

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

Нижегородский государственный университет им. Н. И. Лобачевского

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СУДЕБНЫХ ЭКСПЕРТОВ

Практикум

Рекомендовано методической комиссией
Института филологии и журналистики для студентов,
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Настоящий практикум предназначен для совершенствования навыков чтения, устной речи и работы с документами на английском языке для студентов, обучающихся по направлению подготовки 40.05.03 «Судебная экспертиза».

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CONTENTS

I. Defining an expert	
Section A. General definition	4
Section B. Education issues	6
Section C. A lawyer's CV	11
II. The history of forensic science	
Section A. Ancient forensics	15
Section B. Forensics in the Middle Ages. Autopsy	17
Section C. The microscope	18
Section D. Bullet matching, crime scene photography and fingerprints	19
Section E. Blood types	21
Section F. Crime labs	23
Section G. Presentation	26
III. Current situations	
Section A. The top three mistakes expert witnesses make	29
Section B. Functions	32
Section C. Tips for expert witnesses to sound confident	34
Section D. Summarizing	35

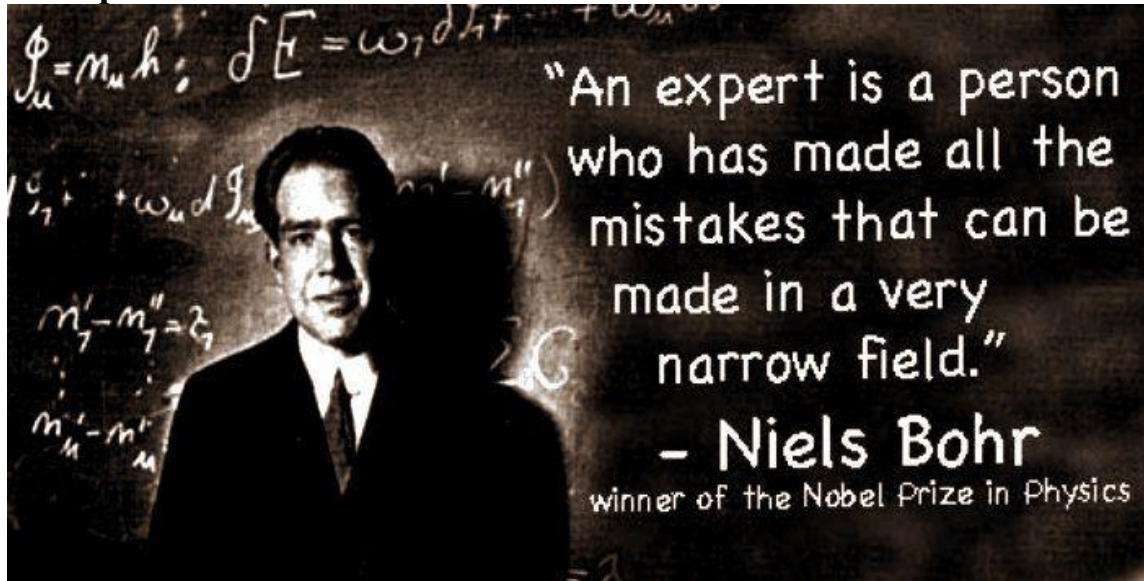
DEFINING AN EXPERT

Section A. General definition

I. Warm-up.

Who is an expert? Is an expert a smart or experienced person?

II. Read the following quote. Do you agree with it? Is making mistakes good for a specialist?



III. Say why you agree or disagree with the quote. You may use the following words and phrases:

Get experience, be responsible for, rely on, be respected by, be popular with, listen to advice, prevent negative consequences, find a solution, work and study a lot, become knowledgeable in the sphere of, do research, perform experiments.

IV. Work in groups to make your own definition of the term EXPERT.

V. Read the following article from Wikipedia entry and compare it with your own definition. Are they similar?

Who is an expert?

An expert is a person with extensive knowledge or ability based on research, experience or occupation in a particular area of study. Experts are called in for advice on their subject, but they do not always agree on the particulars of their field of study. An expert is someone who has certain credentials, training, education, profession, publication or experience, he or she has special knowledge of a subject, beyond the knowledge of the average person. Others may officially rely on this person's opinion.

Experts have prolonged or intense experience through practice and education in a particular field. Some of them may not have academic qualifications, but still be accepted as experts due to their real-life experience.

VI. Find the English equivalents to the following words.

Длительный, глубокий опыт, определенная сфера деятельности, академическое образование/научная подготовка, принимать, жизненный опыт, обширные знания, особенности, рекомендации, среднестатистический человек, полагаться на...

VII. Look at the following people. Do you know them? Match their names to the pictures. Can you call them experts in their field? Why?

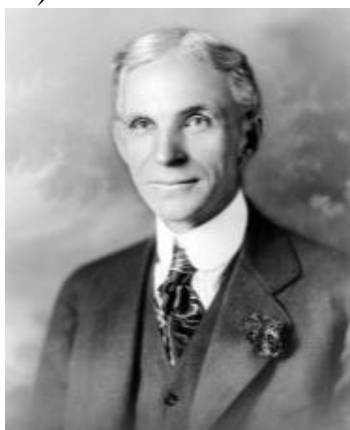
1. Margaret Thatcher

2. Quentin Tarantino

3. Henry Ford

4. Coco Chanel

a)



b)



c)



d)



VIII. Discuss in pairs. What is important for being an expert in...

- car industry?
- politics?
- fashion?
- cinema?

IX. Discuss with a partner. What makes a professional legal expert?

Section B. Education issues

I. Warm-up. Agree or disagree with the following.

Although experience is highly important for being an expert, a person should, first of all, acquire special education in order to get a particular job.

What do students usually do on weekdays?

II. How likely is it for a university freshman to do each activity below?

Tick your answers. Compare ideas with a classmate.

On a typical day, it's...

very likely	likely	unlikely	very unlikely	for a university freshman to...
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a. get up early
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. skip a class
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. always do homework
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. go to a club room

III. Read an article about a day in the life of a student. Is his life different from yours?

Wednesday

7:00 a.m.: I get up about seven o'clock in the morning. Since my friends and I have a group blind date with students from a women's university tonight, I take extra time to look my best. My mom calls me to eat breakfast, but I don't think I can. It's already 7:30 and I don't want to be late for my 9:00 class. It takes me about an hour and a half to get to my university, so I hurry out.

