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ENGLISH FOR SOCIAL WORK IN CORRECTIONAL INSTITUTIONS

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INTRODUCTION

In recent years, there has been a world-wide increase in demand for ESP skills, essential for professional development and promotion. The teaching material presented herein was compiled, developed and tailor-made to meet the needs of English for Specific Purposes primarily for students of Social Work within Correctional Institutions at Mykolas Romeris University of Lithuania and trainees of Lithuanian Prison Department Training Center.

The textbook is divided into seven units covering the topics of *Juvenile Correctional facilities, Probation and Parole service, Cognitive skills training, Correctional education: preparation for reintegration, Victims of crime,* and *Prevention and treatment of HIV/AIDS and other infectious diseases in correctional settings.*

6 basic units were designed to satisfy the needs of social workers within penitentiary system by offering a modern approach in teaching Social Work within criminal justice in English and by supplying the students and adults with a self-study texts in English on Social Work in correctional institutions. The main criteria for including the texts were:

- Defining the basic concepts of social work in correctional institutions;
- Presenting an integrated syllabus of language and study area;
- Developing language skills based on relevant authentic materials;
- Fostering human values through thought provoking case studies.

In addition, we followed the global trend of using and teaching tolerance-related vocabulary and linguistic items that are indispensable for a social worker. A glossary of the key terms used in this book is provided for reference at the beginning of each unit.

We hope that all who use this book will find that the *List of expressions that may be useful while discussing* and the *Vocabulary* given at the end of the book helps them in preparing for their classes, role-play and discussions on the given topics.

Lilija Anusienė
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ABBREVIATIONS OF ENGLISH WORDS

AA Alcohol Awareness or Alcoholics Anonymous (organization)
ABE Adult Basic Education
adj adjective
adv adverb
AFDC Aid to Families with Dependent Children
AIDS *(liga)* Acquired Immune Deficiency Syndrome
attr attributive
ATU The Awaiting Trial Unit
BSW Bachelor's Degree in Social Work
CAP Comprehensive AIDS Program
CASA Center on Addiction and Substance Abuse
CAST Cartoon-Attribution-Strategy Test
CBO Community Based Organization
CO Correctional officer
conj conjunction
CO-SKILLS cognitive skills
CS Cognitive Skills
DC Department of Correction
DSS Department of Social Services
EBD Emotional or Behavioral Disorders
eg example
ESL English as a Second Language
esp especially
etc. et cetera (*lot.*)
GED General Education Development
HIV Human Immunodeficiency Virus
IDU Injecting-drug User
IFPS Intensive Family Preservation Services
I.V. Intravenously, esp. of an injection
MSW Master's Degree in Social Work
MTC Marine Terminals Corporation
NA Narcotic Addiction
NCCW Nebraska Correctional Center for Women
NGO Non Govermental Organisation
NMHA The National Mental Health Association
NOSR National Office for Social Responsibility

pass passive (voice)
pl plural
predic predicative
pref prefix
prep preposition
pron pronoun
PS Probation Service
RÉÉDUC French version of cognitive skills program
refl reflexive (pronoun)
sb somebody
sg singular
SPPA Swedish Prison and Probation Administration
STD Sexually Transmitted Disease
sth something
TABE Test of Adult Basic Education
TB Tuberculosis

ABBREVIATIONS OF LITHUANIAN WORDS

amer. amerikanizmas, vart. anglų kalboje JAV ir Kanadoje
anat. anatomija
austral. vart. anglų kalboje Australijoje ir N.Zelandijoje
bažn. bažnytinis terminas
bibl. Biblija
džn. dažnai
ekon. ekonomika
farm. farmacija
fin. finansai
fiz. fizika
įv. reikšm. įvairiomis reikšmėmis
kar. karyba, karinis terminas
knyg. knyginis žodis
kom. komercija
komp. kompiuteris, kompiuterijos terminas
kuop. kuopine prasme
log. logika
lot. lotynų kalba
med. medicina

mok. mokyklinis; mokinių kalboje
neig. neigiamas(is); neigiamai
ofic. oficialus
pan. panašiai
ppr. paprastai
prk. perkeltine reikšme
psn. pasenęs žodis/posakis
rad. radijas; radiotechnika
ret. retai
spec. specialus terminas, vart.įvairiose mokslo ir technikos srityse
sport. sportas
sudurt. sudurtinis
sutr. sutrumpintas; santrumpa
škot. škotiškai, vart. škotų tarmėje
šnek. šnekamoji kalba
tech. technika
teis. teisė, juridinis terminas
t.p. taip pat
v. vakarai
vart. vartojama(s)

UNIT 1

JUVENILE CORRECTIONAL FACILITIES

GLOSSARY

Aftercare

Post-release supervision and treatment program for juveniles. The term is sometimes used for other programs that provide support and services during the reentry into community of inmates from jails or prisons.

At-risk youth

Preteens and teenagers that live in areas with high incidences of poverty, crime, teenage pregnancy, alcohol/drug abuse, and similar indicators, which are associated with criminal involvement, and may lead to a criminal life style.

Child abuse

An act of physical, sexual or psychological abuse and cruelty which affect a child's physical or mental well-being.

Correction

The punishment and treatment of a criminal offender through a program of imprisonment, parole and probation.

Custody

Legal or physical control of or responsibility for a child, adult, or thing.

Delinquency

Actions or conducts by a juvenile that violate criminal law and result in status offence.

Ex-offender

An individual who is no longer under supervision of the criminal justice system.

Facility

A place, institution, building, or area that is used for the lawful physical custody and/or treatment of individuals.

Family reunification

The process of reuniting an offender with his or her family on or prior to release, or reunification of a child with his/her family after the child was places in foster care.

Felony

A criminal offence that is punishable by death or by incarceration in a state or federal prison, generally for a year or more. Violent felonies include murder, rape, abduction, and robbery.

First Time Offender

A law violator who is prosecuted for the first time.

Foster home

A community placement for juveniles which provides a substitute family setting. They offer juveniles the privacy and intimacy of family life with less supervision.

Halfway houses

A non-confining residential facility designed to help rehabilitate adults or juveniles, or those subject to criminal or juvenile proceedings. It is intended to provide an alternative to confinement and probation, and also to be used by the released inmates during the period of readjustment to the community after confinement.

Hospitality houses

Affordable and safe temporary lodging for inmate families during their visits to prisons. Usually offering overnight lodging, information, and support to families visiting loved ones in prison.

Incarceration

A confinement of a defendant or probationer to prison, penitentiary, or jail.

Inmate

An individual confined in a correctional facility, whether in pretrial, unsentenced or sentenced status.

Jail

A confinement facility intended for adults, but sometimes also containing juveniles, usually administered by a local law enforcement agency. It holds persons pending adjudication and /or persons committed after adjudication for sentences of a year or less.

Juvenile offender

An individual subject to juvenile court proceedings for purposes of adjudication and treatment based on age and offense limitations as defined by state law.

Offender

An individual convicted or adjudicated of a criminal offence.

Penitentiary

1)A public institution in which offenders against the law are confined for detention or punishment; 2)a state or federal prison in the U.S.

Recidivism

The repeated occurrence of any of the following events in the overall criminal justice process, for an individual: commission of a crime, arrest, charge, conviction, sentencing, incarceration.

Recidivist

A person who has been convicted on one or more crimes and who is alleged to have subsequently committed another crime or series of crimes.

TEXT
1.PENITENTIARY INSTITUTIONS FOR JUVENILES IN LITHUANIA

PRE-READING

1. What Lithuanian institutions of juvenile confinement do you know?

Penitentiary institutions for juveniles in Lithuania present a field where reform is crucial. Experts state that the greatest problems in Lithuanian prisons in general and colonies for juveniles in particular arise from the overcrowding of confinement places and the lack of occupation possibilities for the confined. These problems will not be solved unless the system of alternative measures for juvenile offenders is developed.

Prospects of improvement of confinement conditions are also associated to institutional restructuring in line with the law enforcement reform. State Guidelines of Legal Reform foresee that penitentiary institutions will be transferred to the responsibility of the Ministry of Justice (presently they are covered by the Ministry of Interior). It is important that this process starts as soon as possible. The Parliamentary Family and Children's Issues Commission has addressed the Prime Minister, the Ministers of Justice and Interior asking them to accelerate this

process starting from the transfer of confinement establishments for juveniles.

Other important elements in reform of penitentiary institutions for juveniles include training of prison staff, providing learning/occupation facilities for the confined, and strengthening the social work in places of confinement. Training of prison staff is needed to implement a new attitude towards the confined based on respect for human rights and awareness of socio-psychical needs of juveniles. It is very important that correction, resocialization and reintegration of juvenile offenders are emphasized in the work of prison staff. It is foreseen that training of prison staff will be undertaken by the Lithuanian Prison Service Training Centre, to be established under Nord-Balt project. This project also covers twinning arrangement with the Kaunas Educational Colony for Juveniles that is the strictest regime institution of juvenile confinement in Lithuania. This Colony and Women's Correctional Labour Colony (with a separate section for girls) are within the system of Internal Affairs. However, reform of confinement institutions should also extend to four special children's educative and care homes that are within the system of Education and Science.

Creation of occupation/learning facilities in confinement institutions will require development of special programmes, acquiring equipment and recruiting additional staff. To enable this, a separate technical assistance project will be needed.Much attention should be given to social work both in places of confinement and after juveniles leave places of confinement. NGOs should be viewed as social work providers; their participation needs encouragement and support, which is often not the case nowadays, whereas many structural and bureaucratic barriers exist for NGOs to access confinement places. It is necessary to mention that some experience of Lithuanian NGO work in prisons and with ex-prisoners can be already built upon. This especially relates to the activities of "Tevo namai" in Kaunas and "Grozio mokykla" in Panevezys. Special training opportunities should be extended to such NGOs as well as prison and municipal social workers. Social work is a new specialty in Lithuania, therefore alongside actual training provisions, other and more extensive support (e.g. needs assessment, curriculum development) may be needed in this field.

A task which requires attention in institutional reform of juvenile justice is the empowerment of the Children's Rights Protection Agency to actively participate in juvenile criminal justice. The Children's

Rights Protection Agency operates by the Ministry of Social Security and Labour. It has divisions in every municipality of Lithuania. This Agency should be helped in design and implementation of information campaign which may involve not only meetings and publications, but also installment of free telephone lines in places of confinement. Lithuanian Human Rights Centre can be a partner to the Agency in this endeavour.

SELF-COMPREHENSION CHECK

1. What are the greatest problems in Lithuanian correctional institutions?

1. *Why is training of prison staff needed?*
2. *What should be emphasized in the work of prison staff?*
3. *What institution undertakes training of prison staff?*
4. *What does creation of occupation/learning facilities require?*
5. *How should NGOs be viewed?*
6. *What is the role of social work in confinement institutions?*
7. *What task requires more attention?*

LANGUAGE USE

TASK 1. Write the appropriate word for the given definition.

a. the state of being forced to stay in a closed space, prison, etc, the act of putting sb there (n)

b. an official action that is done in order to achieve a particular aim(n)

c. a prisoner(n)

d. knowing sth (n)

e. all the workers employed in an organization considered as a group (n)

f. giving sb the power or authority to do sth; authorization (n)

g. showing kindness towards people by making sure that they do not suffer more than is necessary (adj)

h. a town, city, or district with its own local government; the group of officials who govern it (n)

TASK 2. Match words from column A with appropriate words from column B.

A	B
1. correctional	a. staff
2. alternative	b. organizations
3. prison	c. development
4. socio-psychical	d. participate
5. non-governmental	e. assessment
6. needs	f. institutions
7. curriculum	g. needs
8. juvenile	h. barriers
9. actively	i. measures
10. bureaucratic	j. justice

TASK 3. Give another word for the following words and phrases.

1. extremely important *(adj)* –
2. the process of learning the skills that you need to do a job *(n)* –
3. that can be used instead of something else *(adj)* -
4. opportunity *(n)* –
5. improving the behavior of criminals *(adj)* –

TASK 4. Insert missing words according to the text. Use words from the box.

involvement, overcrowding, repeated, empowerment, providers, attitude, recruiting, strengthening, rehabilitation

1. Attention should be paid to the _____ of the children's rights protection agencies.
2. Occupational and educational facilities in correctional institutions should ease the _____ of juvenile offenders.
3. The greatest problems in Lithuanian prisons arise from the _____ of confinement places.
4. One of the aims of the reform is to decrease _____ crime by juveniles.

5. The important reform elements include _____ the social work in places of confinement.

6. NGOs should be viewed as social work _____.

7. The _____ of NGOs in correctional facilities should be maximized.

8. Creation of learning facilities will require _____ additional staff.

9. It is necessary to implement a new _____ towards the confined.

FOLLOW-UP DISCUSSION

1. Discuss the problems of children in State care. How could these problems be solved by social workers?

TEXT
2. SOCIAL WORK ROLES WITHIN JUVENILE JUSTICE SYSTEM

PRE-READING

1. What activities must social workers engage in the juvenile justice system?

Juvenile justice is the area of criminal law applicable to persons not old enough to be held responsible for criminal acts. The main goal of the juvenile justice system is rehabilitation rather than punishment.

The goal of the juvenile justice system, like the adult correctional system, is to help prevent and control crime and to adjudicate, incarcerate, and rehabilitate people engaged in illegal behavior. Also as in the adult correctional system, there are many areas of the juvenile justice system that must be examined and restructured to accomplish this goal more effectively. There are indeed various roles in the juvenile justice system for social workers ranging from prevention services to rehabilitation to program planning and development. Unfortunately, social workers, like many other professionals in the criminal justice system, often see themselves as “covert agents of law enforcement”. To be truly effective social workers must remember their original goal to bring hope, promise, and progress to the criminal justice system and espe-

cially to juveniles in trouble. They must use the functions of planning, management, and advocacy to bring about fundamental change in the system. Most importantly, "social workers must continue to contribute to and influence the juvenile justice system to ensure that the system remains not only juvenile, but just".

Juvenile justice system includes court, probation, parole, prevention and intervention programs and agencies responding to delinquent and other behaviors identified in juvenile statutes. Juvenile justice system must have the flexibility to meet the needs of the broad range of children and youth served, from the most violent youth to those children who are victims of abuse and neglect.

For many years studies have shown that child abuse and neglect are predictive of delinquent behavior and adult crime. Moreover, general societal attitudes of intolerance of differences and glorification of violence contribute to these same behaviors. These root causes must be addressed through appropriate intervention throughout the juvenile justice process as well as through changes at the community level. Therefore:

1. The juvenile justice system must offer a continuum of services which includes the appropriate resources to meet the needs of children and youth who are victims and/or offenders. Such a continuum should offer a range of services from prevention and early intervention to remedial and extended care and custody while recognizing the importance of partnerships with other systems of service delivery. The priority of this continuum should be, whenever possible, to eliminate the risk of delinquent behavior through primary prevention.

2. Coercive intervention and remedial services should follow the least restrictive principle by offering varying levels of supervision and custodial care. Agencies should develop and use a risk and need assessment procedure to assist in making custody, dispositional and/or supervision decisions.

3. Every effort should be made to address the need of the child or youth for permanence and bonding with the family and home community. To the degree possible, services should be inclusive of, and cognizant of, family issues and needs.

4. Service systems should be built on principles that reflect the individual growth and development of children and youth and provide effective and humane approaches to supervision, custody and treatment while recognizing the uniqueness of each individual child and youth.

Service systems should utilize rewards as an integral component in responding to children and youth, and holding them accountable for their behaviors. At the same time, court ordered sanctions and conditions, as well as agency decisions should demonstrate consistency and equity.

5. The restoration of victim, offender and community should be included as part of any service system addressing juvenile delinquency.

6. All agencies, acting on behalf of the government and involved in the life of a child or youth must accept the resulting responsibility to provide services or assist in securing appropriate services which guide and nurture children and youth toward healthy and productive adult lives. This fundamental principle should guide the justice and service delivery processes so that sanctioning and coercive control support and assist healthy emotional and social development.

SELF-COMPREHENSION CHECK

1. *What is juvenile justice? What is the goal of the juvenile justice system?*
2. *What is the fundamental goal of social workers?*
3. *What are social work roles within the juvenile justice system?*
4. *What programs and agencies does the juvenile justice system include?*
5. *What must the juvenile justice system be flexible in?*
6. *What are the causes of delinquent behavior and adult crime?*
7. *What continuum must the juvenile justice system offer? What services must be delivered? What must be given priority?*
8. *What principle should be followed in intervention and delivery of services? How should it be done?*
9. *How should the services tackle family issues?*
10. *What principles should the delivery of services be built on?*
11. *What should be an integral part of any service related to juvenile delinquency issues?*
12. *What responsibility must all agencies accept? What is the underlying principle in the service delivery process? What makes it fundamental?*

LANGUAGE USE

TASK 1. Match the words with their definition.

***Verbs*:**

1. to adjudicate	a. to help sb to have a normal, useful life again after they have been ill/sick or in prison for a long time
2. to incarcerate	b. to use sth, especially for a practical purpose
3. to rehabilitate	c. to treat a person in a cruel or violent way
4. to intervene	d. d. to make an official decision about who is right in a disagreement between two groups or an organization
5. to utilize	e. to direct or influence sb's behavior
6. to guide	f. to fail to take care of sb
7. to nurture	g. to put sb in prison or in another place from which they cannot escape
8. to address	h. to become involved in a situation in order to improve or help it
9. to abuse	i. to think about a problem or a situation and decide how you are going to deal with it
10. to neglect	j. to care for and protect sb/sth while they are growing and developing

***Nouns*:**

1. advocacy	a. the process of forming a special relationship with sb or with a group of people
2. delivery	b. the giving of public support to an idea, a course of action or a belief
3. prevention	c. the act of returning sth to its correct place, condition or owner
4. permanence	d. the quality of always behaving in the same way or of having the same opinions, standard, etc.
5. bonding	e. the process of caring for sb/sth and providing what they need for their health or protection

6. consistency	f. a way of behaving towards or dealing with a person or thing
7. equity	g. a situation in which everyone is treated equally; fairness
8. restoration	h. the act of stopping sth bad from happening
9. sanctioning	i. the state of lasting for a long time or for all time in the future
10. treatment	j. a course of action that can be used, if necessary, to make people obey a law or behave in a particular way

***Adjectives*:**

1. predictive	a. suitable, acceptable or correct for the particular circumstances
2. remedial	b. connected with the right or duty of looking after sb
3. coercive	c. connected with the ability to show what will happen in the future
4. custodial	d. serious; very important; central; basic
5. inclusive	e. aimed at solving a problem, especially when this involves correcting or improving sth that has been done wrong
6. cognizant	f. including a wide range of people, things, ideas, etc.
7. extended	g. responsible for your decisions or actions and expected to explain them when you are asked
8. fundamental	h. long or longer than usual or expected
9. accountable	i. knowing and understanding sth
10. appropriate	j. using force or the threat of force

TASK 2. Match words from column A with words from column B to make phrases as they were used in the text.

