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**BRUSH UP YOUR LISTENING SKILLS
(СЛУШАЙ ВНИМАТЕЛЬНО
И ГОВОРИ УВЕРЕННО)**

Учебное пособие

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Brush up your listening skills (Слушай внимательно и говори уверенно) : учеб. пособие по развитию навыков аудирования, устной и письменной речи / Ю. И. Алферова, Е. Ю. Смердина. — Омск : Омская академия МВД России, 2023. — 128 с.

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Учебное пособие построено на использовании аудио-, видеоматериалов, нацеленных на развитие навыков восприятия речи на слух с последующей передачей полученной информации в устной или письменной форме коммуникации. В пособии представлены темы страноведческой и профессиональной направленности.

Предназначено для курсантов и слушателей образовательных организаций МВД России.

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ВВЕДЕНИЕ

Учебное пособие нацелено на развитие всех навыков речи (чтения, аудирования, письма, говорения). В пособие вошли задания по предлагаемым темам на основе скриптов аудио- и видеосюжетов.

Первая часть пособия представляет собой методические рекомендации по работе с аудиозаписями, видеосюжетами и текстами. Вторая часть включает два тематических раздела страноведческой и профессиональной направленности. Страноведческий раздел охватывает такие темы, как географическое положение, культура, спорт, история, образование, выдающиеся личности стран изучаемого языка США и Великобритании. Профессионально ориентированный раздел отражает тематику правоохранительной деятельности и органов охраны правопорядка. Пособие включает ссылки на аудио-, видеоматериалы по развитию навыков восприятия речи на слух с последующей передачей полученной информации в устной или письменной форме коммуникации.

Как следует из названия, пособие отражает деятельность обучающихся по совершенствованию навыков аудирования, но задания (страноведческого раздела), предшествующие этапу аудирования и следующие за ним (Before- and After- Listening / Watching Activities), направлены на активизацию лексики, повышение своей общекультурной компетенции, дальнейшее развитие коммуникативных навыков (при проведении дискуссии, составлении диалогов). Задания включают ответы на вопросы, предполагают заполнение пропусков необходимой информацией, исправление утверждений, обсуждение проблемы.

Настоящее пособие поможет развить коммуникативные компетенции обучающихся в ситуациях профессионального общения.

В профессионально ориентированном разделе представлены задания к аудио- и видеосюжетам, посвященным таким темам, как «Деятельность полиции США», «Организованная преступность», «Осмотр места преступления», «Методы и средства предотвращения преступлений», «Средства идентификации в уголовном расследовании», «Междуна-

родный суд ООН», «Отрасли права». Усвоение этих тем запланировано в курсе изучения английского языка в вузе МВД России. В рамках изучения профессиональных тем предложены задания на основе нескольких видеосюжетов.

В пособие включено 13 разделов страноведческой и 7 разделов профессиональной направленности, каждый состоит из заданий, выполняемых до просмотра видеосюжета, во время просмотра и после него. В некоторых из них представлена дополнительная информация, направленная на снятие лингвострановедческих трудностей. В разделах имеются списки слов (*Glossary*), представляющих особую сложность и затрудняющих восприятие материала. Рекомендуется до просмотра видеосюжета изучить лексику, представленную в глоссарии.

Аудирование как цель и средство обучения иностранному языку

Объектом обучения иностранному языку в неязыковой образовательной организации, формирующего языковую личность с иноязычным потенциалом, определяющего компетенцию участника профессиональной коммуникации на иностранном языке, являются виды речевой деятельности, их предметное содержание и пути преодоления трудностей, связанных с их активизацией. Взаимосвязанное развитие рецептивных и продуктивных видов речевой деятельности, нацеленных на восприятие (слушание и чтение) и выражение мысли (говорение, письмо), является основополагающим принципом коммуникации, отраженным в учебной программе и реализуемым в учебном процессе, основанном на методике совершенствования навыков чтения, аудирования, говорения и письма.

Среди рецептивных и продуктивных видов речевой деятельности аудирование выступает одним из самых сложных. Оно наряду с чтением обеспечивает прием и обработку информации, а совместно с говорением поддерживает процесс коммуникации на иностранном языке. Научить понимать звучащую на иностранном языке речь является важнейшей целью обучения. Аудирование и говорение представляют две стороны единого явления, называемого устной речью. Психологические, методические, языковые аспекты обучения аудированию, механизмы аудирования, трудности понимания иноязычной речи на слух и пути их преодоления подробно изложены в работах И. А. Зимней, И. Л. Бим, Н. Д. Гальсковой, Н. И. Гез, Р. П. Мильруда, Е. И. Пассова, Е. Н. Солововой и др.

Аудирование представляет собой сложный психолого-педагогический процесс, который одновременно выступает и средством, и целью обучения. Аудирование как *средство обучения* ставит своей целью

научить понимать звучащую речь, ознакомить обучающихся с новым языковым и речевым материалом, сформировать навыки и умения во всех других видах речевой деятельности, способствовать поддержанию достигнутого уровня владения речью, формировать собственно аудитивные навыки. Аудирование *как цель обучения* предполагает получение новой мировоззренческой и профессиональной информации из аудиоисточников различных типов в условиях реальной иноязычной коммуникации, совершенствуя тем самым общий и профессиональный запас знаний.

Являясь неотъемлемым средством устной коммуникации, процесс аудирования состоит из последовательных этапов слушания, восприятия, понимания и интерпретации воспринимаемой на слух информации, сопровождается устным или письменным выражением ответной мысли в качестве реакции на первичное высказывание. Многоступенчатость процесса аудирования включает в себя ряд операций, состоящий из сличения, узнавания, идентификации, смыслового синтеза воспринимаемой информации.

Аудирование имеет свои особенности, обуславливающие специфику обучения этому виду речевой деятельности. В процессе аудирования специалисты выделяют лингвистические, экстралингвистические и индивидуально-личностные факторы, влияющие на степень аудитивного результата. К *лингвистическим* характеристикам относятся языковые, структурные и содержательные параметры текстов; *экстралингвистические* факторы представлены темпом предъявления аудиотекста, наличием опор, облегчающих процесс восприятия и понимания аудиоинформации; *индивидуально-личностные* особенности включают речевой и языковой опыт обучающихся в родном и иностранном языках, уровень сформированности механизмов аудирования. Указанные факторы в определенной степени обуславливают степень восприятия и интерпретации аудиоинформации и успешность процесса слуховой рецепции.

В практике обучения устной речевой деятельности выделяется два функциональных вида аудирования: контактное и дистантное. *Контактное аудирование* возникает в процессе непосредственного общения (face-to-face-коммуникации), в котором присутствует вербальный компонент и выраженные экстралингвистические особенности живого общения, репрезентируемые невербальным и паравербальным каналами. Невербальный канал представлен зрительными опорами, в том числе жестами, мимикой, позой, телодвижениями, взглядами коммуникантов. Паравербальные характеристики включают интонацию, тембр голоса, скорость

речи, паузы, повторения, перефразирование и другие индивидуально-личностные характеристики коммуникантов.

Дистантное аудирование определяется как восприятие и понимание связанных иноязычных текстов в условиях опосредованного общения, осуществляемого с помощью радио- и телекоммуникации, посредством слушания аудиозаписей, просмотра видеоэпизодов и видеофильмов на электронных носителях. При контактной форме аудирования является составной частью устного интерактивного общения, при дистантной форме, или опосредованном слушании, аудирование представляет собой самостоятельную, обладающую своими особенностями форму речевого общения.

На практических занятиях присутствуют оба вида формирования аудитивных навыков. Контактное аудирование происходит в процессе активной и интерактивной социокультурной, межкультурной или профессионально ориентированной коммуникации и осуществляется между коммуникантами в лице преподавателя или носителя языка и обучающихся, а также между самими обучающимися в форме диалогического или монологического высказываний. Обязательными условиями контактного аудирования являются диалог, монолог, обсуждение, ролевая игра, беседа на иностранном языке.

В практике обучения иностранному языку в высшей школе дистантное восприятие речи на слух является наиболее сложным. При дистантном аудировании, осуществляемом с использованием аудиоисточников, невербальные и паравербальные характеристики аудиокоммуникантов не представлены, что, с одной стороны, затрудняет процесс восприятия речи на слух, но, с другой стороны, отсутствие элемента подсказки нацеливает обучающихся на внимательное и осознанное слуховое восприятие информации и помогает сосредоточиться на понимании текстов и выполнении аудиозаданий.

Дистантное аудирование требует от обучающихся определенного уровня владения иностранным языком и постоянной подготовки. Преподаватель, со своей стороны, должен искать и разрабатывать действенные методические приемы по эффективному развитию аудитивных навыков обучающихся.

В процессе формирования слуховой рецепции особое внимание уделяется поэтапному развитию фонетических, лексических и грамматических аудитивных навыков, обеспечивающих продуктивное восприятие и понимание звучащей речи, способствующих преодолению и снятию трудностей в овладении речевыми навыками.

Фонетические навыки аудирования связаны с фонологическим аспектом языка, с развитием фонематического и интонационного слуха — со способностью дифференцировать воспринимаемые звуки речи и различать в соответствии с нормами языка интонационную структуру предложения, разграничивая повествовательные, вопросительные, восклицательные, побудительные типы высказываний.

Лексические навыки способствуют пониманию значения слов и словосочетаний, содержащихся в аудиотексте, в соответствии с замыслом и намерениями коммуниканта (отправителя информации).

Грамматические навыки включают в себя способность различать морфологические формы слов и словосочетаний, синтаксическое строение предложений, виды сочетания слов в потоке воспринимаемой иноязычной речи. Успешное развитие фонетических, лексических и грамматических аудитивных навыков способствует преодолению и снятию трудностей, возникающих в процессе восприятия речи на слух.

Сложности, возникающие в процессе аудирования, неоднократно обсуждались в методической литературе. К наиболее распространенным и общепризнанным проблемам в практике обучения аудированию относятся следующие факторы, затрудняющие восприятие речи:

1) условия восприятия звучащей информации: длительность, громкость, чистота и частотность звучания, источник аудирования и индивидуальные характеристики речи отправителя информации;

2) языковая форма (величина, длина и продолжительность звучащих предложений, наличие незнакомого лексического, грамматического языкового материала) и содержательное наполнение аудиотекста (понимание предметного содержания текста, фактов, логики изложения, общей идеи);

3) формы предъявления аудиотекста, сопровождающиеся наличием или отсутствием визуальных вербальных опор (печатный текст, план текста, вопросы к тексту, опорные слова) и невербальных (иллюстрация, фотография, графическое изображение);

4) восприятие определенного типа высказываний или текстов различных стилей и жанров (монологического, фабульного, описательного текстов, диалогов, полилогов);

5) социокультурный кругозор обучающихся (знание или незнание социокультурных особенностей предмета воспринимаемой информации).

В практике обучения аудированию трудности, возникающие в процессе восприятия звучащей речи на слух, требуют от преподавателя внимательного анализа и разработки методических приемов по их эффек-

тивному преодолению. В зависимости от коммуникативной установки аудирование может быть ориентировано на:

- понимание основного содержания текста (*skimming listening*);
- полное понимание текста (*listening for detailed comprehension*);
- выборочное извлечение информации (*listening for partial comprehension*);
- критическое понимание и оценку текста (*critical listening*). Следует отметить, что последний вид аудирования требует высокого уровня сформированности аудитивных навыков. Каждый из видов аудирования нацелен на фрагментарное (поверхностное), общее (глобальное) или детальное понимание текста, запоминание информации и ее последующую интерпретацию, определяемую ситуацией общения.

От вида или цели аудирования зависит отбор текстов и технология обучения. В технологии обучения аудированию в высшей школе особое внимание уделяется работе с иноязычным аудиотекстом, к которому предъявляются определенные требования. Текст, выбранный для аудирования в профильной неязыковой образовательной организации, должен быть аутентичным или учебно-аутентичным, информативным, ориентированным на направления профильной подготовки обучающихся. Он должен соответствовать их профессиональным интересам, кругозору и может излагаться в форме монолога описательного или повествовательного жанра, диалога, представленного в виде расспроса или объяснения, или полилога.

Лингвистический компонент текста представлен синтаксическими структурами в виде простых и сложных предложений, профессиональным лексиконом с ограниченным количеством незнакомых слов (4–5%), узнаваемых из контекста, должен включать отраслевые термины и общеупотребительную лексику, используемую в профессиональной коммуникации специалистов.

Работа с аудиотекстом включает, как правило, три этапа:

- предтекстовый, предшествующий прослушиванию текста и направленный на снятие трудностей его понимания;
- текстовый — собственно аудирование текста;
- послетекстовый, направленный на контроль достигнутого в ходе занятий уровня сформированности аудитивных навыков, на закрепление учебного материала.

На *предтекстовом этапе* предлагается ознакомиться с опорными словами для предварительного снятия трудностей восприятия текста. Выполняется прогнозирование информации с использованием зрительной

опоры, с помощью заголовков и новых слов делается предположение о содержании каждого абзаца текста, читаются вопросы и составляются варианты ответов. Предтекстовые упражнения нацелены на мотивацию обучающихся к процессу слушания, они снимают лексико-грамматические трудности, создают ориентиры для выделения требуемой информации и лучшего ее запоминания, дают возможность прогнозировать информацию при выполнении заданий, ориентируют в структуре и зрительных опорах, если они имеются.

На *текстовом этапе* проводится избирательное прослушивание, выбирается подходящий заголовок к каждому абзацу, выделяются и записываются ключевые слова, формируются ответы на вопросы. Повторное прослушивание отрывка текста нацелено на выполнение письменных заданий, если таковые предусмотрены, например, заполнение пропусков.

Послетекстовой этап нацелен на закрепление учебного материала, контроль выполнения заданий, развитие у обучающихся умений интерпретировать, комментировать и обобщать содержащуюся в аудиотексте информацию. Комплекс заданий, заключающих просмотр или прослушивание, многообразен и включает воспроизведение содержания прослушанной информации в виде монологического или диалогического высказывания, групповое обсуждение, письменное эссе, аннотацию, резюме. Это актуализирует интерпретируемую информацию в процессах говорения, чтения, письма.

Умение слушать и понимать иноязычную речь является неотъемлемой частью профессиональной подготовки сотрудников органов правопорядка, включение аудирования во взаимосвязанное обучение другим видам речевой деятельности в значительной степени определяет уровень сформированности иноязычной коммуникативной компетенции профессиональной языковой личности, обеспечивая достижение практической, общеобразовательной и воспитательной целей обучения. Аудитивные умения, углубленные знания и широкий кругозор способствуют формированию языковой личности, обладающей необходимым набором общекультурных и профессиональных компетенций.

CHAPTER I. THE USA AND THE UK.
HISTORY, GEOGRAPHY, CULTURE, LAW, SPORT, EDUCATION

Unit 1. Andrew Jackson

BEFORE LISTENING

Introducing the topic

Task 1. Discuss the following points.

Enumerate the US Presidents. Do you know in what years Andrew Jackson performed the functions of the President of the USA?

VOCABULARY

Task 1. Find definitions of the following words/phrases. Translate them into Russian.

Tribe, benefit, frontier, bill, incredible, resist, successor, get rid of, alliance, suffer.

Word-Formation

Task 2. Complete the word-building table and translate the words into Russian:

Verb	Noun	Adjective	Adverb
resist			
denounce	successor		
	benefit		
govern			
		incredible	
		ultimate	
survive			
		Independent	
respect			
	treatment		

protect			
	proximity		
disintegrate			
suffer			

LISTENING

Task 1. Listen to the episode about Andrew Jackson (URL: https://www.21voa.com/VOA_Special_English/americas-presidents-andrew-jackson-15398.html (дата обращения: 13.02.2023)) **and discuss the following questions.**

1. Why did many Americans like Andrew Jackson?
2. How did many people call him?
3. How did his opponents in Congress call him?
4. How did many American Indians call him?
5. What was Jackson's opinion about Indian tribes?
6. What bill did Jackson push in 1830?
7. What tribe resisted to move westwards?
8. What was the Supreme Court's decision concerning the case?
9. What was Jackson's reaction to the Supreme Court's decision?
10. How long did Jackson serve as the President?
11. Who was his successor?
12. What did Jackson consider his greatest achievement / best piece of work?
13. What did he regret about?

Task 2. Find some additional information about the 1830 bill and discuss the issues covered by this bill.

Unit 2. After the Civil War: Death of Lincoln Helps Unite a Divided Nation

BEFORE LISTENING

Introducing the topic

Task 1. Discuss the following questions.

Can you name the dates of the American Civil War? What was the central cause of the American Civil War? What were the general features of the war? What were the results of that war? What can you say about the Emancipation Proclamation (issued by United States President Abraham Lincoln)?

(April 12, 1861 — May 9, 1865)

Study the information related to the American Civil War

General Robert E. Lee — Robert Edward Lee (January 19, 1807 — October 12, 1870) was an American Confederate general best known as a commander of the Confederate States Army during the American Civil War. He led the Army of Northern Virginia from 1862 until its surrender in 1865 and earned a reputation as a skilled tactician.

General Ulysses Grant — Улисс С. Грант — американский политический и военный деятель, возглавлял Армию Союза в годы Гражданской войны в США, генерал армии (25 июля 1866 — 4 марта 1869). С 4 марта 1869 г. по 4 марта 1877 — 18-й президент США. Член Американского философского общества (1868), удостоен Золотой медали Конгресса (1863). Создал Департамент юстиции США, преследовал Ку-клукс-клан. Герой войны.

Confederate Army — Армия Конфедеративных Штатов Америки (Армия Конфедерации)

The **Confederate States Army**, also called the **Confederate Army** or simply the **Southern Army**, was the military land force of the Confederate States of America (commonly referred to as the Confederacy) during the American Civil War (1861–1865), fighting against the United States forces in order to uphold the institution of slavery in the Southern states.

Union Army — Армия Союза, During the American Civil War, the **Union Army**, also called the **Northern Army**, referred to the **United States Army**, the land force that fought to preserve the Union of the collective states. Also known as the Federal Army, it proved essential to the preservation of the United States as a working, viable republic.

VOCABULARY

secede — выходить из союза; откалываться (от партии); отпасть (от церкви). *E. g.* Eleven Southern states seceded from the Union. — Одиннадцать южных штатов вышли из Союза (США).

surrender — сдаваться

Task 1. Find definitions of the following words / phrases. Translate them into Russian.

Punish, rebellion, victory, legal, applause, reconstruct, safety, declare, trust.

Word-Formation

Task 2. Complete the word-building table and translate the words into Russian:

Verb	Noun	Adjective	Adverb
rebel			
	sorrow		

punish			
		bitter	
	guard		
reconstruct			
declare			
assassinate			
	slave		
capture			

LISTENING

Task 1. Listen to the information about Abraham Lincoln. (URL: <https://learningenglish.voanews.com/a/a-23-2005-06-09-voa1-83124142/124073.html> (дата обращения: 13.02.2023)) **and discuss the following questions.**

1. What happened on April 9, 1865?
2. What kind of speech did the people expect from President Lincoln several days after General Lee's surrender and what kind of speech did they get?
3. On what date did Lincoln give his speech?
4. What happened at Ford's Theater on April 14, 1865?
5. What reports spread through the city?
6. Who wrote the poem „O Captain! My Captain!“?
7. Can you comment on the title of the poem „When Lilacs Last in the Dooryard Bloomed“?

Task 2. Say whether the following statements are true or false, correct the false ones.

1. Lincoln wanted to punish the south.
2. Lincoln was moved to the White House.
3. To millions of Americans, Abraham Lincoln's death was a personal loss.
4. The south did not mourn for Lincoln.

Some extra activity

Task 3. Read the information connected with one of the personifications of the United Kingdom and the American Civil War. Answer the question: who is the defendant in a lawsuit initiated by John Bull?

A December 1861 cartoon in Punch magazine in London ridicules American aggressiveness in the Trent Affair. John Bull, at right, warns Uncle Sam, „You do what's right, my son, or I'll blow you out of the water“.

John Bull is a national personification of the United Kingdom in general and England in particular, especially in political cartoons and similar graphic works. He is usually depicted as a stout, middle-aged, country-dwelling, jolly and matter-of-fact man.

John Bull originated as a satirical character created by John Arbuthnot, a friend of Jonathan Swift and Alexander Pope. Bull first appeared in 1712 in Arbuthnot's pamphlet *Law is a Bottomless Pit*. The same year Arbuthnot published a four-part political narrative *The History of John Bull*. In this satirical treatment of the War of the Spanish Succession, John Bull brings a lawsuit against various figures intended to represent the kings of France (Louis Baboon) and Spain (Lord Strutt), as well as institutions both foreign and domestic.

(The Trent Affair was a diplomatic incident in 1861 during the American Civil War that threatened a war between the United States and the United Kingdom. The U.S. Navy captured two Confederate envoys from a British Royal Mail steamer; the British government protested vigorously. The United States ended the incident by releasing the envoys).

Unit 3. American Civics: Law, History and Political Science Combined

BEFORE LISTENING

Introducing the topic

VOCABULARY

Civics: 1) основы гражданственности; права и обязанности граждан (школьный предмет); 2) гражданское право; гражданские дела. *E. g.* In 1885 Henry R. Waite founded the American Institute of Civics. — В 1885 г. Генри Р. Уэйт основал Американский институт граждановедения.

Discuss the following questions. Do you think it is necessary to study Civics at school? Did you study similar subjects when you were a school student?

Task 1. Find definitions of the following words / phrases. Translate them into Russian.

Amendment, founder, issue, liberty, liberalism.

Word-Formation

Task 2. Complete the word-building table and translate the words into Russian:

Verb	Noun	Adjective	Adverb
	ability		
refuse			
	amendment		
sign			
	declaration		
violate			

	representative		
influence			
provide			

LISTENING

Task 1. Listen to the information about Civic Education (URL: <https://learningenglish.voanews.com/a/a-23-2007-11-18-voa2-83135447/128080.html> (дата обращения: 13.02.2023)) **and discuss the questions.**

1. What power does the Congress have if the president refuses to sign the bill into law?
2. What power does the Supreme Court have if it finds the laws violate the Constitution?
3. Why did the American early leaders create several levels of government?
4. What are citizens' responsibilities (in American democracy)?

Task 2. Say whether the following statements are true or false, correct the false ones.

1. Civics brings together law, history and political science.
2. In the 1980s, a nonprofit group called the Center for Civic Education got started.
3. A civic life involves issues that affect people's community and their nation.
4. In the United States, the Constitution does not limit the power of government.
5. The founders of the nation wanted to protect individual rights.
6. The founders of the nation did not want to work for the common good.
7. The Fourteenth Amendment took effect in 1860, after the Civil War.
8. The Fourteenth Amendment guarantees all citizens equal protection under the law.
9. Black Americans used this amendment to seek better treatment during the civil rights movement of the 1940s.
10. The Constitution guarantees the right to life, liberty and property.
11. Congress passes bills for the vice-president to sign into law.
12. If the president refuses to sign the bill, Congress has the power to reject the veto.
13. The American Declaration of Human Rights is an example of a document that supports the main ideas of classic liberalism.
14. The United States is known as a constitutional representative monarchy.

15. Civic virtue means that people put their own interests before the interests of society.

16. Classic republicanism and classic liberalism never clash.

17. Power and responsibilities are divided among the state and local governments.

18. The American political system does not provide citizens with the ability to influence how laws are made.

19. Federal government provides police and fire protection, education, public works and other service.

Task 3. Give a talk on whether it is important (or not) for ordinary citizens to participate in lawmaking.

Unit 4. Jefferson Gets Louisiana Territory from France

BEFORE LISTENING

Introducing the topic

Task 1. Discuss the following questions.

What do you know about John Adams and Thomas Jefferson? Do you know anything about „Marbury case“?

VOCABULARY

swear in — приводить к присяге при вступлении в должность (E. g. Mary Robinson has been formally sworn in as Ireland's first woman president).

Task 1. Find definitions of the following words / phrases. Translate them into Russian.

Request, battle, reject, deny, mouth (of the river), treaty, appointment.

Word-formation

Task 2. Complete the word-building table and translate the words into Russian. Use prefixes: re-, dis-, un-, suffixes: -ture, -al, -ment, -tion, -ness, -ant, -ance, -er, -ful, -less.

Verb	Noun	Adjective	Adverb
refuse			
care	sign approval		
appoint			
govern			
explain			

		weak	
agree			
claim			
	negotiation		
propose			
		electoral	
oppose			
appear			
admit			
	defence		
accept			

Task 3. Think about the synonyms of the following words: request, foe, borrow.

LISTENING

Task 1. Listen to the episode about America's third president (URL: <https://learningenglish.voanews.com/a/a-23-2008-06-09-voa4-83139222/129135.html> (дата обращения: 13.02.2023)) **and do some comprehension tasks.**

Task 2. Agree or disagree with the following statements.

1. Congress approved Jefferson's' proposal to end some taxes.
2. Congress rejected Jefferson's proposal to reduce the number of judges appointed by John Adams when he was president.
3. According to Marshall, the Constitution carefully limits the powers of the Supreme Court.
4. The court cannot hear direct requests involving diplomats and the separate states.
5. According to Marshall, the 1789 law permits Marbury to take his case directly to the district court.
6. Marbury saved himself from a battle with the administration.
7. Jefferson felt the French presence was not a threat to the peace of the United States.
8. Jefferson sent James Madison to Paris as a special negotiator.
9. The Federalists believed Burr would win the election and support their plan.
10. Federalist leader Alexander Hamilton and Burr had been close friends for a long time.
11. Hamilton accepted duels.
12. Burr's political enemies charged him with kidnapping.
13. In those days, candidates for President made a lot of speeches.
14. Republicans supported Aaron Burr for vice president again.

Task 3. Discuss the following questions.