8:00-9:00 a.m.: I take the bus to the subway station. There are so many people in the bus that I can't breathe. There is so much traffic that the bus can only crawl along. Finally, the bus arrives at the subway station. Unfortunately, there are a lot of people on the train and the air is stuffy. We finally arrive at Shinchon station and my university is now about a ten-minute walk away. I hurry to my philosophy class so I won't be late again. I have already missed this class four times.

9:00-11:00 a.m.: Thank goodness, I'm safe. The professor comes in just after me. But now I'm so tired from running that I can't concentrate. Then the person next to me asks what the homework is for our English class. That's right, there was English homework, but I forgot to do it! So I spend philosophy class doing my English homework. English class is next. It seems like English is one big mountain that we all have to get over in our university days. If we want to get a decent job, we have to be really good in English.

11:00 a.m.-2:00 p.m.: After two classes it's now 11:00 a.m. and I decide to go to my club room. Our club members spend their free time hanging out in that room. I chat with my friends for a while and then go to one of our school cafeterias for lunch.

2:00-5:30 p.m.: Now it's 2:00 and I have one more class at 3:00. My friends and I decide not to go to our 3:00 class. I shouldn't do this, but we don't want to hurry

to the women's university after class. Instead, we go to play some billiards until it's time to go.

5:30-10:30 p.m.: It's 5:30 in a coffee shop in front of the university. All four of us are excited and wondering what the girls will be like. About ten minutes later, four girls come in. Then the awkward time begins. We ask some questions and so do they. I find my dream girl sitting in the corner, but I don't have the guts to speak to her. After twenty minutes, it's time to choose our partners. We decide, at the count of three, to point at the partner we would like to have. If a boy and a girl points at each other, they become partners. One, two, three! My dream girl is also pointing at me! I spend the evening with my partner having a wonderful time. Right before we part, I ask for her phone number. If she gives me her number, that means she also likes me. And she does! I get home about 10:30. I'm very tired but really happy hoping that things will go well with her.

A group blind date – a date the writer and his friends have with a group of girls they don't know

Crawl along – move forward slowly

Just after me – a very short time after me

Chit chat – talk casually about unimportant things

the guts – the courage

IV. Answer the questions.

What reason does the author give for each of the statements below? Circle the best answer.

1. In the story, the author doesn't eat breakfast because _____.
 - a. He's not hungry
 - b. He's late for class
 - c. He doesn't want to be late for class
2. He says it's hard to breathe on the bus because _____.
 - a. There are a lot of people on the bus
 - b. The bus moves very slowly
 - c. He had to run to the bus station
3. He can't concentrate in his philosophy class because _____.
 - a. He missed four classes
 - b. He is very tired
 - c. He got to class safely
4. He doesn't go to his 3 o'clock class because _____.
 - a. He wants to have lunch in the cafeteria
 - b. He doesn't want to hurry to his group date
 - c. He didn't do his homework
5. It's uncomfortable at the beginning of the group date because _____.
 - a. The girls are late
 - b. The boys and girls don't know each other
 - c. The boys and girls are good friends

V. Read the statements and tick true or false. Prove your point.

	True	False
You can infer that the author doesn't enjoy his daily trip to school.		
You can infer that the author listened closely to his philosophy teacher.		
You can infer that the author thinks it's important to study English.		
You can infer that the author is a serious student		

VI. Work with a partner to answer the questions below.

How would you describe the university freshman from the article? Make 5 sentences with the words from columns A and B.

	A		B
I think he is	shy friendly cool foolish disorganized funny _____ _____ _____	because he	skips classes. is often late for class. doesn't listen in class. does his homework in class. spends time with his friends. knows how to play billiards. doesn't have the guts to speak to the girls. _____ _____

VII. What do you do with friends after university? Tick often, sometimes, rarely or never. Add one idea of your own to your list.

often	sometimes	rarely	never	
				hang out at school with friends
				hang out at friend's house
				hang out in a coffee shop
				play billiards
				go shopping with friends
				go to the movies with friends
				study with friends
				go on a group blind date

VIII. Grammar. Present Simple. Study the following chart.

Positive	Negative	Question
I walk	I do not walk./I don't walk	Do I walk?
You walk	You do not walk./ You don't walk	Do you walk?
He walks	He does not walk./He doesn't walk	Does he walk?
She walks	She does not walk./She doesn't walk	Does she walk?

It walks	It does not walk./It doesn't walk	Does it walk?
We walk	We do not walk./We don't walk	Do we walk?
You walk	You do not walk./You don't walk	Do you walk?
They walk	They do not walk./They don't walk	Do they walk?

IX. Complete the sentences. Use the Present Simple.

1. Sue always gets to work early. (Sue/always/get)
2. We don't watch TV very often. (we/not/watch)
3. How often do you wash your hair? (you/wash)
4. I want to go to the cinema, but _____ to go. (Sam/not/want)
5. _____ to go out tonight? (you/want)
6. _____ near here? (Helen/live)
7. _____ a lot of people. (Sarah/know)
8. I enjoy travelling, but _____ very much. (I/not/travel)
9. What time _____ in the morning? (you/usually/get up)
10. My parents are usually at home in the evening. _____ very often. (They/not/go out)

X. Write about a typical day in your life. Answer these questions in your writing:

- When do you get up on a typical day?
- How do you get to school or work?
- Is your trip relaxing or stressful?
- What are three interesting things you do during the day?
- When, where and what do you eat on a typical day?

XI. Read the following text. Is legal education in your country more similar to the UK or the US model?

Studying law in the UK

In the UK, a legal education usually begins with the completion of a bachelor degree in law, known as LLB, which usually takes three years. In the subsequent vocational stage, a person who wishes to become a barrister joins one of the Inns of Court before beginning the Bar Vocational Course. The completion of this stage is marked by a ceremony – the call to the Bar. A third stage, known as pupillage, is a year-long apprenticeship, usually at a set of barristers' chamber, which usually consists of groups of 20-60 barristers. Similarly, a person wishing to become a solicitor must also complete three stages: the first stage involves gaining a law degree; the second stage requires passing a one-year Legal Practice Course (LPC); and the final stage includes working for 2 years as a trainee solicitor with a firm of solicitors or in the legal department of a local authority or large company.

Studying law in the USA

In the USA, a legal education comprises four years of undergraduate study followed by three years of law school. A law school graduate receives the degree of jurist doctor (J. D.). In order to qualify as a lawyer, a law-school graduate must pass the bar examination.