A	B
1. service	a. prevention
2. delinquent	b. control
3. primary	c. system
4. child	d. delivery
5. remedial	e. development
6. coercive	f. assessment
7. correctional	g. causes
8. root	h. care
9. need	i. behavior
10. emotional	j. abuse

FOLLOW-UP DISCUSSION

1.Discuss the importance of social work roles within the juvenile justice system.

2. What changes would you suggest to make the roles even more important and effective?

TEXT
3. STATEMENT OF MARK SOLER

PRE-READING

1. What problems may children in State care/adoption/foster care face?

2. What could be done to make changes in treatment of children in juvenile corrections or mental health institutions? Point out the reasons of inadequate performance of social services workers.

Mr.M. SOLER the executive director of the Youth Law Center, a public interest law

office located in San Francisco speaks about the problems his colleagues and he have seen of children in State care.

Our home community of San Francisco is a microcosm of the problems we have seen

throughout the country. The San Francisco Juvenile Detention Center, the Youth Guidance Center, is a large dilapidated, prison-like structure.

On February 14 of this year, a 17-year-old boy named Robert committed suicide by hanging himself with a noose fashioned from a sweatshirt. He had been in the facility 30 days.

More than 2 weeks before the boy's death, social workers at that facility became aware that Robert was having bizarre thoughts, and referred the matter to the staff psychiatrist. The psychiatrist never saw Robert.

On February 13, Robert was put in his cell for disrupting the breakfast meal. He was confined there all day, over night, and during the morning of February 14. After lunch, he banged on his door for several minutes, calling for the senior counselor to ask how long he would have to stay in his room. The senior counselor was busy and never talked with Robert. Between 10 and 20 minutes later, another counselor found Robert hanging from the wall.

The tragedy did not end there. Five days later Robert's cell had not yet been cleaned up of bodily wastes, so a staff member selected two boys in the facility, ages 12 and 14, to clean up the room. The odor was so intense that the staff member covered his face with a bandana and the two boys plugged their nostrils with cotton.

Foster care in San Francisco is, if anything, in worse shape. San Francisco has roughly 1,800 children in foster care, 1,300 of whom are placed outside the city.

Nathan Moncrieff, born to a heroin-addicted mother, was kept in a temporary home for 13 months by the San Francisco Department of Social Services before being placed by an adoption agency with an Oakland couple.

In June of this year, Nathan was beaten-to-death in the home. The social workers for the adoption agency and for the San Francisco agency did not learn, or learned but did not report, that one of the individuals had a felony record, which disqualified him under California law. Both men have been charged with murder.

Nathan Moncrieff's death prompted investigations by the San Francisco Mayor's Office and the State Department of Social Services, both of which found that practices and procedures within the Depart-

ment of Social Services played roles in the deaths of six of the eight children who died in foster care during the past 2 years. The State agency also investigated a number of other cases handled by the San Francisco Department of Social Services. It concluded that San Francisco DSS violated State or Federal regulations in a substantial number of the cases.

These tragedies are not isolated events. In juvenile correctional facilities, isolation, official neglect, abuse and suicide of children are all too common.

We have seen children in an Arizona juvenile detention center tied hand and foot to their beds, and a Washington State facility in which two children were held for 5 days at a time in a cell with only 25 square feet of floor space.

We have seen children hogtied in State juvenile training schools in Florida -- wrists handcuffed, ankles handcuffed, then placed stomach down on the floor, and wrists and ankles joined together behind their backs. In the training school in Oregon children were put in filthy, roach-infested isolation cells for weeks at a time. In the Idaho training school, children were punished by being put in strait jackets, and being hung, upside down, by their ankles.

Abuse in the foster care system is also not confined to San Francisco. In Contra Costa County, across the Bay Bridge from San Francisco, foster parents were found to have held a hot curling iron to the lips of a child as punishment for playing with matches, and to have forced the child to eat red pepper sauce for wetting his bed.

In Kentucky, we represent a handicapped child who was regularly deprived of food and care, so that at 8 years of age he weighed only 17 pounds.

Abuses also occur in mental health and educational systems. In the State mental hospital in South Carolina, children who attempted to commit suicide were stripped to their underwear, bound by their ankles and wrists to the corners of their beds, and injected with psychotropic drugs.

In the Phoenix Indian High School in Arizona, Indian children found intoxicated on school grounds were handcuffed to the fence surrounding the institution, and left there overnight.

In a private treatment and special education facility in Utah, children were locked in closets for punishment, grabbed by the hair and

thrown against walls, and given lie-detector tests as part of their therapy.

We know about these practices because we have had to litigate to stop them, often with local attorneys and with other programs like the Legal Services Corporation-supported National Center for Youth Law.

What are we to make of this? How can we put these horrors in perspective? What are the underlying causes?

Four factors seem to be particularly important: *First,* there has been a failure of leadership at the Federal level, particularly in the area of juvenile justice. The Office of Juvenile *Second*, the Federal statutes themselves contain virtually no enforceable standards of care or safety for children in State care. The Adoption Assistance Act establishes procedural safeguards for children in foster care, but no substantive standards for children placed out of their homes.

In 1981 the Supreme Court declared that the Bill of Rights provisions of the Developmentally Disabled Assistance and Bill of Rights Act are advisory not mandatory.

The Juvenile Justice and Delinquency Prevention Act's prohibition on holding children in adult facilities is flagrantly violated every day throughout the country *Third,* with no consistent Federal standards or monitoring, many State and local systems for children in care do not even come close to fulfilling their basic responsibilities. Many juvenile justice systems are oriented toward punishment, not treatment.

In foster care, the most basic requirements of Public Law 96-272 are being violated every day. Social services workers, some with impossibly high case loads, often make no efforts, reasonable or otherwise, to prevent families from being broken up.

Six-month reviews often take 30 seconds or less, after which chil dren are shuffled off, out of sight and out of mind, for another half year of their lives.

Fourth, in all of these systems, the underlying problem is often the fragmentation and lack of coordination of services for children. This fragmentation is everywhere.

Some children are labeled dependent or neglected and are placed under the jurisdiction of the Department of Social Services, other children are labeled delinquent and are under the Juvenile Court or Probation Department, still others are given psychiatric label and sent to the Department of Mental Health.

Indeed, the same child may get different labels at different times, depending upon the point at which he enters the system. In all of these children may have serious emotional problems, reality and all certainly come from families or other living situations marked by acute crises.

This labeling approach creates barriers to the delivery of services. Department of Social Services resources, such as foster care and group homes, are not readily available to delinquent children. Intensive psychiatric services are not provided to neglected children who need them.

Children sit in juvenile corrections or mental health institutions for weeks, even months, awaiting placement in community-based programs more appropriate to their needs. In the worst cases, agencies ignore the needs of the most unwanted children, or dump them in the laps of other agencies. For example, it is common for mental health agencies to refuse to accept delinquent children who have histories of aggresive behavior, no matter how compelling the children's mental health needs, so that children are warehoused in large correctional institutions.

The situation is not hopeless, and there are certainly bright spots. Massachusetts closed its large juvenile correctional institutions 15 years ago. Utah has followed suit. And Colorado and some other States are determined to shift to small, community-based facilities. In California, where as many as 100,000 children may be held in jails and police station lockups each year, the legislature has passed a major reform bill that will end the incarceration of children for any period of time in county jails, and put a 6-hour maxi-mum on detentions in police lockups.

At the Youth Guidance Center in San Francisco, a new administration seems genuinely committed to creating a caring and effective program for children in trouble.

In the foster care area, successful family preservation programs like Homebuilders in Seattle, WA, are being duplicated in other States. In North Carolina and Delaware, case management systems have been established, so that children may receive a variety of in- dividual, family, mental health, and educational services according to their needs, independent of the name of the particular agency that first began providing their care.

In all of these areas -- juvenile justice, foster care, mental health, education---children's advocates have monitored programs, investigated abuses, and brought about much needed reforms.

In general, however, children in State care are often children in danger of official abuse. Dr. Jerome Miller, who pioneered the juvenile justice reforms in Massachusetts 15 years ago, has often said that the standard for treatment of children in State care should be the treatment we would want our own children to receive in times of crisis.

SELF-COMPREHENSION CHECK

1. What are the causes of Robert's tragedy?

2. What is the situation within the Department of Social Services in San Francisco?

3. How did Mr. Soler find out about the mean cases that he describes in his statement?

4. What are the underlying causes of the existing situation?

5. How are children labeled and where are they placed consequently?

6. Is the situation absolutely hopeless? Why?

7. Why are children in State care often in danger of official abuse?

LANGUAGE USE

TASK 1. Choose the correct word from the list in the box and complete the sentences.

placement, treatment, felony, coordination, acute, spots, violated, incarceration, delinquent, correctional

1. The social workers for the adoption agency did not learn that one of the individuals had a _____ record.

2. Fortunately, there are some bright _____ in this seemingly hopeless situation.

3. The state closed its large juvenile _____ institutions 15 years ago.

4. Many juvenile justice institutions are oriented toward punishment, not _____.

5. In foster care, the most basic requirements of Public Law are being _____ every day.

6. The main problem is often the fragmentation and lack of _____ of services for children.

7. Some children are labeled _____ and are under the Juvenile Court or Probation Department.

8. In reality, all of these children come from families marked by _____ crises.

9. Children stay in juvenile corrections or mental health institutions for weeks awaiting _____ in community-based programs more appropriate to their needs.

10. The legislature has passed a major reform bill that will end the _____ of children for any period of time in county jails, and put a 6-hour maximum on detentions in police lockups.

TASK 2. Give a short talk on the subject STATE AND COMMUNITY-BASED FACILITIES using the given list of words. A short talk means a 2 to 5 minute presentation that covers the highlights of a topic. The goal of a short talk is to interest the audience in learning more.

- to become aware of sth
- to be placed by an adoption agency with sb
- to have a felony record
- to investigate a number of cases
- to conclude that
- juvenile correctional facilities
- juvenile detention center
- isolation cell
- to be put in strait jackets
- to be deprived of sth
- State facility
- private facility
- to be given a lie detector test
- high case loads
- the underlying problem
- an acute crisis
- to create barriers to sth
- to dump children in the laps of other agencies
- children who have histories of aggressive behavior

- to be warehoused
- community-based facilities
- police station lockup
- case management
- to investigate abuses
- to bring about reforms
- treatment of children

TASK 3. Give a short talk on the subject OFFENCES AND PUNISHMENT using the given list of words. A short talk means a 2 to 5 minute presentation that covers the highlights of a topic. The goal of a short talk is to interest the audience in learning more.

- disrupting the breakfast meal
- playing with matches
- wetting one's bed
- to confine
- to beat-to-death
- to inject psychotropic drugs
- to force a child to eat red pepper sauce
- to hold a hot curling iron to the lips of a child
- to put in strait jacket
- to put in a filthy, roach-infested isolation cell for weeks
- to handcuff wrists and ankles
- to join wrists and ankles together behind one's back
- to hang upside down by one's ankles
- to place stomach down on the floor
- to strip sb to underwear
- to lock sb in a closet
- to deprive of food and care
- to grab sb by the hair
- to throw against walls
- to give lie-detector tests

GRAMMAR FOCUS

TASK 1. Fill in the gaps in these sentences with the appropriate verb form.

1. Robert _____ (put) in his cell for disrupting the breakfast meal.
2. The State agency _____(investigate) a number of cases handled by the Department of Social Services.
3. We know about these practices because_____ (have) to litigate to stop them.
4. Some children _____ (label) dependent or neglected.
5. In the worst cases, agencies_____ (ignore) the needs of the most unwanted children.
6. A new administration seems genuinely committed to _____ _____ (create) a caring and effective program.
7. It is common for mental health agencies to refuse _____ (accept) delinquent children who have histories of aggressive behavior.
8. Case management systems have been established, so that children may _____ (receive) a variety of services.
9. Children's advocates _____ (monitor) programs in the areas of juvenile justice, foster care, mental health education.
10. Children in State care _____(be) often children in danger of official abuse.

READING COMPREHENSION

TASK 1. Mark the following statements as true (T) or false (F).

1. Isolation, official neglect, abuse and suicide of children are not rare events. T/F
2. Abuses do happen in mental health institutions, but never in educational systems. T/F
3. The juvenile justice system is hardly responsible for the existing situation. T/F
4. Social services workers make every effort to prevent families from being broken up. T/F
5. The children labeling approach is hindering the appropriate delivery of services. T/F

FOLLOW-UP DISCCUSION

1. What consequences could have been avoided if social workers had performed their duties properly?

2. In your opinion, what labeling may result in?

3. What could be done to make changes in treatment of children in juvenile corrections or mental health institutions?

4. Discuss the problems of children in State care. How could these problems be solved by social workers?

5. *How can social workers help society prioritize its concerns about the many forms that violence takes against children?*

TEXT
4. CHILDREN WITH EMOTIONAL DISORDERS IN THE JUVENILE JUSTICE SYSTEM

PRE-READING

1. Do you know what are the most common problems that children in the juvenile justice system confront?

The National Mental Health Association accords a high priority to the care of all children, especially those with emotional and behavioral problems.

Increasing numbers of children with emotional disorders are entering the juvenile justice system. This growing trend is the result of multiple systemic problems including inadequate local mental health services for children and more punitive state laws about juvenile crime. Because these children are disproportionately poor and children of color, they and their families are in special need of advocacy.

While very little data is presently available about children with emotional disorders in the justice system, it has been estimated that up to 60% of youth who are involved in the system suffer with such disorders. Many children with emotional disorders in the justice system have committed minor, non-violent offenses or status offenses. NMHA believes that these children do not need to be incarcerated. Whenever possible, these children should be diverted away from the juvenile justice system and towards community-based services including treatment as needed. Education, advocacy, and support should also be offered to the families of these children.

Mental health services can both prevent children from committing delinquent offenses and from re-offending. Intensive work with families at the early stages of their child's behavioral problems can strengthen their ability to care for their children at home.

NMHA believes the needs of children and families are best met through a system of collaborative community-based mental health services. These services include prevention, early identification and intervention, assessment, outpatient treatment, home-based services, wrap-around services, family support groups, day treatment, residential treatment, crisis services and inpatient hospitalization. NMHA further believes that these services are most effective when planned and integrated at the local level with other services provided by schools, child welfare agencies, and community organizations.

Because some children with emotional disorders commit serious and violent offenses, it is not always possible to divert them from incarceration. Nevertheless, these children need treatment for their disorders. The juvenile justice system and the mental health system should work together to develop programs and services within juvenile systems for these children. These services should be treatment-oriented, appropriate for the child's age, gender, and culture, individualized, and family-focused.

SELF-COMPREHENSION CHECK

1. What are the main reasons for increasing numbers of children with emotional disorders entering the juvenile justice system?

2. What are the most common offences committed by many children with emotional disorders in the justice system?

3. What can prevent children from committing delinquent offences?

4. What kind of services can be provided to children with emotional disorders and their families?

5. When are these services most effective?

INCARCERATION OF CHILDREN

Placing children with mental and emotional disorders in institutions, especially correctional facilities, poses special risks and obligations. Institutions have the duty to provide adequate medical services, including mental health services, protection from harm, and adequate

education. These services are a right of the incarcerated child. Children with mental and emotional disorders are especially vulnerable to the difficult and sometimes deplorable conditions that prevail in detention centers and youth prisons. Severe overcrowding often contributes to the inadequacy of mental health services and can exacerbate the emotional problems of children.

Adequate delivery of mental health services to children and their families in secure facilities is the responsibility of all professionals at a facility, including psychiatrists, psychologists, social workers, nurses, correctional counselors, correctional officers, and facility administrators. NMHA believes that secure facilities must be sufficiently staffed with mental health professionals, and that such professionals have special obligations to:

advocate to correct conditions which interfere with or are inconsistent with basic human rights;

advocate to improve mental health services;

train all personnel about the signs of mental and emotional problems in children and basic mental health principles; and

oppose discriminatory treatment based on race, religion, gender, ethnic background, mental health condition, or sexual orientation.

NMHA commits itself to protecting the civil rights of children with mental and emotional disorders who are incarcerated in the juvenile justice system. This includes their rights under the US Constitution to adequate medical and mental health care, to protection from harm including staff abuse, and to adequate education and rehabilitative services and treatment. NMHA will work to inform members of law enforcement and correctional groups, judges and attorneys, residential care personnel, mental health professionals and advocates, parents, the community and the media about the rights of incarcerated children with serious mental and emotional disorders. NMHA also commits itself to identifying and addressing the forces that contribute to the disproportionately high involvement of youth from ethnic and racial minority communities in the juvenile justice system.

SELF-COMPREHENSION CHECK

1. What special risks and obligations are posed by placing children with mental and emotional disorders in institutions, especially correctional facilities?

2. What is the responsibility of all professionals at a secure facilities?

3. What does NMHA commit itself to?

TREATMENT DURING CONFINEMENT

When children with mental and emotional disorders must be confined in correctional settings, certain principles should be observed:

All youths should be screened upon admission by trained personnel for mental health and substance abuse problems. When the screening detects possible mental health problems, children should be referred for further evaluation, assessment and treatment by mental health professionals. Children and their families who are already receiving treatment before they enter should be assisted in continuing treatment. All juveniles who are not released within one week should have behavioral, mental health and/or substance abuse evaluations done by qualified mental health staff with expertise in children and adolescents.

