extent but uses well-rehearsed utterances.
35-59	Uses routine grammar and vocabulary, can talk within everyday topics, makes so many mistakes that it makes the speech hardly understood at all.	Uses short basic phrases and some cohesive devices.	Written assignment is presented on a level that is hardly acceptable	Makes more than 7-8 errors in grammar and/or spelling.	Demonstrates deviation from the topic, uses well-rehearsed utterances.
1-35	Demonstrates no knowledge of topical vocabulary, produces separate phrases that are hardly linked to each other.	Uses short simple phrases and no cohesive devices.	A student presents the work that is completely not to the point or lacks sense	Makes so many errors in grammar and/or spelling that the writing is hardly intelligible	The task is not to the point, the student uses a limited number of utterances.

Crime. General notion

I. Learn topical vocabulary:

offence	to charge with	to sentence to
misdemeanor	evidence	to interrogate
murder	aggravating circumstances	to apprehend
manslaughter	extenuating circumstances	to bring in a verdict
homicide	scene of crime	to plead (not) guilty
testimony	defendant	innocent
petty crime	plaintiff/claimant	to find smb guilty
custody	to convict	inmate

II. Practice-oriented assignments:

1. *Crime associations*

1) What are your associations with "crime"? Complete the spidergram with your own words:



2. *Commenting:*

-Look at the statements and agree or disagree on them:

- The chief cause of the increase in crime is poverty – the inability to achieve a relatively adequate economic freedom.

- Upon dismissal criminals lack skills in some field that would enable them to pay their way through life.

- Schools should show violent movies and discuss their violent nature in a classroom.

- If the government becomes a lawbreaker, it breeds contempt for law.

- The highest court of all is the court of public opinion.

3. *The system of justice*

Fill in the gaps with the words suggested to describe the legal process:

solicitor barrister judge bail sentenced suspended trial acquitted
fine appeal principle parole accused of offence charged custody
arrested interrogated defendants jury innocent

The underlying 1)_____of English justice is that everyone is 2)_____until proved guilty. In England and Wales, if you are 3)_____of a serious 4)_____, you are 5)_____and then 6) _____by the police and 7) _____with the crime. Then you may be held in 8) _____or released on 9)_____until the case is heard first at a Magistrate's Court, where you are represented by a 10)_____. You may then have to wait some time before your case is heard in the local Crown Court or the Central Criminal Court (The Old Bailey) in London, where the 11) _____are usually represented by a 12)_____and the case is heard by a 13)_____ and a 14)_____of twelve men and women. At the end of the 15)_____you may be found not guilty and 16) _____or you may be found guilty and 17) _____. You may be sent to jail, given a 18)_____sentence or put on 19)_____, or perhaps made to pay a 20)_____. If you feel you have been wrongly convicted, you may 21) _____against your sentence.

4. *Discussion*

-Why do you think the level of crime is so high in the whole world? Rank the reasons suggested below in the order of their seriousness for affecting the crime rate (from the most to the least serious):

- ✓ *social problems (gender/ age/ racial discrimination)*
- ✓ *moral problems (disrespect)*
- ✓ *psychological problems (mental or physical disability)*

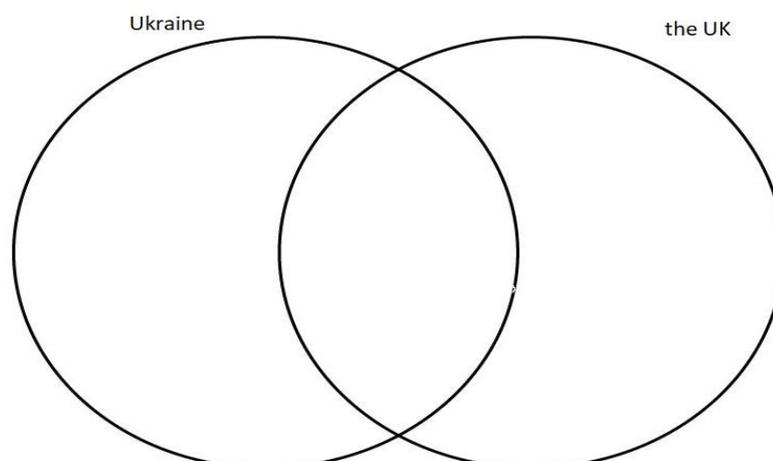
- ✓ *economic problems (poverty)*
- ✓ *reluctance to offer a job to a person with a past criminal record*
- ✓ *lack of trust and confidence*
- ✓ *raising in broken/ single parent/ separated families*
- ✓ *peer group influence*
- ✓ *labeling (society labels a criminal once he commits a crime)*
- ✓ *your variant*_____.

5. Comparing criminal tendencies

What factors influence criminal tendencies in Ukraine and the UK? Reflect them in a Venn diagram below.

-Is there any common ground?

-Is there any country that can boast of being the safest? Prove your thought.



6. Work with a song "I Shot the Sheriff"

by *Eric Clapton*

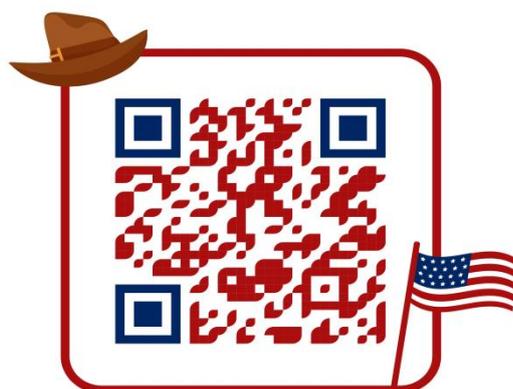
a) *Anticipation*

-Do you feel mercy to the person who has committed the crime in the heat of passion?