XII. Insert the missing letters and match the words to their definitions

1. B_ch_lo_de_re_
2. B_r / _ar_is_er
3. Voc_tio_a_
4. A_pre_t_ce
5. So_ic_tor
6. S_bs_que_t

- a) a person who works for another in order to learn a trade
- b) a degree awarded by a college or university to a person who has completed undergraduate studies
- c) a lawyer who is a member of one of the Inns of Court and who has the privilege of pleading in the higher courts
- d) occurring or coming later or after
- e) an officer having charge of the legal business of a city, town, etc.
- f) connected with a profession

Section C. A Lawyer's Curriculum Vitae

I. Read the following CV of a young British lawyer and answer these questions.

1. Where did he work in summer 2002?
2. What languages does he speak?
3. Where did he complete his first degree?
4. What was his main duty at the European Commission?
5. What is he doing now?

Linus Walker

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EDUCATION

- 2005 – present University of Stockholm, Sweden
Master's Programme in Law and Information Technology
Course covers the legal aspects of Information Technology and the legal implications of the use of the Internet
- 200-2004 University of Essex, Colchester, United Kingdom
LLB (English and French law degree)
Course included all the core legal subjects with a focus on contract law, company law, common law, property law and European law
- 2002-2003 University of Paris X, Paris, France
DEUG (French law degree)
Part of the degree programme at University included an intensive course in French. Among subjects studied:
European Community Law, Information Law, Civil Law and Penal Law

LEGAL WORK EXPERIENCE

- June 2015 – **European Commission, Brussels, Belgium**
- February 2016 Legal assistant within the Legal Department of the Service Commune Relex (SCR). Drafting opinions in English and French dealing with contracts awarded for projects.
- Summers G. R. Foster & Co. Solicitors, Cambridge, UK
- 2012-2015 Liaison with clients; concluding research into multiple legal areas, including family law, tort law and contracts; assisting with trial preparation
- Summer 2011 Westlake chambers, Bath, UK
Mini-pupillage, involving shadowing a number of counsel; assisted in daily activities

SKILLS AND QUALIFICATIONS

Languages: Native English speaker; fluent in French (written and spoken); upper-intermediate Swedish
Computing: Proficient in Word, Windows, email
Membership: The Law Society
Strong research and writing skills

INTERESTS

Skiing, French history, chess
References available upon request

II. Discuss in pairs. What is important to include in a CV? What parts does a CV consist of? In what order do you put them?

III. Imagine you are planning to apply for a job in a law firm. Think about what points you are going to include in your CV (invent some of them) and write your own Curriculum Vitae.

IV. Read about some person's experience as a clerk in different firms.

Hi, for those of you who don't know me yet, my name's Richard Bailey. I am here to tell you about my experience doing summer and winter clerkships. In law school, the professors will always tell you that it's important to do some sort of work experience because it'll improve your future opportunities. Have you heard that yet? Well, it's definitely true. I am now in my last year here, and I started doing summer and winter clerkships in my first year. It's been a tremendous learning experience.

Most of my clerkships lasted for a period of four weeks. I tried to vary the firms I work for, from a small two-man firm to a huge global firm. Each firm was different. At smaller firms I was expected to be more independent and was responsible for more things. I liked that a lot. As I was usually the only clerk working there at a time, I had to do all the necessary work.



Working at a bigger firm is quite different. You are usually among many clerks. The work you perform there concerns bigger cases that are important and so they have more 'prestige'. This is really interesting. At the larger firms, you usually have a chance to move between groups in different practice areas, helping out where needed. This allows you to gain more insight into the legal work carried out in these teams and in the different practice areas.

At the smaller firms, you write case briefs for the partners and associates, and all kinds of correspondence from the first day on, which I usually like doing. At bigger firms, you do research and help to maintain court books. It is a useful learning experience.

In my opinion, the main advantage of clerkship at a large firm is that you meet a lot of new people. There's a big network of people – so many different lawyers and

clients. There's also greater emphasis on learning and developing the various skills a lawyer needs in courses and seminars.

I must say that both the larger and the smaller firms tried to give me a sense of being a part of the company, as if I really belonged to their team. At the larger firms, I even took part in some of their social events, and that was really fun. However, the smaller firms definitely made me feel more comfortable; everything was more friendly and relaxed. But in both types of firms you never feel that you are wasting your time.

My advice to you all is that it's really important to try to do clerkships, starting in your first year of law school. I also think that it's valuable to get to know a variety of firms, with different practice areas and different sizes. I'm sure it will help you decide what kind of law you want to practice later, and what kind of law firm you would feel most comfortable in.

V. Are the following statements true or false?

1. In law schools the professors always tell you that it is important to attend all the classes and never be late for classes.
2. Most of Richard's clerkships lasted for a period of 4 weeks.
3. In small firms you are responsible for more things.
4. At bigger firms you usually concern bigger cases which are more important.
5. Moving between groups in different practice areas is boring and useless.
6. Networking is the main advantage of working at smaller firms.
7. You usually feel more comfortable at smaller firms.
8. Richard advises to do clerkships from the first day on at a law school.

VI. Make up possible word combinations

<i>carry out</i>	<i>maintain</i>	<i>waste</i>	<i>develop</i>	<i>perform</i>	<i>do work</i>	<i>vary for</i>
------------------	-----------------	--------------	----------------	----------------	----------------	-----------------

- _____ clerkship
- _____ a law firm
- _____ (legal) work
- _____ court books
- _____ skills
- _____ time

VII. Find the English equivalents to the following:

Опыт, возможность, грандиозный, огромный, ожидать, независимый, ответственный, единственный, необходимый, считать/беспокоить, дело/случай, получить хорошее представление о чем-то (insight), переписка, преимущество, сеть, развивать, ударение, комфортный.

VIII. Insert prepositions and answer the questions below:

1. Is it important to do clerkship ___ your first year at a law school? Why?
2. How can a future lawyer gain experience ___ different practice areas?

3. Why is it necessary to move____ groups when you attend a training seminar?
4. What advantage does it have to work____ many clerks?
5. What sort of work do clerks at law firms do from the first day ____?
6. Is it comfortable for you to belong____ a team? Why?

IX. ROLE-PLAY. Discuss. What kind of people are considered good workers?

- Work in small groups. Imagine you are Human Resource managers at a big law firm who need to employ a new solicitor. What qualities/experience/education will you look for? Think about a prospective worker for your firm. (7-10 min)

- Now you are going to conduct a job interview in order to choose a new employee. Make up 7-10 questions that you may ask and think about the best answer that you expect. (7-10 min)

When all the preparation work is done, choose some volunteers who are going to be applicants. The applicants will give you their CVs that they prepared beforehand . You will ask them the questions that you prepared for the job interview and choose the most suitable worker.