Juveniles who suffer from acute mental disorders or who are actively suicidal should be placed in or transferred to an appropriate medical or mental health facility and returned to confinement only with medical clearance. Correctional facilities should have written arrangements with local medical or mental health facilities for providing emergency medical and mental health care.

Mental health services should be available to incarcerated children 24 hours per day, seven days per week. Treatment should be provided in an atmosphere of empathy and respect for the dignity of the child. Different types of mental health interventions should be available, including the full range of medications. The type of intervention should be tailored to meet the child and family's needs and developmental status, and should be delivered by qualified mental health staff with expertise in children and adolescents. When medications are used, they should be consistent with the treatment plan and well monitored by a qualified mental health professional with expertise in children and adolescents.

Special treatment should be available to children who are sexually abused, who have substance abuse problems, health problems, educational problems, histories of family abuse or violence, and who are sex offenders. Programming in facilities should be appropriate to the child's age, gender and culture. Linguistically and culturally appropriate therapy with the child's family should be encouraged. Under no cir-

cumstances should a child be penalized for seeking or receiving mental health treatment.

Facilities should train staff to use behavior management techniques that minimize the use of intrusive, restrictive, and punitive control measures. Facilities should have written guidelines for the use of seclusion, room confinement, and restraints. These guidelines should be made clear to children in custody. Distinctions should be made between the use of seclusion and restraints for custodial-administrative purposes and those made for therapeutic purposes. When restraint must be used to prevent injury to self or others, there should be stringent procedural safeguards, limitations on time, periodic reviews and documentation. Generally these techniques should be used only in response to extreme threats to life or safety and after other less restrictive control techniques have been tried and failed. Under no circumstances, should incarcerated children be the subjects for medical research without proper ethical review and informed consent.

Incarcerated children should have a discharge plan prepared when they enter the correctional facility in order to integrate them back into the family and the community. This plan should be updated in consultation with the child's family or guardian before the child leaves. It should include the continuation of treatment, therapy and services begun in the facility. Confinement facilities should take an active role in promoting continuity of treatment for those released. Facilities should take extra precautions to assure against suicide by emotionally disturbed children who are confined. Facilities should have a suicide prevention plan that includes appropriate admission screening, staff training and certification, assessment by qualified mental health professionals, adequate monitoring, referral to appropriate mental health providers or facilities, and procedures for notification of the child's parents or guardian. Suicidal youth should never be isolated.

SELF-COMPREHENSION CHECK

1. Why should all youths be screened upon admission?

2. What should be done with juveniles who suffer from acute mental disorders or who are actively suicidal?

3. What services should be available to incarcerated children seven days per week and how should they be provided?

4. What children should be provided with special treatment?

5. What should facility staff be trained to?

6. Why should incarcerated children have a discharge plan prepared when they enter the correctional facility?

7. What extra precautions should facilities take?

SPECIFIC RIGHTS

NMHA affirms the specific rights identified below because they have the most potential to be abridged in correctional settings:

The right to informed consent to treatment. The child and the child's family or guardian should participate, to the extent possible, in decisions about evaluation and treatment. Staff should discuss with the children and family the nature, purpose, risks, and benefits of types of mental health related services including treatment.

The right to refuse treatment, including psychotropic medications, according to protocol allowed by the jurisdiction in which the facility is located.

The right to the least restrictive environment and/or the least intrusive response to an apparent need for mental health services.

The right to be confined in a place that can provide the treatment needed.

The right to confidentiality in the delivery of mental health services and in mental health records.

The right to a safe, sanitary and humane environment.

The right to have regular and timely access to medical and mental health staff who are culturally competent and qualified to provide adequate treatment and supervision.

The right to be transferred to an appropriate medical or mental health facility when conditions warrant.

The right to receive educational services that are tailored to the child's educational level, needs, and abilities, including special education services and supports.

The right to be free from corporal punishment, chemical restraints, and sexual abuse or coercion.

The right to assert grievances, to have grievances considered in a fair, timely and impartial manner, and the right to exercise rights without reprisal.

The right to an individualized written treatment plan, to the treatment specified in the plan, to periodic review and revision of the plan based on the child's needs. The child and the child's family or guardian

should participate in the development, review, reassessment and revision of both the treatment plan and the discharge plan.

SELF-COMPREHENSION CHECK

1. What specific rights does NMHA affirm?

LANGUAGE USE

TASK 1. Match words from part A with appropriate words from part B.

1. deplorable	overcrowding
2. correctional	problem
3. behavioral	treatment
4. delinquent	color
5. emotional	abuse
6. juvenile justice	center
7. children of	background
8. community-based	facilities
9. severe	orientation
10. sexual	conditions
11. outpatient	disorders
12. treatment	system
13. staff	offense
14. ethnic	services
15. detention	oriented

TASK 2. Write an appropriate word (noun) for each of the definitions.

a. an illness that causes a part of the body to stop functioning correctly
b. the giving of public support to an idea, a course of action or a belief

c. 1. something that is done to cure an illness or injury, or to make sb look and feel good; 2. a way of behaving towards or dealing with a person or thing
d. putting sb in prison or in another place from which they cannot escape
e. becoming involved in a situation in order to improve or help it
f. the process of showing, proving or recognizing who or what sb/sth is; the process of recognizing that sth exists, or is important
g. an opinion or judgement about sb/sth that has been thought about very carefully; evaluation
h. 1. well-being; 2. practical or financial help that is provided, often by the government, for people or animals that need it; 3. AmE =social security
i. the state of being kept in a place, especially a prison, and prevented from leaving
j. the act of protecting sb/sth; the state of being protected
k. the testing or examining a large number of people or things for disease, faults, etc.
l. the process of learning the skills that you need to do a job
m. the act of officially stating that sb is mentally ill, so that they can be given medical treatment
n. watching and checking sth over a period of time in order to see how it develops, so that you can make any necessary changes
o. the act of sending sb who needs professional help to a person or place that can provide it

TASK 3. Match words with their definitions.

1. punitive (*adj)*	a. a rule, fact, an idea, etc. that limits or controls what people can do
2. suicidal (*adj)*	b. weak and easily hurt physically or emotionally
3. to divert away from sth (*v)*	c. the act of giving or receiving official information about sth
4. mental (*adj)j*	d. intended as punishment
5. outpatient (*n)*	e. the ability to understand another person's feelings, experience, etc.
6. residential (*adj)*	f. preventing the people from doing

	what they want
7. appropriate (*adj)*	g. connected with the state of health of the mind or with the treatment of illnesses of the mind
8. vulnerable (*adj)*	h. suitable, acceptable or correct for the particular circumstances
9. to counsel (*v)*	i. to make sth worse, especially a disease or problem; to aggravate
10. to exacerbate (*v)*	j. the word (an adjective) describing people who feel that they want to kill themselves
11. empathy (*n)*	k. something that is designed to protect people from harm, risk or danger
12. dignity (*n)*	l. to make sb/sth change direction
13. intrusive (*adj)*	m. too noticeable, direct, etc. in a way that is disturbing or annoying
14. restrictive (*adj)*	n. something that is done in advance in order to prevent problems or to avoid danger
15. seclusion (*n)*	o. a person who goes to a hospital for a treatment but does not stay there
16. restraint (*n)*	p. a sense of your own importance and value
17. clearance (*n)*	q. (of a job, a course, etc.) requiring a person to live at a particular place; offering living accommodations
18. safeguard (*n)*	r. to listen to and give support or professional advice to sb who needs help
19. notification (*n)*	s. the removal of things that are not wanted
20. precaution (*n)*	t. the state of being private or of having little contact with other people

TASK 4. Write the negative by using a prefix (in-, ab-, dis-, un-).

1 adequate	
2 sufficient	
3 consistent	
4 use	
5 proportionate	
6 available	
7 charge	
8 effective	
9 appropriate	
10 secure	

TASK 5. Complete the derivation table.

NOUN	VERB	ADJECTIVE
1. behavior		
2.	to increase	
3 support		
4	to prevent	
5		correctional
6 rehabilitation		
7		confined
8	to develop	
9		penal
10 coercion		

TASK 6. Form compounds from two words as used in the text, e.g. family-oriented.

1. community-_____	a. around
2. home-_____	b. oriented
3. wrap-_____	c. based
4. treatment-_____	d. focused
5. family-_____	e. based

TASK 7. Write synonyms of the following words.

1 to place	
2 to incarcerate	
3 adequate	
4 to provide	
5 confinement	
6 to penalize	
7 to seek for sth	
8 facility	
9 staff	
10 corporal	

TASK 8. Insert prepositions.

Any type of intervention should be delivered by qualified mental health staff __1__ expertise __2__ children and adolescents.

Special treatment should be available __3__ children who are sexually abused.

A discharge plan should be updated __4__ consultation with the child's family or guardian __5__ the child leaves.

Facilities should take extra precautions to assure against suicide __6__ emotionally disturbed children who are confined.

The child and the child's family or guardian should participate __7__ decisions __8__ evaluation and treatment.

NMHA affirms the right of the child __9__ a humane environment.

Children should receive educational services that are tailored __10__ their educational level.

TASK 9. What do they do?

a psychiatrist	
a psychologist	
a social worker	
a nurse	
a correctional counselor	
a correctional officer	
a facility administrator	
a mental health professional	
a judge	
an attorney	
residential care personnel	
an advocate	
the media	
a guardian	

READING COMPREHENSION

TASK 1. Mark the following statements as true (T) or false (F).

1. NMHA believes that children with emotional disorders do not need to be incarcerated. T/F
2. Education, advocacy and support shouldn't be offered to the families of children with emotional disorders. T/F
3. Because some children with emotional disorders commit serious and violent offenses, it is always possible to divert them from incarceration. T/F
4. NMHA commits itself to protecting the civil rights of children with mental and emotional disorders who are incarcerated in the juvenile justice system T/F
5. Different types of mental health interventions should be delivered by qualified mental health staff with expertise in children and adolescents. T/F
6. Suicidal youth should always be isolated. T/F

7. Children with mental and emotional disorders do not have right to safe, sanitary and humane environment. T/F

FOLLOW-UP DISCUSSION

1. What are the risks of treating children with emotional disorders within the juvenile justice system?

2. What measures can prevent harming the children even more?

UNIT 2

PROBATION AND PAROLE SERVICE

GLOSSARY

Adult community residential service

A community-based program that provides a group residence for probationers, parolees, and other residents in incarcerated status. Also provides services on a non-residential basis. (also referred to as halfway house). Residents are allowed extensive contact with the community.

Adult correctional institution

A confinement facility, usually operated by state or federal agency, that has custodial authority over sentenced adults, when a sentence to confinement is for more than one year.

Alternative sentencing

A sentence that may include community service or victim restitution or any other court ruling other than incarceration.

Alternates to incarceration

Programs in corrections that involve probation, parole, early release, work release, and halfway houses, as opposed to imprisonment.

Community corrections

Programs that deal with offenders in the community. Those programs often involve work release, home detention, probation/parole, pretrial release, community services, and restitution.

Community residential programs

Correctional programs housing residents in structures from which the residents are allowed to depart, unaccompanied by any officials, for the purpose of employment or community service.

Community service

A sentence of probation or a conditional sentence with an instruction to carry out unpaid work, in the first place for voluntary bodies, organisations or churches.

Confinement

The state of being forced to stay inside prison for a period of time.

Correctional officer

Personnel who directly supervise inmates in prison (CO's).

Corrections

Corrections are the official response by the criminal justice agencies to the punishment of convicted offender.

Count

Process of determining the whereabouts of all offenders in a correctional environment by physically counting them. Counts are conducted several times a day and all activities usually stop until all offenders are counted.

Custody

Legal or physical control of or responsibility for a, child, adult, or thing.

Department of corrections

Government agency that is responsible for overseeing the work and operations of correctional facilities and programs, and is headed by an appointed director who develops policy.

Detention

Holding an offender in secure confinement before trial.

Disorderly conduct

A petty violation of public order.

Early-release programs

Release process that includes early parole or sentence reduction for certain offenders, in order to reduce overcrowding in accordance with court imposed population caps.

Fine

A sum of money required or paid as the penalty for an offense.

Imprisonment / Incarceration

A confinement of a defendant or probationer to prison, penitentiary, or jail.

Inmate

An individual confined in a correctional facility, whether in pretrial, unsentenced or sentenced status.

Interstate transfer of prisoners (Compact)

The Interstate Compact was established to allow for travel and relocation to other states and territories when to do so would improve the

employment and social situation of the parolee or probationer and would further their rehabilitation process.

Jail

A confinement facility intended for adults, but sometimes also containing juveniles, usually administered by a local law enforcement agency. It holds persons pending adjucation and /or ersons committed after adjudication for sentences of a year or less.

Non-contact visitations

Prison visitations in which visitor and inmates are denied any physical contact, and are separated either by a glass partition or mesh screens.

Nonresidential programs

Programs that, as an alternative to incarceration, provide intensive services to persons who live at home and report to programs on a daily basis.

Parole

The status of an offender conditionally released from prison prior to expiration of his/her sentence on the condition of supervision by a parole officer.Parole is administrative release from incarceration.

Parole officer

Parole officer supervises offenders who have been released from prison.

Penitentiary

1) a public institution in which offenders against the law are confined for detention or punishment;

2) a state or federal prison in the U.S.

Prerelease programs

Programs designed to prepare inmates for community life and provide assistance with related issues.

Prison

A confinement facility for offenders sentenced to more than one year, administered by the state, federal government, or a private company.

Prisoner

A person in physical custody in a local, state, or federal confinement facility.

Probation

A court-ordered conditional freedom of an adjudicated person, through which the convicted adult offender is placed under the supervi-

sion and care of a probation field staff member, as long as the offender meets certain standards of conduct. Probation is a sentence, an alternative to incarceration. Violation of the conditions of probation may result in revocation of probation.

Probation officer

Probation officer works with those who are sentenced to probation (normal life at home but under supervision) instead of prison.

Public defender

An attorney employed by a government agency or subunit or by a private organization under contract to a unit of government, for the purpose of providing legal services to defendants unable to hire private counsel.

Release on recognizance

Nonmonetary condition for the pretrial release of an accused individual; an alternative to monetary bail, which is granted after determination that the accused has ties in the community, has no prior record of default, and is likely to appear at subsequent proceedings.

Remission or Remittal

A reduction of the term of a sentence of imprisonment, as for good conduct.

Restitution

Condition of probation in which the offender repays society or the victim of crime for the trouble or damage the offender caused; monetary restitution involves a direct payment to the victim as a means of compensation; community service restitution may be used in victimless crimes and involves volunteer work instead of more severe criminal penalties.

Sentence

Criminal sanction imposed by the court on a convicted defendant, usually in the form of a fine, incarceration, or probation. Sentencing may be carried out by judge, jury, or sentencing council (panel of judges), depending on the statutes of the jurisdiction.

Suspended sentence

The offender does not go to prison unless he or she commits another offence.

Work release

A formal arrangement sanctioned by law whereby an inmate is released into the community to maintain approved and regular employment.

TEXT
1. PROBATION SERVICE

PRE-READING

1. What are the objectives of probation?
2. What is the relationship between the right of society to be protected from harm and probation?

PURPOSE OF PROBATION

The purpose of *probation* is to assist in reducing the incidence and impact of crime by probationers in the community. The core services of probation are to provide investigation and reports to the court, to help develop appropriate court dispositions for adult offenders and juvenile delinquents, and to supervise those persons placed on probation. Probation departments in fulfilling their purpose may also provide a broad range of services including, but not limited to, crime and delinquency prevention, victim restitution programs and intern/volunteer programs.

GOALS, TASKS AND TYPICAL FUNCTIONS

The Prison and Probation Service has two main *goals*: to contribute to the reduction of criminality, and to work to increase safety in society. The *task* of probation is to protect the public interest and safety by reducing the incidence and impact of crime by probationers. This role is accomplished by:

- assisting the courts in decision making through the probation report and in the enforcement of court orders;
- providing services and programs that afford opportunities for offenders to become more law-abiding;
- providing and cooperating in programs and activities for the prevention of crime and delinquency;
- furthering the administration of fair and individualized justice.

The *functions* within this job family will vary by level, but may include the following:

- Carries a caseload in the area of probation and parole; provides services and supervision to offenders in probation and parole or pre-parole status. Supervises the activities of probationers, parolees, house arrest program inmates and pre-parole program inmates to ensure their compliance with the terms of the probation, parole and other program

orders; locates employment for probationers and parolees; advises and counsels clients on a wide variety of problems, communicates with all levels of the criminal justice system; gathers appropriate information, assesses needs and identifies strengths in developing an appropriate treatment.

• Determines offenders risk factors and classifies offenders according to the relative risk. Monitors compliance with offenders behavior and progress according to treatment intervention and expectations. Collects and tests for drug use and determines if offender(s) is currently using drugs and makes appropriate referrals. Collects and distributes monies for USER fees (probation, parole, electronic monitoring), restitution and mental health assessment. Counsels family members, friends and employers regarding issues and processes involving clients.

• Conducts pre-sentence, interstate, pre-pardon and pre-parole investigations; writes special reports for use by the courts, the Pardon and Parole Board and other interested and authorized persons.

• Completes all necessary paperwork such as case forms, progress notes, written court reports and unassigned cases, prepares parole review and recommendations; serves as an expert witness in court.

• Performs public relations work in the explanation of the duties and responsibilities of the Probation and Parole Division, of the conduct requirements placed upon probationers and parolees, and of the attitudes the public should develop toward persons under the jurisdiction of the Probation and Parole.

• Attends workshops to stay abreast of current offender treatment issues, subversive group awareness, current clinical treatments and drug/alcohol treatment; assists in overall program planning and diagnostics planning; serves as representative on several committees.