-Can you justify involuntary manslaughter and murder committed in self-defense?

b) *Prediction*

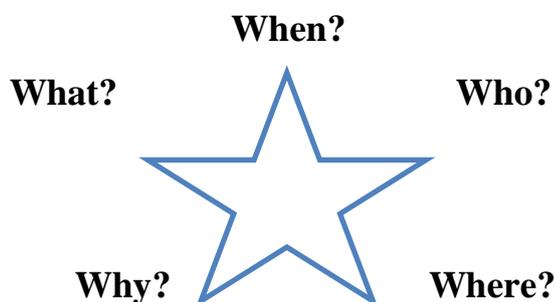
Think how the following words might be



connected with each other. Try to predict what the song will be about: *capital offence, to hate, plant a seed, life of a deputy, self-defense*. Listen and check.

c) 1st listening

While listening to the song respond to the questions (who, when, where, why, what) written in the star angles:



d) 2nd listening

Fill in the blanks:

"I Shot the Sheriff"

I shot the sheriff, but I did not shoot the _____.

I shot the sheriff, but I did not shoot the _____.

All around in my home town

They're trying to _____ me _____.

They say they want to _____ me in guilty.

For the killing of a _____,

For the life of a _____. But I say:

I shot the sheriff, but I _____ it was in _____.

I shot the sheriff, and they say it is a _____.

Sheriff John Brown always hated me;

For what I don't know.

Every time that I plant a _____

He said, "Kill it before it _____.

He said, "Kill it before it _____. I say:

I shot the sheriff, but I _____ it was in _____.

I shot the sheriff, but I _____ it was in _____.

Freedom _____ one day

And I started out of town.

All of a sudden I see sheriff John Brown

Aiming to _____ me down.

So I shot, I shot him down. I say:

I shot the sheriff, but I did not shoot the _____.

I shot the sheriff, but I did not shoot the _____.

Reflexes _____ of me.

And what is to be must be.

Every day the _____ goes to the _____.

But one day the bottom will _____.

Yes, one day the bottom will _____. But I say:

I shot the sheriff, but I did not shoot the _____, oh no.

I shot the sheriff, but I did not shoot the _____, oh no.

e) Discussion

-Do you think the character of the song is innocent/guilty? Why?

-Can killing in self-defense be treated as extenuating circumstances?

-Comment on the words "*Every day the bucket goes to the well, But one day the bottom will drop out*". What idea is implied? Aren't the images of the "bucket" and the "bottom" symbolic?

-Recollect the criminal cases of the kind you've read or heard about. Were the criminals punished? Was the punishment adequate the crime?

-What types of punishment do you think will be appropriate in all the cases below

III. Creative assignment

Prepare a 1-minute report on one of the topics:

1. Killing in self-defense: should or shouldn't it be justified?
2. Lynch trial: is it a characteristic of a civilized society?
3. Can the heat of passion be a truly mitigating factor for an accused person?
4. What causes the increase in crime and how to deal with it?

The bystander effect

I. Learn topical vocabulary:

an active/passive bystander	to be reluctant to act	to step in
a down-and-out	to hold back from	to stand up to
to go with the flow	to bury one's head in the sand	to comply
to go against the grain	to turn a blind eye	to buck the trend
to follow the lead	diffusion of responsibility	to intervene

II. Practice-oriented assignments:

1. Do the test to find out what kind of person you are:

ARE YOU A BYSTANDER?

1. If you saw a child left alone in the street, would you stop to help? Yes No
2. Would you stop to help seeing an adult who is in pain or sorrow? Yes No
3. Have you ever passed by a down-and-out/ a drug addict feeling disgust? Yes No
4. Have you ever passed by a person who felt unwell waiting for someone else to come and help them? Yes No
5. Does your willingness to help depend on whether you are alone or in the company of others? Yes No
6. Have you ever not stopped to help just because your friends wouldn't understand that/ it's not acceptable in your company? Yes No
7. Have you ever witnessed a crime you didn't tell anyone about? Yes No
8. Have you ever known about the domestic violence in your friends' families you kept silent about? Yes No

Count the points:

If you answered "yes" to questions 1,2 and "no" to 3,4,6,7,8, then you are an active bystander. If you answered positively to question 5, don't be embarrassed as you are among those 52% of world citizens who will act the same.

-What is a bystander effect?

-Have you ever known anyone who is an active bystander?

-Are you an active or passive bystander?

2. Read the text and compare your answers to the overall trend:

Strolling along the street somewhere in your town or city, have you ever seen a person who was unconscious, badly wounded or in desperate need of help? What did you do? Did you come to their rescue? Or did you just pass by or even worse – started taking pictures on your mobile phone to show your friends and laugh at it later?

What is the reason of your inaction? What **holds you back**? Is it the lack of moral compass, the rise of selfish unconcern, the state of society, poor parenting, morning rush or the fear of being ridiculed by others? In psychology this phenomenon is called “the bystander effect”.

A number of studies have indicated that the bystander effect is influenced by various assumptions made by individuals present at the scene of an emergency, crime, or distressing event.

The presence of other people is a significant factor **contributing to** inaction. This is because individuals tend to assume that someone else is either already providing assistance, or is more qualified to offer aid, or that another bystander is more acquainted with the person in need and thus has a greater obligation to help. That is the so-called “diffusion of responsibility”. In the 1960s, psychologists John Darley and Bibb Latané conducted experiments to illustrate this concept. In one study, students were placed in a situation where they believed a fellow student in the adjacent cubicle was having a seizure. The results were intriguing: with two people present, 85% of students came to the person's aid; in a three-person scenario, only 62% reacted; and with six people, only 31% of students attempted to help.