THE HISTORY OF FORENSIC SCIENCE

Section A. Ancient forensics

I. Read the article and answer the questions:

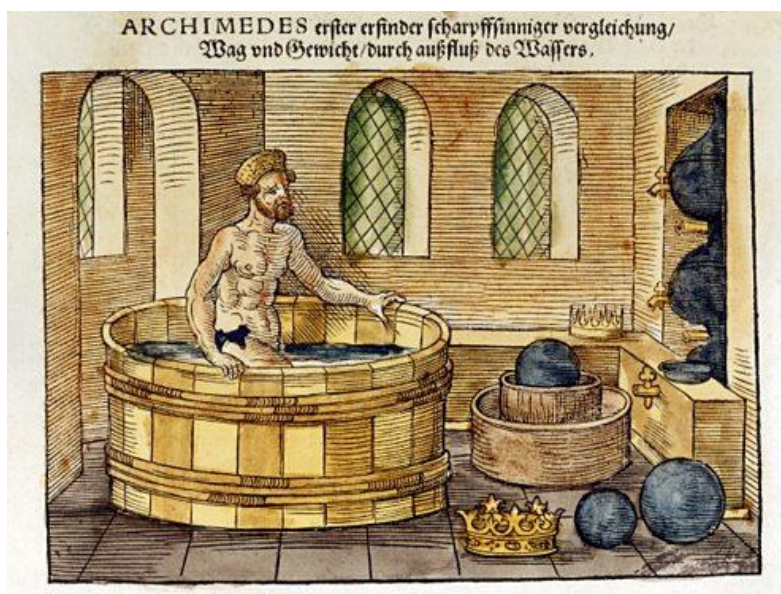
1. Where did forensic science first appear?
2. What scientist helped the king of Syracuse?
3. What happened to his crown?
4. How did Archimedes help the king and determine the truth?
5. What did a judge in the time of Julius Caesar use science for?
6. How did he do to identify the murder weapon?
7. The Ancient Greeks and Romans were the first to practice forensic science.
8. The word forensic means 'in open court' in Latin.

The first sign of science being used to help solve a crime goes back to time of Archimedes. He had invented a method for determining the volume of an object. When the king of Syracuse suspected that a goldsmith had cheated him by replacing some of the gold in his new crown with silver, Archimedes was able to show that the gold had indeed been mixed with cheaper silver as it didn't weigh as much. Forensic science was born.

Then, in 44BC, in the time of Julius Caesar a judge used science to identify a murder weapon. A murder was committed and the judge ordered all the sickles in the village be confiscated. Only one sickle attracted flies,

leading the judge to conclude it was due to the scent of the blood, and this was the murder weapon.

sickle – a short-handled farming tool with a semicircular blade, used for cutting corn, trimming etc.



II. Find the English equivalents for the following Russian words and word combinations:

Ловить преступников, корни уходят глубоко в прошлое, суд, определить объем предмета, подозревать, обмануть, заменить, смешивать, много весить, определять орудие убийства, совершить убийство, судья, конфисковать, сделать вывод, запах крови.

III. Fill in the gaps with the suitable word or word combination in the correct form from the list:

Roots go back, to catch criminals, court, to determine, to identify a murder weapon, to suspect, to commit crime, to confiscate, to weigh much

1. Nowadays people _____ many _____: steal cars, kill other people, etc.
2. The main task of the police is to _____.
3. - I cannot lift this bag, it _____ too _____. Can you help me, please?
-Yes, sure! Where do you want to put it?
4. When a person doesn't have the money to pay his fine police sometimes_____ his property.
5. It is always easier to investigate a murder when police can _____such as a knife, a revolver or something else.
6. When police _____somebody of committing a crime they may interrogate them.
7. The_____ of forensic science _____ a long way.
8. If we think that something or someone is unfair we usually go to the _____.
9. Archimedes was the scientist who_____ the volume of an object.
10. Unfortunately, there are many people who _____ natural expensive materials with cheap fakes.

Section B. Forensics in the Middle Ages. Autopsy

I. Complete the article with the word combinations from the list:

autopsy, poisoning, example, become popular, examined the bodies, cause of death, symptoms

Although there are some examples of forensics in antiquity, the idea of using science in the fight against crime didn't _____ until the late Middle Ages due to the frequency of human poisonings across Europe. _____ was difficult to detect because the _____ were similar to those of many of infectious diseases of the time. _____ was used to serve this purpose.

The first legally ordered autopsies were performed in 1302 in Bologna. This _____ was copied across Italy and Europe.

Doctor Bartolomeo da Varignana _____ of people who died in suspicious circumstances to determine _____. However, his observations were limited by the power of the human eye and his tools.

At the beginning of the 19th century, the first steps were made to demonstrate the use of poison by analyzing the corpse for toxic substances.

II. Answer the following questions:

1. What type of murder was popular in the Middle Ages?
2. Why was it difficult to detect?
3. What scientific method was used to see whether it was a disease or a poisoning?
4. In what country was the autopsy first used?
5. How was the analysis limited in the Middle Ages epoch?

III. Fill in the gaps with suitable prepositions and particles where possible:

1. The idea _____ using this method came _____ him a little bit later.
2. It is quite often difficult _____ detect the cause _____ death.
3. The rules _____ this game are similar _____ those of the previous one
4. Her actions are limited _____ the rules _____ the company where she works
5. Nowadays many people die _____ suspicious circumstances
6. You can demonstrate how it works _____ giving us a presentation
7. Why don't you analyze your essay _____ grammar mistakes
8. There were some examples _____ forensics _____ ancient times
9. _____ the beginning _____ the 19th century people started analyzing the corpse _____ toxic substances
10. The first legal autopsies were performed _____ 1302.

Section C. The microscope.



I. Read this article.

Compound microscope (right) developed in the 17th Century, next to the lamp system (left) that focused light on the subject.

The invention of the microscope unlocked many new areas of forensic science. It made the discovery of red blood cells and spermatozoa possible.

Forensic investigators could now study small wounds, crystals or glass, and the characteristics of hair and fibres. Human remains were identified using teeth for the first time. Military surgeons wrote a lot of works describing wounds and causes of death. However, no matter how powerful the microscope was, some causes of death were undetectable.