1. What powers did the Judiciary Act passed in the closing days of Adam's term give to Adams?
2. Why did Marshall decide not to order the Republican Administration give Marbury his commission?
3. What right did the law passed in 1789 give to citizens?
4. What did President Jefferson wait for (from the Supreme Court)?
5. What kind of problem did the United States face in its relations with France during Jefferson's first term?
6. What did Jefferson decide to do about it?
7. Who was Secretary of State at that time?
8. Did Monroe offer the American position? Why or why not?
9. What was the Federalists' opinion about the decision to buy Louisiana?
10. What did the Federalists need to form a new government of the states in the northeast?
11. Did Burr win the New York election?
12. Was the Federalists' plan to form a new government of the states in the northeast a success?
13. Did Hamilton agree to fight Burr in a duel?
14. What information did Republican pamphlets contain?

Task 4. Make up a dialogue using the information from the previous tasks.

Unit 5. Washington D. C.

BEFORE WATCHING

Introducing the topic

Task 1. Discuss the following questions.

Where is the city situated? What does D. C. stand for? Discuss what sights of Washington are known to you.

WATCHING

Task 1. Watch the videoepisode about Washington D. C. (URL: <https://www.youtube.com/watch?v=QTZQ9bta31w> (дата обращения: 13.02.2023)).

Task 2. Insert the appropriate words.

1. Washington is the heart of the land of l... .
2. Over ... presidential families have lived in the W ... H... .
3. The ... of the US Capitol is the symbol of the American nation.
4. ... is the meeting place of the US Congress.

5. In the centre of the National Mall stands the ... Monument.
6. This ... to the first president memorializes his leadership through the Revolutionary War and our first years as a nation.
7. The ... Memorial caps the ... end of the National Mall.
8. A... ... unified the nation in a desperate hour and established the ...th amendment declaring emancipation of slaves.
9. 50,000 people attended the dedication of the Lincoln Memorial in
10. Sitting on the edge of the tidal basin is the Thomas Jefferson's ...
11. Thomas Jefferson was the principal author of the D... of I
12. The memorial is a circular collonade surrounding a 19 foot tall ... of the man.
13. Martin Luther King Jr. was the leader of the ... movement.
14. In solid ... his legacy is cemented in the tapestry of America.
15. Doctor King strived to move America toward the ideals of freedom and
16. Doctor King imagined an end to ... inequality in his „I have a dream“ speech.
17. The ... trees were a gift of friendship from ... to America in 1912.
18. A stroll under their blossoms has been annual Rite of Spring for a
19. The Vietnam Veterans' Memorial honours those who ... and died in Southeast Asia.
20. There are over ... names inscribed on the memorial's black granite walls.
21. The Korean War Veterans' Memorial consists of ... statues.
22. It honours those who defended a country they never knew and people they never met.
23. The World War II Memorial honors not only the ... who paid the ultimate sacrifice in the war against fascism but all of the 16 million who served in the ... Forces of the United States and the millions who sustained the war from the home front.
24. The Tomb of the ... Soldier is in Arlington National Cemetery.

Task 3. Look at the map (URL: https://www.dccirculator.com/wp-content/uploads/2015/07/CIRCMAP_Basemap2018_Routes_NM_20180612-Converted-01.png (дата обращения: 13.02.2023)) **and make up a dialogue asking for directions and giving information. Use the following phrases:**

How can I reach/ get to ...?	Как мне добраться до ...?
Please, show me my route on my map.	Пожалуйста, покажите мне мой маршрут на карте.
Where is a taxi rank here?	Где здесь стоянка такси?

Sorry, how can I get to ...?	Извините, как мне добраться до ...?
How much time does it take to get to ...?	Сколько времени потребуется, чтобы добраться до ...?
Please, tell me the shortest way to ...	Пожалуйста, скажите мне кратчайший путь до ...
Where should I change for a bus?	Где я должен пересесть на автобус?
Where is ...?	Где находится ... ?
Is it far from here?	Это далеко отсюда?
It's about an hour's walk.	Примерно час ходьбы.
I'm sorry, say it again, please.	Извините, повторите, пожалуйста.
Go straight on for two blocks.	Идите прямо два квартала.
Turn to the left at a crossroad.	Поверните налево у перекрестка.
Turn back and you'll get to...	Поверните назад и Вы попадете...
Take bus No. ... and in 20 minutes it will take you right there.	Садитесь в автобус № ..., и через 20 мин. он доставит Вас прямо туда.
It's over there!	Это вон там!
By bus or on foot?	Автобусом или пешком?
This way, please.	Сюда, пожалуйста.



The Map of Washington D. C.

Unit 6. Amelia Earhart: She Showed that Women, Too, Could Set Flight Records

BEFORE LISTENING

Introducing the topic

Task 1. Discuss the following questions.

Have you heard the name of Amelia Earhart before? What do you know about the first pilots in the world?

LISTENING

Task 1. Listen to the information about Amelia Earhart (URL: <https://learningenglish.voanews.com/a/a-23-2005-05-17-voa1-83123887/123988.html> (дата обращения: 13.02.2023)), **one of America's first female pilots.**

Task 2. Say whether the following statements are true or false. Correct the false ones.

1. Amelia Earhart was born in 1897 in the middle-western state of Texas.
2. Most American girls at the beginning of the twentieth century were taught to jump around and speak rudely.
3. Amelia and her younger sister Muriel did not ride horses, play baseball and basketball.
4. They went fishing with their father.
5. In 1916 Amelia completed high school in Kansas.
6. During World War I Amelia thought she would be more useful as a nurse.
7. Flying seemed exciting for Amelia but the machinery — the plane itself — was not.
8. After World War I Amelia learned to play the guitar.
9. When suffering from pneumonia Amelia entered Columbia University in New York City.
10. It took a long time for Amelia to make her first flight by herself.
11. One of the world's first male pilots taught Amelia to fly.
12. Amelia earned most of the money to buy her own plane by working for a telephone company.
13. In 1928 a female pilot crossed the Atlantic Ocean by air for the first time.
14. In the early 1920s flying was not a new activity.
15. An American film-producer helped organize the Atlantic Ocean flight that made Amelia famous.

16. Amelia Earhart had become the first woman to fly across the Atlantic Ocean, alone.

17. President of Purdue University in Indiana wanted Amelia to teach English to immigrants.

18. Amelia wanted to go around the equator which was a distance of forty-three thousand kilometers.

19. Nothing forced changes in plans about Amelia's last flight change.

Task 3. Answer the following questions.

1. What influenced Amelia's decision to join the Red Cross?
2. When did Amelia Earhart first become interested in flying?
3. When did Amelia Earhart learn about engines?
4. What did she study at Columbia University?
5. What was Amelia's new goal in life after her first ride in an airplane?
6. What document did Amelia receive in 1920?
7. Where did the plane with Amelia Earhart on board land twenty hours and forty minutes after taking off in 1928?
8. Why did Amelia not feel very important on that flight?
9. Why couldn't Amelia continue flying?
10. Where did Amelia land in 1932 after taking off from Newfoundland?
11. What were Amelia's records?
12. What were Amelia's hopes?
13. Why was Amelia's two-engine plane provided by Purdue University called „Flying Laboratory“?
14. What was the goal of Amelia's last flight?
15. How long did American Navy ships and planes search the area where Amelia Earhart and Fred Noonan got lost?

Task 4. Make up a dialogue between a journalist who wants to make a report about Amelia Earhart and Amelia Earhart's friend.

**Unit 7. Indiana Dunes:
Beautiful Sand Hills and Wildlife in the Midwest**

BEFORE LISTENING

Introducing the topic

Task 1. Discuss the following questions.

What do you know about America's five Great Lakes? Can you name them? Is there anything known to you concerning the specifics of dunes (how they are formed, the sound they can produce)? How can national parks be protected?

LISTENING

Task 1. Listen to the episode (URL: https://www.21voa.com/VOA_Special_English/indiana-dunes-national-park-lake-michigan-7821.html (дата обращения: 13.02.2023)) **and answer the following questions.**

1. Where are these hills of sand situated?
 2. What created some of these dunes in ancient times?
 3. What can you say about the form of these dunes?
 4. What do visitors from all over the world do near the Indiana Dunes?
 5. Are there any sounds the dunes make?
 6. Who control more than six thousand hectares of land along the lake?
- Why is it important?
7. Why was it difficult to save the dunes during the twentieth century?
 8. What did scientists of the Indiana Geological Survey investigate in 1952? What were their conclusions?
 9. What was established by the federal government in nineteen sixteen?
- Why was it impossible to continue this programme?
10. What bill was passed in 1923?
 11. What opened in 1926?
 12. What did activist Dorothy Buell form in 1952?
 13. Did all people support the proposed park?
 14. Were there any powerful officials who supported this idea? If 'yes', what did they do?
 15. Can you list the changes in legislation concerning a national park?
 16. What threats did The Save the Dunes Council fight?
 17. What was the Beach Trail long ago? What was it initially built for?
 18. What can you say about Joseph Bailly and his family?
 19. How was scientific knowledge brought to the dunes?
 20. What did Mister Cowles' studies show?
 21. In what way was the work of Henry Chandler Cowles in the Indiana Dunes helpful for the world?
 22. How were the sand hills formed according to some scientists?
 23. What is the role of the cottonwood tree on a new dune?
 24. Is it easy to climb Mount Baldy? Why (not)?
 25. What is the story of Diana of the Dunes?

Task 2. Act out a conversation between park „supporters“ (common citizens, scientists) and those who are against it.

Unit 8. Camping in America's National and State Parks

BEFORE LISTENING

Introducing the topic

Task 1. Discuss the following questions.

Do you often spend your free time in parks (in your city / country / abroad)? Have you ever hiked? Did you enjoy it? Do you think backpacking should be free of charge in national parks?

VOCABULARY

backpacking — 1) пеший туризм; 2) туристический поход.

LISTENING

Task 1. Listen to the episode (URL: <https://learningenglish.voanews.com/a/a-23-2008-10-21-voa4-84659177/130686.html> (дата обращения: 13.02.2023)) **and do some comprehension activities.**

Task 2. Answer the questions.

1. How do millions of people in the United States like to spend their holidays?
2. How long have the narrators been walking in the mountains? Where do they sleep?
3. What is there in their backpacks? What does the air smell like? Are there any trees around?
4. Why are the mountains named the „Blue Ridge Mountains“? What colour will the mountains turn after the sun rises higher?
5. What animals do they see? Are these animals afraid of humans? Is hunting permitted here?
6. Where do they cook food? What smells mix?
7. What made them extremely hungry? How do the people clean the area? How many kilometers are they going to walk today?
8. Will it be easy for them to re-enter the world of cars, roads, buildings, stores, computers, television and crowds of people after such backpacking?
9. What agency protects the Blue Ridge Parkway? How many people visit the „backcountry“?
10. What do industries do to use backpacking? (food, equipment)
11. Why do backpackers use the method of freeze-drying? Why is it important for campers to have everything lightweight?
12. Is backpacking free of charge in state and national parks? What National Park provides many different trails?

13. What is the oldest and perhaps the most famous backpacking trail in the United States? What are its boundaries? How many kilometers is it? Is it an easy trail? How many people walk part of this trail each year?

14. What is Myron Avery famous for? Who was one of the most unusual hikers on this trail?

15. Where can backpackers find shelters while walking? Who keep and repair these shelters?

Task 3. Describe the process of freeze-drying.

Unit 9. A Visit to Two National Parks: Mount Rainier in Washington State and Valley Forge in Pennsylvania

BEFORE LISTENING

Introducing the topic

Task 1. Discuss the following questions.

Do you know any particular legends connected with some geographical locations in Russia (like in Altay, for example)? Have you ever climbed mountains? Where? Was it difficult?

LISTENING

Task 1. Listen to the episode (URL: https://www.21voa.com/VOA_Special_English/a-visit-to-two-national-parks-mount-rainier-and-valley-forge-8200.html (дата обращения: 13.02.2023)) **and discuss the following questions:**

Why is the mountain's offer of protection false? What was the name of the first woman to reach the top of Mount Rainier in 1890? What was her occupation?

Task 2. Say whether the following statements are true or false, correct the false ones.

1. The American Indians who lived in the northwest called Mount Rainier „Takhoma“.
2. One tribe said it was a male monster that would eat people.
3. Other old stories among the Indians said the mountain could produce huge amounts of water.
4. Mount Rainier is almost 100 km from Seattle.
5. More than 25 thick rivers of ice called glaciers cover some parts of the mountain.
6. In some areas, these glaciers are more than 200 meters thick.

7. Many people go to enjoy the beautiful valleys that surround the mountain.

8. The first people known to reach the top of Mount Rainier were Hazard Stevens and Philemon Van Trump.

9. Hazard Stevens and Philemon Van Trump reached the top in August of 1879 after a ten-hour climb through the snow.

10. No one who visited Mount Rainier wanted it to be protected forever by the government.

Task 3. Insert appropriate words.

1. In 1792, British explorer George Vancouver became the first European to see the huge mountain. He named it after a navy _____, Captain Peter Rainier.

2. National Park Service experts say about ten thousand people _____ the huge mountain each year.

3. But only about _____ of the climbers reach the top.

Unit 10. Arthur Ashe: Tennis Champion and Civil Rights Activist

BEFORE LISTENING

Introducing the topic

Task 1. Discuss the following questions.

What do you know about segregation? Can you name some persons who fought against it? What episodes from films or books do you remember related to the problem?

LISTENING

Task 1. Listen to the information about Arthur Ashe (URL: <https://learningenglish.voanews.com/a/a-23-2005-09-18-voa1-83125987/124762.html> (дата обращения: 13.02.2023)) **and answer the following questions.**

1. Did Arthur Ashe win the game against Ilie Nastase in 1975?

2. Who was tennis traditionally played by?

3. What did Arthur's father do for a living?

4. What did he teach his son?

5. At what age did Arthur begin playing tennis? Was he good at it?

6. Who was Doctor Johnson and what did he establish?

7. When did Arthur Ashe win the Australian Open?

8. Why did Arthur Ashe accept the invitation to compete in the South African Open in 1973? What were his terms?

9. How did Arthur Ashe use his fame?
10. Why did Arthur Ashe start an organization the Safe Passage Foundation?
11. What was Arthur Ashe honored for?

Task 2. Say whether the following statements are true or false, correct the false ones.

1. Doctor Johnson said that anger at an opponent was useful.
2. By 1945, Arthur had won the National Junior Indoor Championship (by 1960).
3. The University of California at Los Angeles offered him a college education if he played for the UCLA tennis team.
4. In nineteen sixty-five, Arthur Ashe led the team to the National Collegiate Athletic Association championship.
5. In 1966 Arthur Ashe completed his education with a degree in business administration.
6. In 1970 Arthur Ashe won the United States Open. It was the first time an African-American man had won one of the four major competitions in tennis. 1968.
7. Four times he was named the number one tennis player in the world.
8. In 1973 South African laws separated people by race.
9. Arthur Ashe wanted to separate the races.
10. After Arthur Ashe could not be active in sports, he took on new responsibilities.

Task 3. Make an interview with Arthur Ashe. What questions would you like to ask him?

Unit 11. Book Predicts Jump in High School Courses Online

BEFORE LISTENING

Introducing the topic

Task 1. Discuss the following questions.

What is your attitude towards online learning? In what situations can it be appropriate? Is it possible to master a profession by e-learning? If so, what professions can it include?

LISTENING

Task 1. Listen to the episode about on-line courses (URL: https://www.21voa.com/VOA_Special_English_2008/Education_Report_4982.html (дата обращения: 13.02.2023)).

Task 2. Say whether the following statements are true or false, correct the false ones.

1. Computer-based learning does not include online courses.
2. Students could be enrolled only in one course.
3. High school students make up about 70% of the enrollments.
4. According to the research conducted by the authors of „Disrupting Class“ the number of online learners will make up about 99% by 2019.
5. Not every student at Lilla G. Frederick Middle School in Dorchester, Massachusetts, has a laptop computer.
6. The laptops made it possible to divide materials by ability level and learning style.

Task 3. Insert appropriate words.

1. Computer-based learning offers a way for students to take advanced courses not offered at their school, or to retake classes they ____.
2. Computer-based learning also serves those who cannot ____ attend school, and students who receive home schooling or need tutoring.
3. One class was learning about storms. The laptops made it possible to truly ____ the lessons.

Task 4. Discuss the advantages and disadvantages of using computer learning from the position of a teacher / a learner / a parent. Think about the difficulties people can face and how they can be tackled?

Unit 12. Oxford and Cambridge

BEFORE WATCHING

Introducing the topic

Task 1. Discuss the following questions.

What do you know about Oxford and Cambridge? Which of these universities is older?

WATCHING

Task 1. Watch episode “Oxford vs. Cambridge” (URL: <https://www.youtube.com/watch?v=fVyJDV6igLk> (дата обращения: 13.02.2023)).

Task 2. Answer the following questions.

1. What is the first reason mentioned why Cambridge is Britain’s best university?
2. What world-known writers studied at Oxford?
3. What university had more Nobel Prize winners?

4. What can you say about Oxford libraries? What can you say about Oxford libraries?

5. Which university had the most important scientific discoveries, what were they?

Task 3. Name.

1. Name the British Prime-Ministers mentioned in the episode who have been to Oxford / Cambridge.

2. Name the British actors and actresses connected with Oxford / Cambridge.

Task 4. Summarize the information and describe the main differences between two Universities.

Unit 13. Harvard

BEFORE WATCHING

Introducing the topic

Task 1. Discuss the following questions.

What do you know about the history of some universities in your country? What challenges could the early universities deal with?

WATCHING

Task 1. Watch a video about history of Harvard university (URL: <https://www.youtube.com/watch?v=aVvwv529yec> (дата обращения: 13.02.2023)).

Task 2. Say whether the following statements are true or false, correct the false ones.

1. Education is one of the most valued things in America and will continue to be valued for years to come. However education has not always been this important in the past.

2. Before colonial era education was passed on through oral tradition by native Americans.

3. Their teaching consisted of survival tactics, spiritual customs and character building methods.

4. Subjects like mathematics, literature and science would not be emphasized until several years later.

5. The actual desire to be educated led to the establishment of Harvard University.

6. Harvard implemented the seat of education in America.

7. And at a over 375 years old Harvard is the oldest institution of higher learning in the US.

8. The first college in America was founded in 1640.

9. The college was renamed Harvard in 1639.

10. In 1643 Harvard first class graduated.

11. In 1873 Harvard began its first newspaper.

Task 3. Enumerate some famous people among alumni of Harvard.

Task 4. Get ready to contribute to writing an article about Harvard, find some additional information.

CHAPTER II. POLICE FUNCTIONS

Unit 14. History of policing in the USA

Task 1. Watch a video about History of policing in the USA (URL: https://www.youtube.com/watch?v=3vgh-r_pPxQ (дата обращения: 13.02.2023)), **choose the proper variants to complete the sentences, and then do some more comprehension activities.**

HISTORY OF POLICING IN THE USA

1. To grasp the challenges that contemporary policing requires / faces we need to explore a brief history of law enforcement in the United States.

2. On the one hand we all want a professional police force with highly trained officers who will occur at our doors every day / on the emergencies.

3. Whether the problem is crime or a catastrophe / disaster such as a tornado or flood most people give a sigh of relief when a police officer appears.

4. Our founding / devoted fathers feared creation of a national police force.

5. Their devotion to individual freedom above all else meant they wanted police under local scrutiny / accuracy and local control.

6. Our goal here is to look at how these conflicting attitudes / views toward police have produced the unique American system of policing we see around us.

7. Along the way we will return to some critical / crucial questions. What is the appropriate / actual role of police in a democracy? What are the community's rights and responsibilities in promoting / protecting public safety? What kind of policing do we want and need in our post-9/11 world? Is it a friendly police officer, the one giving a lost child an ice-cream cone, or is it the Robocop? Or is it both?

8. When the first settlers / pilgrims came to America there were no paid police — communities policed themselves.

9. Public disapproval / ignoring was one way to keep people in line.

10. Shunning is a tactic when the community deliberately / immediately refuses to acknowledge or interact with a person who has broken rules.

11. Controlling behaviour by casting out a person who disobeys / breaks is still practiced by some religious groups such as Old Order Amish, Jehovah's witness' and members of the Bahá'í Faith.

12. This form of informal social control can be enormously powerful in the communities especially when people must rely on / fight with each other for their very survival.

13. The puritans enforce their strict rules through public humiliation and punishment / accusation.

14. Here we see people locked in stocks in the town street / square.

15. Instead of a secular justice system cohesive religious communities would often decide for themselves what to do when someone disobeyed the rules / the sheriff.

16. In the early years of our country threats / enemies from outside the community were viewed as far more dangerous than any threat from within.

17. The clash / mixture of cultures between settlers and Native Americans characterizes much of our early history.

18. The colonists also relied on each other to disturb / maintain order.

19. Keep in mind that in 1720 / 1712 there were fewer than a half million people in the United States.

20. New York City was still a small town / city of only seven thousand people.

21. People volunteered / refused to be town criers. They were part journalists, part police officer and part neighborhood / night watch captain.

22. These community volunteers would patrol the streets at night keeping an eye on what was happening and spreading / getting the news. Nine o'clock and all's well.

23. The town crier would warn community about external threats too including the arrival / departure of British troops.

24. The famous Wordsworth' poem about *The Midnight Ride of Paul Revere* tells us how the famous silversmith / carpenter rode from town to town shouting „*One if by land, and two if by sea*“.

25. Revere's message / letter explained the lantern code used to tell the revolutionaries which route the British were using to bring in the soldiers who would later fight in Lexington and Concord.

26. Men in that era often used dueling to settle minor / serious disputes. Though the practice had been outlawed / broken in New York and New Jersey by then. Alexander Hamilton and Aaron Burr fought / cancelled their famous duel of the death in 1804.

27. Attempts to move personal conflicts into the formal court system often reencountered to the widely held belief that honorable men should settle their disagreements privately / in public.

28. Yet as the population grew communities / police forces often found that they could no longer rely solely on informal social control and unpaid volunteers.

29. By 1760 the number of colonists / policemen has grown to 1,5 million and within the next thirty years it had grown to almost four million.

30. As the population evolved / exploded people increasingly turned to a formal criminal justice system of paid police, prosecutors and judges.

31. At the same time settlements / courts outside the eastern seaboard cities faced different challenges in maintaining public order and safety.

32. Westward expansion / invasion had its own dynamic.

33. While eastern cities had police departments with police chiefs chosen by the mayor the West had sheriffs who were chosen by the barristers / people.

34. Instead of a paid police force the sheriff would typically rely on persuading / pursuing local citizens to join the posse when help was needed.

35. The sheriff would then deputize volunteers temporarily giving them police powers including arrest and the use of deadly / coercive force.

36. Corporations turned to private / state security firms like the Pinkerton's to protect their interests. Founded by Scottish immigrant Alan Pinkerton the firm kept the largest collection of mug shots / photos in the country.

37. Pinkerton's detectives were routinely hired to track down gangs of bank / train robbers such as Jesse James and his brothers and the Wild Bunch.

38. It was the sheriff who routinely enforced / prevented gun control.

39. In many western communities visitors were required to leave their guns / documents with the sheriff while they were in town.

40. Yet tales of gun play also made the publishers of dime novels famous / rich.

41. The illustrative morality tales glamourized / glorified the violence of the Old West.

42. The institution of slavery used / consumed and corrupted justice in the American South.

43. Though only half a million slaves were brought / sent to America from Africa their numbers had grown to roughly 4 million by the 1860s.

44. Today we shudder at the brutality it took to repress / degrade such a large group of people living among us.

45. This was certainly not the first time nor the last that the government has abused / misused police to enforce misguided laws and policies.

46. The Civil War and its aftermath stopped / spurred the growth of a paid police force nation wide.

47. Best estimates are that the Civil War caused the death / loss of at least six hundred and twenty thousand soldiers on both sides.

48. This was at a time when the total population was roughly / rather thirty one million people so this would be the equivalent of losing more than six million citizens today.

49. The number of soldiers killed in the Civil War is more than the total number of American soldiers died / lost in all the wars we have fought since then.

50. Yet in some ways it is the legacy / legislation of violence and vigilantism of the Reconstruction Era that echoes most today.

51. For at least a dozen years following the Civil War the federal government is trying to undo the inequities / consequences of slavery.

52. But freeing the slaves and giving them the vote — sometimes the majority vote — sparked / prevented a ferocious backlash among southern states.

53. Their anger erupted / exploded into violent vigilantism in the form of the Ku-Klux Klan in 1866. The KKK grew in numbers for the next half century ultimately reaching / giving a membership of four to five million men in 1920.

54. The Post Reconstruction Era saw the rollback / infringement of rights for African-American citizens.

55. Southern states for the most part introduced / enforced the scandalous Jim Crow laws. These were the laws that deprived former slaves of the rights that had been guaranteed them by the 15th Amendment to the Constitution that was banned / passed in 1870.

56. Almost five thousand people were lynched / sentenced to life imprisonment in the United States between 1882 and 1968 and three out of four were Africa-Americans.

57. Photographs of lynching all too often show the police celebrating / cooperating with the crowd rather than intervening to save the lives of the victims.

58. While racial tensions are also effect of life in the north their aftermath of slavery in the south continues to remind us how important it is to establish a system where police not only respect the rights of all people but actively fight / strive to protect them.

LEVEL A.

Explain the line from the poem: „*One if by land, and two if by sea*“.

Improve your writing skills

Task 1. Make a report on the history of policing in the USA and the history of militia / police activity in Russia.

Task 2. Using the vocabulary below give a talk on the history of the US police.