Additionally, individuals often make sense of situations through “social proof” or the information gathered from others. Visible cues and prompts are sought to understand the situation and determine an appropriate course of action. If others are not responding **burying their heads in the sand**, individuals may assume there is no emergency or wrongdoing, so they just **go with the flow** being **reluctant to act**. This phenomenon results in “pluralistic ignorance”, as thinking that others possess more knowledge people conform to what they perceive as the majority opinion.

Fear of personal risk is partly accountable too. Sometimes, feeling fear for their personal or family safety people were afraid of **intervening** not to become a new victim or a new target of an aggressor. **Going against the grain** takes a real effort. But if at least one individual takes the initiative, it starts chain reactions and others **follow the lead**.

Nevertheless, the bystander effect extends its influence to various aspects of our lives. It is evident in smaller, everyday scenarios, such as witnessing bullying without intervening, neglecting to pick up litter in the street, or failing to assist a stranded car by the side of the road. It also plays a role in our approach to more significant challenges, including issues like global warming and other social, environmental and political problems. Ironically, the larger the problem and the more people it impacts, the less likely individuals are to respond. Recognizing that we are all bystanders could be the initial step toward a more proactive stance. Understanding the causes may empower us to overcome them.

Ultimately, we have the ability **to buck the trend**, influencing attitudes and preserving someone's dignity.

Abridged from: Jayne Wildman. Jane Hudson. Someone else's problem. Insight. Advanced Student's Book. Oxford University Press. 2015. 144 p.

3. Match the highlighted word combinations to their definitions:

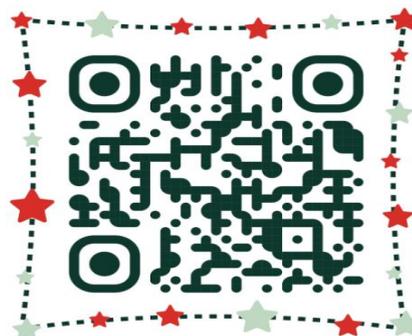
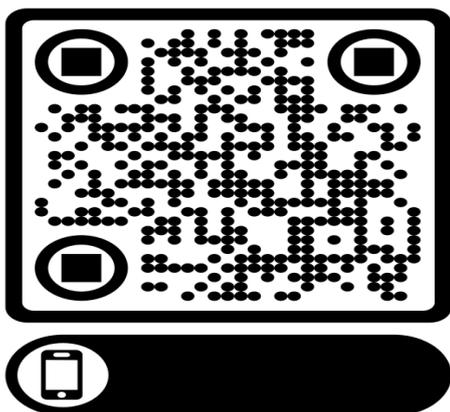
1) <i>to stroll along</i>	to show unwillingness to engage in a certain action or to extend help despite the potential need or request for assistance.
2) <i>to hold back from</i>	to emulate someone's behavior, aligning one's course of action with that of another person who is setting the direction
3) <i>to contribute to</i>	to accept the existing conditions and proceeding in a flexible and adaptable manner, without trying to control or change the situation
4) <i>to bury one's head in the sand</i>	to go against established norms, conventions, or the prevailing direction of thought or action
5) <i>to go with the flow</i>	to play a part in providing support, aid, or assistance towards a particular goal, result, or outcome

6) <i>to be reluctant to act</i>	to deliberately not engage in a particular activity, behavior or expression, often due to hesitation, inhibition or a sense of restraint
7) <i>to intervene</i>	to ignore or avoid facing a problem or difficult situation
8) <i>to go against the grain</i>	to choose a different course of action that deviates from the norm or popular opinion
9) <i>to follow the lead</i>	to become involved in a difficult situation in order to make a positive impact or prevent a negative development
10) <i>to buck the trend</i>	to walk in a leisurely and relaxed manner, often without a specific destination or hurried pace

4. Fill in the blanks using the words combinations from the table above changing the form where necessary:

- a) In the competitive market, companies must be willing _____ and explore innovative strategies to keep their head back above water.
- b) Sarah decided _____ expressing her opinions during the heated discussion to avoid unnecessary conflict.
- c) _____ of traditional teaching methods, the innovative educator introduced a new approach to engage students.
- d) Ignoring the environmental warnings and choosing _____ will not make the issues disappear.
- e) While _____ the beach, we enjoyed the soothing sound of the waves.
- f) Despite _____ to act, James knew he had to step up and address the issue at hand.
- g) The teacher had _____ when she noticed a student being bullied in the schoolyard.
- h) When faced with a challenging decision, many people prefer _____ of an experienced and decisive leader.
- i) In times of uncertainty, it's sometimes wise _____ and adapt to the changing circumstances.
- j) Everyone's effort is essential _____ the success of the team project.

5. Scan QR codes and watch the videos. Answer the questions on them:



-What is the good Samaritan's role? Can this characteristic be attributed to you?

-Why did people ignore those lying on the stairs in Video 1? When did they properly respond to the situation? How much time did it take to react? Why?

-What is the speaker's son's personal story in Video 2? What was the thing you were shocked to get to know about?

-What are the factors that can lead to the diffusion of responsibility?

-What risks do we have to overcome to spring into action?

-What phases does a person come through from inaction to action? Reflect them on a line.