• Assists in security operations in the event of a prison riot or disturbance; and arrests and transports offenders when required.

Probation departments in fulfilling their purpose may also provide a broad range of services including, but not limited to, crime and delinquency prevention, victim restitution programs and intern/volunteer programs. Probation is premised upon the following beliefs:

Society has a right to be protected from persons who cause its members harm, regardless of the reasons for such harm. It is the right of every citizen to be free from fear of harm to person and property. Belief in the necessity of law to an orderly society demands commit-

ment to support it. Probation accepts this responsibility and views itself as an instrument for both control and treatment appropriate to some, but not all, offenders. The wise use of authority derived from law adds strength and stability to its efforts.

Offenders have rights deserving of protection. Freedom and democracy require fair and individualized due process of law in adjudicating and sentencing the offender.

Victims of crime have rights deserving of protection. In its humanitarian tradition, probation recognizes that prosecution of the offender is but a part of the responsibility of the criminal justice system. The victim of criminal activity may suffer loss of property, emotional problems, or physical disability. Probation thus commits itself to advocacy for the needs and interests of crime victims.

Human beings are capable of change. Belief in the individual's capability for behavioral change leads probation practitioners to a commitment to the reintegration of the offender into the community. The possibility for constructive change of behavior is based on the recognition and acceptance of the principal of individual responsibility. Much of probation practice focuses on identifying and making available those services and programs that will best afford offenders an opportunity to become responsible, law-abiding citizens.

Not all offenders have the same capacity or willingness to benefit from measures designed to produce law-abiding citizens. Probation practitioners recognize the variations among individuals. The present offense, the degree of risk to the community and the potential for change can be assessed only in the context of the offender's individual history and experience.

Intervention in an offender's life should be the minimal amount needed to protect society and promote law-abiding behavior. Probation subscribes to the principle of intervening in an offender's life only to the extent necessary. Where further intervention appears unwarranted, criminal justice system involvement should be terminated. Where needed intervention can best be provided by an agency outside the system, the offender should be diverted from the system to that agency.

Punishment. Probation philosophy does not accept the concept of retributive punishment. Punishment as a corrective measure is supported and used in those instances in which it is felt that aversive measures may positively alter the offender's behavior when other measures may not. Even corrective punishment, however, should be used cautiously

and judiciously in view of its highly unpredictable impact. It can be recognized that a conditional sentence in the community is, in and of itself, a punishment. It is less harsh and drastic than a prison term but more controlling and punitive than release without supervision.

Incarceration may be destructive and should be imposed only when necessary. Probation practitioners acknowledge society's right to protect itself and support the incarceration of offenders whose behavior constitutes a danger to the public through rejection of social or court mandates. Incarceration can also be an appropriate element of a probation program to emphasize the consequences of criminal behavior and thus effect constructive behavioral change. However, institutions should be humane and required to adhere to the highest standards.

Where public safety is not compromised, society and most offenders are best served through community correctional programs. Most offenders should be provided services within the community in which they are expected to demonstrate acceptable behavior. Community correctional programs generally are cost-effective and they allow offenders to remain with their families while paying taxes and, where applicable, restitution to victims.

SELF-COMPREHENSION CHECK

1. *What is the duty of probation service? How is it performed?*
2. *What beliefs is probation service based on?*
3. *Why do offenders have a right to protection?*
4. *Why is probation committed to advocacy for crime victims?*
5. *What enables practitioners to believe in the effectiveness of the reintegration of the offender?*
6. *Why do probation practitioners accept the variations among individuals?*
7. *Why should intervention in an offender's life be as minimal as possible? How is it achieved?*
8. *How does probation treat punishment? How does probation treat conditional sentence?*
9. *How does probation treat incarceration?*
10. *When can community correctional programs be used? What are their positive aspects?*

LANGUAGE USE

TASK 1. Find the defined words in the text.

1. a system that allows a person who has committed a crime not to go to prison if they behave well and if they see an official regularly for a fixed period of time
2. an official examination of the facts about a situation, crime, etc.
3. to make an official decision about who is right in a disagreement between two groups or organizations
4. a physical or mental condition that means you cannot use a part of your body completely or easily, or that you cannot learn easily
5. the giving of public support to an idea, a course of action or a belief
6. related to severe punishment for sth seriously wrong that sb has done
7. intended as punishment
8. showing kindness towards people and animals by making sure that they do not suffer more than is necessary
9. giving the best possible profit or benefits in comparison with the money that is spent
10. to use or let sb use sth, especially property or equipment or some land for a period of time, usually in return for rent
11. (formal) to buy sth

TASK 2. Match words from column A with appropriate words from column B.

A	B
1 to place	a. probationers
2 to supervise	b. history
3 probation	c. impact
4 decision	d. making
5 behavioral	e. measure
6 individual	f. in an offender's life
7 intervention	g. on probation
8 corrective	h. change
9 unpredictable	i. sentence
10 conditional	j. report

TASK 3. Insert the appropriate prepositions in the phrases given below.

1. best served _____ community correctional programs
2. services _____ the community
3. restitution _____ victims
4. the incarceration _____ offenders
5. a danger _____ the public
6. an agency _____ the criminal justice system
7. to divert the offender _____ the system
8. to subscribe _____ certain principles
9. the potential _____ change
10. the victim _____ criminal activity
11. capability _____ behavioral change
12. to lead _____ a commitment
13. free _____ fear of harm to person and property
14. the incidence of crime _____ probationers
15. persons placed _____ probation

TASK 4. a) Match words in Box A with appropriate words in Box B. Note that each word should be used just once.

Box A

to prevent, to administer, to remain, to demonstrate, to reject, to effect, to adhere, to alter, to intervene, to terminate, to reintegrate, to accept, to provide, to afford, to suffer, to advocate, to sentence, to add

Box B

involvement in sth, acceptable behavior, strength and stability to sb/sth, the offender's behavior, fair justice, crime and delinquency, the principle of individual responsibility, social mandates, the offender, emotional problems, to standards, sb an opportunity to do sth, constructive behavioral change, for crime victims, the offender into the community, in the offender's life, with one's family, services and programs

b) GROUP-WORK: in groups of two students make a coherent text/story using the phrases from a) above

TASK 5. Find English words or phrases from part B which correspond to the ones from part A. There may be more than one word or phrase in part B.

A

1. atidėtas nuosprendžio vykdymas
2. (teismo nuosprendžiu skiriama) bausmė
3. laisvės atėmimo bausmės sumažinimas ar bausmės pakeitimas švelnesne bausme
4. atleidimas nuo bausmės, nuobaudos
5. lygtinis atleidimas nuo bausmės ar bausmės pakeitimas švelnesne bausme
6. atleidimas nuo bausmės ar bausmės sušvelninimas prezidento malonės tvarka (JAV)
7. lygtinis (ypač nepilnamečio nusikaltėlio) nuteisimas
8. lygtinis paleidimas pasigailėjimo pagrindu
9. lygtinis paleidimas iš įkalinimo vietos nesuėjus terminui (nuteistajam gerai elgiantis)
10. įkalinimas sunkiųjų darbų kalėjime
11. nepagrįstas įkalinimas
12. kalinimas iki gyvos galvos
13. kardomasis kalinimas
14. mirties bausmė
15. įkalinimas,
16. kalinimas vienutėje
17. (asmens) sulaikymas, įkalinimas
18. prevencinis sulaikymas
19. visuomeninis darbas
20. kalinys
21. nesankcionuotas sulaikymas
22. namų areštas

B

arbitrary detention
capital punishment
client
community service
conditional parole
conditional remission of sentence
confinement

confinement/imprisonment
death penalty
detention
detention on remand
early parole
false imprisonment
home confinement
imprisonment
imprisonment for remand
imprisonment with hard labour
incarceration
inmate
life imprisonment
parole
parole on compassionate grounds
presidential remission
pretrial detention
preventive detention
prisoner
probation
remission
remission of penalty.
remission of sentence
sentence
solitary confinement
suspended sentence

FOLLOW-UP DISCUSSION

1. What principles of probation do you strongly support?
2. Does probation achieve its objectives in real life?

TEXT
2. PAROLE SERVICE

PRE-READING

1. What are the objectives of parole?

PAROLE SUPERVISION

Protection of the public and the successful reintegration of the offender back into the community are the hallmarks of parole supervision. Parole officers, working under the guidance of the Parole Board and agency managers, are the heart and soul of parole supervision. Their goal is to carefully transition the offender back into the community and to quickly reincarcerate those offenders who choose to disregard the conditions of parole.

Parole can refer to both a guidelines process and a discretionary decision. Both of these methods of parole have merit. This position statement addresses only discretionary parole. Discretionary parole is a decision to release an offender from incarceration whose sentence has not expired, on condition of sustained lawful behavior that is subject to supervision and monitoring in the community by parole personnel who ensure compliance with the terms of release.

APPA POSITION

The American Probation and Parole Association supports discretionary parole as an integral and important part of a criminal justice system that is committed to public safety, victim and community restoration and the reintegration of offenders as law-abiding and productive citizens.

Discretionary parole decisions are based on a number of factors that weigh the need for punishment, successful community reintegration and victim and community restoration. These factors include the nature of the crime; the offender's criminal history, behavior in prison, social background and risk posed to the community; and information from crime victims and affected communities. Discretionary parole decisions enhance public safety by working to keep dangerous offenders incarcerated and that other offenders carefully selected for release receive the necessary structure and assistance to become law-abiding citizens in the community in which they reside.

Parole is rooted in the fundamental belief that offenders can be motivated to make positive changes in their lives. Offenders are more likely to cooperate with correctional authorities if release is conditioned on

good behavior, and after release the likelihood of their becoming law abiding is increased when offered assistance. The result is enhanced public safety.

Discretion is inherent at every level of the criminal justice system. Police exercise discretion when determining whom to arrest and charge. The court system uses discretion to decide whom to indict, whom to release pre-trial, whether to go to trial, and what criminal penalties to recommend. Judges use their discretion to determine the appropriate level of punishment given the circumstances of the crime and the offender's criminal history. They may sentence one offender to probation and another to prison for the same offense.

Parole boards closely examine and consider each offender's entire record, recognizing that correctional authorities can better manage inmates who have an incentive to follow institutional rules. The possibility of parole also provides inmates with an incentive to participate in programs that build competency skills. Parole boards know that the great majority of offenders sent to prison will eventually be released.

Parole boards are in a unique position to listen to and address the needs and concerns of crime victims and communities. Parole board control over offenders and communication with victims provides the framework for victim assistance and community restoration from the damage of crime.

During periods when there are an inadequate number of correctional beds, parole boards apply a rational process, targeting for release those inmates who pose the least risk to community safety. Parole boards are the only component of the criminal justice system that can weigh all of the factors and release only those offenders who can be best managed under community supervision, thus providing a powerful enhancement to public safety.

The core services offered by parole – investigations, victim advocacy, release planning, community supervision, immediate response to violations, and treatment services – provide optimum public protection. Parole is a powerful partner to both the courts and to victims. Parole boards ensure that the victim's voice is both heard and heeded, creating a natural and valuable ally for victims and victim advocacy groups.

The American Probation and Parole Association is committed to promoting discretionary parole as an integral and important part of the criminal justice system, designed to enhance the protection of victims and promotion of community safety.

SELF-COMPREHENSION CHECK

1. *What is a discretionary parole?*
2. *Why does APPA support discretionary parole?*
3. *What are discretionary parole decisions based on?*
4. *What beliefs is parole based on?*
5. *Why do parole boards closely analyze each offender's entire records?*
6. *Why are parole boards' decisions unique?*
7. *What are the core services offered by parole? What do they provide?*
8. *What is the role of parole in the protection of crime victims?*

LANGUAGE USE

TASK 1. Find the defined words in the text.

1. permission that is given to a prisoner to leave prison before the end of their sentence on condition that they behave well
2. decided according to the judgment of a person in authority about what is necessary in each particular situation; not decided by rules
3. rules or instructions that are given by an official organization telling you how to do sth, especially sth difficult
4. (adjective) being an essential part of sth; included as part of sth
5. the act of returning sth to its correct place, condition or owner
6. the set of facts that are known about sb's past life
7. the freedom or power to decide what should be done in a particular situation
8. the fact of having committed crimes in the past
9. something that encourages you to do sth
10. a skill that you need in a particular job or for a particular task
11. a group of people who have power to make decisions and control a company or other organization
12. a set of beliefs, ideas or rules that is used as the basis for making judgments, decisions, etc.
13. increase or further improvement of the good quality, value or status of sth
14. the giving of public support
15. the act of breaking a law, a rule, etc.

TASK 2. Match words from column A with appropriate words from column B.

A	B
1. promotion	a. planning
2. victim	b. safety
3. public	c. parole
4. community	d. of community safety
5. an incentive	e. citizens
6. release	f. lawful behavior
7. discretionary	g. advocacy
8. successful	h. to participate in a program
9. sustained	i. reintegration
10. law-abiding	j. supervision

TASK 3. Insert the correct prepositions.

1. to release _____ incarceration _____ condition _____ sustained lawful behavior
2. subject _____ monitoring
3. committed _____ promoting discretionary parole
4. immediate response _____ violations
5. the risk _____ community safety
6.the possibility _____ parole
7. conditioned _____ good behavior
8. based _____ a number factors
9. the need _____ punishment
10. inherent _____ every level

TASK 4. a) Match words in Box A with appropriate words in Box B.

Box A

to have, to comply, to be committed, to enhance, to keep, to pose, to weigh, to provide, to build, to exercise, to make, to receive

Box B

skills, merit, all factors, public safety, incarcerated, with the terms of release, changes, discretion, the necessary assistance, the framework, to community restoration, risk

b) GROUP-WORK: in groups of two students make a coherent text/story using the phrases from a) above

READING COMPREHENSION

TASK 1. Read the following passages and define differences between ***Parole*** *and* ***Probation.***

Parole. Release of a prisoner from imprisonment subject to conditions set by a parole board. Depending on the jurisdiction, inmates must serve a certain proportion of their sentences before becoming eligible for parole. Upon determination of the parole board, the inmate is granted parole. Conditions of parole may require him or her to report regularly to a parole officer, to refrain from criminal conduct, to maintain and support family members, to avoid contact with other convicted criminals, to abstain from alcoholic beverages and drugs, to remain within the jurisdiction, etc. Violations of the conditions of parole may result in revocation of parole, in which case the individual will be returned to prison.

Probation. Normal life at home, but under supervision. A sentence entailing the conditional release of a convicted offender into the community under the supervision of the court (in the form of a probation officer) subject to certain conditions for a specified time. The conditions are usually similar to those of parole.

PAROLE	PROBATION

FOLLOW-UP DISCUSSION

GROUP-WORK. In groups of two students prepare a description of two offenders: 1) the offender who you, given the authority to decide, would recommend to release on parole; 2) the offender who you would not recommend to release on parole. Note that you have to consider a number of factors in each case, such as the nature of crime, the offender's criminal history, behavior in prison, social background, risk posed to the community, etc. In the case of the first offender you also have to decide on the type and the extent of supervision and monitoring after release, and to prepare a list of requirements that must be met by the offenders eligible for EM.

TEXT
3. LICENSE-SCAM FIGURE VIOLATES PAROLE
PRE-READING

1. What is your point of view on gambling. Can it lead to crime?

A 76-year-old woman convicted in the secretary of state license-selling scandal was ordered Wednesday to serve more than a year in prison because she violated her probation by gambling at a Joliet casino when she was supposed to stay at home.

Federal prosecutors said records from Harrah's Riverboat Casino showed Carmen Fajdich of Brook-field played slot machines at least 24 times from March 1999 to 'March of this year. The conditions of her probation required her to be confined to her home starting April 16,1999.

Since 1998, Fajdich has won more than $50,000 from gambling, using some of that to pay off the $25,000 she was ordered to pay for her role in the scheme, Assistant U.S. Atty. Patrick Collins said.

At the same time, Fajdich often said she was too ill to meet with probation officers, Collins said.

Wednesday, U.S. District Judge Suzanne Conlon recommended that Fajdich, who weighs 98 pounds, serve her 14-month sentence in a prison with a health facility because she has stomach cancer. She will

stay in the Metropolitan Correction Center until assigned to such a facility out of state because Illinois has none.

During the hearing, Fajdich said she had a 15-pound cancerous stomach tumor removed last June. She said she went to Harrah's because she thought she "didn't have too much time to live".

"I figured I might as well go because I'm going to die anyway", she said.

Her lawyer, Richard Jalovec, said his client has a gambling problem but denied she visited the casino 24 times in the past year.

Fajdich also blamed her gam-bung on a probation officer who she said did not visit her regularly.

Probation Officer Cathy Williams declined to discuss the case. Chief Probation Officer Richard Tracy also would not comment

Fajdich pleaded guilty in November 1998, admitting that she passed payoffs to two managers at the secretary of state's licensing facility in Melrose Park to rig written exams for dozens of unqualified applicants who were then fraudulently issued truck-driving permits.

Prosecutors said she collected $25,000, keeping $400 from each bribe she accepted.

Fajdich originally faced between 21 and 27 months in prison, but prosecutors recommended a 14-month prison sentence. In February 1999, instead of prison, she was sentenced to 14 months of probation and placed on home confinement because of her ailing health and age and because she cares for her husband who has heart problems.

'I'm very disappointed, Mrs. Fajdich, because the course of conduct you have followed in the past year is totally inconsistent with the sentencing conditions that were imposed. You don't seem to realize the scheme you engaged in ... is a very, very serious offense", Conlon said before revoking Fajdich's probation.

SELF-COMPREHENSION CHECK

1. *What did Fajdich admit by pleading guilty in November 1998?*
2. *What sentence did she originally face?*
3. *What prison sentence did her prosecutors recommend?*
4. *How was she sentenced in February 1999 instead of prison?*
5. *Why was she placed on home confinement?*
6. *What did the conditions of her probation require?*
7. *How did she violate her probation?*

8. What were the main reasons of her probation violation given by:

a) Fajdich herself during the hearing;

b) her lawyer Richard Jalovec.