II. Match English words and word combinations with the corresponding Russian equivalents:

make something possible	(ис)следователь
invention	военный хирург
investigator	ткани
small wounds	неопределяемый
military surgeons	сделать что-то возможным
cause of death	маленькие раны
undetectable	изобретение
fibres	причина смерти

III. Complete the sentences with words and word expressions from Ex.1 in the correct form:

1. During a war time 1) _____ operate and cure serious injuries as well as 2) _____ all the time

2. The 3) _____ of the microscope 4) _____ it _____ to say 5) _____ of many people

3. Forensic 6) _____ could study hair and 7) _____ with the help of the microscope.

Section D. Bullet matching, crime scene photography and fingerprints

I. Read this article

The murder rate went up as gun crime became more popular. A development in bullet matching helped the police to find gun owners.

In 1835 Scotland Yard found a physical flaw in a bullet back to the mould and found the person who had bought it. Very small flaws in bullets could be measured and matched to gun barrels. However, it was not until 1926 that this was used as evidence in court because of the difficulties in confirming identification. A new type of evidence was needed, which was permanent and accurate – photography was the answer.

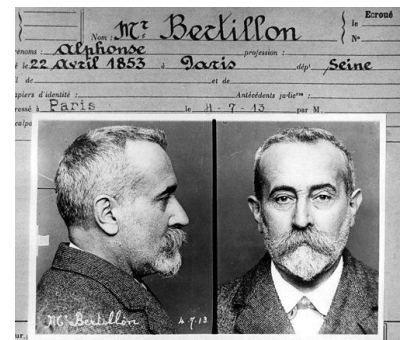
Early photographs took a lot of time, but investigators used them to record the exact circumstances of crimes.

This led to a boom in public involvement with cases – photographs were printed in newspapers asking for information, making forensic science more popular.

flaw – изъян, трещина

mould – матрица, форма

barrel – барабан



II. Answer the questions:

1. What went up when gun crimes became popular?
2. What helped the police to find gun owners?
3. What invention did Scotland Yard make? When did he make it?
4. When was his invention used in court?
5. How was the photography used in crime scenes?
6. What did it lead to?

III. Find English equivalents for the following Russian words and word combinations:

Число убийств, подходить/соответствовать, находить владельцев оружия, развитие, маленькие изъяны, измерять, использовать в качестве доказательства в суде, подтвердить соответствие, постоянный, точный, занимать много времени, точная обстановка преступления, приводить к чему-либо.

IV. Read this article

In 1892 the world's first fingerprint bureau was established in Argentina after a well-publicised case where a bloody fingerprint identified a killer.

The uniqueness of fingerprints had long been suspected, but in 1892 Francis Galton calculated the chances of identical prints were one in 64 billion. Soon the

British were using fingerprinting in India to identify retired soldiers so their relatives couldn't keep claiming their pension after their death. Fingerprinting soon became standard practice and is still being developed today, as scientists find ways to take prints from new surfaces.

V. Answer the questions:

1. When was the first fingerprint established?
2. Are there identical prints?
3. How did the British use the fingerprints in India?
4. Is fingerprint used today? How?

VI. Find collocations:

identify	practice
well-published	soldiers
identical	case
retired	a killer
standard	ways
find	print

Section E. Blood types

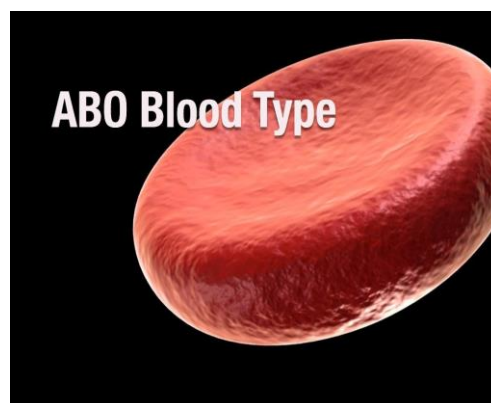
I. Read this article.

Blood contains markers which make it uniquely identifying to an individual.

Human ABO blood types were discovered in 1900 and were soon used to determine whether blood present at a crime scene matched a suspect or victim.

Arthur Conan Doyle wrote about Sherlock Holmes using blood analysis before it was possible in reality. Initially these tests were crude and gave inconclusive results in anything but the simplest cases. More blood markers were discovered and tests were developed to increase accuracy until it was found that blood was as unique as a fingerprint. However, as blood was required from a crime scene to perform the tests, forensic scientists needed other ways to link a suspect to a crime.

ABO - a system of four basic types (A, AB, B, and O) into which human blood may be classified, based on the presence or absence of certain inherited antigens



II. Find the English equivalents for the following Russian words and word combinations:

Группа крови, были открыты, определять, место преступления, совпадать, подозреваемый, жертва, неокончательные результаты, улучшить показатели, установить связь между подозреваемым и преступлением, судебные эксперты

III. Complete the chart using the information in the text:

present	past
It is possible to use blood types to determine whether blood present at a crime scene matches a suspect or victim.	At the beginning of the 20-th century it ___(to be) possible to use blood types to determine whether blood present at a crime scene _____(to match) a suspect or victim.
Nowadays these tests are not crude and don't give inconclusive results in anything but the simplest cases	At the beginning of the 20-th century these tests _____(to be) crude and ___(to five) inconclusive results in anything but the simplest cases
Today forensic scientists know that blood is as unique as a fingerprint	Earlier forensic scientists _____(not to know) that blood _____(to be) as unique as a fingerprint
Forensic scientists need other ways to link a suspect to a crime.	Forensic scientists _____(to need) other ways to link a suspect to a crime.

V. Study the chart.

Past Simple Passive					
Affirmative			Negative		
I	was	shown	I	wasn't	shown
He	was	sent	He	wasn't	sent
She	was	ordered	She	wasn't	ordered
It	was	required	It	wasn't	required
We	were	asked	We	weren't	asked
You	were	presented	You	weren't	presented
They	were	discovered	They	weren't	discovered
Questions					
Were they discovered? Was he sent?					

VI. Fill in the verb in the Past Active or Passive Voice.

1. The Cape of Good Hope ... (discovered / was discovered) by Bartolomeo Dias.
2. The clown _____(entertained / was entertained) the public.
3. We _____(arrived/ were arrived) at the camp in time.
4. Many experiments _____(did/ were done) under water.
5. Many people _____(invited / were invited) to the festival.
6. They _____(discussed / were discussed) many exciting things.
7. I _____(learnt / was learnt) many interesting things in this section.
8. What artist _____(painted / was painted) this picture?
9. The flight_____ (canceled / was canceled) because of the rain.
10. The monuments _____(ruined / were ruined) in 1943.

Section F. Crime labs

I. Read the text and open the brackets using the verbs in Past Simple Tense:

The first forensic police laboratory was created in the attic above a court. This controlled environment _____(to lead) to an important discovery.