—————→
doing nothing/freezing

doing something

III. Creative assignment. Role-play the following situations:

1. You and your friend have witnessed the burglary. Discuss what you will do. Use the following words: *the main suspect, get away with, to buy/ install a burglar alarm, to rob of, to deny the evidence, an eye witness, to break into, due date.*

2. Being at a supermarket, you saw a guy damaging somebody's car at customer car park. You are a bit afraid of going to the police station. You share your fears with a friend. Use the following words: *(not) admit denting a car, a fine, pay for the damage, accidentally, ban parking, vandalism, proceed against, solemn.*

3. You and your friend are at a bus station. There is a suspicious looking man lying on the bench who is obviously in distress or pain. Will you pass by or stop to help? Use the following words: *to have a past criminal record, end up, hustle, the identity of the person, apprehensive, witness.*

Jury trials

I. Learn topical vocabulary:

juror /bench trial	retrial	to impose smth on smb
unanimous	(un)biased	to serve on a jury
majority verdict	stipend	untrained laymen
to sue	to reach a verdict	to come to a decision

II. Practice-oriented tasks:



1. Listen to the audio and answer the questions:

1. Why was the senior politician's wife mentioned in the headlines?
2. What is the punishment the magistrates usually impose on the criminal?
3. All criminal cases in the UK go through jury courts, don't they?
4. Can you reject being a juror?
5. Is it difficult to be a juror? What was a

real problem for a narrator?

6. Why didn't the narrator and other jurors reach a verdict?
7. What did the judge recommend the jury to do in the case with the politician's wife?
8. Do we really expect much of untrained laymen?
9. Is this system effective? Would you like it to be implemented in our country?

2. Distribute the sentences below into two columns: advantages and disadvantages of jury trials. Add your own ideas to the columns:

- ✓ There is no discrimination as it is a right that is provided to an individual regardless of race, national origin, gender or income.

- ✓ Secrecy of the jury room doesn't allow tracing how the jurors came to the decision and there are fewer grounds on which the defendant can appeal this decision.
- ✓ It excludes the possibility of a wrong verdict as it is taken by a group of people that makes it a hard task to bribe everyone.
- ✓ Jurors rarely have any legal background, so they may decide unfairly lacking knowledge to comprehend complex legal documents or in-depth forensic evidence.
- ✓ Members of the jury represent different walks of life and ethnic minorities.
- ✓ Jurors bring in their verdict applying common values.
- ✓ Jury trials are often time-consuming and more formal than bench trials.
- ✓ It acts as a barometer of public opinion.
- ✓ It needs no retrial, except for tainted cases.
- ✓ It is an opportunity for everyone to try their hand at combating crime.
- ✓ Jurors have their own personal biases that result in affecting their decision-making. In case with riveting facts the jury may sympathize with a defendant.
- ✓ Though a stipend of a juror is small, still it costs the country millions of pounds each year.

Advantages	Disadvantages

3. Discussion

In groups find the answers to the following questions:

- What criteria should be used in selecting jurors?
- Is it possible to eliminate all forms of bias in jury trials?
- Are there situations where a trial without a jury might be more appropriate?
- Are there common misconceptions about the jury system that need to be addressed?
- Are you for jury or bench trials?

-Would you like the system of jury trials to be implemented in our country?

Why/ Why not?

- 4. Watching the film. Scan the QR code below and watch the film “The Runaway Jury (2003). Match the names of the characters to the roles they perform:**



1. <i>Rankin Fitch</i>	a) a blind foreman
2. <i>Wendell Rohr</i>	b) a retired white male colonel
3. <i>Marlee</i>	c) a jury consultant lobbying the interests of a powerful tobacco company
4. <i>Nicholas Easter</i>	d) a person who has some underlying motif to seek justice
5. <i>Frank Herrera</i>	e) the plaintiff's lawyer representing the interests of a widow
6. <i>Herman Grimes</i>	f) a mysterious and manipulative juror

5. Answer the questions on the film:

1. What is this film about? (tampering and manipulating the jury, establishing justice, seeking revenge...)?
2. Doesn't the film look like a cat-and-mouse game? Who is the cat and who is the mouse?
3. Who is the main protagonist/antagonist of the story?
4. How would you describe a jury consultant Rankin Fitch? What are his responsibilities?
5. Do you trust Wendell Rohr?
6. Whose success is the verdict of the jury? Marlee's or a lawyer's?
7. Describe the jurors. Whom should they sympathize with: the defense or the prosecution?
8. Is it possible to sway the jury into delivering the verdict you wish? Can they be bribed?
9. What do you think the message of the film is?

2) Identify the scenes from the film. Give a bit of commenting on them (who is in the photo, what action takes place and where)



1



2



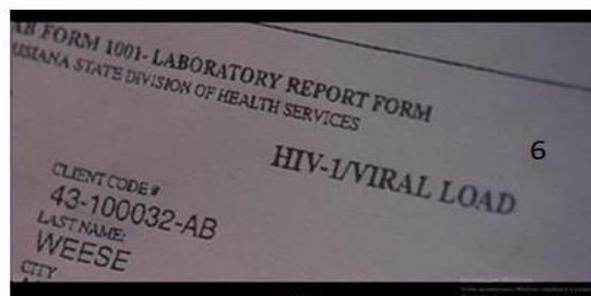
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8



9

III. Creative task

In groups of 2-3 people prepare 5-minute presentations on jury systems operating in the UK, the USA, Australia, Canada and New Zealand.