To explore a brief history, on the emergencies, give a sigh of relief, feared creation, rights and responsibilities, public disapproval, deliberately refuses to acknowledge or interact with, casting out a person, enormously powerful, rely on, enforce their strict rules through, decide for themselves, keep in mind, keep an eye on, warn community about, explained (the lantern) code used to ..., the practice had been outlawed, settle their disagreements privately, faced different challenges, to join the posse, visitors were required to leave their guns, made the publishers famous / rich, glorified the violence, shudder at the brutality, enforce misguided laws and policies, sparked / prevented a ferocious backlash, infringement of rights.

Unit 15. Organized crime

Task 1. Watch episode the “FBI 100 Walter Walsh” (URL: <https://www.youtube.com/watch?v=IW2oN-2SFdY> (дата обращения: 13.02.2023)), choose the proper variants to complete the sentences, and then do some more comprehension activities.

WALTER WALSH — AGAINST GANGSTERS

1. At the FBI's 100 anniversary celebration in July a snow-head man in a blue suite stood to be recognized for his role in the bureau's / department's early years. His name is Walter Walsh and at a hundred and one he holds a special distinction.

2. It can be seen in the story of Walter Walsh, our oldest retired special agent who survived shootouts / battles with gangsters in the 1930s.

3. According to John Miller, Assistant Director, FBI Office of Public Affairs: „Walsh's story is a memorable / an unforgettable one. He joined the FBI in 1934 / 1974 at the tender age of 27“.

4. And not long before / after signing up he found himself in the middle of a battle with a group of gangsters that would become legend in the history of crime.

5. But at today's measure early 20th century's gangsters may seem almost quaint / wise. The reality is there was nothing quaint about him / them. They were thugs, thieves / burglars and cold-blooded killers.

6. And a small cadre of bureau agents like Walter Walsh — G-men — were called upon to stop / warn them.

7. Walsh worked a lot of big cases / crimes.

8. It was Walsh who discovered / found the body of Chicago gangster „Baby Face“ Nelson in 1934 after a shootout that left Nelson and two FBI agents dead.

9. But his role in ending / cancelling the Brady gangs' deadly cross country robberies would be among his finest.

10. The chase came to a head in September / November of 1937.

11. Having terrorized the Midwest and Point East Alfred Brady and two members of his gang traveled to the banger man and stuck upon ammunition / equipment and weapons.

12. Agents knew that the Brady gang would be back so they set up a stake-out / checkpoint with local police positioning themselves to cover as many angles as possible.

13. The agents stood at different points pretending to do / doing different businesses or be pedestrians waiting for the gang to appear.

14. Walter Walsh pretended to be a salesman / shop assistant in a store.

15. He's basically working as a clerk / manager doing the job for the couple of days when Dalhover came in.

16. Dalhover's immediately arrested / interrogated by Walsh and the other agent in the store.

17. Shaffer was coming into the store and seeing the agents with Dalhover being arrested Shaffer began firing / shouting at them.

18. Shaffer was mortally / deadly wounded, went down the steps back onto the street and died there.

19. As Brady was coming out he fired / threw away his own weapon. The agents turned fire and Brady was killed.

20. In the crossfire / shootout Walsh himself took a bullet in the shoulder but he was soon back on the job.

21. The gunplay with Brady and his gang wasn't Walsh's first encounter with the ruthless law-breakers / criminals of the Great Depression.

22. Just two years earlier Walsh arrested one of the gangster era's most notorious public / state enemies. It was Arthur „Doc“ Barker. Barker along with his brother Fred and mother „Ma“ Barker were wanted for their role in the high profile kidnapping.

23. „Doc“ Barker had been trailed / tracked to a Chicago apartment building where Walsh caught the unarmed suspect.

24. The ability to handle a weapon made Walsh a valuable / precious resource in the young FBI.

25. Even before joining the Bureau Walsh was an expert marksman / fireman.
26. He won a number of national shooting tournaments with his national guard team and later with the marines where he is still regarded as a living legend / myth.
27. Much has changed since Walsh joined the Bureau nearly three / two quarters of a century ago.
28. Crime and gangs have certainly evolved / changed. Now the Bureau's top priorities / tasks are transnational criminal groups, spy networks and terrorist organizations across the globe.
29. Still much about the FBI has remained the same / changed including its core values.
30. They remember heroes like Walter Walsh whose courage and dedication to excellence guided / headed the FBI through its early years and help make it one of the most respected law enforcement agencies in the world.

Task 2. Comprehension Questions.

1. What people are G-men?
2. What are the FBI's core values?

Task 3. Improve your writing skills.

Write a report on comparison of methods used in fighting organized crime in the 1930s and nowadays.

Unit 16. Crime and Criminal Investigation

STARTING POINT

You will watch a short video on the topic „Crime“ and listen to 6 speakers telling about criminal situations in the area they are living (URL: https://www.youtube.com/watch?v=7kEXiyv_82U).

There are three types of activity „Before Watching“, „While Watching“, „After Watching“ you are to carry out while screening the film. The video will be demonstrated 2 times. Read the instructions and assignments before watching the video.

ACTIVITY

BEFORE WATCHING

Task 1. Get familiar with the glossary to the topic, and do the tasks.

Task 1.1. Match the synonyms presented in A and B columns, there may be more than one variant. Look through the expressions, analyze the meaning and the structure of them and choose appropriate Russian equivalents given below in C table.

Crime. Glossary	
A <ol style="list-style-type: none"> 1. avoid 2. to be at risk 3. to be concerned about 4. to be easy 5. to commit a crime 6. community 7. to face 8. frustrated 9. get caught 10. get out of control 11. harsh sentence 12. hectic city 13. increase 14. keep a close watch 15. reduce 16. strict 	B <ol style="list-style-type: none"> a) discouraged b) dissatisfied c) to grow / raise / rise d) severe e) to care about f) society g) to worry about h) people i) to decrease / minimize j) to look out for k) to be out of control l) get arrested m) harsh verdict n) severe punishment o) to perpetrate a crime p) to encounter /confront q) to become easy r) to meet s) escape t) to get out of u) crazy / busy city v) to take a chance
C увеличиваться; беспокоиться (заботиться) о; стать неуправляемым; рискнуть; стоять лицом к лицу (встречаться); быть (стать) легким (несложным); расстроенный; суровое наказание (приговор); совершить преступление; вести постоянное наблюдение за (следить за); попасться; избегать (остерегаться); строгий (суровый); спокойный город; сограждане	

1.2. Match the English antonyms used in the text.

a) dangerous b) encourage c) hectic d) reduce e) small crime	increase quiet peace discourage safe violent crime
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Task 2. Grammar review. оборот used to V.

Оборот **used to** используется при описании событий, которые регулярно происходили в прошлом, а потом прекратились. Оборот **used to** используется также при описании состояний, которые имели место в прошлом. **Used to** имеет только одну форму прошедшего времени и не используется в других временах. Значение конструкции **used to** мо-

жет выражаться словами «раньше», «прежде», «раньше обычно». Утвердительное предложение образуется с помощью конструкции **used to** и простого инфинитива (первой формы) смыслового глагола.

Ex. The operative group **used to** investigate drug trafficking violations at present they deal with organized crime. — Эта оперативная группа раньше расследовала незаконный оборот наркотиков, в настоящее время они занимаются организованной преступностью.

Ex. To tell you the truth I **used to** feel very safe walking around the city, but I don't any more. — Прежде, гуляя по городу, я чувствовал себя в полной безопасности, сейчас этого чувства больше нет.

Ex. They **used to** travel much. — Обычно они много путешествовали.

Task 3. Study the following statements and analyze the opinion of the speakers (A–G) about current crimes and criminal activity.

- A. I feel frustrated about the increase in crime.
- B. I think there should be stricter punishment for criminals.
- C. We need to fight crime as a community.
- D. Crime is being fought, but not in the right ways.
- E. I don't worry too much about crime where I live.
- F. It's important to try to reduce certain kinds of crime.
- G. I am concerned about my personal safety.

WHILE WATCHING

Task 1. Watch 6 episodes without pauses and listen how 6 speakers highlight a criminal situation in their neighborhood. You should choose one speaker's statement (A–G) and match it with an appropriate episode (1–6) of the video. Pay attention that one of the speaker's statements is extra and it is not to the point.

Task 2. Complete the sentence with words and expressions you hear.

Speaker 1. Now we are ready to start. It's simple — if we _____ about our neighbors and generally look out for each other then we are _____. The police can't be everywhere. I truly believe that _____ when people don't care enough about other people. I'm sure that's why _____ is such a problem in our big cities today. I recently started a „_____“ scheme in my area and I really _____ to do something similar. This makes me feel like I'm actually doing something to make _____.

Speaker 2. I have lived in a small town my whole life and I really enjoy living there. Life is pretty _____. It's not like the _____ where people often face all sorts of problems and risks. A few _____ have been reported in the town recently, but my neighbors and I _____ watch on each other's houses, so

I usually feel quite safe. And anyway, if there is ever a problem, I know that my _____ will help me.

Speaker 3. Self- defence tips.

You just never know when you could become _____. I'm not taking _____. I never go out at night alone and _____ dangerous areas, even in the day. Actually, I've just started a _____. If I ever find myself in a _____ situation, I want to be as well prepared and informed as possible.

Speaker 4. To tell you the truth _____ very safe walking around the city, but I don't any more. Crimes such as _____, vandalism, robberies and even more _____ getting out of control — and no one seems to be doing a lot about it. I don't think there are enough CCTV surveillance cameras or police on the streets, for a start. Something has to be done, but I don't feel very hopeful. I don't think crime will be reduced very soon.

Speaker 5. If we really want to do something about crime we have to discourage people from _____. In the cities _____ are rising all the time and people don't seem to be afraid of getting caught. _____ are needed, so people will think twice before they do something wrong. We are far too easy on criminals today.

Speaker 6. It's _____ that worries me. So many people are _____ or even killed these days especially in the cities. We need to focus on _____ these types of criminals and getting them off the streets. Sure, smaller crimes like _____ are serious but they don't compare to violent crimes. People need to feel safe again on the streets — yes this should definitely be a priority in _____.

Task 3. To confirm your answers look through the script of the video in the Appendix to Unit.

AFTER WATCHING

Task 1. Give your opinion on the following points.

- 1.1. What recommendations are given by the speakers on how a person can avoid dangerous situation and not to be at risk?
- 1.2. What is Neighborhood watch scheme and why it is important nowadays?
- 1.3. Is it necessary to fix CCTV surveillance camera in dwellings and premises? What are the advantages of the equipment?

Task 2. Give a summary on the problems the speakers touch upon in their comments concerning criminal situation.

Task 3. Take part in a group discussion on the problem of „crime wave in big cities“. Express your opinion concerning criminal situation in the town or neighborhood you live in.

Unit 17. Crime scene search (I)

1. Watch episode the „Crime Scene Processing. Part II“ (URL: <https://www.youtube.com/watch?v=F2zA8E7haqo> (дата обращения: 13.02.2023)), choose the proper variants to complete the following sentences.

1. A violent crime or death means that CID special agents will be summoned / called to the crime scene immediately.

2. A competent crime scene investigation demands / suggests a specialized training, understanding of basic procedures and close attention into detail while carrying them out.

3. During the initial phases / stages of processing the crime scene the critical tasks were performed in a logical and systematic manner.

4. These included initial modification, verifying a crime scene as reported, noting weather conditions, identification / informing of persons at the scene, setting up crime scene security and initial observation of a crime scene.

5. The absence of signs of life was immediately verified / stated and procedures coordinated with the doctor.

6. The scene was photographed and documented in the photo log / box and sketch.

7. Overall / detailed observations were recorded, the crime scene was measured, evidence — triangulated and the data — recorded.

8. Evidence was collected / sought for, identified, preserved and accounted for.

9. The body was processed / examined and accompanied to the morgue.

10. And finally rechecks of the immediate crime scene were conducted until the results were negative / proved.

11. After thoroughly processing the interior / exterior crime scene where specialist Williams was found apparently shot to death CID special agents Franklin and Bruce are ready to process beyond the immediate scene.

12. The window could have been used as a possible route by the thief / perpetrator.

13. The sequence of any crime scene search depends on / involves the particular circumstances such as the security difficulties or oncoming darkness and changing weather conditions.

14. This may require the investigators to begin searching beyond the crime scene and immediately after rendering aid to injured persons / victims or confirming death and verifying the crime scene.

15. In this case with security established from the outside in stable / changing weather the investigators chose to process the interior scene first.

16. But even at night scene investigators should make every reasonable effort to locate / take pictures of evidence outside.

17. Waiting until daylight may put any evidence / person found in the legal jeopardy.

18. Also rain, wind or other natural events / conditions could change or destroy evidence.

19. In any case the investigators will keep the scene untouched / secured and conduct their final search during daylight.

20. If assistance is needed in the search itself everyone participating is briefed / summoned on what sort of evidence has been sought, how it may've been hidden and what to do and no to do if anything is found.

21. Suspected evidence is never recorded / touched or moved.

22. The first action is to secure the area and inform / summon the crime scene investigator.

23. There are several methods of observation / search: the strip, the grid, the circle and the zone or sector search.

24. The senior agent of the police precinct / in charge will determine which method of search will be used.

25. For this area the strip / circle method has been selected.

26. The searcher then slips back and forth across each circle / strip.

27. The impression of a footprint at the scene might be evidence linking a suspect to the crime, but to confirm that it must be examined and compared with / attached to other evidence by a crime lab examiner.

28. The primary concern after finding any print is to protect / take it from alteration or destruction.

29. The first step is to take a series of photographs to establish the relationship of the footprints to other objects / prints. Show maximum detail and a sense of weight / size.

30. Secondly, the impression is triangulated and you do the notes / record and the rough sketches.

31. Finally the investigator casts the impression following prescribed procedures / instructions.

32. Before the cast is dry the investigator marks it with the initials: the date, time and the arrow / line indicating the compass direction of north to establish orientation of the footprints at the scene.

33. If it is small / large enough the entire item showing tool marks should be sent to the crime lab.

34. Original evidence is always more useful for recording / evaluation than a photograph or a cast.

35. When items are too large to photograph / send it might still be possible to remove the section for examination by the lab.

36. A large enough piece of the surrounding area / soil is always removed to prevent banding or splattering of the tool mark evidence.

37. The investigators must describe, photograph, triangulate and sketch the tool before moving or taking / touching it.

38. It is then carefully collected and examined for additional or trace evidence and marks or features not previously recorded / visible.

39. The tool is then carefully checked for additional and or trace evidence, additional marks or features recorded, dusted for the latent / visible prints, marked for feature identification or containerized and the container marked for identification tagged with the DA form 4002 and later on the DA form 4137.

40. The value of firearms evidence is dependent on its proper recovery / discovery and handling by the investigator.

41. Legal and scientific requirements must be observed properly / with particular care.

42. For picking up a firearm the position of the hammer should be noted / seen as being down — half cut or fully cut.

43. Firearms must be picked up with care to preserve / observe any prints or other trace material and, of course, to avoid an accidental discharge.

44. A handgun / rifle should be lifted by either the checker part of the grips or the edge of the trigger guard.

45. Next, determine if the firearm is charged / loaded or not.

46. With revolvers having loaded cartridges or fired cases a diagram is made of the rear face of the cylinder showing the position of the loaded cartridges or cases with respect / in addition to the firing pen.

47. And an arrow is scratched / drawn on each side with the rear face of the cylinder lying under the firing pen. And this should also be indicated on the diagram / in the report.

48. Finally, dust / wipe for any latent prints on the weapon.

49. If it's decided to mark the cartridges themselves or containerize each item separately a separate number should be added to match / write down those assigned of the chambers of the cylinder.

50. The investigator also determines whether to mark the revolver itself for identification or containerize it and mark the container / box.

51. With direct marking he must inscribe / prescribe his initials: date and time on all major interchangeable parts of the weapon that normally leave the prints on the bullet or cartridge cases.

52. When the preliminary outside search has been completed / set out the investigators must make sure the crime scene remains secure until daylight when the final outside search will be conducted.

53. In the meantime the special agents are ready to finish up / pass their job inside.

54. When working at death / murder investigation crime scene is always secured until after the autopsy is completed. At that time a general / final search of the crime scene may be indicated.

55. Remember that military police personnel will likely be key witnesses in court / in the case. Their notes / sketches, observations and actions taken at the scene will be vital.

56. Official duty rosters including shift changes and security instructions should also be at hand / available.

57. The agents also work with the individual who is responsible for the office / building and area where the scene is located.

58. When circumstances eventually justify releasing the scene the identification of the responsible person to whom the scene is released is documented / made.

59. Only then are the crime security / detection personnel released from duty.

60. Investigators take any precaution / opportunity to protect evidence from alteration. This includes avoiding the use of unclean containers that might introduce chemical or bacterial contamination or allows spillage, evaporation or sippage of the sample.

61. In packing or transporting evidence any bending, scratching or cross touching the evidence items is avoided / acceptable.

62. All physical evidence will be recorded on an evidence property custody document regardless of / in regard to how it is obtained.

63. When heat seal bags are used to containerize evidence / traces procedures provided with the equipment will be followed.

64. Evidence to be submitted to the crime lab for serological tests will / will not be sealed in any tub or plastic container.

65. Except in unusual cases physical evidence will be released to the evidence custodian not later than the first working day after it is required / acquired.

66. Evidence acquired during non-duty hours will be secured in a contemporary / temporary evidence container. It will be controlled / checked by the CID agent.

67. At least one special agent with detailed knowledge of the crime scene must be present to brief the pathologist prior to / after the autopsy.

68. Polaroid photographs of the crime scene will give the pathologist a better grasp of the overall aspects / suspects of the incident.

69. The clothing and exposed parts of the body / corpse are examined again by the special agent for any trace evidence.

70. The gun shot residue collection kits used by the criminal investigation command have all the items needed to detect primer residue which can indicate if the suspect has handled / possessed or fired a weapon.

71. The test involves simply swabbing the victim's hands and collecting the dust / residue for crime lab for analyses.

72. The crime lab evidence branch advises that the primer residue test should be performed on living subjects no later than six / three hours after the incident.

73. The clothing is then removed; care is taken to avoid tearing or cutting / spoiling of clothing items.

74. If the cut must be made stained areas / stains and points of obvious damage such as weapon or bullet holes should be remain intact.

75. When garments are wet or bloody they are laid down flat / folded on a clean sheet of wrapping paper to dry in a ventilated space at room temperature and should never be shaken out.

76. Dry clothing can be folded but do not allow stained areas to contaminate / contact each other.

77. Each item will later be wrapped separately in clean paper / cloth and reordered on form DA 4137.

78. Once the victim is undressed the body is carefully / properly examined by the pathologist and special agent.

79. Any marks or wounds / damage must be described in the notes.

80. Close up photographs with and without a measuring device / ruler must be taken of each wound.

81. It's important that investigators stay / remain during the autopsy procedure itself. They must take appropriate photographs and make notes and estimate the time of death, the depth, the nature of the wounds and any other contributing factors described by the pathologist / doctor.

82. Any spent bullets or any other objects discovered / recovered during the autopsy are usually identified as evidence by the pathologist and released to the investigators.

83. So far there've been three separate DA form 4137's completed pertaining to the same investigation: one — for the crime scene, the one completed when the body was undressed and the one repapered for evidence received from the pathologist / crime lab.

84. Any evidence that should be technically examined or analyzed at a crime lab should be processed / sent as soon as possible for submission to the supporting US army criminal investigation laboratory.

85. The lab will not make a final decision of any items submitted / omitted unless cancelled by the contributor.

86. Crime lab reports / results will be returned to the requestor along with the evidence submitted.

87. The success in any investigation is always dependent on the intellect and the experience of the investigator who must build / develop a hypothesis.

88. The hypothesis based on the crime scene investigation is simply a set of reasoned assumptions concerning how the crime was committed and the detailed / general sequence of events.

89. The solution / resolution of this case by CID special agents has grown directly from the methodical processing of the crime scene which involved investigating and recording by the four most common means: investigative notes, photographs, sketches and evidence custody documents.

90. The critical tasks were performed in a logical and systematic way / manner including initial notification, verifying the scene, noting weather conditions, identifications and status of persons at the scene, setting up security and initial observation of the crime scene.

91. Physical evidence can have crucial / critical value in verifying that a crime has been committed, in identifying who committed it and just as importantly in excluding those who did not.

92. To realize the full potential value of physical evidence investigators, crime lab examiners and prosecutors alike must join / combine to produce a set of facts that make it unreasonable to believe any conclusion other than the one those facts support.

93. Physical evidence plays a vital role in the investigation and prevention / solution of crimes.

94. Trial counsels recognize / admit that corroboration of testimony by physical evidence is essential for the successful prosecution of cases.

Task 2. Comprehension Questions.

1. Where was Franklin going to get the photo from?
2. Why did the investigators decide to process the interior scene first?
3. Why should you be careful with footprints left on soft soil?
4. Why did the investigator decide that the window was jimmied?
5. Why is it necessary to double check over notes, sketches and photos?
6. Why is physical evidence released to a custodian?

Task 3. Put the actions into the order they were spoken about in the episode you have just watched.

1. The overall observations of the scene were properly recorded.
2. The absence of signs of life were immediately verified and actions of the doctor-coordinated.
3. The scene was photographed and each photo documented in the following log and rough photo sketch.
4. The body was processed and released to the morgue accompanied by a CID special agent.
5. Evidence was collected, identified, preserved and accounted for.
6. The crime scene was measured, evidence-triangulated and recorded notes and sketches.
7. The crime scene was secured until the investigation was completed.
8. The lab results were received at the CID office.
9. And the search — continued beyond the scene.
10. Rechecks of the immediate crime scene were conducted.
11. Finally all evidence was released to the evidence custodian and subsequently appropriate items were shipped to the crime lab for examination.
12. The autopsy was witnessed, notes and photographs — completed and evidence — collected.
13. The crime scene investigation results were tidied with the appropriate interviews and interrogations.

Task 4. Improve your writing skills.

Develop the order of crime scene search actions during the grid, the circle and the zone / sector search.

Unit 18. Crime scene search (II)

STARTING POINT

You will watch a short video on the topic „Introduction to Crime Scenes“ (URL: <https://www.youtube.com/watch?v=JgzdhUAJrBA> (дата обращения: 13.02.2023)).

There are three types of activity „Before Watching“, „While Watching“, „After Watching“ you are to carry out while screening the film. The video will be demonstrated 2 times. Read the instructions and assignments before watching the video.

ACTIVITY

BEFORE WATCHING

Task 1. The subject of the video is crime scene processing and definite investigative actions at the crime scene. Revise the key points of crime scene

processing. Taking into consideration your experience and previous knowledge on the subject answer the questions to refresh principle concepts of the process of crime scene observation.

1. What is a crime scene?
2. What is the purpose of crime scene search?
3. What questions are to be answered during a crime scene observation?
4. What specialists are involved in the process of a crime scene search?
5. What stages of a crime scene search can you name?
6. What components does the comprehensive crime scene processing consist of?
7. What activities does the CSI perform while observing and documenting a crime scene?
8. What categories of evidence could be found at the crime scene?
9. What pieces of evidence could be retrieved from the crime scene?
10. What are potential places where a crime might be committed?
11. What are the rules of packaging evidence?
12. Why is it important to protect the integrity of the scene?

Task 2. Get familiar with the glossary to the topic, look through the expressions and analyze both the meaning and the structure of them.

GLOSSARY

Introduction to Crime Scenes

1. Advisable	целесообразный / желательный
2. Be conscious of	осознавать / иметь в виду
3. Boots covers	бахилы
4. Bunny suit	гермококостюм, (защитный комбинезон)
5. Business premises	производственные помещения
6. Common approach path	единая траектория движения
7. Communication skills	навыки общения
8. Compromise (the evidence)	подвергать опасности доказательства
9. Considerate	деликатный
10. Contaminate the crime scene	нарушить сохранность места происшествия, загрязнять
11. Domestic dwelling	жилое помещение
12. Empathetic	сопереживающий, чуткий
13. Environmental factors	факторы окружающей среды
14. Erect temporary structure	создать временное сооружение
15. Focal point	основная / центральная часть
16. Furnishings	мебель, предметы мебели
17. Gloves	перчатки

18. High powered lighting rigs	мощное осветительное оборудование
19. Hood	капюшон
20. Lift	изымать / поднимать / снимать, убирать
21. Natural light	естественное освещение
22. Passers-by	прохожий
23. Point of entry	точка входа / место проникновения
24. Powerful torch	мощный осветительный прибор/ фонарь
25. Preserve the evidence	сохранять доказательства
26. Protective clothing	комплект защитной одежды/ спецодежда
27. Recovery	восстановление и извлечение
28. Remove objects	перемещать / уносить / убирать предметы
29. Set up a cordon	ограждать место преступления
30. Stepping plates	шаговые подставки
31. Suit	костюм
32. Tactful	тактичный
33. Time of day	время дня
34. Upholstery	обивка

WHILE WATCHING

Task 1. Watch the whole video for the first to get to know about the work of a professional investigative team performing at the crime scene. After the first screening of the video do the following assignments:

- 1.1. Divide the film into meaningful parts and entitle each of them.
- 1.2. Make up a plan of the sequence of CSI's activities in accordance with the video.

Task 2. Watch the video for the second time. Listen to the instructions given by an investigator and observe detailed actions performed by forensic specialists. After the second screening be ready to answer the following questions.

1. What is the variety of crime scenes locations?
2. Are the most crime scenes different or similar?
3. What is protective clothing?
4. Why is it recommended to wear a set of protective clothing?
5. How does the CSI protect and approach the crime scene?
6. What types of documenting the crime scene are demonstrated in the video?
7. What environmental factors are important to keep in mind during outdoor crime scene observation?
8. What recommendations are to help protect evidence from environmental destruction in outdoor crime scenes?

9. What surrounding factors are to be eliminated?
10. What recommendations on time of day should the CSI follow?
11. What type of crime is demonstrated as an instance of indoor crime scene?
12. What attributes should an experienced investigator possess to deal with victims at an indoor crime scene?
13. What are the peculiarities of a vehicle crime scene?
14. What principles are considered to be basic at any crime scene search?