Edmond Locard's analysis of particles of dust _____(to lead) him to develop one of the fundamental principles of forensic science – a criminal will leave some trace on a crime scene, and take some trace away with them. He _____(to call) this the principle of exchange. He _____(to use) this powerful new technique to link suspects to a crime scene by examining hairs, fibres and dust. The core elements of modern forensics were established. These techniques _____(to improve) until the next revolution – the discovery of DNA testing.

II. Match English equivalents with the Russian ones:

be created	суд
court	открытие
lead to	основной элемент
discovery	оставлять след
leave a trace	место преступления
crime scene	быть открытым
core element	приводить к чему-либо

III. Study the table.

Правила правописания глаголов в Past Simple+Past Participle		
Глаголы, которые оканчиваются на согласную + у, меняют у на ie + d	Глаголы, которые оканчиваются на e + d	Если в инфинитиве 1 гласная + 1 согласная, согласная удваивается + d
carry – carried study – studied Но: play – played (а – гласная)	smile – smiled dance – danced live – lived	plan – planned stop – stopped rub – rubbed

IV. Write the Past Simple forms of the verbs:

Study, travel, play, stop, laugh, pray, cry, rob, run, tidy, love, call, dance, miss, drop, phone, enjoy, try, live, refer, look, smile, prefer, like, carry

V. Study the ways of pronunciation of ED and do the exercise:

Pronunciation of ED		
/ɪd/	/t/	/d/
T wanted D needed	P helped K looked	L called N cleaned

	SH washed CH watched GH laughed TH breathed SS kissed C danced X fixed	R offered G damaged V loved S used W followed Y enjoyed Z amazed
--	--	--

VI. Write the Past Simple of the verbs in the correct box, then read them aloud:

Open, wash, want, work, arrest, help, carry, pray, stop, start, ask, visit, cook, clean, need, finish, load, like, live, watch, accept, love, laugh, stay, hate, adore, pass, type, persuade, worship, arrange, rob, mug, devote, use

[d]	[t]	[id]

VII. Complete the following text using the past tense of the verbs in brackets.

Anna's holiday____(be) great last summer. She____(stay) in a college in England for two weeks. She____(have) classes in the mornings and in the afternoons she____(do) some sports like swimming or tennis. In the evenings she often____(go) dancing or____(watch) films with her new friends.

At weekends they____(drive) to some interesting places. Once they____(visit) Marwell Zoo where they____(see) some beautiful animals. Anna____(not like) the food at the college but that____(not be) a problem. She____(meet) a lot of people and____(learn) some English. All the students in her class____(be) sorry to go home. They all____(promise) to come back next summer.

VIII. Correct the mistake in the sentence.

1. She didn't saw my grandma
2. The police caughted them.
3. Many people dieded in the earthquake.
4. Did she walked alone?
5. Celia and I was best friends.
6. He losted his job.
7. I goed to Zagreb yesterday.
8. My father tryed to repair his car yesterday afternoon.
9. Sarah weren't happy last year.
10. She didn't sold her house.

IX. Complete the story. Use the verbs in the brackets:

Last year I went (go) on holiday. I _____ (drive) to the sea with my dad. On the first day we _____ (look) at the beautiful buildings and _____ (eat) in lots of cafes. The next day _____ (be) very hot so we _____ (drive) to the sea. We _____ (leave) our clothes in the car and _____ (swim) all day. At six o'clock we _____ (walk) to our car, but the car _____ (be, not) there. We _____ (buy) some clothes and _____ (go) to the Police Station. The police _____ (be) nice and we _____ (sleep) in the police station.

X. Complete these sentences in the Past Tense, using the correct verb:

play enjoy watch listen talk phone stop walk travel like stay

1. We really _____ the concert last night. It was great!
2. She _____ with friends in Brighton last summer.
3. Italy _____ very well in the last World Cup.
4. Her parents _____ by train from Kiev to Moscow.
5. I _____ you four times last night but you were sleeping.
6. We _____ along the beach yesterday. It was lovely.
7. She _____ the film but she didn't like the main hero.
8. The men _____ work at six o'clock.
9. I _____ to the new Shakira's album yesterday. It's great.
10. They _____ to us about their trip to India. It was very interesting.

XI. Make negative sentences (x) or questions (?) using the Past Tense:

Example:

-he / stay (x) in a hotel

He didn't stay in a hotel.

-you / learn (?) speak Italian when you were in Italy

Did you learn to speak Italian when you were in Italy?

1. she / like (x) the film

2. I / use / (x) the school computer yesterday

3. they / arrive (?) home late yesterday

4. you / ask (?) her for Jane's address

5. he / enjoy (x) the concert in the park

6. we / talk (x) about our winter holidays at all

Section G. Presentation

I. Read the following information and answer the questions:

1. What is a presentation in English?
2. Where can you hear a presentation?
3. What is important for giving a presentation?

A presentation is a formal talk to one or more persons that "presents" ideas or information in a clear, structured way. Presentations come in nearly as many forms as there are life situations. When giving a presentation, certain keywords are used to signpost the different stages.

II. Study the useful phrases and pay attention to the order in which you can present something.

Starting the presentation	Good morning/Good afternoon ladies and gentlemen The topic of my presentation today is ... What I'm going to talk about today is ... Today I would like to talk with you about... I have been asked to comment on what I think ... Please feel free to interrupt me if there are any questions./If you have any questions, please feel free to ask me at the end of the presentation.
Why you are giving this presentation	The purpose/aim of this presentation is This is important because ... My objective is to ...
Stating the plan	The main points I will be talking about are : Firstly, ... secondly,... Finally ... we're going to look at ... I am going to divide my review / report / article into 3 areas / parts ... I will begin with a definition of ..., then go on to a brief review ... Let us start by mentioning a few facts ... Then I would like to take a look at... Following that we should talk about ... Lastly we are going to discuss ... I would like to talk to you today about _____ for _____ minutes. We should be finished here today by _____ o'clock.
Introducing the first point	Let's start / begin with ... At the outset ... First of all, ... / Above all, ... First I would like to talk about ...