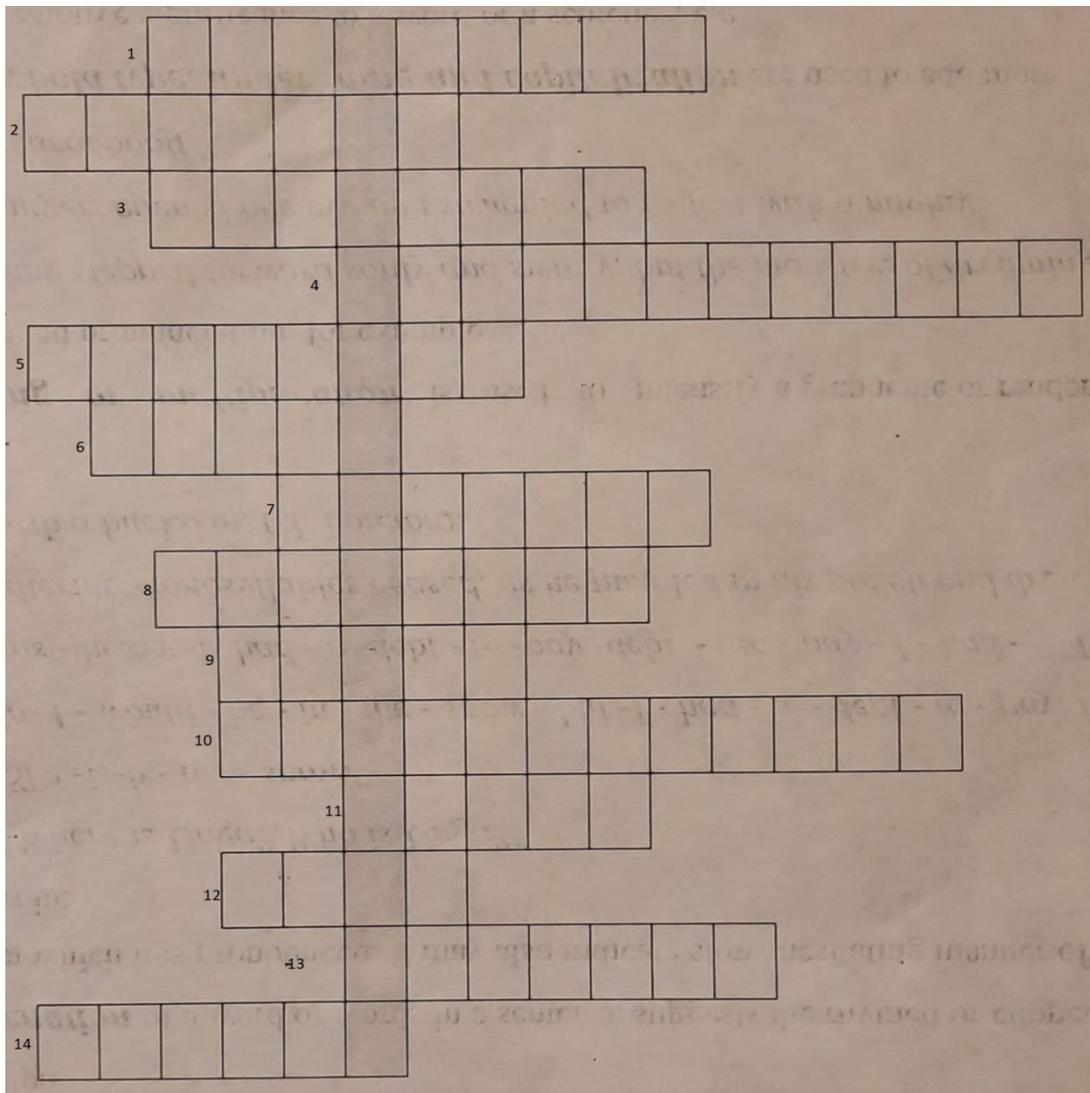
Is punishment adequate the crime?

I. Learn topical vocabulary:

arson	shoplifting	kidnapping
forgery	speeding	smuggling
speeding	mugging	burglary
pickpocketing	drunk driving	perjury
vandalism	treachery	raping
hooliganism	drug trafficking	trespassing
hijacking	embezzlement	cybercrime

II. Practice-oriented tasks:

1. Do a crossword to practice using the words on types of crimes:



- 1) the act of attempting to obtain money by threatening
- 2) stealing of property from a person by using or threatening to use force
- 3) intentional killing of smb
- 4) an offence less hard than a felony
- 5) a document issued by a court of justice requiring a person to appear before the court at a specified time
- 6) deliberate deception, trickery, or cheating intended to gain an advantage
- 7) the false making, copying or altering of a cheque or any document, such as character reference (and including any tape or disc on which information is stored, intending that anyone shall accept it as genuine and so act to his or another's prejudice
- 8) moving too fast
- 9) intentionally setting fire to something
- 10) non-intentional killing of a person
- 11) the dishonest taking of property belonging to another person with the intention of depriving the owner permanently of its possession
- 12) the offence of forcing a person, esp a woman, to submit to sexual intercourse against that person's will
- 13) violent attack, either physical or verbal
- 14) a serious crime, such as murder or arson

Key sentence in the vertical line: _____ .

-How do you understand this sentence? Is it really so? Think of an appropriate Ukrainian translation of the proverb.

2. Match the halves of the proverbs and comment on their meaning:

- | | |
|------------------------------|-----------------------------------|
| a. The dog returns... | 1. ...will steal a horse |
| b. A wicked man is... | 2. ...a constant feast |
| c. Men are punished... | 3. ...by their sins, not for them |
| d. Old sins cast | 4. ...to his vomit |
| e. He that steal an arrow... | 5. ...its own punishment |
| f. A good conscience is... | 6. ...his own hell |
| g. Every sin carries... | 7. ...long shadows |

3. Fill in the blanks with the prepositions in the box. Mind that some prepositions can be repeated:

about against in (2) along of off at on (4) between
during with into

Self-help crime prevention

A Western businessman living (1)Japan had been warned (2)..... pickpockets in the Tokyo subways. These notorious thieves operated (3)..... the crowded rush hour. They had a habit (4)..... grabbing wallets just as the subway doors were closing, leaving the victim helpless (5)..... the train while they disappeared with the loot.