Task 3. To confirm your answers look through the script of the video in the Appendix to Unit.

AFTER WATCHING

Task 1. Give your comments on the following topics presented in the film.

- 1.1. Crime scene and its various locations.
- 1.2. Protective clothing of the CSI working at the crime scene.
- 1.3. The first actions of a police officer at the crime scene.
- 1.4. Factors affecting the crime scene processing.

Task 2. Comparing the information and actions presented in the video try to analyze general and special features of the crime scene observation practice in Russia.

Task 3. Role-play

Dramatize the situation of the processing of a crime scene. Get ready to play the roles of investigators observing different indoor and outdoor crime scenes. Choose any type of crime you consider to be relevant for the discussion. Use words and expressions given in Glossary or from your own appropriate sources to introduce „Do's and Don'ts“ recommendations, crime scene specialists should follow.

Unit 19. Means of identification. Biometrics

Task 1. Watch episode the „Biometrics documentary“ (URL: <https://www.youtube.com/watch?v=B14ZiNdcOx8> (дата обращения: 13.02.2023)) and complete the following sentences choosing the proper variants.

1. One can draw the conclusion that biometrics has been around for about a year / for a very long time.
2. One of the first human characteristics used for biometrics was the fingerprint / footprint.
3. Since 1856 / 1920 many other human attributes were used to verify identity especially when preventing / investigating crime.

4. Things like DNA, hair and follicles have not been / have all been used.
5. Security threats and fraud play an enormous part as society is beginning to demand / refuse a more secure way of logging in into personal accounts.
6. Most / less people are trying to avoid hackers from corrupting their lives by stealing their personal information.
7. Some people will even avoid / accept on-line methods regardless of the fact that completing on-line transactions is an eco-friendly option.
8. In addition to on-line transactions more and more officials / banks are willing to take the step toward seeking a better way of tracking who has been admitted at the various places.
9. Tracking identity is especially important in places such as airports / libraries, financial institutions and entertainment venues.
10. When looking at biometrics one can look at physical / psychological characteristics or behavioural characteristics.
11. Physical characteristics include fingerprints, iris / face scanning and face recognition.
12. Behavioural characteristics include voice detection / adoption and handwriting identification.
13. The fact that each person has a unique fingerprint / footprint has motivated researchers to study in which that method could be developed.
14. Recently researchers have come up with the idea that sensors can generate / destroy digital images from different physical properties.
15. Touchless variants record / reveal the image of the inner surface directly using one or more digital cameras.
16. Many of these sensors are extremely cheap / expensive enabling them to be invited in consumer electronic products such as mobile phones, personal digital assistant and laptops.
17. Fingerprints have also been used to solve / keep track of ticket fraud.
18. In addition students in numerous universities / schools throughout Pennsylvania pay for lunch by placing a finger / a dollar on a scanning pad.
19. People have been recognizing each other by feet / faces since the beginning of time.
20. And although people can clearly distinguish each other when it comes to computer scans there is a variety of reasons that make it an easy / a difficult task.
21. Unlike / like fingerprints facial patterns are generated through genes.
22. The idea that identical twins have unusual / similar facial structure may make it difficult for a computer to detect a person's identity.
23. Also because the appearance / look of the face is constantly changing — this also causes this method of biometrics to be the most complex.

24. One way to circumvent the factors that may change in a person's biography / face is to focus on what does not change.

25. Heat patterns are distributed to / located on everyone's face.

26. Although the intensity of the heat spots may change / remain the same they are locked up for shape and location in order to be used for identification purposes.

27. One of the most / least accurate ways to identify a person is by scanning the eye / ear. Researchers have found ways to make this accurate / unique method more improved and uncomplicated.

28. As people continue to use cellular phones for more functions personal information must also be protected / spread on these devices.

29. With cameras built into the phones / TV sets users can simply take a picture of their eye to verify their identity when access their personal information.

30. The most common behavioural form of biometric technology that researchers experimented involves the use of an individual's handwriting / voice.

31. Because talking / writing is an every day occurrence for most people and does not require extra tools voice recognition may be a favoured biometric option.

32. In voice recognition / denial a software program keeps a voice print on file.

33. Each time an individual calls on to a place / a car equipped with the software the program will match the person's voice with the voice print.

34. In 2007 Conti reported program which involved one thousand four hundred fifty people including six pairs of identical twins and some people suffering from colds / heat.

35. These participants made 25 thousand test-calls to assess / doubt the effectiveness of the system under challenging conditions.

36. The program is sensitive to sound, background noise and other factors which caused / led to several hurdles for this type of biometric method.

37. Researchers are starting to see that using more than one type of device may increase / worsen the desired performance.

38. Many experts agree that there should be a fusion of methods used in order to achieve / prove the best outcome when using biometrics for personal identity.

39. In fact some experts are researching / ignoring the possibility of receiving faces from fingerprints.

40. After studying different physical characteristics of identical twins experts believe that there may be some devices / biometric features that can be achieved by another biometric feature.

41. Although it is a challenging concept the transformation may prove to be helpful for many applications, especially security / tracking applications.

Task2. Watch episode(URL:<https://www.youtube.com/watch?v=jADItDHOHOA> (дата обращения: 13.02.2023)) **and complete the following sentences choosing the proper variants.**

1. The government has taken a big new step to build / create a huge database of people's physical characteristics.

2. The FBI's taken on a billion dollar project to gather fingerprints, palm patterns / voice prints, even digital pictures of faces.

3. Eventually it could expand to include iris patterns, face shape patterns, scars, even information about how you walk and eat / talk. It's called biometrics and it could change the face of law enforcement / police but it's also causing a lot of controversy.

4. It's incredible to track the shape of someone's earlobes / nose.

5. The FBI's goal in doing all this (creating a database) is to have a comprehensive database:

a) to track terror suspects and criminals;

b) to find missing people;

c) to help the injured.

6. Sunny Hostin thinks it's a wonderful / dreadful goal — to have centralized database.

7. If your credit card has been stolen you can have another credit card; if your eyeball print is stolen you can't get / have another eyeball.

8. They call it „Next / previous generation biometrics“.

9. The FBI wants to take that information and keep / destroy it.

10. Generally you can / can't get the access to the information that's on you but in this situation you may not be able to get that information.

11. Everyone does have to be careful / wise.

Unit 20. Means of identification. Fingerprinting

A

Task 1. Watch episode the „From fingerprints to a new era of biometrics“ (URL: <https://www.youtube.com/watch?v=ASjsyONRkEc> (дата обращения: 13.02.2023)) **and complete the following sentences choosing the proper variants:**

1. For more than one hundred years the ridge formations and patterns / pictures on our fingerprints have provided the best and most accurate measure of individual personal identities.

2. Our prints don't change and no two are alike / the same.
3. Since 1924 / 1956 the FBI has been the Nation's central repository for fingerprints which arrive by the thousands each day.
4. The identification division handle the mass of task of categorizing and making the prints searchable / protectable.
5. In the mid 70s / 60s the FBI moved to digitize archived fingerprints to make searches easier and reduce turnaround time.
6. It was at this time in 1975 that Thomas Bush fired from / joined the FBI as a fingerprint specialist.
7. In 30 years he would be put in charge of the division that manages / handles the fingerprint database — The Criminal Justice Information Services Division.
8. But in the early days he pushed a mail card filled with fingerprint cards and worked on the floor / by the door of the massive repository at FBI headquarters.
9. Loops, whirls, arches — skilled examiners develop methods of finding the needle / pen in a haystack.
10. They relied and still do today in some cases on a complex formula for categorizing prints for also on unusual traits / lines in characteristics they spot it.
11. Thomas Bush was looking for abnormal / unusual fingerprint pattern or something that stuck out on that fingerprint. He would concentrate on that finger looking for that matching abnormal aspect.
12. It could take 40 to 45 days to process / answer a fingerprint request in 1975 — no small thing for a law enforcement agency that wanted to know if the person they were holding was wanted for another crime.
13. The system was becoming inefficient / irrelevant and fortunately people had enough foresight to recognize that.
14. In 1977 as Bush left the identification division to become a special agent prints were being digitized to accommodate / meet the growing need.
15. 1999 IAFIS is a new integrated automated fingerprint identification system and that system was built to do 62 thousand files on the fingerprints a week / day.
16. Today they have 63 million fingerprints / pictures on file.
17. They process 83 thousand fingerprints / photos in a day.
18. The majority of those fingerprints are back to the requiring / originating agency in 10 to 12 minutes.
19. The „Next Generation Identification System“ as it is called is a database of biometric information that still includes fingerprints but goes even further to other unique individual / biometric characteristics.

20. This system is going to be able to handle / process more prints.
21. They envision / predict handling 2 and 3 hundred thousand prints a day very routinely.
22. Mr Bush, who retired March, 6 as Assistant Director of the Criminal Justice Information Services division, recalls how as an agent on the fugitive squad in Washington DC he could sometimes determine / prove if a suspect his squad picked up was „their“ man. There were times when he would look at the man and say: „This is not the guy“.
23. If our guy's got all loops — this guy's got all whirls / arches.
24. Nearly 30 years after thumbing through / turning round file cabinets looking for prints and later separating the FBI into the Next Generation of biometrics Mr Bush says „fingerprints — still an accurate measure of individual identity — will always be a big part of his own identity“.

Task 2. Improve your writing skills.

Develop a list of identification means appropriate for identity in theft, identity in murder, identity in arson. Explain your decision.

B

Task 1. Watch the episode „Developing Latent Fingerprints with Black Powder“ and write down your comments.

Task 2. Read the following „Do's and Don'ts“ and contemplate what tips were taken into account by the „demonstrator“ in the video episode „Developing Latent Fingerprints with Black Powder“.

„Do's and Don'ts“ when taking fingerprints

1. Remove any excess powder from the surface of the developed impression before applying the lifting tape. This can be done by blowing on the surface, using a small can of compressed air or brushing lightly in the opposite direction over the area.
2. Wear a respiratory (dust) mask, gloves and eye protection when working with powders of any kind for prolonged periods.
3. Never hold the **bristle (щетина)** part of the brush. There should be no oil or contaminations.
4. Never reach up to apply powder to an item above you. Use a ladder or step stool to keep the processing procedure below eye level. Small powder particles may cause **irritation (раздражение)** and / or infection to the eyes.

3. Listen to the information about fingerprinting and answer the questions.

Useful words: **close-up** — снятый крупным планом.

1. What does fingerprinting method help to maintain?

2. Is this method used only in criminal investigation?
3. When is this method extremely important?
4. Is it possible to analyze the fingerprints by ridges on the rest of the palm if a criminal tries to alter the imprints of his fingertips, by skin grafting?

Task 4. Define whether the statements are true or false.

1. We develop friction ridges at the age of 7.
2. A recording of fingerprints has a higher chance of perfectly identifying criminals than even competing test like DNA analysis.
3. Latent prints are very much visible to the human eye.
4. Fingerprints, especially latent prints, help to verify if the person is a drug abuser or not.

Task 5. Listen to the information about personal identification and answer the questions.

Useful words: **surmise** — предполагать

1. What makes fingerprint identification an outstanding science?
2. When was the first professional forensics organization founded?

Task 6. Define whether the statement is true or false.

Fingerprints have solved ten times more crime cases than DNA in practically every jurisdiction.

Unit 21. Methods and means of crime prevention

Introducing the topic

Work with the vocabulary: *receipt* — квитанция об оплате; *discard* — выбросить; *caution* — осторожность; *buddy* — приятель.

Task 1. Read the information about some tips how to make your life safer and answer the questions.

Credit Cards

The only way to reduce your risk is to keep your credit card number safe. Use caution when discarding receipts. If you're a business, don't take credit card orders over the phone. It's important to have the card in person before you let merchandise walk out the door.

Personal Safety

If you like to walk, run or ride a bicycle while listening to your personal audio device, keep this in mind. Your headphones or ear buds could prevent you from hearing someone or something (like a car or a bear!) which could pose a

threat to you. It's also a good idea to walk or run with a buddy. Avoid dark and less traveled paths or walkways.

Making Your Home Safer

Thieves look for homes that offer easy entry with a low risk of getting caught in the act. A break and enter is very often a crime of opportunity. The less careful you are in securing your home, the more likely that you could be a target.

The old saying that a best offence is a solid defense really applies to making your home a harden target. By making your home hard to break into and creating doubt in a criminal's mind, you better your chances of not becoming a victim.

Comprehension Questions

What should you do to reduce the risk of your credit card being stolen?

When could you be an easier target for thieves?

Read the information and answer the questions.

Vehicles

What happens when you don't lock your vehicle? You've given thieves a golden opportunity. Don't make it easy for the bad guys! Don't leave valuables in plain view. If you leave your vehicle unlocked thieves will help themselves to personal items including very valuable personal information about you: vehicle registration, driver's license and insurance — this information can easily be sold and can lead to identity fraud!

Comprehension Questions

What can lead to identity fraud? How can you prevent it?

VOCABULARY

cue — сигнал; *debris* — мусор; *knob* — шарообразная дверная ручка; *ransack* — разграбить.

Task 2. Read the information on holiday crime prevention methods and answer the questions.

Home Security Christmas Holidays

Christmas holidays are a special time when families and friends come together to celebrate the season. It is also the time of year where families and friends are most generous and practice the tradition of gift giving. It should be a joyous and happy time for all of us.

Unfortunately for us, home burglars view the holiday season a little differently. For them, it is a time of opportunity to burglarize your home for cash, credit cards, and all the new gifts of small electronics, computers, jewelry, and easily sold valuables.

Here are a few tips of what they look for when shopping for a house to burglarize. These tips will help you enjoy the holidays without incident.

Burglars look for an easy entry with good escape routes. Don't openly display your Christmas tree and gifts in the front window so it's easily visible from the street. It's too tempting for them to smash the window and grab the wrapped packages.

Burglars look for occupancy cues like outdoor lights burning 24 hours a day, piled up newspapers, or advertising flyers hanging on the door knob. Use an inexpensive light timer when you are away and ask a neighbor to keep the front of your home clean of papers and debris.

Burglars look for the hidden door key near the front entrance. Don't hide spare keys under rugs, in flowerpots, or above door ledges. Instead give the spare key to a trusted neighbor.

Burglars prefer to enter through unlocked doors or windows. Sliding windows that are not secure can be seen from distance. One holiday problem can occur when exterior Christmas light extension cords are run inside through a window and prevent it from being secured. Hire an electrician or handyman to install an inexpensive exterior outlet for your holiday lights.

Don't post your family name on your mailbox or on your house. A burglar can call directory assistance to get your telephone number and call your home while in front of your house to confirm that you are away.

Don't leave descriptive telephone answering machine messages like, „You've reached the Wilson's ... we're away skiing for the Christmas holidays ... please leave a message“. Burglars love to hear that they have plenty of time to break in and completely ransack your home.

After Christmas day, don't pile up empty gift boxes from your new computer, DVD player, or stereo receiver on the street for the garbage man. Burglars appreciate knowing that you have expensive gifts inside for them to steal. Break them down or cut them up to conceal the items better. After a lucrative burglary, the chances of being burglarized again are increased to steal the new replacement products.

Last, but not least, fortify your home by installing solid core doors, heavy duty locks, longer screws in the lock strike plates and door hinges, and install secondary security devices on all accessible sliding windows.

Comprehension Questions

What do burglars usually look for?

Whom should you give the spare key when you are away?

What should you do with empty gift boxes?

Task 3. Read the information about safe room or panic room.

Safe Room

Although the concept of a safe room is new for most homeowners, it has been in use for many years by the rich and famous, corporate executives, and powerful political figures around the world.

Most security experts use the phrase Safe Room rather than Panic Room to describe the concept of having an ultra-secure location within a residence. The concept is simple. Prepare a room within the interior of the home where the family can safely retreat during a home invasion or other terrorist threat and summon help.

Think of a safe room as a box with only one opening. You simply fortify the six sides to the box and the single door leading into it.

Most safe rooms are merely fortified enough to delay an intruder so an alarm can be activated or call made to summon the police or security. Any homeowner can create such a room with relatively little effort and expense. The most common reason the average person would want a safe room is fear of assault from a home invasion robber or abusive spouse. The most common reason for corporate executives to construct a safe room is fear of kidnapping for ransom or fear of robbery for the wealthy.

Safe Room Construction

To make a simple safe room, just select an interior room or large closet with no windows or skylight. Install a solid core wood or steel door and hang it so it opens outwards. Replace the wooden doorjamb with a steel one or reinforce the door trim with steel angle iron to prevent the door from being kicked open. On wood doorjambs, install three-inch screws in the door hinges and in the heavy-duty, four-screw, lock strike plates that cut deep into the doorframe studs. A keyless Grade-1 deadbolt is recommended to prevent the keys from falling into the wrong hands, but you must consider that mischievous children might lock themselves inside and you outside.

To complete the room you must stock it with necessary emergency items and a way to summon aid or defend yourself. This includes a cell phone, a flashlight, first aid kit, food, water, and defensive weapons. Good lighting and ventilation should be considered as well as personal hygiene needs. Whether you

have newly constructed or modified an existing space, the safe room should blend with the rest of the home.

Family Security Plan

Some crime prevention officers suggest having a family security plan in which escape by a family member plays an important part of the survival strategy. Actual cases have confirmed that your survival odds are better if the invaders know that the police are on their way and their time for escape is short.

Once you create a safe room, here is some advice:

- always have a family plan for when and how to use the safe room;
- always have non-threatening practice sessions with children;
- always stock the safe room in advance with emergency supplies;
- always have a flashlight or portable phone with fresh batteries;
- always routinely charge your cell phone inside the safe room;
- always secure the room key inside or use keyless deadbolts;
- always try to escape first, if possible, to summon the police;
- always call the police and don't exit the safe room until they arrive;
- always refuse to come out of the safe room until police arrive;
- always try to remain calm, remember it's not a panic room.

Comprehension Questions

Do you think it's really necessary to have a safe room? Why?

Is it good to have a safe room without skylight?

Task 4. Watch a video about (URL: <https://www.youtube.com/watch?v=mb3nL5GBDPA> (дата обращения: 13.02.2023)) **and complete the following sentences using the words given below in brackets.**

Holiday crime prevention tips

1. The holiday season is a time when people become _____.
2. That's why sometimes they become _____ and vulnerable to theft and other "holiday" crime.
3. Many criminals such as muggers and even the worse type of bad guys _____ the holiday shopping season just as much as you do because there are very many potential _____ in malls, shopping centres and department stores.
4. The following tips can help you become more _____, prepared and aware during the holiday shopping season.
5. Here are some _____ tips for the holiday shopping season:
 - be aware of your _____;
 - remember where you _____ your car; being unable to locate your car can cause confusion and stress and may present yourself as a _____ to a criminal;

— if shopping after dark park in a _____ area;
— _____ with someone else other than yourself — it's more fun and there's safety in numbers;

— keep your car _____ in hand as you walk to your car;
— try to avoid _____ large amounts of cash;
— pay for those holiday gifts with _____ or credit cards;
— don't leave cell phones, purses and other items of _____ in view for everyone to see and Christmas items you've just _____ — hide them in your truck.

(shop, target, value, safety, purchased, key, carrying, well-lighted, victims, surroundings, careful, careless, parked, enjoy, busy, checks)

Task 5. Watch a video about Crime Prevention Tips (URL: <https://www.youtube.com/watch?v=q6L-iOhx5RY> (дата обращения: 13.02.2023)) **and complete the following tips choosing the proper variants or inserting some necessary information. Answer comprehension questions.**

A. Complete the following tips choosing the proper variants.

Tips for home safety:

— make the garage door up / down;
— majority of residence burglaries happen right in broad daylight / at night;
— one way burglars try to get into your home is through a door / a window;
— one thing you can do is to plant / water bushes in front of the window to keep the burglar from getting access to the window in the first place;
— another smart thing to do is to cover up / open your window wells;
— effective use of lighting in the afternoon / at night is important;
— lights with motion sensors are the most / least effective way to make use of light to prevent burglary;
— burglary film prevents the window from breaking / mud.

B. Complete the tips using the words given below in brackets.

Tips for personal safety:

— don't look like _____ victim;
— carry _____ with confidence;
— make _____ contact with people;
— practice good _____ awareness;
— be aware of who and what's around you, where you can go to for _____ if necessary and what's around you that you could use as an _____ weapon in the event of an emergency;
— trust your _____ to help you make good decisions;

- if you are attacked use verbal technique;
 - if you are physically attacked think about _____ like the eyes and groin;
 - do whatever you have to in order to _____;
 - don't feel bad about _____ back
 - be _____ in your attack if it's necessary in order for you to escape and survive;
 - don't _____ the criminal to adapt you and move you to a secondary location;
 - when _____ personal protection device be aware of the state and municipal laws regarding this issue;
 - be trained in this _____ and know how to use it in the event of an emergency.
- (carrying, targets, device, instincts, allow, safety, fighting, yourself, escape, an easy, vicious, improvised, eye, situational)

Comprehension Questions

What can help you regain control of the situation?

What are you responsible for when you own weapon?

C. Complete the sentences with necessary information.

Tips for business safety:

1. _____ can be the major deterrent to keep burglars and criminals outside.
2. Can the receptionist see the _____ door?
3. Can the receptionist see the _____ lot?
4. If they do see trouble do they have the ability to _____ the door quickly?
5. A tactical _____ is going to be something your staff can use to assist law enforcers.

Comprehension Questions

What are master keys to the business necessary for?

What is necessary to have in the tactical bag for the police to know the location of all the rooms?

D. Complete the sentences using the words given below in brackets.

Tips for identity safety

1. Never _____ your personal shopping cart even for an instant.
2. Be sure to _____ all your bank statements, credit cards, bills or any other form that has detailed personal information.
3. Identity thieves also love _____ boxes.
4. Never _____ any checks or bills from your personal mailbox.

5. Take them to the _____ or post a mailbox on the street.
6. Be sure you _____ your mail when you get home.
7. If you have found out that your _____ has been stolen or compromised call credit rating agency right away.
8. Then call your _____ and let it know what's happened.
9. Identity theft is a crime like any other — so be sure to _____ a police report.
(identity, bank, mail, mail, pick up, file, post office, shred, leave)

Task 6. Now check if you understand everything concerning the problem of crime prevention and complete the sentences using the words given below in brackets.

A

1. Too often we make ourselves _____ by not paying attention to our surroundings.
 2. Taking a few simple _____ you reduce the risk of becoming a victim.
 3. When _____ park in a well-lit area close to your destination.
 4. Whenever _____ go with a friend — there's always safety in numbers.
 5. Walk close to the curb and avoid alleys, dark doorways and _____.
 6. Criminals usually look for someone they may consider an easy _____; you can avoid giving them that impression if you simply walk with _____, with your shoulders back and your head up.
 7. Be aware of the people _____ you.
 8. Look any _____ in the eye when you cross past.
 9. Do not respond to _____ from strangers on the street.
 10. Never appear distracted by talking on your cell phone, _____ text messages or _____ to headphones.
 11. If you are carrying a purse, a backpack or shopping bags hold it close to your body where it's safe and never distract yourself by _____ through them.
 12. If you are getting ready to leave have your keys in your hand before you leave the _____, trying to locate them while you are walking to the car will _____.
 13. Always be aware of your surroundings by _____ the area in and around your car before getting inside.
 14. Remember to lock your doors and start your engine as soon as you are _____.
- (scanning, sending, around, confidence, digging, passerby, bushes, possible, precautions, target, seated, slow you down, driving, building, vulnerable, conversations, listening)

B

Public transportation safety

1. When waiting for the trolley or the bus stay in a well-lit area where there are other people around that way they can see you but more _____ you can see them.

2. Always be aware of your _____.

3. If someone makes you feel _____ move away from them.

4. If they follow you use sound as a _____; yell, scream, make a commotion: most criminals will avoid confrontation.

5. Never leave valuable jewelry or electronic devices in plain view of other _____.

6. Keep your bags and other personal _____ away from the aisle.

7. Exit a trolley or bus with confidence and look around the _____ before getting off.

8. If something is _____ contact either security guard or the driver.

9. And finally don't talk on your cell phone or _____ to headphones while waiting or exiting the trolley or bus.

10. Following a few of these basic _____ rules can go a long way toward protecting you and your family.

(listen, common sense, belongings, distracter, uncomfortable, area, passengers, wrong, surroundings, importantly)

Task 7. Now summarizing everything can you insert proper words when talking about crime prevention tips? Use the words given in brackets.

Here are a few easy things that you can do:

— always lock your _____ when you leave;

— _____ your home's exterior;

— keep windows _____ of bushes;

— have _____ and flyers picked up for you if you're away for a few days;

— ask someone to keep _____ on your home while you're away;

— put lights and even a radio _____ in your home;

— make your place look _____ when you're away.

(mail; light up; on timers; doors and windows; lived in; clear; an eye)

Task 8. Improve your writing skills

1. Develop your own „Home Safety Tips“.

2. Develop your own „Identity Safety Tips“ and „Car Safety Tips“.

UNIT 22. Identity theft prevention

Watch several video episodes, do the tasks, and share information with your fellow-students. Give them recommendations (from these video episodes) concerning identity theft protection. Do you agree with and follow all these recommendations? Give your own ones. You can present the results of your work in the form of a dialogue.

A

Frank Abagnale on how to protect against id theft, fraud

Watch episode „Frank Abagnale on how to protect against id theft, fraud“ (URL: <https://www.youtube.com/watch?v=psvytm0baj4> (дата обращения: 13.02.2023)), insert the appropriate words to reconstruct the text and answer the questions.

PART I. What important step should government and private industry take to avoid identity theft issues?

I've been involved in investigation of hundreds of breaches.