9. How was she sentenced for violation of her probation?

10. What did U.S. District Judge Suzanne Conlon recommend?

11. What did U.S. District Judge Suzanne Conlon say before revoking Fajdich's probation?

12. What prison did Fajdich have to serve her 14-month sentence?

13. Why was she given a possibility to serve her sentence in a prison with a health facility?

14. Why did her lawyer Richard Jalovec protest the prison term?

15. What did attorney Patrick Collins say concerning the new sentence?

16. How did Fajdich react upon receiving her new sentence?

17. Who was another defendant in the secretary of state license scandal?

LANGUAGE USE

TASK 1. Complete the chart. Write words/phrases from the list under an appropriate heading in the chart.

District judge, home-confinement, courtroom, heart problem, probation, applicant, casino, defendant, to revoke probation, ailing health, correction center, secretary, stomach cancer, intermittent confinement, prosecutor, to convict, prison with a heath facility, cancerous tumor, prison term, client, to remove tumor, parole, state's licensing facility, probation officer, ill, lawyer, to serve a sentence.

Punishment	Health problems	People and occupations	Institutions

TASK 2. Choose the word (A,B,C or D) that best completes each sentence.

1. A 76-year old woman was ordered to ….. more than a year in prison.

a) convict b) serve c) sentence d) assign

2. She was ….. to 14 month of probation and placed on home-confinement.

a) sentenced b) recommended c) confined d) convicted

3. She violated her probation ….. gambling at a casino.

a) on b) in c) by d) at

4. Fajdich originally faced …… 21 and 27 months in prison.

a) among b) about c) between d) almost

5. Fajdich often said she was ….. ill to meet with probation officers.

a) either b) neither c) to d) too

6. Her lawyer said his client has a ….. problem.

a) fraudulent b) gambling c) driving d) ailing

7. According to prosecutors, she made three other monthly …… .

a) balance b) paying off c) payoffs d) payments

8. Fajdich also blamed her ….. on a probation officer who did not visit her regularly.

a) gambling b) ailing c) confinement d) tumor

9. Blagojevic pleaded guilty to passing ….. to managers at licensing facilities.

a) payments b) truck-driving permits c) bribes d) license

10. He was sentenced to 30 days of …… confinement in addition to home confinement.

a) assigned b) intermittent c) supposed d) recommended

TASK 3. Choose the right word for the given sentences. Mind the verb forms.

accuse (*of*) - to bring formal charges against (of doing wrong, breaking the law etc.)

blame (for) - to attribute responsibility to sb

charge (*with*) - to accuse of wrongdoing; accuse

condemn [kən'dem] **-** to give someone a severe punishment after finding them guilty of a serious crime (usually in passive)

convict *(of)* - to prove or declare that (someone) is guilty of a crime after a trial in court

impeach [ɪm'pi:tʃ] - to charge a public official with misconduct in office

indict [ɪn'daɪt] - officially accuse someone of a crime or an offence

prosecute - to start the official legal process of accusing someone of a crime and punishing them for it

punish (*for*) - to impose a penalty on a wrongdoer for (an offense)

sentence *(to*) - to pronounce judgment or punishment upon (a convicted person)

1. Lewis was ..… to death after a trial lasting a year and a half.
2. Protesters angrily ….. the police of violence and intimidation.
3. His mother decided to ….. him for breaking the window.
4. The jury ….. him of murder.
5. The man they arrested last night has been ….. with murder.
6. The newspapers were full of stories of young men being ….. to life imprisonment for rape.
7. Congress voted to ….. President Nixon, but he resigned before any action was taken.
8. People who give the police false information will be ..... .
9. A leading cocaine –trafficker has been ….. by the United States government.
10. I ….. him for the failure.

FOLLOW-UP DISCUSSION

1. What are the most common cases of probation/parole violation?

2. In your opinion, is age an important factor in probation/parole violation?

TEXT
4. INTENSIVE SUPERVISION WITH ELECTRONIC MONITORING

PRE-READING

1. Discuss the idea of intensive supervision with EM as an alternative form of punishment.

2. What is the electronic monitoring equipment capable of?

***WHAT IS INTENSIVE SUPERVISION WITH ELECTRONIC MONITORING*?**

From 1st August 1994 the National Prison and Probation Administration has possibility to allow offenders sentenced to imprisonment to serve their sentence in the community under intensive supervision with electronic monitoring.

This means that certain prison sentences may be served at home, though with limited freedom of movement, instead of in a prison.

This is a trial scheme which will be in progress for two years at six of the country's probation districts.

WHO MAY APPLY FOR INTENSIVE SUPERVISION?

Offenders sentenced to at most two months' imprisonment and resident in the probation districts of Lulea, Sundsvall, Karlskoga, Norrkoping, Malmo North or Malmo South may, with certain exceptions, apply to be placed under intensive supervision.

The intention is that as many as possible of those who are eligible will be allowed to take part in the trial.

SUITABILITY ASSESSMENT AND DECISION

The probation service will investigate whether the conditions for intensive supervision are fulfilled after a written application has been made.

The applicant will be informed of the conditions and requirements which are combined with intensive supervision. The investigation will result in an assessment of the offender's suitability for intensive supervision, proposals about its content and whether the application can be recommended for approval. The offender must give his / her written consent to the intensive supervision and its content. Any person or persons living with the offender must also consent to the intensive supervision being carried out in the home.

The decision on the carrying out of a prison sentence away from a prison will be made by the regional administration.

The intention is that implementation should start at latest four months after the sentence has become enforceable.

CONDITIONS

A first condition, for participation in the trial is that the offender has a suitable dwelling with electricity and a functioning telephone.

Intensive supervision is not just a matter of simple detention in the home. The offender must also work, study or be appropriately occupied in some other way.

The aim is that any form of occupation shall correspond to at least half-time employment.

The offender must also agree to take part in any motivation or help program prescribed by the probation service.

All use of drugs - including alcohol and any medicine not prescribed by a doctor - is forbidden.

The offender will be required to pay 50 Swedish crowns for each day under intensive supervision. Under certain circumstances this charge may be waived.

ELECTRONIC MONITORING

The electronic monitoring equipment used in intensive supervision consist of a transmitter which is placed around the ankle of the offender and receiver which is installed in the home and connected to the mains electricity and the telephone. Signals from the transmitter to the receiver are relayed several times per minute. The signals are registered and forwarded to a host computer in which each offender's approved plan of daily activities with their times and where they take place, is stored. The computer is programmed to check the signals against the timetable and permitted places. The electronic equipment is thus capable of checking whether the offender is at home at the correct times. It can also check for presence at the offender's place of work.

In the event of any divergence from the plain, the probation authorities are automatically alerted.

The electronic equipment can also be employed to detect the use of alcohol.

INTENSIVE SUPERVISION OF THE OFFENDER

The intensity of supervision other than by electronic monitoring will be adapted to individual circumstances. For a normal case, home visits will be made at least twice a week, some of them during the eve-

nings and weekends. Contact will also be maintained by regular telephone calls. Blood, urine and breathalyzer samples will be taken to check that the offender is abstaining from drugs and alcohol.

Checking on attendance at work or in home special help program will ordinarily be undertaken by a specially appointed contact person. The probation authorities may appoint one or more persons to assist with home visits.

The offender will also obligate to pay regular visits to the probation office and to maintain telephone contact with a probation officer.

WHAT HAPPENS IN THE EVENT OF MISCONDUCT?

If the electronic monitoring or some other form of supervision shows that planned conditions have not been complied with, suitable action will be taken immediately.

With serious misconduct - for example, refusal to provide a sample for control of drug use, being under the influence of drugs or alcohol, absence from an approved occupation or a delay which may be reckoned in hours in returning home - the alternative scheme will be revoked and the offender will have to serve the remained of his/her sentence in prison.

If the breach of conditions is of minor character, the resulting reaction can be limited to stricter monitoring measures. A local probation enforcement board decides on revocation.

EVALUATION

The National Council for Crime Prevention and the National Prison and Probation Administration will evaluate the trial of the intensive supervision scheme during the two years that it is in progress.

COMPREHENSION CHECK

1. Where should offenders under intensive supervision with electronic monitoring live?

2. What are the main requirements for intensive supervision?

3. What conditions may be set to an offender in a program prescribed by the probation service?

4. Is intensive supervision just a matter of simple detention in the home?

5. What is considered to be serious misconduct?

6. Who decides on revocation?

READING COMPREHENSION

TASK 1. Mark the following statements as true (T) or false (F).

1. Most of prison sentences can be served at home with limited freedom of movement. T/F
2. The decision on the implementation of a prison sentence is put into effect four months at the latest after the sentence has been enforced. T/F
3. The intensity of supervision does not depend on individual situations. T/F
4. In case of any minor misconduct, the reaction of probation authorities is as the strictest one. T/F
5. Refusal to provide a sample for control of drug use is considered a serious misconduct. T/F

LANGUAGE USE

TASK 1. Match words from column A with words from column B.

A	B
1. freedom of	a occupied
2. to fulfil	b for approval
3. detention	c employment
4. appropriately	d of drugs
5. blood	e sample
6. motivation	f movement
7. to prescribe	g in the home
8. to recommend	h conditions
9. under the influence	i program
10. half-time	j medicine

TASK 2. Some of the quotations of the article are given here, but the word order has been mixed. Rewrite the quotations as they should be.:

1) the/under/being/of/influence/drugs
2) a/not/in/detention/matter/simple/just/of/home/the
3) in/what/of/misconduct/the/happens/event

4) work/on/checking/attendance/the/at
5) office/to/visits/to/probation/regularly/pay

TASK 3. Skim the text to find the words which mean:

1) to be in charge of sb/sth and make sure that everything is done correctly, safely, etc.
2) a choice or judgment that you make after thinking and talking about what is the best thing to do
3) unacceptable behaviour
4) an official action that is done in order to achieve a particular aim
5) to officially cancel something so that it is no longer valid

TASK 4. Explain the meaning of words ***consent*** *and* ***content****.*

FOLLOW-UP DISCUSSION

1. In your opinion, what may lead to revocation of intensive supervision?
2.What are advantages and disadvantages of EM?

TEXT
5. COMMUNITY SERVICE

PRE-READING
1. Discuss the idea of community service as an alternative to imprisonment.

Community service requires:
• an active contribution from the sentenced person,
• that the work plan drawn up is complied with.
Community service means that:
• the sentenced person shall carry out work that is useful to the community according to the work plan,
• the sentenced person can keep his ordinary work or look actively for employment,
• restrictions are placed on the sentenced person's spare time,

• a person sentenced to probation with an instruction on community service is supervised for at least a year.

Community service can be discontinued:

• if the sentenced person commits new offences during the period of community service,

• in the event of unexcused non-attendance, or being under the influence of alcohol or drugs,

• when the sentenced person does not comply with the work plan and instructions given by the probation staff.

Community service is:

• an alternative to prison,

• a sentence of probation or a conditional sentence with an instruction to carry out unpaid work, in the first place for voluntary bodies, organizations or churches.

Community service is carried out:

• During the sentenced persons spare time, e.g. during the evenings and at weekends,

• For at least 40 and at most 240 hours,

• Under the supervision of the Parole and Probation Authority.

Community service is conditional on:

• the sanction for the crime being a short or medium length prison sentence (the upper limit is approximately a year),

• the sentenced person is suitable for carrying out community service,

• the sentenced person intends to carry out the community service and accepts the demands made.

SELF-COMPREHENSION CHECK

1. *What is community service?*
2. *What are the main requirements for a person sentenced to community service?*
3. *When can community service be discontinued?*
4. *When is community service carried out?*
5. *What is community service conditional on?*

LANGUAGE USE

TASK 1. Find the defined words in the text.

Verbs:

1. to say officially in a court of law that somebody is to receive a particular punishment
2. to obey a rule, an order, etc.
3. to be in charge of somebody or something and make sure that everything is done correctly, safely, etc.
4. to stop doing or providing something, especially that you have been doing, using or providing regularly

Nouns:

1. an action or a service that helps to cause or increase something
2. a rule or a law that limits what you can do or what can happen
3. something that somebody tells you to do; order
4. a system that allows a person who has committed a crime not to go to prison if they behave well and if they see an official regularly for a fixed period of time
5. a group of people who work or act together, often for an official purpose, or who are connected in some other way
6. permission that is given to a prisoner to leave prison before the end of their sentence on condition that they behave well
7. the people of an organization who have the power to make decisions or who have a particular area of responsibility in a country or region

Adjectives:

1. not unusual or different in any way
2. doing a job without wanting to be paid for it

TASK 2. Match the beginning of a phrase in column A with its end in column B.

A	B
1. the sentenced	a. non-attendance
2. to draw up	b. to prison
3. unexcused	c. prison sentence
4. under the influence	d. of drugs
5. the probation	e. person

6. a conditional	f. unpaid work
7. to carry out	g. a work plan
8. an alternative	h. sentence
9. a short	i. staff

TASK 3. Write the correct prepositions.

1. to carry _____ the community service
2. suitable _____ carrying out community service
3. the supervision _____ the authorities
4. the contribution _____ the sentenced person
5. according _____ the work plan
6. the restrictions _____ spare time
7. a person sentenced _____ probation
8. the sanction _____ the crime
9. to be supervised _____ a year
10. the instructions given _____ the probation staff
11. a sentence _____ probation

FOLLOW-UP DISCUSSION

Pair work. Student A is a person sentenced to probation with an instruction to carry out community service. Student B is a probation officer. Role-play a conversation between the sentenced person and the probation officer. Discuss probation/comm

UNIT 3

COGNITIVE SKILLS TRAINING

GLOSSARY

Alcohol Awareness/ Drugs and Aids Awareness

Inmates are informed of the physical and psychological effects of consuming alcohol or taking various types of drugs and their inherent dangers.

Anger Management

Helps inmates control their temper and avoid being violent.

Anger management programs

Treatment programs which help individuals identify circumstances which trigger anger, train them in how to reduce the anger, and ways to change the behaviors that bring about the anger.

Cognitive-behavior programs

Approach to therapy in which the attempt is made to change the offender's cognition, attitudes, values and expectations that maintain their antisocial behavior. Therapy involves training in problem solving, reasoning, self-control, and self-instruction.

Cognitive Skills

A course designed to help inmates learn new skills which help them to think before making decisions.

Cognitive skills program (decision course)

The decisions program is designed to help people change their reactions in conflict situation and to think about the choices that they make.

Cognitive skills training

Training which teaches offenders techniques in creative thinking, empathy, communication, problem solving, critical thinking, and abstract reasoning. Goal is to increase self-esteem and decrease criminal behavior.

Community corrections

Programs that deal with offenders in the community. Those programs often involve work release, home detention, probation/parole, pretrial release, community services, and restitution.

Creative Activities

Assists inmates in coping with the pressures of being in the Centre, through Art and Music.

Deterrence

To discourage or restrain from future criminal behavior, both individually and generally.

Domestic violence

The psychological, physical, emotional and/or sexual abuse of one family or household member by another which may include public humiliation, verbal assault, and financial control.

EBD (Emotional or Behavioral Disorders)

Involves an established pattern characterized by aggressive or impulsive behaviors, withdrawal or anxiety, pervasive unhappiness, depression or wide mood swings, severely disordered thought processes manifested by unusual behavior patterns, atypical communication styles or distorted interpersonal relationships. The established pattern adversely affects education performance and results in failure to attain or maintain an educational or developmental progress.

Facing up to Crime

Helps inmates work out why they have offended and the consequences to them, their victims and family and to the community.

Group counseling

A model of counseling based on group processes as a framework for problem solving, social interaction and human learning.

Job Search

The purpose of this course is to improve job prospects and assist with progression to the Outside Work Scheme.

Library services

A library containing an assortment of reading materials is available for inmates to check out on a weekly basis. Computers are available for use during library time, if time allows.

Life skills program

Educational programs that provide inmates with practical knowledge on employability, job searching skills, consumer skills, use

of community resources, health and safety skills, parenting and family skills, and civic skills.

Religious services

Inmates have the right of freedom of religious affiliation and voluntary religious worship. Inmates are allowed to worship on a weekly basis. Members of the clergy are available for personal religious counseling.

Substance abuse education

The substance abuse counselor provides addiction education, assessments, one-on-one counseling and discharge planning, as well as access to weekly AA/NA meeting.

Vocational instruction

Vocational training in computer oriented areas is available to minimum and medium security inmates. Training includes introduction to microcomputers, Microsoft Word, Microsoft Excel, Microsoft PowerPoint and Access applications.

TEXT
1. COGNITIVE SKILIS TRAINING IN PRISON

PRE-READING

1. What is Cognitive Skills Training?

Cognitive Skills is a training program in reasoning and problem-solving. The first courses in Cognitive Skills within the Finnish prison system and probation started in 1997.

The chances to manage in society are for most inmates limited by their lack of cognitive skills. This means that they are unable to change their models of thinking and acting. It is possible to learn these skills in Cognitive Skills Training.

Research shows that increased educational opportunities for inmates result in lower recidivism. MTC (Marine Terminals Corporation) is committed to preparing inmates to become productive members of society by offering a number of educational, vocational and life skills programs for inmates at its facilities. Although specific programs may differ depending on client requirements, each facility offers three core program components:

Orientation

All offenders entering MTC facilities are required to complete a 40-hour orientation program. This program provides each offender with specific long- and short-term goals while at the facility. Assessments are conducted in education (literacy and numeracy), vocational skills, career exploration and substance abuse.

In addition to assessments, offenders are acquainted with the educational and vocational offerings available. Transition planning for those offenders who will be paroled from an MTC facility also begins during orientation. We want each offender to begin preparing for a productive life after prison from the day they enter.

Finally, offenders are provided with information on the facility's security regulations. These include inmate grooming and cleanliness expectations, the wearing of identification cards, expected behavior, the disciplinary process, and yard and mail regulations. Once the information is provided to the inmates, they can be held responsible for any rule infractions.