One morning the businessman was (6)..... his usual subway stop when the train pulled in. He got on, and sure enough, just as the train doors were about to close, he felt a man rub (7)..... him. In a panic, the businessman reached for his wallet. It was gone! He looked up as the doors began to close and saw that a man had just got (8)..... the train. The man was looking at him triumphantly. Thinking fast, the businessman pushed his hands (9)..... the closing doors and grabbed the thief's jacket. The doors closed, with the thief still (10)..... the platform but (11)..... the lapels of his jacket trapped (12)..... the tight grip of the businessman. As the train began to pull away, the expression (13)..... the thief's face changed. He began screaming as he ran (14)..... the platform with the train. Finally, he held onto a post and his lapels tore away from his jacket.

As the train moved (15)..... the tunnel, the businessman was satisfied that at least he had frightened the thief. When he reached his office, he called his wife to get his credit card numbers so he could cancel them. 'But honey,' she said, 'I've been waiting to call you. You left your wallet (16)..... the dressing table when you went to work today.'

4. Match the types of crime to the types of punishment. Mind that the types of punishment can be repeated. Why do you think this type of punishment you've chosen will be adequate under the circumstances?

-drug trafficking	-tow a car to the station
-killing s.o. in self-defense	-community service (do volunteer work)
-speeding	-pay a fine/ a traffic ticket
-domestic violence	-house arrest
-drunk driving	-license suspension (remove driving rights)
-attempted murder	-capital punishment
-kidnapping	-suspended sentence
-pedophilia/raping	-parole
-fare-beating	-release on bail
-throwing litter on the ground	-release on recognizance
-laundering money	-sentence to 5/7/10... years of imprisonment
-homicide	-sentence to solitary confinement
-shoplifting	-give a warning

5. Read the text and answer the question in the heading:

Is public shaming a sign of zero tolerance?



Out of all the existing types of punishment the roots of naming and shaming go far into ancient history. But what is it? Can it be viewed as an alternative to more traditional penalties?

A guilty person may be sentenced to paying a fine or doing time, but one can instead spend a couple of weeks or months being imposed a more eccentric or “creative” sentencing policy like walking up and down the street outside the supermarket they stole goods from,

carrying a sign on their back or chest saying: “I am a thief. Don’t repeat my mistakes or you’ll take my place”.

In case of speeding or drunk driving that has resulted in hitting a pedestrian or killing them, every week the culprit can be asked to write a 5-dollar cheque to a victim or their family with inscription below “Sorry for hitting you/ sorry for causing the death of your son/daughter/beloved...”.

So, naming and shaming typically refers to the act of publicly identifying and criticizing individuals or entities for alleged wrongdoing, often without proper legal proceedings or evidence. It can take various forms, such as online posts, articles, or other means of communication. While the intention might be to hold someone accountable, it can have serious consequences and ethical implications. In recent years shame-based sentences included forcing people to wear humiliating signs at busy intersections; asking them to have their hair cut short right in the courtroom; doing community service in a Santa fancy-dress costume; sleeping in a dog kennel for a month; attending church for a decade; and even sterilization.

Few shamed offenders like the sentences of the kind as they treat it as humiliation. They would eagerly pay money or spend years in a jail instead of being pointed at in the street carrying the unfortunate sign that draws everyone’s attention.

In many cases, naming and shaming can cause harm to reputations, lead to defamation and even legal consequences if the accusations are unfounded or not proven. It's important to follow due process and rely on proper channels, such as legal systems, investigative journalism, or other appropriate means, to address and resolve issues.

Engaging in naming and shaming without sufficient evidence or without giving the accused party an opportunity to respond can be harmful and counterproductive. It is generally advisable to approach such matters with caution, fairness, and respect for the principles of justice. If you have concerns about someone's actions, consider reporting it to the relevant authorities or seeking legal advice rather than resorting to public shaming.

While there are those who support alternative sentences claiming that they prevent recidivism, others say that public shaming triggers vigilantism on behalf of surrounding people who start tracking down convicted offenders and taking revenge on criminals because of their past crimes.

So, are shame-based sentences too cruel or too lenient? Are they only for petty crimes or severe ones as well? And is it a step forward or back to the time of cavemen?

6. Discuss the questions below with your partner:

- 1) What is the reasoning behind naming and shaming? What do you think are the pros and cons of its implementation?
- 2) Recollect the weirdest shame-based sentences mentioned in the text?
- 3) Can they be viewed as adequate punishment to serious crimes? Why/Why not?
- 4) What circumstances should be taken into account for public shaming not to be counterproductive?
- 5) Isn't it a well-disguised lynch law?

7. Read the text on one of the toughest prisons of the world and say what these figures mean in the context of the text:

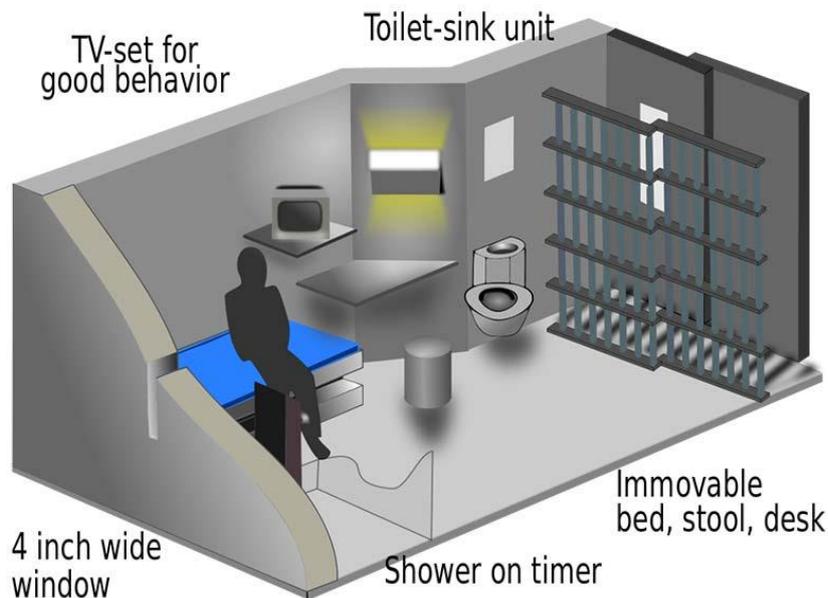
23, 400, 12, 33, 1983, 30, 22, 6, 20, 1994, 2

Florence ADMAX prison: is it the New Alcatraz?