In every breach someone internally has done something they were not supposed to do: they read an _____ they should not have read, they went to _____ they shouldn't have gone on.

There is no master criminal sitting in Hong Kong or somewhere around the world and his hacking into the systems.

Any time you interrogate a great _____ they will tell you: "I don't have the ability to get through that technology, however, there are ten thousand employees there eventually someone's going to do something they are not supposed to do and that's going to open the door for me to get in and that's exactly what happens.

So perfect example is: I live in South Carolina, last year someone hacked into the _____ office and stole 3,500,000 tax records of the citizens of South Carolina. Not only did they get over all security numbers but also stole security numbers of their _____ if they paid their taxes by cheque they got an image of the cheques, so they knew their bank, their account number, how the the cheque was _____; if they used a credit card, they knew the credit card number.

First, the employees state they didn't do anything wrong — someone hacked into the system, but someone has done something at the tax revenue office they shouldn't have done.

And sure enough after a month of investigation it turned out that's exactly what's happened.

One of the things that I do is to pull up in a car and throw a bunch of stickers onto the ground that say „Confidential“ and then I go to speak and it's about

lunch time — I open my laptop and I see all those people who look at those sticks which actually say “This is a test and you failed”, but I got to explain to them what I could have done having them opening all those stickers.

It is very important to train and educate.

What’s amazing to someone like me is: it’s become _____ times easier to do today than when I did it 50 years ago because of technology and technology breeds _____ and always has, it always will and there will always be people willing to use technology in a negative self-serving way.

For me to print cheques 50 years ago I needed to hide a printing press, and press cost a million dollars ‘cause it was 19 feet long with 18 feet high, you had to do colour-separations, negatives, and plates, tapes, you were to use chemicals.

Today you open a laptop, you go to a corporate website, you capture their logo, you put it on the cheque in colour, you _____ this beautiful 4-colour cheque in 15 minutes using a colour-printer you print down this beautiful cheque.

We’re leaving away too much information.

I _____ a Panama bank, I didn’t know their account number. Certainly I didn’t know who the author of the design of those cheques was.

Today if you want to create them, you just call your victim, ‘cause the victim tells you everything you need.

If I call my victim and I ask to speak someone’s accounts receivable tell them I’m ready to pay invoice.

They we pay Sanchez bank, here is an account number and they give me all the information I need.

I ask for a copy of an annual report on page 3 there is a _____ — scan it, digitize, put it on the cheque.

So, the simplicity of the crime has also made a _____ a lot easier to do than when I did it.

Today it doesn’t require a lot of skill or knowledge to do it.

PART II. How does security adapt to the vast amount of data being released online?

Information is everywhere and that’s why people have to smile sometimes ‘cause I deal with all those privacy issues and I try to tell you that there is no privacy — the government oversees and knows everything about everybody.

There are a lot of corporations who know a great deal about you.

For example, if you are on facebook, every time you say „I like“ or “I don’t like something“ on facebook that gets kept and stored after a little period of time I get to know your sexual orientation and I get to know your political preferences. I get to know what your ethnic background is, I get to know all this

about you, just because you go „I like this restaurant“, „I don't like this hotel“, „I like this book“...

All those „likes“ make up a profile of you and then those marketers use this information to _____ you products.

PART III. What are some key strategies agencies should consider when protecting citizen and employee data?

Why I think to have a better job of educating public? It's amazing to me back late in the 1970s before I ever wrote a book and there was a movie about me no one knew I existed — I did a bunch of public service ads for the Department of Justice — they were very well filmed there were 6 or 7 of them, they were kind of cute 30-seconds pieces and then the Department of Justice gave them to all police departments all over the country. There was a message about protecting your credit cards, protecting your personal income.

And today there are no public service and you see from the government or the private sector educating people to what's going on.

In the 80s there were banks statements staffers, and nowadays I don't see any banks statements staffers anymore when you are selling a product to someone.

I think the government needs to do a much better job of helping educate the public.

We, fortunately, live in a country where the majority of people are honest. So being honest they are _____ to deceive.

When somebody calls them and elicit some information, even government employees, they don't know what would someone do with the information: „I don't see any harm in telling them that“.

This is why I ask all those questions, and then the people start to realize.

Security number — you say to me 2901 — and in conversation I might say „You know, I detect a little southern accent you must be from the South“, — „Oh, yes, I was born and raised in South Carolina“.

„You are about my age“ — „Yes, I am actually 38“.

So, you've just told me where you were born, the year you were born — these are three first digitals in your social security number, I just have two digits to manipulate.

When you educate someone about that and they said „I am not answering these questions“.

But this is a good source.

I write a lot of books, they are Business to Business books, sometimes directed at the _____.

But the government is to do a better job sending theses messages to educate people.

PART IV. What are your top three lessons learned from the security field?

Unfortunately, I've only seen crimes get easier, it's much more difficult to detect, and certainly it becomes much more global, so you are dealing with criminal in Moscow or criminal in Iraq. You really don't have an ability to go and _____ that person.

I've learned to my career that you can't rely on the _____, you can't rely on the government, you can't rely on the bank to protect you, you have to be a little wiser _____, you have to be a little smarter consumer, you have to be a little smarter business person, than forty years ago, in order to protect yourself.

FBI has gone through tremendous _____ when criminal cases like bank robbery and kidnapping, embezzlement and things of that nature, and now terrorism — when they have to defend the country from the outside threat.

It's been a complete change, the Bureau had to adjust and it's doing a very good job upbringing younger agents like my own son who deals with counter-intelligence issues.

All his life he's been a counter-intelligent agent. he won't deal with robbery and kidnapping, he'll concentrate on terrorism. They are specialized in their field

The government does a great job and it takes time — it can't be done overnight. It takes a great deal of education and educating people.

Last year the IRS paid out over 5 billion dollars in tax refunds to people who foully used somebody's else's' name.

That was not the faults of the IRS, it's the fault of people in Congress telling the IRS when I applied electronically you need to immediately make that payment to that person.

The IRS in turn says: „I don't have the physical capability of doing this without investigating if this is legitimate refund for me to make“ I can legitimize but I need one or two weeks to legitimize if that person is who they say they are before I mail them refund.

We should think about protecting ourselves and worry about tax payers' money rather than when I get this refund — in 14 days or in 2 days.

Answer the questions

1. Why is it important to keep the personal information secured?
2. Why should ordinary citizens be wiser consumers nowadays?
3. Who can help to protect you from identity theft?

IRS — Internal Revenue Service — Внутренняя налоговая служба (США)

B

Fraud expert on how to prevent identity theft

Watch episode „Fraud expert on how to prevent identity theft“ (URL: <https://www.youtube.com/watch?v=fVbFMyR-yWg> (дата обращения: 13.02.2023)), **insert the appropriate words to reconstruct the text and do the tasks.**

Of all the crimes there is no question that identity theft is the simplest one.

But of all the crimes it is the simplest crime to protect yourself from being a victim of.

Tips to protect yourself:

Shredders: a ribbon shredder cuts paper straight, a crisscross shredder — a most common type of shredder, microcut shredder turns paper into confetti.

Using a microcut shredder makes it impossible to put the document back again.

If you use a crisscross shredder to cut your credit card, it is cut only in even slices. So if I open the garbage bag and take the _____ slices out, put them on the table and push them together, I have your account number, expiration date, I have your security code, I have your signature — everything I need to use that card.

Every office in the FBI uses a _____ shredder: they are silent, they don't produce a lot of _____.

If we go to an area where we have fax machines and copiers we don't have a big garbage can with a padlock on it. We've a big microcutter — the size of a small Xerox machine which will take _____ sheets of paper — we don't have to worry about someone putting it together.

Answer the questions:

1. What do the tips Frank Abagnale give concern?
2. Are all of these shredders of the same price?

Match parts of the sentences

If you use a ribbon shredder	it turns into little chips of metal
If you use a crisscross shredder	it will take less than an hour to put the bank statement together
If you put your credit card in the microcut shredder	it will take about 8 hours to put the bank statement together

VOCABULARY

Padlock — висячий замок.

C

How to prevent fraud and fraud prevention — money gram

Watch episode „How to prevent fraud and fraud prevention — money gram“ (URL: <https://www.youtube.com/watch?v=LBjl8jG218> (дата обращения: 13.02.2023)), **insert the appropriate words to reconstruct the text.**

Becoming a victim of money transfer fraud is no laughing matter.

_____ have plenty of tricks in their sleeves to get your money.

By knowing the signs you can help yourself and others prevent fraud.

Here are some important things you must remember when next time you send money.

First, you should never wire any money to someone you don't know.

You should never deposit a cheque from someone who says you must send some of the money back to them.

Never send money to a person in a crisis without checking out the _____ first. Ask questions to verify the person's identity.

Never send money to _____ money — this is a common way fraudsters will try to take advantage of you.

Always know who you are dealing with, especially if it s about unsolicited prize or a gift offer.

Don't trust a message like "Congratulations! You've just won a million dollars in a foreign lottery!"

Always research an offer to be sure it's real.

Always remember that wiring money is like sending _____ — when you send it — it is gone, you can't get it back.

Be smart to whom you send money and why.

The best way to prevent fraud is to use common sense and follow these steps.

It's up to you whether fraudsters win.

Remember every _____ can succeed or fail based on whether or not you participate.

VOCABULARY

Unsolicited — незатребованный; по собственной инициативе.

D

Identity theft phishing

Watch episode “Identity theft phishing” (URL: <https://www.youtube.com/watch?v=7MtYVSGe1ME> (дата обращения: 13.02.2023)) **and answer the questions.**

Lori Savage is not a novice to do business online.

The executive assistant had followed all internet security rules and thought all her transactions were safe until she tried to buy something with her bank card. „They tell me it was declined“. — „I was quite shocked about that“.

The theft victim went straight to her bank: \$ 3,000 was gone!

The bank officer told her: „We have to tell you, but you’ve become the next victim of identity theft“.

This advanced form of identity theft is called phishing when cyber criminals lure you enter them into your computer to phish for a sensitive information.

The most common phishing attacks in the form of an e-mail usually urging you to reconfirm your account information — don’t click on that link — it will take you to a bogus internet site that looks like a real thing.

They are so sophisticated that even computer security experts sometimes have a hard time telling the real one from the fake ones.

Once you’re typing your password you’ve opened your account to the cyber thief.

Many cyber thieves are believed to be connected to organized crime.

Internet security expert Mike W. thinks theft may be hooked by a new kind of phishing called keyboard spyware — that’s sneaky software keeping side e-mails or programmes that you download from the web.

The spyware always watches every keystroke you make.

At the bottom of the screen W. shows us what a phisher sees and what you can’t.

With an every keystroke your information is in the hands of some hacker and it’s even more dangerous because even if you don’t respond the e-mail anymore — it’s just happening in the background watching what you do.

Banks and retailers are working on to limit phishing but quietly to avoid scaring away customers like Savage.

„I will continue to shop on-line I will be more cautious“.

Answer the questions

1. Is there a fall or a rise in computer attacks since last year?
2. What is the estimated cost of the attacks?
3. Is it easy to tell a real internet site from a fake one?
4. What is happening when you type your password?
5. How do the cyber thieves manage to steal your information if you delete such e-mails?

VOCABULARY

novice — новичок;

lure — завлекать;

sensitive — засекреченный;

bogus — поддельный, подложный, фальшивый, фиктивный.

E

How to prevent phishing scams

Watch episode „How to prevent phishing scams“ (URL: https://www.youtube.com/watch?v=x-XmwmZhFrA&feature=emb_logo (дата обращения: 13.02.2023)) **and answer the questions.**

Basically there are four categories of what has been done: one form is new technology, the second category concerns institutions' prospective work — the companies are working better together (security groups from one company share the information with another company's security); number three — is educational awareness, the fourth one is clearly a law enforcement piece.

We never expect the first three to be 100% successful, law enforcement has new tools and new mechanisms by which to investigate these things.

What about software itself?

The browsers, the interface we have between us and your on-line world — it's crucially important that you keep the browser updated, make sure you use an anti-virus software, if you have a DSL system, use a personal firewall.

Any time you are doing some sort of a transaction involving credit card or money look for the presence of HTTPS and make sure that you've typed a URL (Universal Resource Locator) yourself, don't take only e-mail that says quickly update your information — type WWW. Mybank.com — by yourself — so you know that you are legitimately there.

Look for that S and also look for that lockmark in the lower-right hand corner of your screen.

If the consumers think that they may have provided information to a phisher, depending on the information provided determine what steps should be taken.

If they provided account information, credit card information, debit card information they should immediately contact the financial institution (they can close down your credit card, you can get a new account etc.).

Consumers should be looking for transactions they didn't make, and they find it out, they should immediately contact the financial institution.

In most cases these are resolved very quickly.

The more quickly they notify the financial institution, the more quickly and easier the issue will be resolved.

In a phishing incident when you are not providing account information but personal information, such as your address, social security number, date of birth, mother's maiden name etc. it could be used to open an account in your name you may want to take a different step: it might be a good idea to put on alert on your credit report — so that the creditor reviewing an application will make sure that they will take extra steps to ensure that the person who is applying for a loan in your name is in fact you.

Answer the questions

1. What has been done to prevent phishing scams?
2. Can such crimes be committed off-line?

VOCABULARY

DSL — digital subscriber line — цифровая абонентская линия;
firewall — межсетевой экран, брандмауэр (аппаратные или программные средства межсетевой защиты);
HTTPS (HTTP Secure) — протокол защищенной передачи гипертекста, протокол HTTPS, защищенный HTTP;
credit report — отчет о кредитных операциях.

F

NCUA — consumer report — frauds, scams and cyberthreats

Watch episode „NCUA — consumer report — frauds, scams and cyberthreats“ (URL: https://www.youtube.com/watch?v=3Zlfy7_97Vc (дата обращения: 13.02.2023)) **and answer the questions, tell your fellow-students how to protect personal finances online.**

Cyber technology makes it easy and convenient for you to access your accounts and financial information.

It is also making it easier for criminals to steal that sensitive information along with your identity.

What should consumers be paying attention to?

What is a cyber threat?

Basically if you use shopping outlets online, banking processes, complete money transfers or digital wallet payments through a mobile device you are susceptible to fraud and cyber threats.

The more information you have exposed on-line, the more vulnerable you may become.

In what types of cyber issues should consumers be paying most attention to?

You've seen in the news attacks against mega retailers, increasing cyber attacks on financial institutions and other businesses from hackers.

Other recent news include fraudster's collecting individual credentials through cyber threats that target Point of Sale (PS)-terminals.

Individually you may have experienced phishing, hacking, malware, or compromised websites, cyber viruses which continue to be a challenge for most consumers.

Consumers should be aware of phishing attempts to solicit your credentials. Another threat is website being compromised.

Today you go to a website, click on an image and link and become infected with malware designed to steal your personal information.

Social media is the highly-used item. Information can also be hacked and then used to target others who associate with the profile, links, images, that carry malware and viruses.

Other common types of fraud include identity theft when personal identifying information, such as your name, social security number or credit card number is used without your permission.

Debt collection scams

When a company claims you owe a debt, that is in fact not yours, or that the previous debt you may have held that is now passed your status of limitations and the intimidate you to pay.

Lottery sweepstakes scams

When a scammer claims you have won a cash prize but in order to receive the funds you must wire funds to them as a fee or taxes.

Fraudulent tax filings which according to the FBI doubled from 2013 to 2014 is when a fraudster uses a consumer's social security number to file taxes before the consumer files.

The consumer then receives the rejection notice from IRS when he attempts to electronically file their taxes.

Techniques consumers can use to protect their personal finances on-line: using stronger on-line passwords; using secure websites for shopping on-line especially during holidays; not opening or answering e-mails you are not familiar with; not clicking links you are not familiar with; changing the whole password; monitoring your credit card statements; monitoring your bank statements; setting passwords for your mobile device; updating security system on your mobile device: these include laptops, tablets, computers; not using public networks if possible.

Answer the questions

1. Is it safe to use social media?
2. Which of the techniques mentioned above do you regularly use?
3. What are the new technologies used in credit card industry?

VOCABULARY

susceptible — поддающийся, подверженный;

vulnerable — уязвимый;

credentials — удостоверение личности;

solicit — выпрашивать, требовать; запрашивать;

sweepstake — лотерея;

IRS — Internal Revenue Service — Внутренняя налоговая служба (США).

UNIT 23. International court of justice

1. Watch episode „International Court of Justice“ (URL: <https://www.youtube.com/watch?v=DME-wfbt08c> (дата обращения: 13.02.2023)), insert the appropriate words to reconstruct the text, define whether the statements are true/false and answer the questions.

A

Insert appropriate words

1. When states disagree where their border is, contest islands or a maritime zone, when one state considers that another has violated a treaty or other rule of international law, they can _____ to the International Court of J... .

2. The ICJ has its seat in the _____ Palace in the Hague.

3. Like the General Assembly or the Security Council the Court is the _____ organ of the UN.

4. The ICJ has existed since _____ .

5. The official languages are _____ and _____.

6. The Statute is the _____ document of the ICJ.

7. The ICJ is the successor of the court created in 1922 by the L ... of N... .

8. From 1922 to 1940 that court handled _____ cases.

9. Like its predecessor the ICJ has two roles. The first role of the ICJ is to decide disputes between _____.

10. These are _____ cases.

11. The second role is to respond to legal questions submitted to it by the _____, _____.

12. These cases are known as _____ proceedings.

13. Only disputes between _____ can be submitted to it.

14. The Court consists of _____ judges who are elected for _____ years by the _____.

15. In practice the Court has always included at least one judge from each member state of the _____.

16. If the Court does not have a judge from the states-parties to a particular case — , the state has the right to choose what is known as the judge _____.

17. Every three years the Court elects the President and _____.

18. The proceedings (in the ICJ) take place in _____ phases.

19. The Court withdraws to begin its _____.

20. Unlike judgments the advisory opinions are not _____ per se.

B

Define whether the following statements are true or false. Correct the false ones.

1. Judges may not be reelected.
2. The members of the Court can be from one country.
3. The judges represent their countries.
4. Three seats are occupied by African judges.
5. Four judges are from Latin America and the Caribbean.
6. Three seats are occupied by Asian judges.
7. Seven seats are occupied by judges from Eastern Europe and other eastern states.
8. Two seats are occupied by judges from the USA.
9. Every year the President reports the activities of the ICJ to the General Assembly in the Hague.
10. The legal disputes between the states represent 50% of all the work.
11. Non-member states cannot access the ICJ.
12. On average (в среднем) the court deliberations last 1 year.
13. All judgments of the Court are final and without appeal.
14. If one party refuses to abide by the Court decision, the opposing party may have recourse to the President.

C

Answer the questions

1. What disputes did contentious cases include in the past?
2. What issues are covered by contentious cases nowadays?
3. What is included in the Court proceedings?
4. Are all the decisions of the Court binding on the parties?
5. What was one of the most high-profile advisory opinions issued by the Court?

D

International Court of Justice

Answer the questions	Comment on the following statements
1. How many judges are there in the International Court of Justice?	1. The ICJ tries individuals
2. What is their term of office?	2. The ICJ considers civil cases
3. Can the judges of the ICJ be reelected?	3. If there is a dispute over the border the case can be referred to the UN Security Council
4. Can the judgements of the ICJ be appealed?	4. There are 7 judges from the Eastern Europe
5. In what situations can the case be tried by the ICJ?	5. There are no judges from African countries
6. How often is the President of the ICJ elected?	6. There are 4 judges elected ad hoc
7. What are the qualities a judge of the ICJ must possess?	7. Any UN agency can apply to the ICJ for an advisory opinion
	8. The UN Secretariat assists the ICJ

Unit 24. Crime and punishment. Types of law

Task 1. Listen to „10 most Wanted Criminals“ and answer the questions.

1. What does the list of „10 most Wanted criminals“ include?
2. What was the reason for creating such a list?
3. When did the „Ten Most Wanted“ list start?
4. How did this list help the police?
5. What types of criminals were in the list in the 1950s?
6. What types of criminals were in the list in the 1960s?
7. What types of criminals were in the list in the 1990s?
8. What are „the requirements“ for a suspect to be included into the „Ten Most Wanted Fugitives“ list?

Task 2. Watch the episode „Court cases“ and do the following tasks.

1. Name different areas of the law.
2. Give the definition of law.
3. What are the participants of the court case?
4. What is a trial?
5. Can you give examples of collocations with the word trial?
6. What might there be before the actual trial begins? What is its purpose?
7. Who is in charge of a court case? What is he responsible for?
8. What are the jurors?
9. What person is a defendant?
10. What is a statement by the defendant of whether they are guilty or innocent?
11. Give the definition of evidence.
12. What people are witnesses?
13. What does the word testify mean?
14. Where does the jury decide the case?
15. In what case will a judge convict the defendant of a crime?
16. What is a sentence? What type of sentences can there be?

APPENDIX

Appendix 1

Andrew Jackson

Andrew Jackson was nearing the end of his presidency. He had served two terms. For many Americans, Jackson remained incredibly popular. They liked that a poor boy from the frontier who could barely read and write grew up to become president.

Historian Daniel Feller is an expert on Andrew Jackson. He calls the president and war hero the ultimate American self-made man.

„He’s a quintessentially American figure. You can’t imagine anybody like this getting to be the head of a country at that time, certainly anywhere else but in the United States. And even in the United States it would’ve been unheard of just a few years before“.

Daniel Feller says Jackson often used government to help ordinary people instead of the rich and powerful. For this reason, many called him the „people’s president“.

Differing views on Jackson...

But not everyone agreed. His opponents said tyrants have always spoken in the name of the people. They said Jackson used his popularity to do whatever he wanted, whether it was legal or not. His opponents in Congress even denounced him with a censure resolution for not releasing some of his papers to the government. They called him „King Andrew“.

Many American Indians called Jackson yet another name. They called him „Jackson the Devil“.

Jackson wanted Native Americans in southern states, including Georgia, Alabama, Mississippi and Tennessee, to move west. Jackson did not think it was right for Indian tribes to exist as independent nations within the United States. And white voters wanted Indians’ land for farming.

Historian Daniel Feller points out that the United States government had tried to get Indians to move away from white settlements for a long time — long before Jackson became president.

„But Jackson brought an urgency to it that none of his predecessors had. [Former presidents John] Quincy Adams and [James] Monroe had endeavored to remove Indians when Indians seemed to be willing to be removed. Jackson took the position that they needed to be removed *now*“.

In 1830, Jackson pushed a bill through Congress called the Indian Removal Act. The bill allowed him to create new Indian homelands in the Oklahoma territory, an area west of the Mississippi River where few white Americans lived at the time. The federal government would essentially trade

the Indians their old land for the new land, and pay for tribes to move west permanently.

„He managed to convince himself, and I think that’s the best way to put it, that he was actually doing the Indians a favor. That Indian tribes that remained in proximity to whites simply disintegrated. Their tribal structure, their national structure, disintegrated. They died“.

Daniel Feller says just because Jackson believed he was helping the Indians did not mean he did not benefit from their removal, or that he was right. Besides, the Indians did not have much choice. Jackson told them that if they did not accept his offer, their nations would be controlled by the American government. The Chickasaw, Choctaw and Creeks agreed under pressure. The Cherokees resisted. They even took their case to the Supreme Court, which agreed that the Indians were independent from state authority.

But Jackson and the state of Georgia ignored the Supreme Court’s decision. Eventually, soldiers forced the Cherokees from their homes and marched them over 1,600 kilometers to Oklahoma. More than 5,000 died. The forced march later became known as the Trail of Tears.

Even the Indians who survived continued to suffer. The United States government did not meet the terms of the treaty. Few Indians were paid for their goods. Most were not given food and other supplies during the journey or when they arrived in Oklahoma.

Daniel Feller notes that the United States has a long history of defaulting on its treaties with Indian nations, both before and after Andrew Jackson. Andrew Jackson might not have intended for the Indians to suffer so much, but he did not lead his government to respect and protect them either.

„There are many who regard Jackson as being the kind of epitome, the exemplar, the personification, of everything that has been wrong, not only regrettable but perhaps evil in white America’s treatment of the Indians“.

Daniel Feller says Jackson’s treatment of the Native Americans, along with some of his other actions, complicates his image as an American hero.

„If you look at Jackson’s own personal rise, it’s a pretty impressive rise. It leaves a lot of dead people, and a lot of displaced or abused populations behind it, including Indians, including slaves, including personally the people he shot. So again it’s a complicated image. It shows this American character in both you might say its best and its most disturbing light at the same time“.

Jackson supports Van Buren for next President

In 1836, the American public voted for their next president. Andrew Jackson had served for eight years. He did not want another term. He supported his vice president, Martin Van Buren.

Van Buren had been very close to the outgoing president.

In the election of 1828, Van Buren had been successful in forming a strong political alliance. This alliance helped put Jackson in the White House. Jackson was grateful for Van Buren's help, and asked him to come to Washington to serve as secretary of state.

Van Buren quickly became the most powerful man in Jackson's cabinet. He was able to help Jackson in negotiations with Britain and France. But his greatest help was in building a strong political party for Jackson.

Van Buren built up the Democratic Party by removing people from government jobs if they had not supported Jackson. These jobs were then given to those who had supported the president. Ultimately, it was the Democratic Party that gave Jackson wide support for his policies.

Van Buren served as Jackson's secretary of state for two years.

By this time, Jackson had decided that Van Buren would be the best man to follow him as president. Jackson offered to resign after the 1832 elections and give Van Buren the job of president.

Van Buren rejected the offer. He said he wanted to be elected by the people. But he agreed to be Jackson's vice president in 1832.

Four years later, at Jackson's request, the Democrats chose Van Buren to be their presidential candidate. Several candidates from the newly formed Whig Party opposed him. But the Whigs were divided, and Van Buren easily won the election.

March 4, 1837, was a bright, cold day. The winter sun shone over the crowd that had gathered in Washington to watch the swearing — in of the new president.