Cognitive Programming

Cognitive skills training is simple in its premise, but difficult in its application. Offenders have to be taught the thinking and reasoning skills they failed to acquire throughout their life experiences. They need to learn how to replace their impulsive reactions with new thinking processes. This involves hard work, patience and the use of the right tools for changing behavior.

In MTC's cognitive skills training, offenders become aware of their thinking biases through structured exercise and practice, not through lectures or confrontation. The program also uses exercises, role-playing, motivational materials, affirmations, games and peer group discussions as an effective way to help offenders understand cognitive competencies.

Education

Each facility has an offender management tracking system that monitors the educational achievement levels and number of inmates enrolled in academic programs. This helps MTC concentrate on those areas that will help inmates succeed after release. While the educational components taught at each facility vary depending on client requirements, all facilities offer courses in Adult Basic Education (ABE) and/or General Educational Development (GED), English as a Second Language (ESL) and life skills.

SELF-COMPREHENSION CHECK

1. What is Cognitive Skills?
2. Why do most inmates have limited chances of functioning better in society?
3. What do increased educational opportunities result in?
4. What are the three core components of the program?
5. What does the orientation program consist of?
6. What does CS training consist of?
7. What is an offender management tracking system? Why is it necessary? What educational courses are offered at the facilities?

LANGUAGE USE

TASK 1. Find the defined words in the text.

1. training or information that you are given before starting a new job, course, etc.
2. the ability to read and write
3. a good basic knowledge of mathematics; the ability to understand and work with numbers
4. an examination of sth in order to find out about it
5. the process or period of changing from one state or condition to another
6. the things that you do to keep your clothes and hair clean and neat
7. an official rule made by government or some other authority
8. an act of breaking a rule or law
9. a statement or an idea that forms the basis for a reasonable line of arguments
10. the practical use of sth, especially a theory, discovery, etc.
11. a person who is the same age or the same social status as you
12. a skill that you need in a particular job or for a particular task
13. *a*. the act of running and controlling a business or similar organization; *b*. the act or skill of dealing with people or situations in a successful way
14. the action of putting students into groups according to their abilities

TASK 2. Match words from column A with appropriate words from column B.

A	B
1 thinking	a. reactions
2 structured	b. biases
3 life	c. in a program
4 impulsive	d. planning
5 cognitive	e. competencies
6 long-term	f. requirements
7 achievement	g. exercise
8 to enroll	h. goals
9 client	i. experiences
10 transition	j. levels

TASK 3. Put the correct preposition into each gap.

1 a program _____ reasoning and problem-solving
2 the chances to succeed _____ society
3 increased opportunities _____ inmates
4 to differ depending _____ client requirements
5 to provide the offenders _____ new opportunities
6 transition planning _____ offenders
7 the offenders who are paroled _____ correctional facilities
8 preparing _____ a productive life
9 to be held responsible _____ any rule infractions
10 to replace impulsive reactions _____ new thinking processes
11 to become aware _____ one's thinking biases
12 to acquire skills _____ exercise and practices
13 to concentrate _____ problematic areas
14 a course _____ life skills
15 to result _____ lower recidivism

FOLLOW-UP DISCUSSION

1. *Discuss the advantages of Cognitive skills training?*
2. What are the main difficulties in application of Cognitive skills training?

TEXT
2. THE FOLLOW-UP OF COGNITIVE SKILLS TRAINING

PRE-READING

1. In your opinion, why the follow-up of Cognitive Skills Training is important?

Cognitive Skills Training is followed up by the Department of Prison Administration of the Ministry of Justice. Follow-up is focused on the following four areas:

1. The participants` background, like the history of offending behaviour, social circumstances, the use of intoxicants and the behaviour during imprisonment. The main result was that inmates so far participating in Cognitive Skills have more experience of recidivism and a more severe history of offending behaviour than prisoners in general.

2. The participants` opinion of the course. Nearly all of the inmates that have completed the course have participated in an interview after the course. The students were asked for example to give an estimate about the course as a whole, how they thought the course had been carried out and whether it had been useful for them. The feedback from the students has been mainly positive. The students have felt that they have learned new tools for management of emotions, efficient problem solving, critical reasoning, social skills, considering the point of view of other people and reflection on the consequences before acting. The coaches have received lots of positive feedback.

3. The impact of training on the thinking strategies and modes of action of those who have completed the course has been measured by using the Cartoon-Attribution-Strategy Test (CAST) developed by Jari-Erik Nurmi. CAST-test gives an estimate of the following features of thinking strategies and modes of action in both performance and social situations: fear of failure, orientation towards the task, harmful action (refusal of the task / social situation or modes of action that do not relate to the task), belief in the social support, defensiveness, hesitation about the task and thinking that supports self-esteem. 71 of those who have completed the Cognitive Skills Training have been tested both in the beginning and in the end of the training. After that the differences between the two situations have been compared. The main result is that

those who have completed the course have less fear of failure, less harmful strategies of action and less hesitation in a performance situation than they had before the course.

4. The impact of the course on recidivism. The inmates that so far have participated in Cognitive Skills Training generally serve a long prison sentence. The average sentence length for those who have started the course is 33,6 months when for all convicts the average is 17,1 months. 56 per cent of those who have started the course have been convicted of a violent offence as a current principal offence (all convicts 43 per cent on the average). Because the inmates that have completed the course are released slowly, it takes a lot of time to gather a sufficient number of persons to make the examination of recidivism possible. We intend to study recidivism when the number of those who have completed the course and spent over one year on parole will exceed 100.

SELF-COMPREHENSION CHECK

1. What is follow-up?
2. What four areas is follow-up focused on?
3. What is important when considering participants' background? Why?
4. What were students asked after the course? What was the feedback from the students?
5. What is CAST? What does it give? What is the main result?
6. What inmates have so far participated in the course?

LANGUAGE USE

TASK 1. Find the defined words in the text.

1. an action or a thing that continues sth that has already started or comes after sth similar that was done earlier
2. extremely bad or serious
3. a judgment that you make without having the exact details or figures about the size, amount, cost, etc. of sth
4. advice, criticism or information about how good or useful sth or sb's work is
5. doing sth well and thoroughly with no waste of time, money, or energy

6. careful thought about sth, sometimes over a long period of time
7. the powerful effect that sth has on sb/sth
8. behavior in a way that shows that you feel that people are criticizing you
9. being slow to speak or act because you feel uncertain or nervous; being worried about doing sth, especially because you are not sure that it is right or appropriate
10. a feeling of being happy with your own character and abilities
11. *a*. calculated by adding several amounts together, finding a total, and dividing the total by the number of amounts; *b*. typical or normal

TASK 2. Match words from column A with appropriate words from column B to make phrases as they were used in the text.

A	B
1. offending	a. circumstances
2. management	b. of action
3. positive	c. skills training
4. modes	d. in the social support
5. to give	e. reasoning
6. thinking	f. behavior
7. fear	g. feedback
8. social	h. an estimate
9. cognitive	i. prison sentence
10. to complete	j. of emotions
11. long	k. of failure
12. belief	l. problem solving
13. orientation	m. strategies
14. efficient	n. training
15. critical	o. towards the task

FOLLOW-UP DISCUSSION

1. *Should follow-up be carried out? Why? What would you change/improve regarding the four focuses of follow-up*?

TEXT
3. STUDY OF THE APPLICATION OF THE RÉÉDUC COGNITIVE TRAINING PROGRAM TO A CLIENTELE OF THE CORRECTIONAL SERVICE OF CANADA

PRE-READING

1. What do you know about the application of Cognitive Skills Training in the Correctional Services of Lithuania?

Issues and Research Objectives

This study was carried out in order to evaluate the effects of a cognitive training program applied to a sample of inmates from federal institutions. The RÉÉDUC program (cognitive skills program, version 4.2 is distributed in French under the name RÉÉDUC) is a computerized tool designed to develop cognitive functions, primarily attention, memory, language and arithmetic functions, visual-spatial and problem-solving skills. In all, the program includes 19 training tasks.

The application of such a program could be particularly appropriate for the inmate population which has many learning problems and whose education level is lower than that of the general population. Furthermore, many educational resources are offered to inmates who do not necessarily derive the optimum benefit from them, primarily because of learning problems and a lack of cognitive preparation. The RÉÉDUC program could encourage the development of basic cognitive skills among inmates and help them meet the requirements of the educational programs in which they participate.

Methodology

To verify the effectiveness of RÉÉDUC, 60 subjects were recruited from three detention centres: Cowansville Institution, Donnaconna Institution and the Federal Training Center. Two groups of subjects were formed: an experimental group of 25 subjects, average age 31, with an average education level of grade five; and a control group of 35 subjects, average age 30, with an average education level of grade seven. A pre-test was conducted with all subjects to establish their prior knowledge and with the experimental group subjects to determine their

working skills (performance on six specific tasks). Subjects from both groups obtained equivalent results on the pre-tests. The experimental group worked with RÉÉDUC for one month, after which a post-test was conducted. Different subjects worked with RÉÉDUC for varying periods of time. A few of the subjects were found to have invested more time in the exercises than the rest. The subjects in the control group were not submitted to any intervention. Some subjects in both groups dropped out of the project, with the result that 19 subjects in the experimental group and 15 in the control group completed the post-test. The evaluation also included a qualitative section: participants filled out an evaluation form indicating their satisfaction and impressions regarding the project. The seven workers responsible for accompanying the subjects throughout the project also completed an evaluation form.

Results

The overall comparison of the two groups between pre-test and post-test showed that the experimental group achieved significantly higher performance levels than the control group on several of the tasks. For example, the application of the program had general positive and significant effects on spatial visualization, field independence, shape recognition, mental calculation, sequential memory, verbal memory and spelling tasks. The differences in performance between the groups could be attributable to skill development in the experimental group, the transfer of skills from one field to another, and the development of more positive attitudes.

The evaluation of the program by both participants and workers was positive. Inmates and workers said that they enjoyed participating in the project. Inmates in general found the software easy to use and the experience to be good for them. They enjoyed working with RÉÉDUC. The responses of the workers were quite similar: they felt that the inmates had easily learned how to use RÉÉDUC, that the experiment had positive effects on their attitudes, that they felt fully involved in the project, and that they liked working with the material.

In conclusion, the results showed that the application of RÉÉDUC had a positive impact on the target clientele. The use of this program is therefore recommended, if its application involves key exercises for the participants, sufficient training time and supervision of the activities by a teacher. A reinforcement system could be combined with the program in order to enhance the participants' motivation. The RÉÉDUC program

would be particularly well suited for undereducated clients who have learning difficulties.

SELF-COMPREHENSION CHECK

1. Why was the study carried out?
2. What is the REEDUC program?
3. Who is the program particularly appropriate for? What are the aims of the program?
4. How was the effectiveness of the program tested?
5. What did the overall comparison of the results show?
6. How was the program evaluated by participants and workers?
7. Why and when is the use of the program recommended? Why is reinforcement preferable?

LANGUAGE USE

TASK 1. Find the defined words in the text.

1. all the customers or clients of the shop/store, restaurant, organization, etc.
2. a number of people or things taken from a larger group and used in tests to provide information about the group
3. an advantage that sth gives you; a helpful and useful effect that sth has
4. the state of being kept in a place, especially a prison, and prevented from leaving
5. a person or thing used to study sth, especially in an experiment
6. (noun) how well or badly you do sth
7. the act of moving sb/sth from one place, group or job to another, an occasion when this happens
8. the programs, etc. used to operate a computer
9. the act of making sth stronger, especially a feeling or an idea
10. making sb want to do sth, especially sth that involves hard work and effort

TASK 2. Match words from column A with appropriate words from column B.

A	B
1. to derive	a. a test
2. to meet	b. level
3. to conduct	c. a higher performance level
4. significant	d. effects
5. educational	e. cognitive skills
6. target	f. difficulties
7. learning	g. benefit
8. to develop	h. clientele
9. experimental	i. requirements
10. to achieve	j. group

TASK 3. Put the correct preposition into each gap.

1 the application _____ the program
2 the transfer _____ skills _____ one field _____ _____ another
3 particularly appropriate _____ offenders _____ learning difficulties
4 positive effects _____ the offenders attitude
5 to be involved _____ the project
6 positive impact _____ the clientele
7 a sample _____ inmates
8 to derive benefit _____ the course
9 a lack _____ cognitive preparation
10 the development _____ basic cognitive skills __ _____ inmates
11 the subjects _____ the control group
12 higher performance levels _____ several tasks
13 the difference _____ performance _____ the groups
14 inmates _____ general
15 supervision _____ the activities _____ the teacher
16 well suited _____ undereducated clients _____ learning difficulties

FOLLOW-UP DISCUSSION

Group-work: 1) in groups of 2-3 students think and discuss what the following is:

(1) spatial visualization
(2) filed independence
(3) shape recognition
(4) mental calculation
(5) sequential memory
(6) verbal memory
(7) spelling tasks

2) What tasks could be given to develop the skills? Give examples of each type of tasks.

UNIT 4

CORRECTIONAL EDUCATION: PREPARATION FOR REINTEGRATION

GLOSSARY

Adult correctional institution

A confinement facility, usually operated by state or federal agency, that has custodial authority over sentenced adults, when a sentence to confinement is for more than one year.

Correctional officer

Personnel who directly supervise inmates in prison (CO's).

Corrections

Corrections are the official response by the criminal justice agencies to the punishment of convicted offender.

Count

Process of determining the whereabouts of all offenders in a correctional environment by physically counting them. Counts are conducted several times a day and all activities usually stop until all offenders are counted.

Department of corrections

Government agency that is responsible for overseeing the work and operations of correctional facilities and programs, and is headed by an appointed director who develops policy.

Education programs

Programs that involve formal academic education or a vocational training, designed to improve employment capability of an inmate.

Educational services

The facility provides an education program designed to help inmates. Inmates may obtain a variety of services for continuing education. Adult Basic Education, Special (coded) Education and high school classes are offered. High school level GED testing is conducted on a

continuing basis. Assistance in arranging to continue education at tone of the Adult Education Centers in Strafford County, following discharge form the facility, is available through the Director of Education.

Interpersonal

The relationship between people

Vocational

Skills needed to a particular job or profession

Work release program

Work Release is a program that everyone benefits from the inmate, taxpayer, and the Department of Corrections. Inmates must first be recommended for work release, by the courts when sentenced. Inmates must be classified Minimum Security to be eligible for consideration. Criteria for work release is based on the type of crime committed, past facility record, medical history, conduct in the facility, place of employment, hours of employment, mode of transportation and other issues that may come to the attention of the Superintendent. Any type of release that is authorized by the facility is a *PRIVILEGE, not a right*. Authorization to participate in the Work Release Program does *NOT* exempt inmates from performing requested details within the facility.

TEXT
1. EDUCATIONAL SERVICES

PRE-READING

1. In your opinion, is education important in preparation for successful life?

The Department of Correctional Services has developed and maintains educational services to meet individual inmate needs. The educational programs are adult-oriented, providing individualized and group instruction in academic and life skills/pre-release classes.

Educational programming at all institutions (except NCCW) is currently being provided through a single contractual service agreement with Metropolitan Community College. At the Nebraska Correctional Center for Women, Metropolitan Community College provides life-skills programs while Department staff provide other educational programs. Programs are made available to all eligible inmates at a time when the majority can take advantage of the programs and, whenever

possible, are designed to allow inmates to enter at any time and to proceed at a self-paced rate.

Educational services at each institution are typically delivered through a Learning Center which is staffed by a facilitator and instructional specialists. Learning Center staff work together as a team to provide an integrated program of educational offerings and services designed to provide individual inmates those specific educational opportunities most used and relevant to their futures. These options include assessment, literacy instruction, English as a Second Language (ESL), Adult Basic Education/General Education Development (ABE/GED) courses, and life skills/pre-release courses. They are delivered in a variety of formats ranging from traditional classroom lecture/discussion, to individualized computer-assisted learning, tele-course instruction and courses presented via live interactive distance learning television. The Test of Adult Basic Education (TABE) is used to test the achievement levels of inmates upon their entry into the ABE/GED program. Profiles of student achievement are available at all institutions, thus enabling educational staff to provide placement into appropriate programming for the students. The TABE is also administered periodically on an individual basis to assess progress.

ACADEMIC

The academic programs include Literacy, Adult Basic Education/General Education Development (ABE/GED) and English as a Second Language (ESL).

ABE classes (reading, mathematics, and written and oral communication) are developmental in content and structure. Classes are designed to strengthen skills of inmates who might lack the confidence to enroll in GED preparation courses. Special materials and strategies are used for those inmates who require special remediation in those areas or for whom English is not a first language. The English as a Second Language is offered for any student whose first language is other than English. Instruction is provided in reading, writing and speaking English.

LIFE SKILLS/PRE-RELEASE

Life skills courses include Cognitive Thinking, Work Attitude and Behavior, Parenting, Relationships, Orientation to School and HIV-AIDS. These courses are offered throughout each quarter as enrollment demands. Generally, at least two courses are in progress at each site at any given time.

Pre-release courses include Seeking Employment, Money Management, Housing Information, Interpersonal Skills, Healthcare, and Community Resources on Parole. These courses are offered as needed and are intended for inmates within six months of release. Pre-release provides a review of topics that may have been covered in other courses as well as new topics that relate directly to their upcoming release.

SPECIAL EDUCATION

Existing ABE staff currently serve Special Education students. Students are provided instruction based upon TABE assessments, this ensuring that instruction begins at the individual's current level of skill development. Individualized assistance is provided and tutorial assistance is utilized.

EDUCATIONAL RELEASE PROGRAM

The Educational Release Program allows inmates to participate in educational opportunities not available within the confines of the secure institutions. Eligible inmates may enroll in various community vocational/technical schools, business and community colleges, other colleges and universities. Inmates on educational release are housed in the Department's community corrections centers.

SELF-COMPREHENSION CHECK

1. What are the educational programs provided by the Department?
2. a) What is the role of the Learning Center?
   b) Who work there?
   c) What are the educational options available to inmates?
   d) What methods are used to deliver courses?
   e) What is used to assess student achievement?
3. What types of programs are available?
4. What do the academic programs include?
5. What is specific about ABE classes?
6. Who is the ESL program for?
7. What is specific about Life Skills courses and Pre-release courses?
8. Who is Special Education program for?
9. What does the educational release imply?