Driving up the main road you pass a work camp, a medium-security facility, all part of the big federal corrections complex outside Florence, Colo. Then you come to the place that is literally and figuratively, the end of the line – the new Alcatraz, the toughest federal penitentiary in America. This is the Administrative Maximum Facility, also known as ADX. Inmates call it “the Big One” or the “Hellhole of the Rockies”.

Since it opened in 1994, ADX has held the unique mission of confining “the worst of the worst” – 400-plus inmates from all across the federal prison system, men so dangerous no other pen* can hold them. Some, like terrorist Ramzi Yousef, mastermind of the World Trade Center bombing, were sent to ADX because

authorities feared their supporters might try to rescue them: among other security features, the prison is specifically designed to thwart an attack from outside. Other cons were transferred there because they killed or assaulted guards or inmates. The average sentence length for prisoners here is 22 years.



The cells look like they were designed for Hannibal Lecter. All furniture is concrete to prevent occupants from making weapons out of bed frames or other metal parts, and each cell has a special vestibule where the inmate is shackled, hands behind his back, when he is being

Size of the cell: 3.5m x 2m (7ft x 12ft) taken elsewhere in the prison. Solitary confinement is the norm: 40 per cent of the cons stay in their cells 22 hours a day, and another 33 percent, the hardest of the hard core, are locked down 23 hours a day. They get out only for an hour of exercise – which they take all alone, in a room that looks like an undersize racquetball court. “It’s not a prison where you have to worry about getting raped.” one visitor says.

The triangular main building is like something out of M. C. Escher – full of angles and obstructions that aren’t quite what they seem. The entry is underground, through a heavily guarded tunnel. Cells have slit windows that show only a sliver of sky. That makes it hard for inmates or visitors to tell precisely where they are within the prison building, which complicates planning rescues or escapes. But it also makes ADX one of the most psychologically debilitating places on earth. “Lock yourself in your bathroom for the next four years and tell me how it affects your mind,” says Raymond Luc Levasseur, a veteran of the ‘70s radical underground who is serving 45 years for a series of bombings. “It begins to erode the five senses. It’s dehumanizing”.

Besides, to enhance security, the vicinity of the prison's outer fences is protected by laser beams and trained attack dogs. The perimeter of ADX Florence Prison is enclosed by fences of razor wire, each standing at a height of 12 feet.

Who's who at ADX is usually secret – another security precaution. But the names of high-profile inmates sometimes leak out. There are notable criminals housed there, such as the Unabomber Ted Kaczynski, shoe bomber Richard Reid, Oklahoma City bomber accomplice Terry Nichols, Olympic Park bomber Eric Rudolph, and Soviet spy Robert Hanssen. Inmates are locked up 23 hours a day, permitted few visitors and sometimes share the same cellblock and round-the-clock video surveillance. Gang leader Luis Felipe, head of New York's Latin Kings, who was convicted of ordering at least six murders, while serving time in a New York state prison, was, for example, prohibited from having any visitors other than his lawyer, Lawrence Feitell. That, according to Feitell, broke the prisoner down causing such serious problems with sleeping and eating that even Prozac wouldn't help.

The credit of creating the place that is “beyond what most criminals can endure” belongs to Norman Carlson, Director of the U.S. Bureau of Prisons until 1987, who designed ADX as a direct response to the sharp increase in “violent and predatory inmates during the 1970s and 80s, particularly at the federal pen in Marion, Ill.

Twenty inmates were murdered in 18 years at Marion – and on Oct. 22, 1983, two guards were stabbed to death by “two members of the Aryan Brotherhood who were just trying to outdo each other,” Carlson says. The whole prison went on permanent, 23-hour lockdown and the “supermax” concept was born. Following the Feds' example, more than 30 states now have supermax pens,

This trend disturbs prison rights activists, who argue that supermax prisons are a form of “cruel and unusual” punishments prohibited by the Constitution and that there has always been solitary confinement in America that is more than enough to punish the criminals. But the federal courts have upheld the practice of 23-hour lockdowns, and that means ADX and the supermax concept are here to stay.

Abridged from: Peter Annin. Inside the New Alcatraz. NEWSWEEK. JULY 87. 1998. P.52

8. Decide whether the following statements are true or false:

1. Each cell has a vestibule where the inmates can take off their clothes and take a shower.
2. The most awful thing in Alcatraz is the underground entry.
3. The building of Alcatraz is quite humane.
4. Alcatraz is a direct response to the sharp increase in violence.
5. Solitary confinement is a rare case here.
6. The windows are slit as it's done for the comfort of the prisoners.
7. The prisoners say that the place is beyond them.
8. ADX is one of the most debilitating places on earth.

9. Answer the questions:

1. Where is the prison situated? What is special in it?
2. Name the most influential prisoners who served their sentence here.
3. Why is the information about the prisoners kept in secret?
4. What do you know about the members of the Aryan Brotherhood?
5. What measures of precaution were taken to prevent the criminals from escape?
6. Do you think that it's a cruel and unusual punishment even for the criminals?
7. Would you apply the same system of punishment in Ukraine?
8. Whom would you send to this prison in case if it was created? Why? Explain.