Andrew Jackson left the White House in the presidential carriage, riding beside Martin Van Buren. It was the first time a president and a president-elect rode to the Capitol together for the inauguration.

The big crowd on the east side of the Capitol grew quiet when Jackson and Van Buren walked up the steps of the building. After Chief Justice Roger Taney swore in President Van Buren, the new president gave his inaugural speech.

Then Andrew Jackson started slowly down the steps. A mighty cheer burst from the crowd.

„For once“, wrote Senator Thomas Hart Benton, an ally of Jackson, „the rising sun was eclipsed by the setting sun“.

The day after Van Buren became president, Jackson met with a few of his friends. Frank Blair, the editor of Jackson's newspaper, was one of them. Senator Benton was another. It was a warm, friendly meeting. They thought back over Jackson's years in the White House and talked about what had been done.

Jackson said he thought his best piece of work was getting rid of the Bank of the United States. He said he had saved the people from a monopoly of a few rich men.

Someone asked about Texas. Jackson said he was not worried about Texas. That problem would solve itself, he said.

Regrets?

Did he have any regrets about anything? „Only two“, said Jackson. „I regret I was unable to shoot Henry Clay or to hang John C. Calhoun“.

The next morning, March 6, Jackson left Washington to return to his home in Tennessee. Jackson was to leave the capital by train. Thousands of people lined the streets to the train station, waiting for a last look at their president. Jackson stood in the open air on the rear platform of the train. His hat was off, and the wind blew through his long white hair.

The locomotive bell rang. There was a hiss of steam. And the train began to move. Jackson bowed. One man who was there said it was as if a bright star had gone out of the sky.

Jackson lived for eight more years. He read as many as 20 different newspapers, exchanged letters with many people in government and spent time with his son and grandchildren. But Jackson's health had never been very good. He had been shot many years before, and the gunshot wounds created problems.

Andrew Jackson died at home on June 8, 1845. He was 78 years old.

Back in Washington, Martin Van Buren continued Jackson's legacy by carrying out many of his policies.

After the Civil War: Death of Lincoln Helps Unite a Divided Nation

(MUSIC)

VOICE ONE:

THE MAKING OF A NATION -- a program in Special English.

(MUSIC)

On April ninth, eighteen sixty-five, Confederate General Robert E. Lee surrendered his army to Union General Ulysses Grant. Within weeks, America's Civil War would be over. When people in Washington learned of Lee's surrender, they hurried to the White House. They wanted to hear from President Abraham Lincoln. The crowd did not know that it would be one of his last speeches.

I'm Harry Monroe. Today, Kay Gallant and I tell the story of that tragic spring.

VOICE TWO:

President Lincoln spoke several days after General Lee's surrender. The people expected a victory speech. But Lincoln gave them something else.

Already, he was moving forward from victory to the difficult times ahead. The southern rebellion was over. Now, he faced the task of re-building the Union. Lincoln did not want to punish the south. He wanted to re-join the ties that the Civil War had broken. So, when the people of the north expected a speech of victory, he gave them a speech of reconstruction, instead.

On the night of April eleventh, Lincoln appeared before a crowd outside the White House. He held a candle in one hand and his speech in the other.

VOICE ONE:

„Fellow citizens“, Lincoln said. „We meet this evening not in sorrow, but in gladness of heart. The surrender of the main army of the Confederacy gives hope of a righteous and speedy peace. The joy cannot be held back. By these recent successes, we have had pressed more closely upon us the question of reconstruction.

„We all agree“, Lincoln continued, „that the so-called seceded states are out of their correct relation with the Union. We also agree that what the government is trying to do is get these states back into their correct relation.

„I believe it is not only possible, but in fact easier to do this without deciding the legal question of whether these states have ever been out of the Union. Finding themselves safely at home, it would be of no importance whether they had ever been away“.

VOICE TWO:

There was cheering and applause when President Lincoln finished, but less than when he began. The speech had been too long and too detailed to please

the crowd. Lincoln, however, believed it a success. He hoped he had made the country understand one thing: the great need to forget hatred and bitterness in the difficult time of re-building that would follow the war.

The president continued to discuss his ideas on reconstruction over the next few days. On Friday, April fourteenth, he agreed to put this work aside for a while.

In the afternoon, he took his wife Mary for a long drive away from the city. In the evening, they would go to the theater.

VOICE ONE:

One of the popular plays of the time, called „Our American Cousin“, was being performed at Ford’s Theater, not far from the White House. The Secretary of War did not want the Lincolns to go alone. He ordered an army officer to go with them.

The President and Misses Lincoln sat in special seats at Ford’s Theater. The presidential box was above and to one side of the stage. A guard always stood outside the door to the box. On this night, however, the guard did not remain. He left the box unprotected.

VOICE TWO:

President Lincoln settled down in his seat to enjoy the play. As he did so, a man came to the door of the box. He carried a gun in one hand and a knife in the other. The man entered the presidential box quietly. He slowly raised the gun. He aimed it at the back of Lincoln’s head. He fired.

Then the man jumped from the box to the stage three meters below. Many in the theater recognized him. He was an actor: John Wilkes Booth.

Booth broke his leg when he hit the stage floor. But he pulled himself up, shouted „Sic semper tyrannis!“ -- ‘Thus ever to tyrants!’ -- and ran out the door. He got on a horse... and was gone.

VOICE ONE:

The attack was so quick that the audience did not know what had happened. Then a woman shouted, „The president has been shot!“

Lincoln had fallen forward in his seat, unconscious. Someone asked if it was possible to move him to the White House. A young army doctor said no. The president’s wound was terrible. He would die long before reaching the White House.

So Lincoln was moved to a house across the street from Ford’s Theater. A doctor tried to remove the bullet from the president’s head. He could not. Nothing could be done, except wait. The end was only hours away.

VOICE TWO:

Cabinet members began to arrive, while wild reports spread through the city: the Confederates had declared war again! There was fighting in the streets!

An official of the War Department described the situation. „The extent of the plot was unknown. From so horrible a beginning, what might come next. How far would the bloody work go. The safety of Washington must be looked after. The people must be told. The assassin and his helpers must be captured“.

VOICE ONE:

Early the next morning, April fifteenth, Abraham Lincoln died. A prayer was said over his body. His eyes were closed.

The news went out by telegraph to cities and towns across the country. People read the words, but could not believe them. To millions of Americans, Abraham Lincoln's death was a personal loss. They had come to think of him as more than the President of the United States. He was a trusted friend.

People hung black cloth on their doors in sorrow. Even the south mourned for Lincoln, its former enemy. Southern General Joe Johnston said: „Mr. Lincoln was the best friend we had. His death is the worst thing that could happen for the south“.

VOICE TWO:

Messages of regret came from around the world.

British labor groups said they could never forget the things Lincoln had said about working people. Things such as: „The strongest tie of human sympathy should be one uniting all working people of all nations and tongues“.

A group representing hundreds of French students sent this message:

„In President Lincoln we mourn a fellow citizen. There are no longer any countries shut up in narrow frontiers. Our country is everywhere where there are neither masters nor slaves. Wherever people live in liberty or fight for it. We look to the other side of the ocean to learn how a people which has known how to make itself free...knows how to preserve its freedom“.

The assassination of Abraham Lincoln touched the imagination of America's writers. Many tried to put their feelings into words. Walt Whitman wrote several poems of mourning. Here is part of one of them, „O Captain! My Captain!“

Announcer:

Here captain! Dear father!

This arm beneath your head!

It is some dream that on the deck,

You've fallen cold and dead.

My captain does not answer, his lips are pale and still,

My father does not feel my arm, he has no pulse nor will.

The ship is anchor'd safe and sound, its voyage closed and done,

From fearful trip the victor ship comes in with object won;

Exult o shores, and ring o bells!
But I with mournful tread,
Walk the deck my captain lies,
Fallen cold and dead.

VOICE TWO:

Abraham Lincoln was assassinated in the spring. That is the time of year when lilac plants burst into flower throughout much of the United States. One of Walt Whitman's most beautiful poems in honor of Lincoln is called, „When Lilacs Last in the Dooryard Bloomed“. Here is part of that poem.

Announcer:

When lilacs last in the dooryard bloom'd
And the great star early droop'd in the western sky in the night,
I mourned, and yet shall mourn with ever-returning spring.
Ever-returning spring, trinity sure to me you bring,
Lilac blooming perennial and drooping star in the west,
And thought of him I love...
Coffin that passes through lanes and streets,
Through day and night with the great cloud darkening the land...
With the countless torches lit,
Wiith the silent sea of faces and the unbared heads...
With the tolling, tolling bells' perpetual clang, here, coffin that slowly
passes,

I give you my sprig of lilac.

(MUSIC)

VOICE TWO:

You have been listening to the Special English program, THE MAKING OF A NATION. Your narrators were Harry Monroe and Kay Gallant. The poems were read by Shep O'Neal. Our program was written by Harold Berman and Frank Beardsley.

American Civics: Law, History and Political Science Combined

VOICE ONE:

Welcome to THIS IS AMERICA in VOA Special English. I'm Bob Doughty with Faith Lapidus. Our subject this week is American civics.

(MUSIC)

VOICE ONE:

Civics is a subject that deals with the rights and duties of citizens. It brings together law, history and political science.

In the nineteen sixties, a nonprofit group called the Center for Civic Education got started. Its job is to help people in the United States and other countries learn about the ideas of democracy. Its work includes an international civic education exchange program, Civitas.

In nineteen ninety-four, the Center for Civic Education developed five questions for teaching about civics and government. We will use these questions to guide our program. The answers will combine our own reporting with information from the center.

Question one: „What are civic life, politics and government?“

VOICE TWO:

The simple answer is that people have their personal life, but they also have a civic life. This involves issues that affect their community and their nation.

Politics is a process. It is a way for people with opposing interests and beliefs about issues to reach decisions.

Government is the organization in society with the power to put these decisions into effect. It also has the power to enforce them.

In the United States, the Constitution limits the power of government. The founders of the nation wanted to protect individual rights. At the same time, however, they also wanted to work for the common good.

Under the Constitution, government officials must follow the rule of law. This means they must follow the same rules as everyone else. The Constitution is the highest law in the land.

VOICE ONE:

Constitutions are also vehicles for change. One example involves the Fourteenth Amendment to the United States Constitution. The Fourteenth Amendment took effect in eighteen sixty-eight, after the Civil War.

It guarantees all citizens equal protection under the law. It meant that former slaves had the same rights as other Americans. Black Americans used this amendment to seek better treatment during the civil rights movement of the nineteen fifties and sixties.

(MUSIC)

VOICE TWO:

The second question presented by the Center for Civic Education asks: „What are the foundations of the American political system?“

The system is built on the Constitution, which guarantees the right to life, liberty and property. The Constitution also establishes a system of checks and balances on government power.

Congress passes bills for the president to sign into law. If the president refuses, Congress has the power to reject the veto. The Supreme Court has the power to strike down laws if it finds they violate the Constitution.

VOICE ONE:

The Constitution also recognizes the powers of the states. In fact, the American political system is built on the idea that states have any powers not given to the federal government. The system was also built on the idea that the different groups in society would all share a common identity as Americans.

And several intellectual traditions have influenced the American political system. One is classic liberalism. Classic liberalism represents the idea that governments are created by the people, for the people.

This theory had its roots in Europe, through writers like John Locke. The American Declaration of Independence is an example of a document that supports the main ideas of classic liberalism. It guaranteed the right to “life, liberty and the pursuit of happiness.”

VOICE TWO:

Another theory that influenced early America is classic republicanism. A republic is a state governed by elected representatives instead of directly by the people. The United States is known as a constitutional representative democracy.

Classic republicanism links the idea of civic virtue to the common good. Civic virtue means that people put the interests of society before their own.

But a belief in the public good may conflict with a desire for the protection of individual rights. So classic republicanism and classic liberalism can sometimes clash.

(MUSIC)

VOICE ONE:

Here is question number three from the Center for Civic Education: „How does the government established by the Constitution embody the purposes, values and principles of American democracy?“

There are many ideas behind American democracy, but one of the most important is federalism.

Early leaders wanted to create a government system that would prevent the misuse of power. So they created several levels of government. Power and responsibilities are divided among the national, state and local governments.

VOICE TWO:

The federal government is organized into the legislative, executive and judicial branches. The legislative branch is Congress, made up of the House of Representatives and the Senate. The judicial branch is the Supreme Court and the federal court system.

The executive branch is the president and the fifteen cabinet-level agencies. The federal government also has about sixty independent agencies.

VOICE ONE:

State governments are established by state constitutions. Each of the fifty states has its own legislative, executive and judicial branch. State and local governments provide police and fire protection, education, public works and other services. To pay for services, taxes are collected at all levels of government.

The American political system also provides citizens with the ability to influence how laws are made. Some people become involved in political or public interest groups. Others are civically active through groups such as unions or religious organizations.

The Constitution guarantees freedom of speech and of the press. So the media also play a part in civic life and shaping public opinion.

(MUSIC)

VOICE TWO:

“What is the relationship of the United States to other nations and to world affairs?” This is the fourth question asked by the Center for Civic Education.

At times, the United States has closed itself off from the world. At other times, it has been an active leader. National politics and the guiding ideas of the Constitution have shaped and reshaped relations. Disagreements over foreign policy have led to difficult periods in American history.

The United States declared its independence from Britain on July fourth, seventeen seventy-six. Today, it is often called the last remaining superpower, after the fall of the Soviet Union. But military strength is only one measure of power. Economic power also influences relations between countries. And the United States has the largest economy in the world.

(MUSIC)

VOICE ONE:

The final question asks: „What are the roles of citizens in American democracy?“

In the words of the Center for Civic Education, „democratic citizens are active“. They must know what their personal, political and economic rights are. And they must know what responsibilities come with those rights.

The center says those responsibilities include voting in elections and giving time to community organizations. It says another responsibility is serving as a helpful critic of public organizations, officials and policies. But, above all, it says people must see how democracy depends on knowledgeable citizens who care about other citizens and their country.

This is what Abraham Lincoln, the sixteenth president, said in eighteen fifty-four: „If there is anything which it is the duty of the whole people to never entrust to any hands but their own, that thing is the preservation and perpetuity of their own liberties and institutions“. In other words, to keep democracy alive, citizens must do it themselves.

VOICE TWO:

The Center for Civic Education organized its teachings around questions because, in its words, „democracy is a discussion“. Citizens exchange ideas. They search for new and better ways. The use of questions is meant to show that the process is never-ending.

The center provides materials to schools. It also trains teachers and organizes community programs. For more information, you can write to the Center for Civic Education at five-one-four-five Douglas Fir Road, Calabasas, California, nine-one-three-zero two, U-S-A.

Internet users can go to civiced dot o-r-g. Civiced is spelled c-i-v-i-c-e-d. And the e-mail address is c-c-e at civiced dot o-r-g.

American History Series: Jefferson Gets Louisiana Territory From France

Welcome to THE MAKING OF A NATION — American history in VOA Special English.

In our last program, we talked about two proposals by President Thomas Jefferson. Congress approved both of them. One proposal ended some taxes. The other reduced the number of judges appointed by John Adams when he was president.

In the closing days of Adams' term, Congress passed a Judiciary Act. This act gave Adams the power to appoint as many judges as he wished. It was a way for the Federalist Party to keep control of one branch of government. The Federalists had lost the presidency and their majority in Congress to Thomas Jefferson and his Democratic-Republican party — known today as the Democratic Party.

Now, Tony Riggs and Shep O'Neal continue the story of America's third president, Thomas Jefferson.

(MUSIC)

VOICE ONE:

President Adams quickly created new courts and named new judges. Just as quickly, the Senate approved them. The papers of appointment were signed. However, some of the judges did not receive their papers, or commissions, before Thomas Jefferson was sworn-in. The new president refused to give them their commissions.

One of the men was William Marbury. He asked the Supreme Court to decide his case.

VOICE TWO:

The Chief Justice was John Marshall, a Federalist. Marshall thought about ordering the Republican administration to give Marbury his commission. On second thought, he decided not to. He knew the administration would refuse his order. And that would weaken the power of the Supreme Court.

Marshall believed the Supreme Court should have the right to veto bills passed by Congress and signed by the president. In the Marbury case, he saw a chance to put this idea into law.

VOICE ONE:

Marshall wrote his decision carefully. First, he said that Marbury did have a legal right to his judicial commission. Then, he said that Marbury had been denied this legal right. He said no one — not even the president — could take away a person's legal rights.

Next, Marshall noted that Marbury had taken his request to the Supreme Court under the terms of a law passed in seventeen eighty-nine. That law gave

citizens the right to ask the high court to order action by any lower court or by any government official.

Marshall explained that the Constitution carefully limits the powers of the Supreme Court. The court can hear direct requests involving diplomats and the separate states. It cannot rule on other cases until a lower court has ruled.

So, Marshall said, the seventeen eighty-nine law permits Marbury to take his case directly to the Supreme Court. But the Constitution does not. The Constitution, he added, is the first law of the land. Therefore, the congressional law is unconstitutional and has no power.

VOICE TWO:

Chief Justice Marshall succeeded in doing all he hoped to do. He made clear that Marbury had a right to his judicial commission. He also saved himself from a battle with the administration. Most importantly, he claimed for the Supreme Court the power to rule on laws passed by Congress.

President Jefferson understood the importance of Marshall's decision. He did not agree with it. He waited for the Supreme Court to use this new power.

Several times during Jefferson's presidency, Federalists claimed that laws passed by the Republican Congress violated the Constitution. But they never asked the Supreme Court to reject those laws.

(MUSIC)

VOICE ONE:

During Jefferson's first term, the United States faced a serious problem in its relations with France.

France had signed a secret treaty with Spain. The treaty gave France control of a large area in North America -- the Louisiana Territory.

Napoleon Bonaparte ruled France at that time. Jefferson did not want him in North America. He felt the French presence was a threat to the peace of the United States. He decided to try to buy parts of Louisiana.

VOICE TWO:

Jefferson sent James Monroe to Paris as a special negotiator.

Before sailing, Monroe met with the president and Secretary of State James Madison. They discussed what the United States position would be on every proposal France might make.

First, Monroe would try to buy as much territory east of the Mississippi River as France would sell. If France refused, then Monroe would try to buy an area near the mouth of the Mississippi River. The area was to be large enough for a port.

VOICE ONE:

Monroe never had a chance to offer the American position. Napoleon had decided to sell everything to the Americans. He told his finance minister to give up Louisiana — all of it. Napoleon needed money for a war with Britain.

James Monroe was happy to negotiate the purchase of Louisiana. They agreed on a price of eighty million francs for all the land drained by the great Mississippi River and all its many streams.

(MUSIC)

VOICE TWO:

Federalists in the northeastern states opposed the decision to buy Louisiana. They feared it would weaken the power of the states of the northeast. Federalist leaders made a plan to form a new government of those states. But to succeed, they needed the state of New York.

Vice President Aaron Burr was the political leader of New York and a candidate for New York governor. The Federalists believed Burr would win the election and support their plan. But Federalist leader Alexander Hamilton did not trust Burr. The two had been enemies for a long time.

VOICE ONE:

Hamilton made some strong statements against Burr during the election campaign in New York. The comments later appeared in several newspapers. Burr lost the New York election. The Federalist plan died for a new government of northeastern states.

After the election, Burr asked Hamilton to admit or deny the comments he had made against Burr. Hamilton refused. The two men exchanged more notes. Burr was not satisfied with Hamilton's answers. He believed Hamilton had attacked his honor. Burr demanded a duel.

VOICE TWO:

A duel is a fight, usually with guns. In those days, a duel was how a gentleman defended his honor. Hamilton opposed duels. His son had been killed in a duel. Yet he agreed to fight Burr on July eleventh, eighteen-oh-four.

The two men met at Weehawken, New Jersey, just across the Hudson River from New York City. They would fight by the water's edge, at the bottom of a high rock wall.

VOICE ONE:

The guns were loaded. Burr and Hamilton took their places. One of Hamilton's friends explained the rules. „Are you ready, gentlemen?“ he asked. Both answered „yes“. There was a moment of silence. He gave the signal. Burr and Hamilton raised their guns. Two shots split the air.

Hamilton raised up on his toes, then fell to the ground. Burr remained standing. He looked at Hamilton with regret, then left. Hamilton died the next day.

Newspapers throughout the nation reported Hamilton's death. Most people accepted the news calmly. To them, it was simply the sad end to an old, private dispute. But Burr's political enemies charged him with murder. The vice president fled to the southern state of Georgia.

(MUSIC)

VOICE TWO:

The nation was preparing for the presidential election in a few months. Once again, the Republican Party chose Thomas Jefferson as its candidate for president. But Republicans refused to support Aaron Burr for vice president again. Instead, they chose George Clinton. Clinton had served as governor of New York seven times.

The Federalist Party chose Charles Cotesworth Pinckney of South Carolina as its candidate for president. It chose Rufus King of New York to be its vice presidential candidate.

VOICE ONE:

The campaign was quiet. In those days, candidates did not make many speeches.

Republican pamphlets told of the progress made during the past four years. The former Federalist administration raised taxes, they said. Jefferson ended many of the taxes. The Federalists borrowed millions of dollars. Jefferson borrowed none. And, Jefferson got the Louisiana Territory without going to war.

The Federalists could not dispute these facts. They expected that Jefferson would be re-elected. But they were sure their candidate would get as many as forty electoral votes. The results shocked the Federalists. Jefferson received one hundred sixty-two electoral votes. Pinckney received just fourteen. Thomas Jefferson would be president for another four years.

That will be our story next week.

(MUSIC)

ANNOUNCER:

Our program was written by Christine Johnson and Harold Braverman. The presenters were Tony Riggs and Shep O'Neal. Join us again next week for THE MAKING OF A NATION, an American history series in VOA Special English. Transcripts, podcasts and MP3s of our programs can be found at voa-specialenglish.com.

Washington D. C.

It is located on the east bank of the Potomac River, which forms its southwestern and southern border with the U.S. state of Virginia, and shares a land

border with the U.S. state of Maryland on its remaining sides. The city was named for George Washington, a Founding Father and the first president of the United States, and the federal district is named after Columbia, a female personification of the nation.

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Amelia Earhart: She Showed that Women, Too, Could Set Flight Records

(MUSIC)

VOICE ONE:

This is Mary Tillotson.

VOICE TWO:

And this is Steve Ember with the VOA Special English program EXPLO-RATIONS. Today, we tell about Amelia Earhart. She was one of America's first female pilots.

(MUSIC)

VOICE ONE:

Amelia Earhart was born in eighteen ninety-seven in the middle western state of Kansas. She was not a child of her times. Most American girls at the beginning of the twentieth century were taught to sit quietly and speak softly. They were not permitted to play ball or climb trees. Those activities were considered fun for boys. They were considered wrong for girls.

Amelia and her younger sister Muriel were lucky. Their parents believed all children needed physical activity to grow healthy and strong. So Amelia and Muriel were very active girls. They rode horses. They played baseball and basketball. They went fishing with their father. Other parents would not let their daughters play with Amelia and Muriel.

VOICE TWO:

The Earharts lived in a number of places in America's middle west when the girls were growing up. The family was living in Chicago, Illinois when Amelia completed high school in nineteen-sixteen.

Amelia then prepared to enter a university. During a holiday, she visited her sister in Toronto, Canada. World War One had begun by then. And Amelia was shocked by the number of wounded soldiers sent home from the fighting in France. She decided she would be more useful as a nurse than as a student. So she joined the Red Cross.

VOICE ONE:

Amelia Earhart first became interested in flying while living in Toronto. She talked with many pilots who were treated at the soldiers' hospital. She also spent time watching planes at a nearby military airfield. Flying seemed exciting. But the machinery — the plane itself — was exciting, too.

After World War One ended, Amelia spent a year recovering from the disease pneumonia. She read poetry and went on long walks. She learned to play the banjo. And she went to school to learn about engines.

When she was healthy again, she entered Columbia University in New York City. She studied medicine. After a year she went to California to visit her parents. During that trip, she took her first ride in an airplane. And when the plane landed, Amelia Earhart had a new goal in life. She would learn to fly.

(MUSIC)

VOICE TWO:

One of the world's first female pilots, Neta Snook, taught Amelia to fly. It did not take long for Amelia to make her first flight by herself. She received her official pilot's license in nineteen-twenty. Then she wanted a plane of her own. She earned most of the money to buy it by working for a telephone company. Her first plane had two sets of wings, a bi-plane.

On June seventeenth, nineteen twenty-eight, the plane left the eastern province of Newfoundland, Canada. The pilot and engine expert were men. The passenger was Amelia Earhart. The plane landed in Wales twenty hours and forty minutes later. For the first time, a woman had crossed the Atlantic Ocean by air.

VOICE ONE:

Amelia did not feel very important, because she had not flown the plane. Yet the public did not care. People on both sides of the Atlantic were excited by the tall brave girl with short hair and gray eyes. They organized parties and parades in her honor. Suddenly, she was famous.

Amelia Earhart had become the first lady of the air. She wrote a book about the flight. She made speeches about flying. And she continued to fly by herself across the United States and back.

VOICE TWO:

Flying was a new and exciting activity in the early nineteen-twenties. Pilots tested and demonstrated their skills in air shows. Amelia soon began taking part in these shows. She crashed one time in a field of cabbage plants. The accident did not stop her from flying. But she said it did decrease her desire to eat cabbages!

Flying was fun, but costly. Amelia could not continue. She sold her bi-plane, bought a car and left California. She moved across the country to the city of Boston, Massachusetts. She taught English to immigrants and then became a social worker.

VOICE ONE:

In the last years of the nineteen-twenties, hundreds of record flights were made. A few were made by women. But no woman had flown across the Atlantic Ocean.