LANGUAGE USE

TASK 1. Find the defined words in the tex.

1. connected with a large or capital city
2. connected with mental processes of understanding
3. (of person) able to have or to do sth because they have the right qualification, are the right age, etc.
4. to look for sth/sb; to try to obtain or achieve sth
5. closely connected with the subject you are discussing or the situation you are thinking about
6. to become stronger; to make sb/sth stronger
7. that involves people working together and having an influence on each other
8. connected with the work of a teacher, especially one who teaches an individual student or a very small group
9. to set sb free
10. permission that is given to a prisoner to leave a prison before the end of their sentence on condition that they behave well

TASK 2. Match the nouns with their definitions.

1. *parenting*	a. the ability to read and write
2. *orientation*	b. a belief in your own ability to do things and be successful
3. *literacy*	c. the process of caring for your child or children
4. *profile*	d. the act of finding sb a suitable job or place to live
5. *placement*	e. 1 houses, flats/apartments, etc. that people live in, especially when referring to their type, price or condition; 2 the job of providing houses, flats/apartments, etc. for people to live in
6. *the confines*	f. training or information that you are given before starting a new job, course, etc.
7. *enrollment*	g. the way that you think and feel about sb/sth; the way that you behave towards sb/sth that shows how you think and feel
8. *confidence*	h. limits or borders

9. *attitude*	i. the act of officially joining a course, school, etc.; the number of people who do this
10. *housing*	j. a description of sb/sth that gives useful information

TASK 3. Match words from column A with appropriate words from column B to makephrases as they were used in the text.

A	B
1. to provide	a. courses
2. to deliver	b. instruction
3. an integrated	c. offerings
4. educational	d. program
5. literacy	e. level
6. distance	f. education
7. achievement	g. assistance
8. entry into	h. progress
9. to assess	i. learning
10. tutorial	j. program

TASK 4. What do the abbreviations stand for?

CO _____
NCCW _____
ABE _____
GED _____
ESL _____
TABE _____
HIV _____
AIDS _____

TASK 5. Who are they?

A facilitator _____
An instructional specialist _____
Staff _____
A correctional officer _____
An inmate _____

TASK 6. Make compounds of two parts using the given two groups of words, e.g. family-focused.

adult-	pre-	life-	self-	computer-	tele-

oriented	release	skills	paced	assisted	course

FOLLOW-UP DISCUSSION

1. *Discuss the range of educational services provided by Nebraska DCS. Compare them with those provided in Lithuanian correctional institutions. What would you as a social worker suggest regarding the existing situation?*

TEXT
2. LITERACY AND CRIME

PRE-READING

1. In your opinion, what are advantages of literacy?

INVISIBLE CHAINS:LINKING LITERACY AND CRIME

People working in correctional systems have long been aware of the relationship between

poor literacy skills and crime. Several U.S. states have been so concerned about this relationship that they've enacted or proposed legislation requiring prisoners to improve their literacy skills before being released.

Various Canadian and American sources suggest that between one quarter and two thirds of all prisoners are "functionally illiterate".' Correctional Services Canada recently estimated that as many as 65% of prison inmates lack literacy skills.

CAN LITERACY ACTUALLY PREVENT CRIME?

Not much research has been done to evaluate whether literacy can prevent criminal behaviour. However, one recent long-term study clearly supports the view that literacy may aid crime prevention. In this study children in a "high risk" area participated in a pre-school literacy

program which emphasized the thinking and learning skills associated with literacy. The program also included a strong component for parents. Those who participated in the literacy program had significantly lower rates of arrests as juveniles and adults, than children living in the same high risk area who did not participate in the program.

DOES LITERACY HELP REHABILITATE CRIMINALS?

Rehabilitation programs for prisoners which have been shown to be effective have stressed training and education, rather than psychiatric, drug or dietary treatments. Long-term studies show moderate to major (i.e. 50%) reductions in the percentage of re-arrests, particularly among juvenile offenders, as the result of specific educational interventions which emphasize the development of cognitive skills.

These successful rehabilitation programs have focused on teaching prisoners to improve their thinking skills and develop different problem solving and reasoning strategies. For example, prisoners are taught to think about the meaning of something which is said or done, or to consider alternative options for response.

While these critical cognitive skills go beyond simple word recognition (or "decoding"), they are essential aspects of functional literacy. In fact, cognitive skills like problem solving and reasoning are often learned through the acquisition of literacy.

THE PRICE WE PAY

The costs of crime are extraordinary at every level. Lives are destroyed, property is destroyed and the costs of incarceration are immense. Ontario can't afford not to invest in programs which are effective at preventing or changing criminal behaviour to lawful behaviour.

SELF-COMPREHENSION CHECK

1. *What has caused the enactment of legislation requiring inmates to improve their literacy skills?*
2. *What research has been done to study the link between literacy and crime? What are the findings?*
3. *What is given priority in rehabilitation programs?*
4. *What skills are developed within rehabilitation programs? Why?*
5. *What is the cost of crime? Why?*

LANGUAGE USE

TASK 1. Find the defined words in the text.

1. one of several parts of which sth is made
2. concerned with improving the behavior of criminals, usually by punishing them
3. in a way that is large or important enough to have an effect or to be noticed
4. a measurement of the number of times sth happens during a particular period
5. to help sb to have a normal, useful life again after they have been very ill/sick or in prison for a long time
6. that is neither very good, large, hot, etc. nor very bad, small, cold, etc.
7. the process of thinking about things in a logical way; opinions and ideas that are based on logical thinking
8. the act of getting sth, especially knowledge, a skill, etc.
9. putting sb in prison
10. something that you can choose to have or do; the freedom to choose what you do

TASK 2. Match words from column A with appropriate words from column B to make phrases as they were used in the text.

A	B
1. to improve	a. options
2. high risk	b. skills
3. to consider	c. of re-arrests
4. the percentage	d. solving
5. specific	e. costs
6. cognitive	f. literacy skills
7. rehabilitation	g. interventions
8. problem	h. treatment
9. immense	i. area
10. psychiatric	j. program

TASK 3. Insert correct prepositions if necessary.

1. effective _____ preventing criminal behavior
2. cognitive skills are learned _____ the acquisition of literacy
3. moderate _____ major reductions
4. the development _____ skills
5. the relationship _____ literacy and crime
6. literacy can prevent _____ criminal behavior
7. aware _____ the relationship
8. inmates lack _____ skills
9. concerned _____ the situation
10. to support_____ the view

FOLLOW-UP DISCUSSION

1. What is the relationship between crime, literacy and rehabilitation of offenders? Provide arguments to prove your point of view.

TEXT
3. INMATE PROGRAMS

PRE-READING

1. What programs would you offer to inmates?

Officer Vickie Heyl started as a Correctional Officer in May of 1989 at the Strafford County Dept. of Corrections. She was a field Training Officer for 11 years. Before coming to the department she was in sales and raised a family. Over the years she has worked all shifts and knows many of the inmates. Her vision for programs is to increase service to more inmates in order to help them secure a decent job or otherwise help them succeed in society. Although we have most inmate contacts being done in the dining hall now, Vickie is looking forward to the new facility which will have multipurpose rooms for all pods, a teacher's work room, a library and administrative offices.

Services to address a variety of problems are offered to inmates by staff, volunteers and contracted service providers from the community, to include but not limited to:

- Substance abuse counseling
- Life skills training
- Domestic relations training
- Anger management
- Cognitive skills program (decision making)
- Vocational training
- Pre-employment planning
- Parenting training
- Adult basic education
- Special education classes

***SUBSTANCE ABUSE EDUCATION*:** The substance abuse counselor provides addiction education, assessments, one-on-one counseling and discharge planning, as well as access to weekly AA/NA meeting.

***ANGER MANAGEMENT PROGRAM*:** A program offered to inmates who are charged with or perceive themselves as having a problem with aggression.

COGNITIVE SKILL PROGRAM (DECISIONS COURSE): The decisions program is designed to help people change their reactions in conflict situation and to think about the choices that they make. ***VOCATIONAL INSTRUCTION*:** Vocational training in computer oriented areas is available to minimum and medium security inmates. Training includes introduction to microcomputers, Microsoft Word, Microsoft Excel, Microsoft PowerPoint and Access applications.

PARENTING CLASS: Information and guidance on the proper approach in dealing with children. ***RELIGIOUS SERVICES*:** Inmates have the right of freedom of religious affiliation and voluntary religious worship. Inmates are allowed to worship on a weekly basis. Members of the clergy are available for personal religious counseling.

***EDUCATIONAL SERVICES*:** The facility provides an education program designed to help inmates. Inmates may obtain a variety of services for continuing education. Adult Basic Education, Special (coded) Education and high school classes are offered. High school level GED testing is conducted on a continuing basis. Assistance in arranging to continue education at tone of the Adult Education Centers in Strafford County, following discharge form the facility, is available through the Director of Education.

***LIBRARY SERVICES*:** A library containing an assortment of reading materials is available for inmates to check out on a weekly basis. Computers are available for use during library time, if time allows.

***WORK RELEASE PROGRAMS*:** Work Release is a program that everyone benefits from the inmate, taxpayer, and the Department of Corrections. Inmates must first be recommended for work release, by the courts when sentenced. Inmates must be classified Minimum Security to be eligible for consideration. Criteria for work release is based on the type of crime committed, past facility record, medical history, conduct in the facility, place of employment, hours of employment, mode of transportation and other issues that may come to the attention of the Superintendent. Any type of release that is authorized by the facility is a *PRIVILEGE*, *not a right*. Authorization to participate in the Work Release Program does NOT exempt inmates from performing requested details within the facility. Work Release will only be authorized within the State of New Hampshire.

SELF-COMPREHENSION CHECK

1. *What services are offered to inmates in Strafford DC? Who delivers the services?*
2. *What is provided by substance abuse program counselor?*
3. *What problem does anger management program address?*
4. *What is the aim of the decisions program?*
5. *What is the focus of vocational instruction?*
6. *What is the focus of parenting program?*
7. *What religious services are available? Why?*
8. *What educational services are available?*
9. *What does work release imply?*
10. *What are the eligibility criteria for the work release program?*
11. *Why is it only a privilege and not a right?*

LANGUAGE USE

TASK 1. Fill the gaps with words that appear in this text. Each dash (_) represents one letter. The first letter of each word is provided as a clue.

1. a _ _ _ _ _ _ _ _ _	feelings of anger and hatred that may result in threatening or violent behavior
2. t _ _ _ _ _ _ _	the process of learning the skills that you need to do a job

3. a _ _ _ _ _ _ _ _ _ _	a person's connection with a political party, religion, etc
4. to r _ _ _ _	to care for a child until it is able to take care of itself
5. d _ _ _ _ _ _ _	used in the home; connected with the home or family
6. c _ _ _ _ _ _ _ _ _ _	professional advice about a problem
7. c _ _ _ _ _ _ _ _ _	existing in the same state without change or interruption
8. p _ _ _ _ _ _ _ _	the process of caring for your child or children
9. c_ _ _ _ _ _ _ _	a person who has been trained to advise people with problems, especially personal problems
10. g _ _ _ _ _ _ _	help or advice that is given to sb, especially be sb older or with more experience
11. a _ _ _ _ _ _ _ _	the condition of being addicted to sth
12. a _ _ _ _ _ _ _ _ _	(of things) that you can get, buy or find
13. m _ _ _ _ _ _ _ _ _	the act or skill of dealing with people or situations in a successful way
14. r _ _ _ _ _	the act of setting a person free
15. w _ _ _ _ _ _	the practice of showing respect for God or a god, especially by saying prayers, singing with others, etc.; a ceremony for this
16. to d _ _ _ _ _ _ _ _	to allow sb to leave prison
17. m _ _ _ _ _ _ _ _ _ _ _	able to be used for several different purposes
18. a _ _ _ _	the use of sth in a way that is wrong or harmful
19. v _ _ _ _ _ _ _ _ _	connected with the skills, knowledge, etc. that you need to do a particular job
20. . a _ _ _ _ _ _ _ _ _ _	official permission or power for sth; the act of giving permission

TASK 2. Match words from column A with appropriate words from column B to make phrases as they were used in the text.

A	*B*
1. work	a. education
2. medical	b. training
3. continuing	c. affiliation
4. religious	d. skills
5. proper	e. security
6. vocational	f. release
7. minimum	g. approach
8. cognitive	h. situation
9. conflict	i. counseling
10. one-on-one	j. history

FOLLOW-UP DISCUSSION

1. Discuss the importance of inmate programs and provide arguments to prove your point of view.

TEXT
4. TYPES OF PROGRAMS TO BE OFFERED TO OFFENDERS

PRE-READING

1. In your opinion, what may be the main focus of educational services in correctional institutions?

The Tennessee Department of Correction has deemed life skills to be the main focus of educational services offered within Tennessee. The Department of Education in Washington, D.C. defines "life skills" as including self-development, communications skills, job and financial skills development, education, special education, interpersonal and family relationships development, and stress and anger management. This broad definition makes it possible for grantees to create a wide variety of programs, including one or more of the following: basic academic skills, pre-employment training, computer literacy, and social skills.

Life skills instruction is vital since most adult inmates lack the social, survival, personal management, and employment skills necessary to function in the family, community and workplace.

The Office of Adult Education will ensure that at least one percent, but not more than ten percent, of the funding of the cost of educational programs for the State of Tennessee will be used for criminal offenders in correctional programs. Programs will focus on:

- Promoting teacher professionalism and growth through staff development as required yearly by the Tennessee Department of Labor and Workforce Development, Office of Adult Education. Activities will include exposure to model programs and attending workshops and state-sponsored conferences.
- Preparing students to make a successful transition into the community.
- Helping students acquire the social, survival, and personal management and employment skills necessary to function in the family, community and workplace.
- Preparing students to earn a GED.
- Ensuring that the Tennessee Department of Correction has established a core curriculum that includes life skills and basic education.

Priority

Correctional institutions will describe in their grant applications how they will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

Types of Institutional Settings

The term "correctional institution" refers to: prisons, jails, reformatories, work farms, detention farms, half-way houses, community-based rehabilitation centers or any similar institutions designed for the confinement or rehabilitation of criminal offenders.

SELF-COMPREHENSION CHECK

1. What is the main focus of educational services offered within Tennessee DC? Why?

2. What skills does the group of life skills include?

3. What programs are offered regarding life skills?

4. What do the programs focus on?

LANGUAGE USE

TASK1. Find the defined words in the text.

1. a.) a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience;
   b) a room or building in which things are made or repaired using tools or machinery
2. the state of continuing to live or exist, often in spite of difficulty or danger
3. the act of teaching sth to sb
4. a) all the people who work for a particular company, organization, etc.; staff;
   b) all the people in a country or an area who are available for work
5. the subjects that are included in a course of study or taught in a school, college, etc.
6. work, especially when it is done to earn money; the state of being employed
7. the act or skill of dealing with people or situations in a successful way
8. the process or a period of changing from one condition to another
9. connected with relationships between people
10. a) the ability to do sth well;
    b) a particular ability or type of ability

TASK 2. Match words from column A with appropriate words from column B to make phrases as they were used in the text.

A	B
1. family	a. management
2. pre-employment	b. development
3. adult	c. workshops
4. anger	d. education
5. teacher	e. literacy
6. self-	f. transition
7. computer	g. relationships
8. to attend	h. skills
9. survival	i. professionalism
10. successful	j. training

FOLLOW-UP DISCUSSION

1. Discuss the situation in Lithuanian correctional institutions related to life skills training?

5. JACKSON-HINDS COUNTY YOUTH DETENTION SCHOOL

PRE-READING

1. What functions and objectives may a youth detention school have?

2. How can a social worker contribute to the clients in the school?

The Jackson (MS) Public School District is committed to providing a quality interim educational program that will allow juveniles to achieve their potential while being detained in the Jackson-Hinds County Youth Detention Center. The Youth Court School is an extension of the Jackson Public School District alternative school. Students ages 10 to 17 served by this program include juvenile delinquents, law violators, runaways, and disruptive students.

Program components include assessment, basic academic and survival skills, vocational training, support services, and parent training. The school has intensive collaboration with Jackson State University, Alcorn State University, the Art Alliance of Jackson, and the New Hope Foundation, which all assist with implementation of the Youth Court School mission. The program also requires parents to attend an 8-week Systematic Training for Effective Parenting course.

Police officers bring juveniles to the Jackson-Hinds County Youth Detention Center, where they are booked and detained until they can see an intake counselor. The intake counselor determines whether the juveniles are detained or released. If juveniles remain longer than 3 days, they receive an educational assessment that includes intake, diagnostic evaluation, and the Test of Adult Basic Education (TABE). Depending on TABE results, juveniles are placed in either a home school, general educational development (GED) test preparation, or special education track.

The program teaches basic skills such as reading, math, and English. Alcorn State University provides vocational training, and Jackson

State University assists with support services such as social workers, counselors, and social work interns. After juveniles are released from detention, social work interns conduct extensive follow-up. If juveniles do not attend school after release, they are required to attend either GED classes at the Jackson Public Schools GED/ABE Center or a community program in the city of Jackson.

Many participants have received GED diplomas or have developed skills that enabled them to make the transition back into regular school. After receiving a GED diploma or graduating from high school, many participants have attended Hinds Community College.

COMPREHENSION CHECK

1. What program does the school provide?
2. What students are served by this program?
3. What does the intake counselor determine?
4. How far does the program extend?
5. Does the program work well?

LANGUAGE USE

TASK 1. Work in pairs and make a list of words related with EDUCATION.

TASK 2. Find the passive constructions used in the text.

TASK 3. Some of the phrases of the text are given again here, but the word order has been mixed. Rewrite the phrases as they should be.