Moving to the next point	<p>I'd like to start by saying</p> <p>Now let's move on to ...</p> <p>Now we will look at ...</p> <p>Before moving to the next point I need to ...</p> <p>Let's now talk about...</p> <p>That will bring us to our next point ...</p> <p>Moving on to our next point ...</p>
Giving more details	<p>I'd like to expand on this aspect/problem/point ...</p> <p>Let me elaborate on that.</p> <p>Would you like me to expand on/elaborate on that?</p>
Showing graphics, slides, etc.	<p>I'd like to illustrate this by showing you ...</p>
Referring to something which is off the topic	<p>I'd like to digress here for a moment and just mention ...</p>
Summarizing or repeating the main points	<p>I'd like to recap the main points of my presentation:</p> <ul style="list-style-type: none"> • First I covered ... • Then we talked about ... • Finally we looked at ...
Conclusion	<p>I'd now like to sum up the main points which were :</p> <p>I'm going to conclude by ...</p> <p>In conclusion, let me ...</p> <p>I would just like to sum up the main points again ...If I could just summarize our main points before your questions.</p> <p>Finally let me just sum up today's main topics ...</p> <p>To summarize, the approach to ... described here is ... We arrived at the conclusion that ...</p> <p>We shouldn't rush to a conclusion...</p>
Questions	<p>Now I'd like to invite any questions you may have. •</p> <p>Do you have any questions?</p>
Answering questions	<p>I'm sorry, could you expand on that a little?</p> <p>Could you clarify your question for me?</p> <p>I'm sorry I don't think I've understood your question, could you rephrase it for me?</p> <p>I think what you are asking is ...</p> <p>If I've understood you correctly you are asking about ...</p> <p>So you are asking about ...</p>

III. Make up a presentation on one of the topics below. You can follow the outline for structuring the found information:

- Introduction (acuteness of the topic of research, novelty, methods of research);
- The main body of your presentation;
- Conclusions.

Possible topics for presentation:

- Early methods of investigation
- Origins of forensic science
- Ancient forensics
- Medieval forensics
- Toxicology and ballistics
- The invention of fingerprints
- DNA evidence and how it works
- Computer reconstructions

CURRENT SITUATIONS

Section A. The Top Three Mistakes Expert Witnesses Make

I. Look at the article about mistakes expert witnesses can make and answer the question.

What role do expert witnesses play on the court? What do they do? What are the most common mistakes an expert makes in your opinion?

An expert witness in England, Wales and the United States, is a person whose opinion by virtue of education, training, certification, skills or experience, is accepted by the judge as an expert. The judge may consider the witness's specialized (scientific, technical or other) opinion about evidence or about facts before the court within the expert's area of expertise, referred to as an expert opinion.

"Expert witnesses may also deliver expert evidence within the area of their expertise. Their testimony may be rebutted by testimony from other experts or by other evidence or facts.

II. Read the article. Are these statements true or false?

1. The expert shouldn't insist on a written agreement.
2. Let an attorney write your report for you.
3. You should follow attorney's facts.
4. The main rule is to be honest.
5. Use only written means of communication.
6. Credibility is not very important in this sphere.
7. Accepting the word of the attorney can have a positive effect upon the expert's credibility if proved wrong.
8. It is the expert's first responsibility to ensure that he or she has a full knowledge of all the underlying facts
9. A report may be any oral communication between the expert and the attorney in which the expert expresses his or her opinions, even in preliminary form.
10. If you do have to prepare a report, by all means prepare it by yourself.

III. Discuss with your partner. What other mistakes can you add?

THE TOP THREE MISTAKES THAT EXPERT WITNESS MAKE

Mistake №1

Relying only upon information provided by the attorney

The expert witness should always insist upon a written agreement which clearly defines the scope of the expert's engagement and the expert witness should never blindly accept the lawyer's word for all things critical to the project.



The attorney is an advocate for his or her client's position and legal rights and remedies. The expert is not. The attorney may have a tendency to present possibly negative or harmful facts in a light which makes them seem better than they are. The attorney may attempt (overtly or possibly even **subconsciously**) to restrict the retained expert's work in order to ensure a favorable opinion. It is the expert's first responsibility to ensure that he or she has a full knowledge of all the underlying facts. Merely accepting the word of the attorney can have a devastating effect upon the expert's **credibility** if proved wrong. And, if the expert's credibility is successfully impeached on any point, it is impeached on every point.

So, always do your own due diligence and investigate all the underlying facts and assumptions you may be given. Never put total faith and reliance in what you are told.

Mistake №2

Putting Too Much in Writing, Too Soon, and Too Casually

We are living in the age of discovery, the process of forcing the other side (including experts) to divulge every fact and thought about a lawsuit long before the dispute ever sees the inside of a courtroom. In discovery, there is one fundamental rule: if it's in writing, it can be had.

Expert witnesses are, not surprisingly, real people, just like lawyers and clients. Without an extreme amount of discipline and **self-denial**, we all have a tendency today to send a quick e-mail instead of picking up the telephone and calling, to discuss a point or make a statement or **reveal** a doubt or weakness about a position. And things written leave records for all the world to see.

Generally speaking, in the world of expert witnesses there are several types of writings. For example, there are "reports," there are drafts of reports, there is correspondence, there is electronic mail, there are **memos**, and there are personal notes (which may be in a notebook, on a napkin, on a desk calendar or "Day Timer," or even on the old fashioned sheet of paper). And, what is the rule? Right. "If it's in writing, it can be had."

My practice, and strong preference, is that if a report is not required, do not do one. If you do not do one, it cannot be discovered. Only the court, by direct order or by inserting the requirement in a case scheduling order, can make the expert prepare a written report.

But, a "report" may not be just the formal document, prepared (hopefully) and signed by the expert and intended to be the expert's final work product, including an expression of opinions to be submitted in the case. A "report" may be any written communication between the expert and the attorney in which the expert expresses his or her opinions, even in **preliminary** form. And, it can be (and nowadays very often is) contained in electronic mail. Furthermore, for some strange reason, we seem to have a tendency to put things in electronic mail that we would never dream of putting in "real" writing.

Finally, if you do have to prepare a report, by all means prepare it by yourself! Do not let an attorney write "your" report for you. In that regard, do not let him revise

your report, either. If you must, draft the report as you think it should read and then discuss it with the attorney.

Mistake №3

Sounding too much like an expert

Clear communication is the key to many relationships. Whether it is a spousal relationship, heads of state, or witness and jury, effective communication is vitally important. I have learned two rules over the course of my career, and I find I do better when I remember to follow them than when I don't.

The first is, be sincere. When I was a young lawyer, just learning the inside of a courtroom, I asked an older, wiser attorney for some advice and guidance, like what was the most important trait a good trial lawyer should have. His answer has stayed with me for over thirty years. "Michael," he said, "the single most important thing a trial lawyer can ever have is credibility...and, credibility is brief." In other words, he was telling me that long, flowery, **excessive** and **exaggerated** arguments and questions—or answers – are not nearly as good as a few well chosen words. And, you won't be surprised to learn, the ability to use the right few well chosen words to tell your story is most often the product of organization and preparation.