A wealthy American woman, Amy Guest, bought a plane to do this. However, her family opposed the idea. So she looked for another woman to take her place. Friends proposed Amelia Earhart.

VOICE TWO:

American publisher George Putnam had helped organize the Atlantic Ocean flight that made Amelia famous. Afterwards, he continued to support her flying activities. In nineteen thirty-one, George and Amelia were married. He helped provide financial support for her record flights.

On May twentieth, nineteen thirty-two, Amelia took off from Newfoundland. She headed east in a small red and gold plane. Amelia had problems with ice on the wings, fog from the ocean and instruments that failed. At one point, her plane dropped suddenly nine hundred meters. She regained control. And after fifteen hours she landed in Ireland.

She had become the first woman to fly across the Atlantic Ocean, alone.

(MUSIC)

VOICE ONE:

In the next few years, Amelia Earhart set more records and received more honors. She was the first to fly from Hawaii to California, alone. She was the first to fly from Mexico City to New York City, without stopping.

Amelia hoped her flights would prove that flying was safe for everyone. She hoped women would have jobs at every level of the industry when flying became a common form of transportation.

VOICE TWO:

In nineteen thirty-five, the president of Purdue University in Indiana asked Amelia to do some work there. He wanted her to be an adviser on aircraft design and navigation. He also wanted her to be a special adviser to female students.

Purdue University provided Amelia with a new all-metal, two-engine plane. It had so many instruments she called it the „Flying Laboratory “. It was the best airplane in the world at that time.

Amelia decided to use this plane to fly around the world. She wanted to go around the equator. It was a distance of forty-three thousand kilometers. No one had attempted to fly that way before.

VOICE ONE:

Amelia's trip was planned carefully. The goal was not to set a speed record. The goal was to gather information. Crew members would study the effects of height and temperature on themselves and the plane. They would gather small amounts of air from the upper atmosphere. And they would examine the condition of airfields throughout the world.

Amelia knew the trip would be dangerous. A few days before she left, she gave a small American flag to her friend Jacqueline Cochran, another female pilot. Amelia had carried the flag on all her major flights. Jacqueline did not want to take it until Amelia returned from her flight around the world. „No“, Amelia told her, „you had better take it now“.

(MUSIC)

VOICE TWO:

Amelia and three male crew members were to make the flight. However, a minor accident and weather conditions forced a change in plans. So on June first, nineteen thirty-seven, a silver Lockheed Electra plane left Miami, Florida. It carried pilot Amelia Earhart and just one male crew member, navigator Fred Noonan.

Amelia and Fred headed south toward the equator. They stopped in Puerto Rico, Surinam and Brazil. They crossed the Atlantic Ocean to Africa, where they stopped in Senegal, Chad, Sudan and Ethiopia. Then they continued on to India, Burma, Thailand, Singapore, Indonesia and Australia.

VOICE ONE:

When they reached New Guinea, they were about to begin the most difficult part of the trip. They would fly four thousand kilometers to tiny Howland Island in the middle of the Pacific Ocean.

Three hours after leaving New Guinea, Amelia sent back a radio message. She said she was on a direct path to Howland Island. Later, Amelia's radio signals were received by a United States Coast Guard ship near the island. The messages began to warn of trouble. Fuel was getting low. They could not find Howland Island. They could not see any land at all.

VOICE TWO:

The radio signals got weaker and weaker. A message on the morning of July second was incomplete. Then there was silence.

American Navy ships and planes searched the area for fifteen days. They found nothing. Amelia Earhart and Fred Noonan were officially declared „lost at sea“.

(MUSIC)

VOICE ONE:

This Special English Program was written by Marilyn Rice Christiano. It was produced by Paul Thompson. This is Mary Tillotson.

VOICE TWO:

And this is Steve Ember. Join us again next week for another EXPLORATIONS program on the VOICE OF AMERICA.

(MUSIC)

Indiana Dunes: Beautiful Sand Hills and Wildlife in the Midwest

(MUSIC)

VOICE ONE:

This is Faith Lapidus.

VOICE TWO:

And this is Steve Ember with the VOA Special English program, EXPLORATIONS. Today we visit the Indiana Dunes. These hills of sand are near Chicago, Illinois. They rise on the shores of Lake Michigan, one of America's five Great Lakes.

(MUSIC)

America's five Great Lakes. Specifics dunes

VOICE ONE:

More than two million people visit the sand hills in the middle western state of Indiana each year. The winds along Lake Michigan created some of these dunes in ancient times. Other dunes may be building right now. The winds create dunes when they drop loose sand onto land. Some dunes look partly round. Others take the form of long, narrow hills.

Visitors from all over the world explore the area near the Indiana Dunes. They swim and sail on the lake. They watch birds in the wetlands. They study plant life in the rich forests of oak and maple trees.

The smooth sands of the dunes and lakeshore make a clear musical sound when people walk on them. Some of these sounds can be heard ten meters away. Visitors often say that the sand dunes „sing“.

VOICE TWO:

The Indiana state government and the federal government control more than six thousand hectares of land along the lake. They operate parks with visitors' areas and scientific research stations. Supervision by these agencies guarantees that the land will always belong to the public. Laws protect the plants, animals, and natural and historical points of interest.

During the twentieth century, many people worked hard to save the dunes from development for industrial and port uses. This was not easy. The land along that area of Lake Michigan is extremely valuable. Some of the land provides important lake ports. Industries and Indiana's natural-gas company also operate along the lake.

VOICE ONE:

In the early nineteen fifties, some companies were removing five tons of sand each day from the dunes. Scientists of the Indiana Geological Survey investigated the sand supply in nineteen fifty-two. They said that the dunes would be gone in fifty to one hundred years if companies continued to remove sand at

that rate. The wind and waves of Lake Michigan created the dunes over thousands of years. Yet people could destroy the dunes in a lifetime.

(MUSIC)

VOICE TWO:

The federal government established the National Park Service in nineteen sixteen. A Chicago businessman named Stephen Mather was its first director. Mister Mather created many national parks. He wanted the Indiana dunes to be a national park, too. However, the United States had entered World War One in nineteen seventeen. Congress was not thinking about creating parks. It was thinking about soldiers and military supplies.

Public support for a protected dunes park continued to grow, however. In nineteen twenty-three, Indiana passed a bill providing tax money to buy property along the lake from its private owners. In nineteen twenty-six, the Indiana Dunes State Park opened. It contained more than eight hundred hectares of land.

VOICE ONE:

Area citizens, scientists and visitors were pleased with the state park. But they did not feel satisfied. They wanted much more land along the lake protected from being used for more factories and industrial ports. Activist Dorothy Buell led the campaign for a national park in the dunes. She formed the Save the Dunes Council in nineteen fifty-two.

Indiana's representatives in the United States Senate opposed the proposed park. They said ports on the lake would provide more jobs for local workers than a national park. Yet the Save the Dunes Council found a powerful friend in United States Senator Paul Douglas. He represented the nearby state of Illinois. Senator Douglas loved the dunes. Every year he would introduce a bill to create an Indiana Dunes National Lakeshore. But every year the bill failed to pass.

VOICE TWO:

In nineteen sixty-six, people who wanted more development finally reached a compromise with people who wanted a national park. Congress first passed a bill to develop more ports. It also created the Indiana Dunes National Lakeshore. More land was added to the park in later legislation. Today more than six thousand hectares of the federal Indiana Dunes National Lakeshore also include the Indiana Dunes State Park.

VOICE ONE:

The Save the Dunes Council has been involved in many other battles. It has successfully fought a number of threats. These include the use of vehicles in the park. Sand-mining. An airport on the lake. And a nuclear power center near the park.

The council has also pressed for stronger enforcement of air and water pollution control laws in the industrial areas near the park.

(MUSIC)

VOICE TWO:

A modern federal road follows a walking path in the dunes called the Beach Trail. Long ago, this trail was a path between two forts. Settlers built the forts to provide protection against attacks by native Indian tribes. These forts became Chicago, Illinois, and Detroit, Michigan.

In eighteen twenty-two, a trader from the state of Michigan settled in the Indiana Dunes. This man, Joseph Bailly, opened a store and raised a family near Lake Michigan. He exchanged warm blankets and guns for the animal furs supplied by Indians and travelers.

At first, Mister Bailly and his family lived in a small wood home. The trader was building a bigger house when he died. The National Park Service has repaired the outside of this large white home.

VOICE ONE:

Later, a student from the University of Chicago brought scientific knowledge to the dunes. Henry Chandler Cowles received money from the university to study landforms and plant fossils from the time when ice covered much of the world. In eighteen ninety-six, Mister Cowles decided the Indiana dunes would be an excellent place for his research.

Mister Cowles' studies showed how plant communities could make important changes in land. His work demonstrated how groups of plants could create conditions for a sand dune to become a living forest. He became a well-known professor and researcher. The work of Henry Chandler Cowles in the Indiana Dunes helped spread the science of ecology throughout the world.

VOICE TWO:

Other scientists have explained how the sand hills formed. They say a huge thick river of ice helped create the Indiana dunes. Thousands of years ago this glacier moved over what is now central Indiana. As the glacier moved, heavy ice crushed rocks into very small pieces. Over time, part of the glacier became a body of water called Lake Chicago, an early version of Lake Michigan. The melting glacier dropped the sand it had created around the lake. The sands of the present-day Lake Michigan are always moving. The winds and waves of the lake carry sand to the surrounding land.

Strong winds lift the sand and drop it on the land below. This process starts building new dunes.

VOICE ONE:

Over time, plant life develops on these sand hills. For example, the cottonwood tree is usually first to grow on a new dune. Then the winds dig a hole in the sand. The winds use loose sand from the hole to create a large dune that

moves. Such a dune can damage or destroy anything in its way. But cottonwood trees can help. The trees grow roots along their trunks as sand buries them. The cottonwood roots help hold the dune in place.

(MUSIC)

VOICE TWO:

A dune called Mount Baldy guards the northern end of the Indiana Dunes National Lakeshore. Beautiful trees encircle its lower parts. Thousands of people climb the thirty-eight meters to the top of Mount Baldy each year. But getting there can be difficult. Climbers discover that their footsteps up the tall hill of sand often cause them to fall back again.

Local people tell about a mysterious woman who once lived in a small house not far from Mount Baldy. Alice Marble Gray moved to the Dunes from Chicago at age thirty-five. Alice shocked people by swimming in Lake Michigan without a swimming suit. Fishermen compared her to the Roman goddess Diana. So began the traditional story of Diana of the Dunes.

VOICE ONE:

This legend says Diana fell in love with a man who treated her badly. She died in nineteen twenty-five. Health officials said her body showed evidence of beatings. As the years passed, people have claimed that they sometimes see her swimming in the lake. They say that in the moonlight, you can still see Diana running along the sands of the Indiana Dunes.

(MUSIC)

VOICE TWO:

This program was written by Jerilyn Watson. It was produced by Mario Ritter. I'm Steve Ember.

VOICE ONE:

And I'm Faith Lapidus. Join us again next week for another EXPLORATIONS in VOA Special English.

Camping in America's National and State Parks

(MUSIC)

VOICE ONE:

I'm Faith Lapidus.

VOICE TWO:

And I'm Steve Ember with EXPLORATIONS in VOA Special English. Millions of people in the United States like to spend their holidays enjoying nature. They carry everything they will need with them. Today we tell about this popular activity called backpacking.

(MUSIC)

VOICE ONE:

We are high in the Blue Ridge Mountains in the state of North Carolina. It is very early in the morning. We have been walking in the mountains for almost one week. Each night we sleep in a small cloth shelter called a tent. We carry the tent, sleeping bags, clothes, food and water with us in our backpacks.

The air this morning is fresh and clear. It smells like green trees and wild flowers. Our surroundings are dark green. We have been deep in the forest for many kilometers. Little light reaches here. It is so thick with trees we cannot see the sky.

VOICE TWO:

At last we come to a clear area. We can see the sky and the land around us. When we look across to other mountains it is easy to see why they were named the „Blue Ridge Mountains“. The early morning air in the distance looks like thick smoke. It makes the color of the mountains a deep ocean blue. This color is caused by the amount of water in the air. It is almost like fog. When the sun rises higher, some of the water in the air will be burned away. Then the mountains will slowly turn dark green.

VOICE ONE:

It is beautiful here. We can see many kilometers down and across the valley floor. Two deer are nearby. They are eating grass. No hunting is permitted here. The deer are used to seeing people walk through this area, so they have little fear of humans. They watch us with their huge dark eyes. For several minutes we look at the deer and the deer look at us. Then, the large animals lose interest and slowly move away.

VOICE TWO:

We have stopped to eat a late morning meal. A friend has begun to cook our food over a small fire. The smell of fresh coffee soon mixes with the smell of burning wood. The clear mountain air and our long walk this morning have made us extremely hungry.

We eat a meal of eggs, fruit and bread and drink some very good coffee. After eating, we wash the equipment in hot water and put it inside the large bags we carry on our backs. We put the fire out with water. We fill the small hole we dug for the fire with dirt. We carefully clean the area when we are done. When we leave, there is nothing to show that we have been there. We try very hard to leave the area as we found it — the way nature made it.

VOICE ONE:

Today we will try to walk at least thirty kilometers. It should not be difficult. The path here is not steep. We will spend two more days and nights high in the Blue Ridge Mountains. By then we will have eaten all the food we brought.

Then it will be time to leave the mountains. It will be difficult to re-enter the world of cars, roads, buildings, stores, computers, television and crowds of people.

We will take many things from the mountains when we leave. Memories of the great beauty of the Blue Ridge Mountains. The joy of watching the beautiful deer early in the morning. And an increased respect for our natural world.

(MUSIC)

VOICE TWO:

We have tried to describe what it is like to travel a path up high in the Blue Ridge Mountains. The area we visited is called the Blue Ridge Parkway. The United States government's National Park Service protects this beautiful area so that the public can always enjoy it. About eighteen million people visit the Blue Ridge Parkway each year. Most drive there in their cars. However, about two hundred thousand people sleep in the park for at least one night.

VOICE ONE:

The National Park Service keeps records to show how many people visit all of the national parks. Each year about fourteen million people sleep in America's national parks for at least one night. About one million seven hundred thousand people visit what is called the „backcountry“. The backcountry is far away from human activity. In some parks, vehicles are not permitted in the backcountry.

You often must walk for several days to get to the backcountry of some national parks. People who enjoy backpacking visit backcountry. They carry everything they will need for a day or two or perhaps a week or more.

VOICE TWO:

Backpacking is a popular activity in the United States. Many different companies produce goods and equipment for people who enjoy living for a while in nature. Several companies sell special foods. Some of these foods have been produced using a method that removes the water. This method is called freeze-

drying. These meals include different foods such as meat, vegetables and rice or perhaps a mixture of several foods.

Hot water is added to the dried material to replace the missing water. This produces a meal that is ready to eat. Backpackers use this method to carry food for two reasons. The food is easy to carry because it weighs a lot less without the water. And food that has been freeze-dried remains safe to eat for a long time.

VOICE ONE:

Many companies produce special clothing for people who enjoy backpacking. Some companies make strong shoes made for walking and hiking. Others make small stoves for cooking food. Other companies make small lightweight cloth tents that campers can carry anywhere. A few companies sell equipment that makes water safe to drink. And a number of companies make the backpacks that campers use to carry all this equipment.

Each of these companies tries to make the best possible product that is very lightweight. A backpack filled with food, water and equipment needed for a week weighs about twenty kilograms. Many experienced backpackers carry far less and travel faster. Others take more equipment because they want more of the comforts of home.

(MUSIC)

VOICE TWO:

Many state and national parks permit backpacking. In some parks you must pay a small amount of money for each day. Others cost nothing. Some national parks provide hundreds of kilometers of paths or trails to follow.

Mount Rainier National Park in the northwestern state of Washington is a good example of a park that provides many different trails. Some take only a day to follow. Others can take a week or more.

The oldest and perhaps the most famous backpacking trail in the United States is called the Appalachian Trail. It begins in the northeastern state of Maine and ends in the southern state of Georgia.

Those who follow the trail from beginning to end will walk or hike about three thousand five hundred kilometers. Some of the Appalachian Trail is easy. Some parts of it are extremely difficult. Myron Avery helped create the famous trail. He also was the first man to walk the whole trail. He did it in nineteen thirty-six.

Since then, more than eight thousand people have hiked all of the Appalachian Trail. Some did it all at one time. Others did parts of the trail each year for several years until they finished it. About three million people walk part of the trail each year.

VOICE ONE:

People have come from all over the world to hike the Appalachian Trail. Perhaps one of the most unusual was a woman named Emma Gatewood from the state of Ohio. She walked all of the trail — three times. She was almost seventy years old the last time she completed the trail.

The Appalachian Trail is easy to follow. Hundreds of people in many different states help keep it clear and in good repair. Backpackers can find shelters along the trail to sleep in at night. These too are kept and repaired by people who love the Appalachian Trail.

VOICE TWO:

We have told you about only three of the many areas where people can backpack in the United States. Another famous one is the Pacific Crest Trail. You can walk this trail from the American border with Canada to the American border with Mexico. It goes through the western states of Washington, Oregon and California.

Hundreds of national and state parks offer the backpacker a chance to see, hear and feel the natural world. It is an experience that provides a lifetime of memories.

(MUSIC)

VOICE ONE:

This program was written by Paul Thompson. It was produced by Mario Ritter. I'm Faith Lapidus.

VOICE TWO:

And I'm Steve Ember. Join us again next week for EXPLORATIONS in VOA Special English.

A Visit to Two National Parks:

Mount Rainier in Washington State and Valley Forge in Pennsylvania

Today we tell about two areas that are popular with visitors to the United States. One is a place of fierce beauty. It is Mount Rainier National Park in the northwestern state of Washington. The other is one of the most important places in the history of the American Revolution. It is Valley Forge National Historical Park, in the eastern state of Pennsylvania.

The American Indians who lived in the northwest called the great mountain „Takhoma“. One tribe said it was a female monster that would eat people. Other old stories among the Indians said the mountain could produce huge amounts of fire.

In seventeen ninety-two, British explorer George Vancouver became the first European to see the huge mountain. He named it after a navy friend, Captain Peter Rainier.

Today the people who live in the northwestern city of Seattle call it „The Mountain“. Mount Rainier is almost one hundred kilometers from Seattle. Yet it can be seen from almost any place in the city. The beautiful, snow covered mountain seems to offer the city its protection.

The mountain's offer of protection is false. Mount Rainier is not just a mountain. It is a sleeping volcano. Steam and heat often rise from the very top of the huge mountain, causing snow to melt. Mount Rainier is four thousand three hundred ninety-two meters tall. Its top is covered in snow all year. More than twenty-five thick rivers of ice called glaciers cover a lot of the mountain. In some areas, these glaciers are more than one hundred meters thick.

Mount Rainier always has been a popular place to visit. Many people go to enjoy the beautiful forests that surround the mountain. Others go to climb the mountain.

Hazard Stevens and Philemon VanTrump became the first people known to reach the top of Mount Rainier. They reached the top in August of eighteen seventy after a ten-hour climb through the snow.

In eighteen ninety, a young schoolteacher became the first woman to reach the top. Her name was Fay Fuller. For many years after her successful climb, she wrote newspaper stories asking the federal government to make Mount Rainier a national park. Many people who visited the mountain also wanted it to be protected forever by the government.

On March Second, eighteen ninety-nine, President William McKinley signed a law that made Mount Rainier a national park. It was the fifth national park established in the United States.

Today, National Park Service experts say about ten thousand people climb the huge mountain each year. But only about half of the climbers reach the top.

The mountain can be extremely difficult to climb. Severe weather is possible at almost any time. Snow and ice cover parts of the mountain all year. More than fifty people have died trying to climb Mount Rainier. Mountain climbing experts often use it as a difficult test for people who want to climb some of the world's highest mountains.

You do not have to climb the huge mountain to enjoy Mount Rainier National Park. More than one million people visit the park each year. Many walk on the hundreds of kilometers of paths. The paths lead through flat meadows filled with wild flowers and up through forests of large old trees. Other visitors drive around the park to experience its natural beauty. They often see black tailed deer, elk, and mountain goats.

The park is large. It is almost one hundred thousand hectares. Many lakes, rivers, roads, two hotels and six camping areas are inside the borders of the park.

Experts agree that Mount Rainier will become a very active volcano at sometime in the future. They say the real problem is that they do not know when.

They also agree that the great heat produced by an explosion of the volcano would melt the ice rivers that are part of the mountain. This could happen in only a few minutes. They say the melting ice would produce flowing rivers of mud and rock. People who live in the southern part of Seattle and in the city of Tacoma, Washington would be in danger.

Experts carefully study the great mountain. They hope to be able to warn of any dangerous change. But for now, the great mountain provides a safe and beautiful place to visit in the Northwest area of the United States.

A very different kind of national park is in the eastern state of Pennsylvania. It is called Valley Forge National Historical Park. It is near the city of Philadelphia.

Valley Forge also is a beautiful place. Within the park are many different kinds of trees and flowers. Huge areas of green grass. And a beautiful, slow moving river. You can see many deer. Often you can come very near them. Deer do not run away because they are used to seeing people in the park.

It is not the natural beauty that made Valley Forge a National Historic Park. It is what happened there. Many other places were important in the American War for Independence, but no other place is so filled with suffering. No battle was fought at Valley Forge. Yet, more than two thousand soldiers of the small American army died there. They died of hunger, disease and the fierce cold in the winters of seventeen seventy-seven and seventeen seventy-eight.

It was also at Valley Forge that the men of this small army learned to be real soldiers.

What happened at Valley Forge began in August of seventeen seventy-seven. A British force threatened to capture the American capital at Philadelphia. The American commander, General George Washington, moved the army to defend the city. A battle was fought at a place called Brandywine and another at Germantown. The British forces won those battles and occupied Philadelphia.

By the month of December, General Washington needed to find a place his small army could easily defend. He chose Valley Forge. More than fifteen centimeters of snow fell only a few days after the army arrived. Ice covered the rivers. The soldiers began building very small wooden houses called log cabins. They built more than one thousand of these small houses.

The fierce winter was only one of the many problems the American army faced. Many of the soldiers had no shoes. Most had no winter clothing. All suffered from a severe lack of food. Then, several diseases struck. Typhus, typhoid, dysentery and pneumonia were among the diseases that spread through the army. Most of the soldiers became sick. Many died.

General Washington wrote letters to Congress asking for help. He asked for money to buy food and clothing. But Congress had no money to give him.

Several things happened to change the small army during that long and terrible winter. General Washington knew the army had been defeated in the past because of a lack of real training. A man named Baron Friedrich von Steuben had recently come from Europe. He was an expert at training soldiers. So, each day during the terrible winter, Baron von Steuben taught the men of the American army to be soldiers. He also taught them something very important. He taught them to believe in themselves.

As the winter passed, the army slowly changed. New troops arrived. New equipment arrived. An alliance with France brought guarantees of military support. The men who survived that terrible winter were no longer a group of armed citizens. They were well-trained soldiers who no longer feared the enemy.

When the American army left Valley Forge on June nineteenth, seventeen seventy-eight, the soldiers took with them the spirit that had helped them to survive.

The War for Independence would continue for another five years. Terrible battles were yet to be fought. However, the men who had survived the winter in Valley Forge knew they could win. They did.

Today, you can visit the area where Baron von Steuben trained the soldiers of the American Revolution. You can watch a movie about the American soldiers' struggle to survive that long ago winter. You can see examples of the small log cabins the soldiers built. You can walk on paths along the remains of the defense system and the officers' headquarters. And you can feel the spirit of Valley Forge.

Arthur Ashe: Tennis Champion and Civil Rights Activist

(MUSIC)

VOICE ONE:

I'm Barbara Klein.

VOICE TWO:

And I'm Steve Ember with People in America, in VOA Special English. Today we tell about the life of tennis champion Arthur Ashe.

He was an athlete and a social activist who died before he was fifty. He was honored for his bravery and honesty as well as his strong support of just causes.

(MUSIC)

VOICE ONE:

In nineteen seventy-five, Arthur Ashe played against Ilie Nastase in the Masters tennis games in Stockholm, Sweden. Nastase was out of control. He delayed the game. He called Ashe bad names.

Finally, Arthur Ashe put down his tennis racket and walked off the tennis court. He said, „I've had enough. I'm at the point where I'm afraid I'll lose control. "The officials were shocked; Ashe was winning the game. One official told him he would lose if he walked out of the game. Ashe said, „I don't care. I'd rather lose that than my self-respect“.

The next day, the Masters committee met. They knew that if they gave the game to Nastase, they would be supporting his kind of actions. They felt it was how you played the game that really counted. So, the officials decided it was Nastase who must lose the game.

(MUSIC)

VOICE TWO:

Arthur Ashe was born in nineteen forty-three in the southern city of Richmond, Virginia. His parents were Mattie Cunningham Ashe and Arthur Ashe, Senior.

In those days, black people and white people lived separately in the South. By law, African-Americans could not attend the same schools or the same churches as white people.

Arthur learned to live with racial separation. He attended an all-black school. He played in the areas kept separate for blacks. And when he traveled to his grandmother's house, he sat in the back of the bus behind a white line. Only white people could sit in the front part of the bus.

Tennis was a sport traditionally played by white people. Arthur's experience was different from most other tennis players. He grew up under poorer conditions. His father worked several jobs at the same time. And his mother died when he was six.

VOICE ONE:

Mister Ashe taught his son the importance of leading an honorable life. He said a person does not get anywhere in life by making enemies. He explained that a person gains by helping others. Arthur Ashe, Senior taught his son the importance of his friends, his family and his history. He said that without his good name, he would be nothing.

By example, Arthur's father taught the importance of hard work. His job was to drive people where they wanted to go. And he did other kinds of jobs for several wealthy families.

VOICE TWO:

When Arthur was four, his father was given responsibility for a public play area called Brook Field. It was the largest play area for black people in the city of Richmond. Mister Ashe continued to work at his other jobs as well. The family moved into a five-room house in the middle of the park.