10. Translate the sentences:

1. Алькатрас-жорстока порма, яка роз'їдає 5 органів чуття.
2. Це споруда максимального покарання, де знаходяться жорстокі і хижі в'язні.
3. Бували випадки, коли людей забивали на смерть навіть у в'язниці, так як криміналітети намагались перевершити одне одного.
4. Жодна інша тюрма не може утримати злочинців краще, ніж ця трикутна споруда з підземним входом.
5. Усі меблі тут бетонні, ведеться цілодобовий нагляд, що змушує злочинців бути на межі нервового зриву.

6. У в'язницях зроблені спеціальні вестибюлі, де злочинців заковують у наручники, а потім ведуть на прогулянку.

7. Одиночне ув'язнення тут – це норма, в'язень знаходиться сам у камері з вікнами-прорізами і бетонними стільцями.

8. В'язні називають Алькатрас пеклом скелястих гір, а ще найтяжчим психологічно місцем на землі.

9. Найважливіше те, що ні самі злочинці, ні їх співучасники не можуть врятуватись втечею, адже тюрма споруджена так, щоб відвернути можливість атак.

10. Злочинці стверджують, що таке ставлення суперечить Конституції, але уряд не підтримує їх прохання про перевід до іншої в'язниці.

III. Creative task.

1. Role Play: discuss the conditions of life of the prisoners and the necessity of the existence of such a building on behalf of:

- ✓ *a journalist, who is writing a report*
- ✓ *the prisoners*
- ✓ *their wives*
- ✓ *architect John Quest*
- ✓ *the victims*

2. Prepare a report on one of the supermax prisons of the world (250-300 words). Pay attention to its:

- location
- conditions/amenities
- reputation
- famous criminals
- security

Crime idioms and collocations

I. Learn topical vocabulary:

to break in	to do smb in	to go for smb
to break out	to do smb out of smth	to hold smb up
to bump smb off	to get away with	to let smb off
to catch smb out	to get off with	to look into smth
to do away with smb	to give oneself up	to make off with
to be caught red-handed	to beat smb up	to be behind bars

II. Practice-oriented tasks:

1. Match the phrasal verbs to their definitions:

1) <i>to break in</i>	a) to escape the consequences of an action
2) <i>to break out</i>	b) to surrender
3) <i>to bump smb off/ to do away with smb/ to do smb in</i>	c) to trap (a person), especially in an error or doing something d) reprehensible
4) <i>to catch smb out</i>	e) to enter a house, etc., illegally, especially by force
5) <i>to be caught red-handed</i>	f) to do (something wrong, illegal, etc.) without being discovered/punished or with only a minor punishment
6) <i>to do smb out of smth</i>	g) to deprive smb of smth
7) <i>to get away with</i>	h) to make an escape, especially from prison or confinement
8) <i>to get off with</i>	i) to make a physical or verbal attack on
9) <i>to give oneself up</i>	j) to murder, to kill
10) <i>to beat smb up</i>	k) to permit or let somebody go away
11) <i>to go for smb</i>	l) to attack smb by hitting or kicking them many times
12) <i>to hold smb up</i>	m) to investigate smth
13) <i>to let smb off</i>	n) to steal or abduct
14) <i>to look into smth</i>	o) to catch smb while they are committing a crime
15) <i>to make off with</i>	p) to be in prison
16) <i>to be behind bars</i>	q) to rob smb

2. Rewrite the sentences using the words in capitals:

- 1) He committed the crime but wasn't punished. AWAY _____
- 2) The escaped rapist is back in prison again. BARS _____
- 3) The police officers caught the boy but didn't punish him. LET _____
- 4) The lady was attacked by a gang in the street. BEAT _____
- 5) The burglar was seized by the security cameras as he attempted to break into the store. RED _____
- 6) The detectives worked tirelessly to catch the criminals who illegally entered several homes in the neighborhood. INTO _____
- 7) In a surprising turn of events, the protagonist discovered a plot to bump him off before he could expose the corruption. IN _____
- 8) The masked criminal robbed the bank, demanding cash from the terrified tellers. UP _____
- 9) She was deprived of her promotion. DONE _____
- 10) The bank robber successfully stole a bag of cash before the authorities arrived on the scene. OFF _____

3. Turn the story from a piece of a literary text into informal speech replacing literary words with their slang equivalents and phrasal verbs from above.

A criminal story

Jack Blackberry is a powerful prisoner in one of the jails of New Orleans. Being trapped while robbing a bank and killing a secretary, he may be sentenced to life imprisonment, as he is rather a violent prisoner and recidivist all the people of the city are afraid of. Several times he managed to avoid responsibility for his criminal misdeeds, but this time the case is given publicity and no one tries to sit on the fence. The police station has become a torture chamber for him as all the time the case is investigated, Jack is asked questions and watched by a police officer. He thought that his girlfriend might help him, but she disappeared with his accomplice and the money they had stolen. Angry as hell, he's decided to kill both of them as soon as he gets out

of this god-forsaken hole, but for this the police have to release him and now it is simply impossible.

Glossary:

- Moonstruck – a pathological lawbreaker
- Deb – a street gang member’s girlfriend
- Stick-up artist – violent criminal
- Pig heaven, sty – police station
- New fish – new inmate
- Flip-flop – US recidivist
- Stoolie – informer
- Bug pass – insane prisoner
- Wallflower – the one who plans an escape
- Recluse – a long-term prisoner with no outside contacts
- Daddy – a powerful prisoner

III. Creative task

Write a story with a description of a burglary (250 words) using the topical vocabulary and pictures below:



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