The second "rule" is, Never Talk Down to the Jury. Even if the jury is not "there," such as a **deposition**, never, ever **talk down to** them. Remember this, each person on the jury is an expert, just as you are.

IV. Read the highlighted words in the article and choose the ones that have the same meaning:

1. In a manner that lacks conscious awareness.
2. Believability of statements by a witness, as measured by whether the testimony is probable or improbable when judged by common experience.
3. The capability of a person or argument to convince or persuade someone to accept a desired way of thinking.
4. To speak loudly or without stopping to prevent someone else from speaking
5. The process of taking sworn testimony out of court; the testimony so taken.
6. Exceeding the usual bounds of something; extravagant; immoderate.
7. The act of refusing to recognize unpleasant facts even when presented by one's self.
8. In preparation for the main matter; initial, introductory, preparatory.
9. To overstate, to describe more than is fact.
10. To uncover; to show and display that which was hidden.
11. A short note; a memorandum.

V. Find English equivalents for the following Russian words and word combinations:

письменное соглашение, сфера деятельности эксперта, иметь тенденцию, полагаться только на информацию, открыто, создавать благоприятное мнение, разрушительное воздействие, авторитет эксперта, обвинять, разглашать, зал суда, убедительность, супружеские отношения, предварительный

Section B. Functions

I. Read the article again. Find sentences with modal verbs in the article. What do they mean?

II. Look at the table. Types and uses of modal verbs. Identify the functions of modal verbs in the examples you have given in exercise 1.

Type and Use	Modal Verb	Examples
Ability	Can, Could	I can speak English. He could run 10 km, now he has lost practice.
Permission	Can, Could, May	You can't go out tonight. May I sit here? Could you help me?
Advice	Should	You should do your homework. I shouldn't drink alcohol.
Obligation	Must, Have to	People mustn't smoke in class. We don't have to go to the party if we don't want to.
Possibility	Might, May, Could, Can	It might rain today. Rachel may come to the party if she feels better.

III. Insert correct modals verbs according to their functions.

1. An expert_____ need special education in order to get a particular job.
2. Forensic psychologists_____ be called on to provide sentencing recommendations, treatment recommendations or any other information the judge requests.
3. In the United States they_____ also help with jury selection.
4. Visual aids_____ assist with the testimony of your expert regardless of the topic to which they are testifying.
5. Forensic evaluators_____ be able to provide the source on which any information is based.
6. In general, when conducting a direct examination of an expert, the first thing you_____ do in an effort to improve your expert's presentation is to slowly and clearly introduce the audience to the general issues on which your expert will be testifying.
7. You_____ use the same set of graphics to aid in explaining the expert's opinion, your position of the case and how it differs from your adversary.
8. This_____ also be done even when showing your case evidence such as documents or photographs.

9. Your expert_____ review the graphic from the hard copy showing it fully built.

10. An expert witnesses in English law_____ give explanations of difficult or technical topics in civil and criminal trials.

Section C. Tips for expert witnesses to sound confident

I. Read this extract from the article about traits of character expert witnesses should possess.

Expert witnesses must convince the judge or jury that their testimony is sound and truthful. They must be highly knowledgeable, organized, alert, unflappable and ethical:

Knowledgeable

Show that you are up to date, have command of the subject matter in your field, and are knowledgeable about the Federal Rules of Evidence and any state or jurisdictional laws relevant to the case. Know how to use such things as demonstrative evidence (an item not from the crime scene that is used to illustrate a point).

Organized

Be able to easily reference and locate key pieces of evidence. Reports should always be updated to include results of retesting, further testing of previous evidence or testing of new evidence.

Alert

Answer questions promptly and intelligently. How you respond could affect your credibility. Unflappable — Do not appear annoyed during questioning, especially during cross-examination (questioning by the opposing attorney).

Ethical

Know the ethical standards of conduct. Do not be persuaded into presenting false testimony. Display objectivity, not advocacy.

II. Discuss with your partner. Do you agree with the extract? Why? Why not? Add more adjectives describing traits of character.

III. Look at these adjectives. Are they suitable or not for an expert? Discuss them in pairs using modal verbs.

Example: In my opinion, an expert must be persuasive while demonstrating the evidence.

Coherent, eloquent, succinct, persuasive, talkative, rambling, responsive, vague, rude, punctual, articulate, flexible, good natured, organized, resourceful, trustworthy.

Section D. Summarizing

I. Read the definition of the word “summary” as well as the rules how to write it. Say what you can include in the summary.

The summary is the substance or general idea in brief form.

Steps to Writing a Summary

1. Read and understand the prompt or writing directions. What are you being asked to write about?

- express the meaning of the article
- state the main ideas of the article;
- identify the most important details that support the main ideas;
- use useful expressions

2. Read, think about, and understand the text. Review the material to make sure you know it well.

3. Take notes. Write down the main ideas and important details of the article.

4. Write a thesis statement. In a single sentence, state the main idea of the article. The thesis statement should mention the underlying meaning of the article, not just the superficial details.

5. Organize and outline ideas. Write down the important details you need to include in the summary. Put them in a logical order.

Topic Sentence:

Evidence:

Nº1:

Nº2:

Nº3:

6. Write your essay.

- Your summary should be about one third of the length of the original article.
- Focus on the main point of the article and the most important details.
- Use your own words; avoid copying phrases and sentences from the article unless they are direct quotations.

7. Check your spelling, grammar, and punctuation.

9. Read your summary one last time before you turn it in.

II. Use the following expressions to write the summary of the article “Top Three Mistakes That Expert Witness Make”

THE ARTICLE (under consideration) is entitled...

It is centred around a very important problem/issue/question is about...

is based upon

begins with the description of/ reflections on...

THE AUTHOR of this article ...

focuses on
proposes
compares
explores
seeks
investigates
looks at
gives his opinion on
suggests
poses the question of (how...)
predicts
makes it clear that
aims to get an insight into o
tells us that...
states that...
highlights
points at (an important issue)
outlines
emphasizes (places special emphasis on)
draws our attention to
underlines

THE MAIN IDEA of the article is...

The purpose of this article is...

The author's goal in this article is...

The message of the article is...

CONCLUSION

Thus, the author comes to the conclusion that...

To conclude/to make a conclusion,

To sum it up,

In short,

In summary, it can be concluded that...

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