Arthur could use the swimming pool, basketball courts, baseball fields and tennis courts in the park. He liked sports. He was not very big, but he was fast.

Arthur began playing tennis when he was seven years old. He was very small. The racket he used to hit the tennis ball seemed bigger than he was. But by the time he was thirteen years old, he was winning against players two times his size and age.

Arthur had great energy and sense of purpose. He would hit five hundred tennis balls each summer day early in the morning. He would stop to eat his morning meal. Then he would hit five hundred more tennis balls.

VOICE ONE:

When Arthur was ten years old, he met Robert Walter Johnson. Doctor Johnson established a tennis camp for black children who were not permitted to play on tennis courts for whites.

Doctor Johnson helped Arthur learn to be calm while playing tennis. He taught him to use restraint. He said that anger at an opponent was a waste of energy.

By nineteen sixty, Arthur had won the National Junior Indoor Championship. And, the University of California at Los Angeles offered him a college education if he played for the UCLA tennis team. In nineteen sixty-five, Arthur Ashe led the team to the National Collegiate Athletic Association championship. He completed his education the next year with a degree in business administration.

VOICE TWO:

Arthur Ashe then became a professional tennis player. In nineteen sixty-eight, he won the United States Open. It was the first time an African-American man had won one of the four major competitions in tennis.

In nineteen seventy, he won the Australian Open. The next year, he won the French Open Doubles Championship with Marty Riessen. And, in nineteen seventy-five, he won the Wimbledon Singles Championship in England. Two times he was named the number one tennis player in the world.

(MUSIC)

VOICE ONE:

Throughout his life, Arthur Ashe fought against social injustice. He supported racial equality and tried to bring blacks and whites together.

In nineteen seventy-three, Ashe was the first black player to be invited to compete in the South African Open. At the time, South African laws separated people by race.

Ashe knew why he was invited. He knew that the South African government was trying to change its image so it could take part in the Olympic Games. He agreed to go, but on his own terms. He played before a racially mixed group. And, he went wherever he pleased and said what he wanted.

VOICE TWO:

Arthur Ashe went back to South Africa many times. He went not only to fight against the system of racial separation. He went to show the oppressed children of the country that he was a successful black man. Former South African President Nelson Mandela spent twenty-seven years in prison. After his release, the first person Mandela asked to see during his visit to the United States was Arthur Ashe.

VOICE ONE:

Ashe used his fame to help increase public knowledge of racism in America. He told reporters how the color of his skin kept him out of tennis games as a boy in Richmond. He spoke against black separatism. He wanted to unite the races, not separate them.

During his travels with the United States Davis Cup team, he said, „People in other countries read a lot about race troubles in the United States. But when they see two guys from the South like Cliff Richey and me, one white and one colored, both sharing a room and being close friends, it must do a little good“.

(MUSIC)

VOICE TWO:

In nineteen seventy-seven, Arthur Ashe married Jeanne Moutoussamy. They shared a deep concern for others. Ashe always urged people to do their best -- even his opponents. To help others, he started an organization, the Safe Passage Foundation. It helped poor children develop the skills to learn. And it taught them how to play tennis and golf.

VOICE ONE:

In nineteen seventy-nine, Ashe felt severe pain in his chest. He had suffered his first heart attack, even though he seemed in excellent physical condition. His days of playing tennis were over.

Doctors operated on him later that year to try to improve the flow of blood from his heart. But his physical activity was very limited. Four years later, he had to have another operation.

VOICE TWO:

Now that he could not be active in sports, he took on new responsibilities. He helped the American Heart Association educate the public about heart disease. He wrote books. And, in nineteen eighty-six, he became a father when his wife Jeanne gave birth to their daughter, Camera.

Two years later, Arthur Ashe faced his final struggle. He discovered he had the virus that causes the disease AIDS. He and his doctors believed he had gotten it when he received infected blood after his second heart operation. He kept the bad news a secret for more than three years. He did not want his daughter to know. But reporters found out about his condition in nineteen ninety-two. He decided to tell the public.

VOICE ONE:

Ashe continued to work even though he was weak from the disease. During his last ten months of life, he continued to help children. He also demonstrated to support Haitian refugees, continued to fight racial injustice and battled AIDS. He said, „...Living with AIDS is not the greatest burden I've had in my life. Being black is“. He gave his last speech the week he died. He said, 2AIDS killed my body, but racism is harder to bear. It kills the soul“.

Arthur Ashe died in nineteen ninety-three. He was forty-nine years old. He had told a friend, „You come to realize that life is short, and you have to step up. Don't feel sorry for me. Much is expected of those who are strong“.

(MUSIC)

VOICE TWO:

This program was written by Vivian Chakarian. It was produced by Lawan Davis. I'm Steve Ember.

VOICE ONE:

And I'm Barbara Klein. Join us again next week for People in America in VOA Special English.

Book Predicts Jump in High School Courses Online

This is the VOA Special English Education Report.

Computers have been used in teaching for more than twenty years. But a new book says that only now are they changing education. And it predicts that a lot more is about to happen.

The book is called „Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns“.

„Disruptive innovation“ is a theory developed by lead author Clayton Christensen, a professor at the Harvard Business School. He says organizations almost always use new, creative technology only to continue what they already do.

New technology should change organizations, he says, disrupt them in a good way. They should use the technology to do things differently — for example, to serve more needs.

The new book says the needed disruptive force in education is computer-based learning.

Michael Horn, another author of „Disrupting Class“, told us about a Boston public school that he visited. Every student at Lilla G. Frederick Middle School in Dorchester, Massachusetts, has a laptop computer.

One class was learning about storms. Michael Horn says the laptops made it possible to truly individualize the lessons, to divide materials by ability level and learning style. At the end, the students all took part in a discussion led by the teacher.

Computer-based learning offers a way for students to take advanced courses not offered at their school, or to retake classes they failed. It also serves those who cannot physically attend school, and students who receive home schooling or need tutoring.

Computer-based learning includes online courses. Enrollments in online courses have grown sharply. In two thousand seven, the United States had about one million enrollments, not including college courses. Students could be enrolled in more than one course, through schools or education companies.

High school students make up about seventy percent of the enrollments. Still, nationally, only about one percent of all high school courses last year were taught online.

But the authors of „Disrupting Class“ predict it will be ten percent in about six years. And their research suggests that the number will be about fifty percent by twenty nineteen. And Michael Horn says the future of online learning could be even greater in developing countries.

Oxford and Cambridge

Britain and Ireland have some of the world's greatest centres of learning: over 50 universities in fact.

M. But I propose the motion that Oxford is Britain's best university.

F. I oppose the motion on the grounds that Cambridge is quite clearly Britain's best university.

The Cambridge University Press is the oldest printer and publisher in the world and the biggest academic press.

M. Founded in the 11th century Oxford was the first university of Britain

F. ...and they built a better one.

M. Oxford has 11 libraries and over 11 million volumes housed on a 120 miles of shelving, which is why our English Dictionary is the dictionary the world uses. We have the world's oldest university museum and 47 Nobel Prize winners have studied or taught at Oxford.

F. We have won 61 Nobel prizes — a world record. And we have educated 15 British Prime-Ministers including Robert Walpole, Britain's first ever PM.

M. You have the first but we have more. 26 British Prime-Ministers have been to Oxford including Margaret Thatcher, Tony Blair and David Cameron.

F. Is it a boast or an apology?

M. Also the writers Lewis Carroll, Aldous Huxley, Oscar Wilde, J.R. Tolkien and Graham Green all studied here.

F. We've had Ian Foster, Samuel Pepys and Nabokov, Iris Murdoch, A.A. Milne, Douglas Adams and Michael Crichton.

M. Philosophers John Locke and Thomas Hobbes have spent time in Oxford as well as scientific pioneers such as Albert Einstein and Erwin Schrödinger

F. Well, some of the world's most important scientific discoveries were made at Cambridge including the electron and the splitting of the atom, and Darwin wrote his theory of evolution.

M. We educated Tim Berners-Lee, inventor of the world wide web.

F. We invented the first computers and webcam.

M. Well, we taught the actors: Hugh Grant, Kate Beckinsale, Richard Burton and Rowan Atkinson. Monty Python's Michael Palin and Terry Jones.

F. We taught three Pythons: John Cleese, Eric Idle and Graham Chapman. Other people who performed with the Cambridge „Footlights“ include Stephen Fry, Emma Thompson. And we've won more boat races.

Crime and criminal investigation

https://www.youtube.com/watch?v=7kEXiyv_82U

Speaker 1. Now we are ready to start. It's simple — if we don't care about our neighbors and generally look out for each other then we are all at risk. The police can't be everywhere. I truly believe that crime increases when people don't care enough about other people. I'm sure that's why crime is such a problem in our big cities today. I recently started a „Neighborhood watch“ scheme in my area and I really encourage others to do something similar. This makes me feel like I'm actually doing something to make our city safer.

Speaker 2. I have lived in a small town my whole life and I really enjoy living there. Life is pretty quiet and peaceful. It's not like the hectic city where people often face all sorts of problems and risks. A few burglaries have been reported in the town recently, but my neighbors and I keep a close watch on each other's houses, so I usually feel quite safe. And anyway, if there is ever a problem, I know that my friends and neighbors will help me.

Speaker 3. Self-defence tips

You just never know when you could become a victim of a crime. I'm not taking any chances. I never go out at night alone and avoid dangerous areas, even in the day. Actually, I've just started a self-defense class. If I ever find myself in a dangerous situation, I want to be as well prepared and informed as possible.

Speaker 4. To tell you the truth I used to feel very safe walking around the city, but I don't any more. Crimes such as muggings, vandalism, robberies and even more violent crimes getting out of control — and no one seems to be doing a lot about it. I don't think there are enough CCTV surveillance cameras or police on the streets, for a start. Something has to be done, but I don't feel very hopeful. I don't think crime will be reduced very soon.

Speaker 5. If we really want to do something about crime we have to discourage people from committing crimes. In the cities crime levels are rising all the time and people don't seem to be afraid of getting caught. Harsher sentences are needed, so people will think twice before they do something wrong. We are far too easy on criminals today.

Speaker 6. It's violent crime that worries me. So many people are being attacked or even killed these days especially in the cities. We need to focus on catching these types of criminals and getting them off the streets. Sure, smaller crimes like theft and fraud are serious but they don't compare to violent crimes. People need to feel safe again on the streets — yes this should definitely be a priority in our community.

Observation of a crime scene
«Introduction to Crime Scenes»

(URL: <https://www.youtube.com/watch?v=JgzdhUAJrBA>)

From the second the crime is committed traces of the crime are left in the environment. The location where a crime took place can be full of physical evidence which can link the crime to the criminal and ultimately assist the police in their investigation. This location is known as a crime scene. Crime scenes can be anywhere indoors, outdoors, a business premises, domestic dwellings or vehicles and no two are ever the same.

Pr. Ian Turner: Biological and forensic sciences. The work of the crime scene investigators, or CSI is a key part of processing a crime and obtaining evidence. For this reason alone the skills they need and the procedure they follow are of vital importance.

Before a CSI enters a crime scene they need a full set of appropriate protective clothing. The full crime scene suit sometimes called a bunny suit consists of boots covers, gloves, a hood and a mouth guard. This clothing will protect the CSI and ensure they do not contaminate the crime scene.

Crime scene often occurs outside and a police officer is usually the first person at the scene. However the police officer should not disturb the crime scene and should instead set up a cordon to protect the evidence contained within.

When the crime scene investigator enters the crime scene he/she will use the common approach path. This is a path from the edge of the cordon to the focal point of the crime scene and in most cases stepping plates will be used along this path to preserve the evidence. When available these stepping plates should be used at all times.

A CSI's job is to both accurately documented and processed the crime scene. Documenting the scene involves taking photographs of the crime scene and of exhibits and taking notes. Documenting the crime scene will continue as investigative team starts to collect evidence.

As a crime scene is processed the CSI has to be very conscious of environmental factors which may compromise the evidence. This is especially important in outdoor crime scenes as factors such as rain, snow and strong wind can mean the need to collect the evidence faster than normal or erect temporary structures to protect the evidence.

The crime scene may also to be protected if it is near a public area where the media or passers-by can see it. Time of day may also play a major role in how a crime scene is processed. In some instances it may be advisable to preserve the

scene until natural light is available. However in many cases temporary, high powered lighting rigs and powerful torches can be used to process the scene.

Indoor crime scenes have their own set of issues whether it's a business property or a domestic dwelling. In indoor crime scene such as burglary the CSI may have to speak to a victim of crime. In such cases CSI should be empathetic and have good communication skills. They must also be tactful and considerate of person environments and balance the respect for someone's property with the need for a thorough scientific examination. In more serious crimes it may be necessary for the CSI to remove objects and furnishings from the property.

Another common crime scene is vehicle crimes. These are processed like any other crime scene. However in less serious crimes such as car theft the CSI will focus their efforts on the point of entry such as a broken window. In more serious crimes the car can be stripped to look for evidence this would include lifting the carpets, taping the upholstery and analyzing the lifts for trace forensic evidence.

As you can see crime scenes are very varied and take place in a wide range of locations. However they do have a number of basic principles in common including cordons, common approach paths and systematic recovery and collection of evidence. The crime scene investigator has a key role in documenting the crime scene and collecting the physical evidence left during a crime.

Ultimately ['ʌltɪmətli] — в конечном счете, в конце концов.

Suit — гермокостюм, стерильная одежда для персонала, защитный комбинезон).

Cordon — охрана, оцепление.

Stepping plates — шаговые подставки.

Conscious — сознающий, понимающий.

May compromise — подвергать риску, опасности.

Lighting rigs — оборудование.

Torch [tɔ:ʃ] — осветительный прибор, фонарь.

Considerate — деликатный.

Empathetic — сопереживающий, чуткий.

Balance — сохранить.

Upholstery — обивка.

Crime and Punishment

STEVE EMBER: I'm Steve Ember.

BARBARA KLEIN: And I'm Barbara Klein with EXPLORATIONS in VOA Special English. This year marks the sixtieth anniversary of the United States Federal Bureau of Investigation's „Ten Most Wanted Fugitives“ list. This list includes a picture and description of people suspected of crimes so that the public can help provide information leading to their arrest.

The idea was that if the public knew what a criminal looked like, it would be harder for that person to hide. Since its beginnings sixty years ago, four hundred ninety-four criminals have been placed on the „Top Ten List“. Four hundred and sixty-three of these criminals have been found. Today we tell about this special list. And we visit a museum in Washington that helps people learn more about crimes and investigations.

STEVE EMBER: The beginning of the „Ten Most Wanted“ list dates to nineteen forty-nine. A reporter for United Press International called the FBI and asked them for the names of the „toughest guys“ that the agency wanted to capture. The FBI provided the reporter with a list of ten criminals it believed to be the most dangerous.

This list was then published on the front page of the Washington Daily News. The list received wide public attention. And the help of the American public soon led to several arrests. The director of the FBI at the time, J. Edgar Hoover, made the „Ten Most Wanted Fugitives“ list a permanent program in nineteen fifty.

BARBARA KLEIN: Over the years, the kinds of criminals on the list have changed. During the nineteen fifties, the „Top Ten“ list mostly included escaped prisoners, suspected murderers or people who stole money from banks. During the nineteen sixties, the list included kidnappers, criminals suspected of sabotage and those who stole government property. Today, the list includes people suspected of crimes including terrorism, drug dealing, financial wrongdoing and murder. The most widely known person currently on the list is al-Qaida leader Osama bin Laden.

STEVE EMBER: A suspect must meet two requirements to be on the „Ten Most Wanted Fugitives“ list. He or she must be considered a threat to society. And, the FBI must believe that wide publicity about the criminal might help lead to an arrest.

A suspect is removed from the list if he or she is captured, found dead or surrenders. Suspects can also be removed from the list if the federal case against

them is dismissed or if they are no longer believed to meet the „Top Ten“ requirements. Once a suspect is removed, a new suspect is placed on the list.

BARBARA KLEIN: The first woman to be on the „Top Ten“ list was Ruth Eisemann-Schier. In nineteen sixty-eight she and her boyfriend kidnapped a wealthy young woman in the state of Georgia. After committing the crime, Eisemann-Schier fled the area. She changed her name and moved to the state of Oklahoma.

But she applied for a job that required the prints of her fingertips be taken. An official noted that her fingerprints matched those of a wanted criminal. Eisemann-Schier was arrested. She admitted she was guilty of the crime and was sentenced to seven years in prison. She served four years, then was sent back to her native country of Honduras. So far, eight „Top Ten“ suspects have been women.

STEVE EMBER: The FBI has studied how „Top Ten“ criminals have been caught over the past twenty years. It says citizen cooperation after publicity about the crime has resulted in the capture of about forty percent of the suspected criminals. The agency says the „Ten Most Wanted Fugitives“ program uses many kinds of media to gain public attention. These include newspapers, wanted signs, and television news and crime shows. Of these, the popular television show „America's Most Wanted“ is responsible for the largest number of criminals captured.

F1

How Does Fingerprinting Work

Fingerprinting is the most common method used for personal security as well as investigation of crimes. With a unique fingerprint for each and every person, it is one of the most reliable methods to establish the identity of a person.

Fingerprinting method is also known as dactyloscopy. It is a method wherein, fingerprints of a person are knowingly or unknowingly picked up and recorded in a special computerized system. This system helps to maintain the fingerprint impressions for future use and is extremely useful for comparing and verifying if two sets of fingerprints belong to the same person or not. This system may either be used for creating a database of employees for organizational records or for records with the law and order departments, in case a person is held under suspicion. Let us now see how the fingerprinting technique works.

Uniqueness of Fingerprints

As part of the evolutionary process, we human beings have developed a unique combination of friction ridges or the tiny network of crisscrossing lines all over our palms and soles. But have you ever wondered when we develop these ridges in the first place? Well, these ridges and lines on the palms appear when we are in our mother's womb. On account of roughness of these ridges, we can get a better grip on things that we try to hold, just like the effect of rough tire surface on a slippery road. Nature works wonders all the time and it is interesting to know that no two persons in this world have same fingerprints. A recording of fingerprints has a higher chance of perfectly identifying criminals than even competing test like DNA analysis. After all, siblings in a family or twins are likely to have a similar DNA structure.

Categories Of Fingerprints

Exemplar Prints: This method refers to deliberate collection of fingerprint samples by scanning the palms of suspects in a crime, or by applying a layer of dark printing ink on a suspect's palm and taking its impression on a fingerprint sample card. This method is also used in organizations as part of joining formalities for a new employee. At times, this method is used by banks for making signature cards for customers who may be illiterate, or not in a position to sign.

Photographic Images: At times, records of fingerprints are maintained by taking close-up pictures of the palms of a person. These pictures may later be compared to other samples of a person's fingerprints.

Close-up — снятый крупным планом.

Latent Prints: Just as the word means, latent images are absolutely invisible to a naked eye. However, they might be revealed on closer scrutiny of an object, or under the focus of a light. These prints are made unintentionally by a person as he touches solid objects with his palms and fingers. In a crime scene, latent prints are known to overlap with different prints and get distorted. There is often a mixture of contamination in the form of human perspiration, ink, blood, grease or just plain oil and dirt. Due to their distorted nature, latent prints are less reliable and tedious to work with.

Prints: Unlike latent prints, patent prints are very much visible to the human eye. They are made on flat surfaces or on the floor on account of wet mud or clay, blood, ink or plain powder. Such prints are much easier to verify and maintain than latent prints. Patent prints can be recorded using photography too.

Patent — явный, очевидный.

Plastic Prints: This is a rare sample of fingerprints where impressions are unintentionally made in wet soil or in a soft clay ball or dough. Generally, the materials are thick enough to retain the impressions of fingerprints and make verification process quite easy as they are noticeable.

Collection and Verification of Fingerprints

- The frictional ridges or epidermal ridges are likely to create an imprint of their design structure on account of their vibration as they casually brush any smooth surface. These impressions might be created on account of contamination of palms with dirt or just plain excretion of minuscule quantity of perspiration from the surface of these ridges.

Minuscule — минускул (строчная буква в средневековых рукописях).

- Categories like exemplary prints, plastic prints, patent prints provide direct impressions of fingerprints which can either be stored or photographed as proof. However, latent prints are difficult to capture. Traditionally, these impressions were highlighted for photographs by gently spreading a special powder over it. These prints were then tested by any of the following three popular methods:

- Henry Classification System;
- The Roscher System;
- Juan Vucetich System.

Exemplary — типичный.

- The Henry classification system in particular, has been popularly used in most English-speaking countries. This system gives importance to three basic patterns in fingerprints viz. loops, arches and whorls. The right hand is coded as 'R' while the left hand is coded as 'L'. Similarly, the five different fingers are

identified as 't' for thumb, 'I' for index finger, 'm' for middle finger, 'r' for ring finger and 'p' for the little finger. There are different numerals attached to fingers depending upon the presence of loops or whorls. *A fraction is created to arrive at a particular digit, the formula for which is as follows:*

Whorl — 1) завиток; 2) пальцевой узор.

The answer to the fraction helps to identify the sets with which the fingerprints are to be matched. For e.g., a fingerprint with fraction answer as 5 will need to be compared only with previous fingerprint samples with answer 5 and so on.

- Modern methods involve usage of chemicals from fingerprint analysis labs. Chemicals such as diazafluorenone and ninhydrin are popularly used for this purpose. Some techniques include vacuum metal deposition and ethyl cyanoacrylate polymerisation. One may also use an instrument called Kelvin probe on the crime scene. With modern technology, fingerprint analysis has become perfect like never before.

Some Interesting Facts

Fingerprints, especially latent prints, help to verify if the person is a drug abuser or not. This is done by analyzing the contents of sweat in the latent prints.

Fingerprints of young children, who are yet to reach puberty, have lower levels of oil or wax content. Hence these prints have a high chance of disappearing faster.

Fingerprints cannot be altered by any person through intentional or unintentional scars. The structure of frictional ridges re-emerge as the wound heals.

In rare cases, when a criminal tries to alter the imprints of his fingertips, by skin grafting, it is still possible to analyze his fingerprints by ridges on the rest of the palm.

Graft — пересаживать.

Dactyloscopy happens to be a significant part of forensic science study too. This is such an interesting science that it has now gained usage in fields other than crime investigation. With a rise in its importance, we can expect many more scientific innovations in this technique. On account of its importance, this field can also be treated as a good career option for the youth.

F2

Fingerprint Identification

As modern as it may seem, fingerprint identification has been around for years. In the United States, this science has more than a century of acceptance — and that is a long time! yet, like for most techniques, questions have indeed been raised about the legitimacy about this science though it has been commonly and successfully used in crime laboratories and forensics.

Skilled fingerprint examiners agree that comparing unknown fingerprints with those ink impressions of known origins is more or less an ‘art’ instead of a ‘science’. Fingerprints that have been collected from the evidence brought back from a crime scene or directly from the scene can be used by forensic scientists to identify possible suspects, victims and other persons who may have been involved.

Yes, fingerprint identification has indeed emerged as a very important scientific technique within many of the police agencies today. Since its development, this technique has replaced many of the former systems like anthropometrics measurements, and has emerged as the more reliable method for identifying possible suspects with previous crime records. This is a kind of science that stands out amongst most of the other forensic sciences today, and for many good reasons — because of its reliability and superiority.

Where Was it Originated From?

All over the world, fingerprinting has served police forces and governments alike for over a hundred years now in order to provide them with accurate and reliable information of suspects and criminals. It is common knowledge that no two fingerprints will ever be the same, and this information has been surmised from the hundreds of millions of human as well as automated computer comparisons made.

Surmise — предполагать.

Yes, fingerprints are now considered to be the very foundation of our criminal history, and have become a very important part to every police and forensics agency today. The first professional forensics organization — the IAI or the International Association for Identification — was founded in the year 1915. It established the world's first certification program for forensic scientists all over the world. The Certified Latent Print Examiner Program was started in the year 1977 and issues certification to all those candidates who meet the stringent criteria, and has also revoked certification from those candidates who have committed serious errors like erroneous identifications.

Yes, fingerprints still remain the most popular method used for forensic evidence all over the globe. In almost every jurisdiction, fingerprint evidence

outnumbers almost any other forensic evidence or examination work combined! It continues to evolve and expand as the ideal method for identifying suspects, with hundreds of thousands of persons being added to fingerprint repositories in the US alone — far outweighing any other similar database in terms of growth. An ID has even managed to outperform DNA testing and any of the other human identification techniques that are used to identify suspicious persons like rapists, murderers and any criminal offender. It is said that fingerprints have solved ten times more crime cases than DNA in practically every jurisdiction.

How to Get an ID?

This type of identification requires a fingerprint examiner to first assess what parts of a partial, incomplete or blurred latent fingerprints show some amount of visible friction ridge that could be used for identification.

The technique works on three basic premises, which are:

The friction ridge part of the epidermis on the person's palm side will always remain the same during a person's lifetime unless if damaged due to an accident or intentionally altered or scarified.

The friction ridge areas exhibit patterns that are so full of detail that there are simply no two patterns that can be found the same on the palms and on the soles of the feet.

While these ridge patterns do exhibit a diverse variety of detail, nevertheless, they also fall within certain categories that permit forensic scientists and police to store and then retrieve millions of other prints according to the classification formulae.

Although most authors and reporters claim that fingerprint identification has long enjoyed an aura of infallibility — this is false. Fingerprint ID is the first forensic method to formally establish a certification program for professionals. ID's has led to more positive identifications of people all over the world than any other known human identification method.

Stringent — 1) строгий, точный; 2) стесненный в средствах; 3) убедительный, веский.

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(СЛУШАЙ ВНИМАТЕЛЬНО
И ГОВОРИ УВЕРЕННО)**

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