1. test/general/development/educational
2. and/skills/academic/basic/survival
3. for/an/Training/to/Systematic/attend/8-week/course/Parenting/Effective
4. vocational/provide/training/to
5. interim/a/program/quality/providing
6. of/Youth/implementation/the/to assist/Court/mission/with/School
7. an/they/educational/receive/assessment
8. the/back/regular/to/into/transition/make/school

9. from/school/graduating/high
10. to/juveniles/achieve/potential/allow/their

TASK 4. Complete each sentence so that it expresses the same idea as the first one.

1. Program components include assessment, basic academic and survival skills, vocational training, support services, and parent training.

The program takes account of _____
_____
_____

2. The program also requires parents to attend an 8-week course on parenting.

Parents are required _____
_____
_____

3. Police officers bring juveniles to the Youth Detention Center, where they are booked and detained until they can see an intake counselor.

Juveniles are brought _____
_____
_____

4. The intake counselor determines whether the juveniles are detained or released.

The intake counselor determines whether to _____
_____
_____

5 If juveniles remain longer than three days, they receive an educational assessment that includes intake, diagnostic evaluation, and the Test of Adult Basic Education.

Juveniles receive an educational assessment _____
_____
_____

TASK 5. Match the words on the left with their definitions on the right.

alliance	a. keep sb in custody, lock up
interim adj	b. young specialist who is completing his training and acting as an assistant
potential n	c. being or acting as a mother or father to someone
detain v	d. of or concerning qualifications, etc needed for a trade or professional
disruptive adj	e. adviser
vocational adj	f. put sth into effect; carry out
implement v	g. existing or in force only for a short period of time; temporary; provisional
parenting n	h. union or association formed for mutual benefit, esp. between countries or organizations
counselor n	i. causing disorder
intern n	j. qualities that exist and can be developed

TASK 6. Skim the text to find the words which mean:

1. a young person who is not yet adult
2. to gain or reach sth, usually by effort, skill, courage, etc.
3. to register
4. who has run away
5. to prevent sb from leaving or doing sth; to keep sb in custody; to lock up
6. a course taken by sb/sth

7. ability to do sth well, particular type of such as ability
8. changing from one condition or state to another
9. circumstances, equipment etc that make it possible or easier to do sth; aids
10. something done to continue or exploit what has already been started or done

FOLLOW- UP DISCUSSION

1. Make a priority list of five personal traits that are needed for a social worker in a youth detention school. Provide arguments to prove it.

2. Social workers are expected to establish a meaningful relationship with their clients, help them and conduct follow-ups. Is a juvenile delinquent worth the efforts and expenses? Why?

UNIT 5

CRIME VICTIMS

GLOSSARY

Assistance in filing compensation claims

Making victims aware of the availability of crime victim compensation (see definition below), helping victims complete required forms, and gathering needed documentation. May also include follow-up contact with the victim compensation agency on behalf of the victim.

Compensation

Payment that you claim from a person or organization that is responsible for something unpleasant that has happened to you.

Compliance

Willingness to do what you have been asked to do.

Criminal justice support/advocacy

Support, assistance, and advocacy provided to victims at any stage of the criminal justice process, including postsentencing services and support.

Crisis counseling

In-person crisis intervention, emotional support, and guidance and counseling provided by advocates, counselors, mental health professionals, or peers. Such counseling may occur at the scene of a crime or immediately after a crime or be provided on an ongoing basis.

Crisis hotline counseling

Operation of a 24-hour telephone service, 7 days a week, which provides counseling, guidance, emotional support, and information and referral.

Emergency financial assistance

Cash outlays for such needs as transportation, food, clothing, and emergency housing.

Emergency legal advocacy

Filing of temporary restraining orders, injunctions, and other protective orders, elder abuse (see definition above) petitions, and child abuse (see definition above) petitions. Does not include criminal prosecution or the employment of attorneys for such nonemergency purposes as custody disputes and civil suits.

Follow-up contact

In-person contacts, telephone contacts, and written communications with victims to offer emotional support, provide empathetic listening, and check on a victim's progress.

Group treatment

Coordination and provision of supportive group activities, which include self-help, peer, and social support.

Information and referral (in-person)

In-person contact with crime victim to identify available services and support.

Information and referral (telephone)

Telephone contact with crime victim to identify available services and support.

Justice

1) Fairness in your behaviour or in the way that people are treated

2) The system that a country or other group of people uses in order to make sure hat people obey laws and that punishment is given to those people who break the law.

Mediator

A person who tries to settle an argument between two groups of people by talking to both groups and by trying to find things that they can both agree to.

Other, referring to services provided

Other services and activities allowed under the 1984 Victims of Crime Act (VOCA).

Personal advocacy

Assisting victims in securing rights, remedies, and services from other agencies; locating emergency financial assistance and intervening with employers, creditors, and others on behalf of the victim; assisting in filing for losses covered by public and private insurer programs, including workers' compensation, unemployment benefits, and public assistance; and accompanying the victim to the hospital.

Restitution

A court requirement that an offender pay money or provide services to the victim of the crime or provide services to the community.

Safety plan

Guidelines for stalking victims that, if implemented, may reduce the odds of physical or emotional harm from a stalker.

Shelter/safe house

Short- and long-term housing and related support services for victims and families following a victimization.

Supervised visitation

Contact between a noncustodial party and one or more children in the presence of a third person, either paid or unpaid, who is responsible for observing and, to the greatest extent possible, providing a safe environment for those involved.

Survivor of homicide victim

Family member or loved one of a murder victim.

Therapy

Intensive professional, psychological, psychiatric, or other counseling-related treatment for individuals, couples, and family members to provide emotional support in crisis arising from the occurrence of crime. Includes the evaluation of mental health needs and the delivery of psychotherapy.

Transportation

Transport service either to or from a victim service agency.

Victim

A person who has suffered death, physical or mental suffering, or loss of property as the result of an actual or attempted criminal offense committed by another person.

Victim compensation

Payment or reparations made to a crime victim.

Victim/offender mediation program

Victim offender mediation and reconciliation program involves a face-to-face meeting, in the presence of a trained mediator, between an individual who has been victimized and the perpetrator. Through this process crime victims are given an opportunity to have their questions answered and restitution and emotional needs met. The person responsible for the crime is held accountable for his/her actions and given an opportunity to make things right.

Victim Support

Victim Support is the national charity which helps victims of crime. Trained volunteers provide free, confidential support and advice following crimes ranging from burglary and assault to rape and murder.

Victims with disabilities

Victims of crime who have a physical or mental disability.

TEXT
1. VICTIM-OFFENDER MEDIATION

PRE-READING

1. In your opinion, what is the victim-offender mediation role in justice system?

BACKGROUND AND CONCEPT

The victim-offender mediation process offers victims an opportunity to meet offenders in a safe, structured setting and engage in a mediated discussion of the crime. With the assistance of a trained mediator, the victim is able to tell the offender about the crime's physical, emotional, and financial impact; receive answers to lingering questions about the crime and the offender; and be directly involved in developing a restitution plan for the offender to pay back any financial debt to the victim. The process is different from mediation as practiced in civil or commercial disputes, because the involved parties are in agreement about their respective roles in the crime. Also, the process should not be primarily focused on reaching a settlement, although most sessions do, in fact, result in a signed restitution agreement. Because of these fundamental differences, the terms "victim-offender meeting," "conferencing," and "dialog" are becoming increasingly popular to describe variations from standard mediation practices.

PROCEDURES AND GOALS

Cases may be referred to victim-offender mediation programs by judges, probation officers, victim advocates, prosecutors, defense attorneys, and law enforcement. In some programs, cases are primarily referred as a diversion from prosecution (assuming that any agreement reached during the mediation session is successfully completed). In other programs, cases are usually referred after a formal admission of guilt has been accepted by the court, with mediation being a condition

of probation or other disposition (if the victim has volunteered to participate). Some programs receive case referrals at both stages.

During mediation sessions, victims explain how the crime affected them and are given the opportunity to ask questions about the incident and help develop a plan for restoring losses. Offenders are given the opportunity to tell their stories and take direct responsibility through making amends in some form.

The goals of victim-offender mediation include the following:

- Supporting the healing process of victims by providing a safe, controlled setting for them to meet and speak with offenders on a strictly voluntary basis.

- Allowing offenders to learn about the impact of their crimes on the victims and take direct responsibility for their behavior.

- Providing an opportunity for the victim and offender to develop a mutually acceptable plan that addresses the harm caused by the crime.

CONSIDERATIONS IN IMPLEMENTATION

In implementing any victim-offender mediation program, it is critically important to maintain sensitivity to the needs of the victim. First and foremost, the mediator must do everything possible to ensure that the victim will not be harmed in any way. Additionally, the victim's participation must be completely voluntary. The offender's participation should also be voluntary. Offenders are typically given the option of participating in mediation or dialog as one of several dispositional choices. Although offenders almost never have absolute choice (e.g., the option of no juvenile justice intervention), they should never be coerced into meetings with victims. The victim should also be given choices, whenever possible, about procedures, such as when and where the mediation session will take place, who will be present, and who will speak first. Cases should be carefully screened regarding the readiness of both victim and offender to participate. The mediator should conduct in-person premediation sessions with both parties to clarify the issues to be resolved. The mediator should also make follow-up contacts and monitor any agreement reached.

LESSONS LEARNED

A large multisite study of victim-offender mediation programs with juvenile offenders found the following:

- In cases referred to the four study-site programs during a 2-year period, 95 percent of mediation sessions resulted in a successfully negotiated restitution agreement to restore the victim's financial losses.

- Victims who met with offenders in the presence of a trained mediator were more likely to be satisfied with the justice system than were similar victims who went through the standard court process (79 percent versus 57 percent).
- After meeting offenders, victims were significantly less fearful of being revictimized.
- Offenders who met with victims were far more likely to successfully complete their restitution obligation than were similar offenders who did not participate in mediation (81 percent versus 58 percent).
- Recidivism rates were lower among offenders who participated in mediation than among offenders who did not participate (18 percent versus 27 percent); furthermore, participating offenders' subsequent crimes tended to be less serious.

Multiple studies also found that although restitution was an important motivator for victim participation in mediation sessions, victims consistently viewed actual receipt of restitution as secondary to the opportunity to talk about the impact of the crime, meet the offender, and learn the offender's circumstances. The studies also found that offenders appreciated the opportunity to talk to the victim and felt better after doing so.

A recent statewide survey of victim service providers in Minnesota found that 91 percent believed that victim-offender mediation should be available in every judicial district because it represents an important victim service. The American Bar Association recently endorsed victim-offender mediation and recommends its use throughout the United States. As of 1997, victim-offender mediation programs have been identified in nearly every State.

AN EXAMPLE OF A VICTIM-OFFENDER MEDIATION SESSION

The victim was a middle-aged woman. The offender, a 14-year-old neighbor of the victim, had broken into the victim's home and stolen a VCR. The mediation session took place in the basement of the victim's church.

In the presence of a mediator, the victim and offender talked for 2 hours. At times, their conversation was heated and emotional. When they finished, the mediator felt that they had heard each other's stories and learned something important about the impact of the crime and about each other.

The participants agreed that the offender would pay $200 in restitution to cover the cost of damages to the victim's home resulting from the break-in and would also reimburse the victim for the cost of the stolen VCR (estimated at $150). They also worked out a payment schedule.

During the session, the offender made several apologies to the victim and agreed to complete community service hours working in a food bank sponsored by the victim's church. The victim said that she felt less angry and fearful after learning more about the offender and the details of the crime. She also thanked the mediator for allowing the session to be held at her church.

SELF-COMPREHENSION CHECK

1. *What does the victim-offender mediation process offer victims?*
2. *What can the victim do with the help of a trained mediator?*
3. *What makes victim-offender mediation different from mediation in civil or commercial disputes?*
4. *How are cases referred to mediation programs?*
5. *What happens during mediation sessions?*
6. *What are the goals of victim-offender mediation?*
7. *What is important in a victim-offender mediation program?*
8. *What did research of the programs find?*
9. *What example of a mediation session is given?*

LANGUAGE USE

TASK 1. Find the defined words in the text.

1 act as a peacemaker or go-between for two or more people, groups, etc. who disagree;

2 surroundings, environment;

3 strong impression or effect on sb/sth;

4 reparation, esp in the form of money, for injury, etc.;

5 make somebody do something by using force or threats; compel somebody to do something;

6 acting, done or given willingly;

7 meeting ;

8 solve or settle (e.g. a problem);

9 something done to continue what has already been started or done;

10 make continuous observation of something or somebody;

11 law, moral pressure, promise, etc that forces one to do something;

12 pay back to somebody

13 program of work to be done; timetable.

TASK 2. Match words in Column A with words in Column B to make phrases as used in the text.

a)

A	B
1) a safe and structured	a) of guilt
2) a trained	b) session
3) admission	c) of restitution
4) case	d) setting
5) mediation	e) participation
6) the harm	f) referral
7) voluntary	g) rates
8) to screen	h) caused by the crime
9) recidivism	i) a case
10) receipt	j) mediator
11) a judicial	k) of damages
12) the cost	l) district

b)

A	B
1) to develop	a) a settlement
2) to reach	b) the opportunity to talk
3) to sign	c) responsibility for one's behaviour
4) to restore	d) an issue
5) to appreciate	e) a restitution plan
6) to take	f) community service hours
7) to screen	g) losses
8) to resolve	h) an apology
9) to make	i) an agreement
10) to complete	j) a case

TASK 3. Insert the correct preposition.

to engage __1__ a mediated discussion __2__ a crime
to make apologies __3__ the victim
a food bank sponsored __4__ church
to pay $200 __5__ restitution
the impact __6__ the crime __7__ the victim
not to coerce offenders __8__ meetings with victims
a recent survey __9__ victim service providers
to participate __10__ a mediation program
to be fearful __11__ being re-victimized
to be satisfied __12__ the justice system
to go __13__ the standard court processes
to refer a case __14__ a mediation program
a formal admission __15__ guilt
to develop a plan __16__ restoring losses
to take direct responsibility __17__ making amends
the harm caused __18__ the crime
to maintain sensitivity __19__ the needs __20__ the victims

TASK 4. Give a short talk on Victim-Offender Mediation using the phrases in Task 3.

FOLLOW- UP DISCUSSION

1. Study the example of a victim-offender mediation session given in the end of the text and role-play a mediation session with the victim, the offender and the mediator.

TEXT

2. VICTIM SUPPORT

PRE-READING

1. In you opinion, what kind of support a crime victim may need?

Victim Support is the independent charity which helps people cope with the effects of crime. We provide free and confidential support and information to help you deal with your experience. We also aim to promote and advance the rights of victims and witnesses in all aspects of criminal justice and social policy. Victim Support offers a comprehensive service and is committed to welcoming and involving minority and disadvantaged groups throughout the organization.

ABOUT VICTIM-OFFENDER MEDIATION AND RECONCILIATION PROGRAMS

Victim-Offender Mediation Programs (VOMP), also known as Victim-Offender Reconciliation Programs (VORP) bring offenders face-to-face with the victims of their crimes with the assistance of a trained mediator, usually a community volunteer. Crime is personalized as offenders learn the human consequences of their actions, and victims (who are largely ignored by the criminal justice system) have the opportunity to speak their minds and their feelings to the one who most ought to hear them, contributing to the healing process of the victim.

Offenders take meaningful responsibility for their actions by mediating a restitution agreement with the victim, to restore the victims' losses, in whatever ways that may be possible. Restitution may be monetary or symbolic; it may consist of work for the victim, community service or anything else that creates a sense of justice between the victim and the offender.

Victim-Offender Mediation Programs have been mediating meaningful justice between crime victims and offenders for over twenty years; there are now over 300 such programs in the U.S. and Canada and about 700 in England, Germany, Scandinavia, Eastern Europe, Australia, New Zealand and other countries. Remarkably consistent statistics from a cross-section of the North American programs show that about two-thirds of the cases referred resulted in a face-to-face me-

diation meeting; over 95% of the cases mediated resulted in a written restitution agreement; over 90% of those restitution agreements are completed within one year. On the other hand, the actual rate of payment of court-ordered restitution (nationally) is typically only from 20-30%.

Why is there such a huge difference in restitution compliance? Offenders seldom experience court-ordered restitution as a moral obligation. It seems like just one more fine being levied against them by an impersonal court system. When the restitution obligation is reached voluntarily and face-to-face, offenders experience it in a very different way. Perhaps most important, after facing the victims of their crimes, offenders commit fewer and less serious offenses than similar offenders who are processed by the traditional juvenile or criminal justice system.

Our mission is to bring restorative justice reform to our criminal and juvenile justice systems, to empower victims, offenders and communities to heal the effects of crime, to curb recidivism and to offer our society a more effective and humanistic alternative to the growing outcry for more prisons and more punishment.

Staff include mediators and trainers with backgrounds in psychotherapy, education, public administration and law. The Center serves non-profit organizations, governmental agencies and individuals.

SELF-COMPREHENSION CHECK

1. What is Victim Support? What does the organization provide? What is the mission of Victim Support?

2. What is the focus of Victim-Offender Programs? What is meant by a 'personalized crime'?

3. How do offenders take responsibility for their actions?

4. How long do the programs exist? In what countries are they used? What do statistics show?

5. Why is the actual rate of completion of court-ordered restitution agreements very low in comparison with that of voluntary restitution?

6. Who work for the organization? Who does the organization work for?

LANGUAGE USE

TASK 1. Find the defined words in the text.

1. a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc.
2. sympathy and help that you give to sb who is in a difficult or unhappy situation
3. the act or process of finishing sth
4. connected with money
5. to try to end a disagreement between two or more people or groups by talking to them and trying to find things that everyone can agree on
6. payment, usually money, for some harm or wrong that sb has suffered
7. the practice of obeying rules or requests made by people in authority
8. the state of being forced to do sth because it is your duty, or because of a law, etc.
9. a. willingly, without being forced; b. free of charge; without payment
10. *a*. making you feel strong and healthy again; *b*. (medical) connected with treatment that repairs the body or a part of it
11. to control or limit sth, especially sth bad; check
12. *a*. to give sb the power or authority to do sth; *b* to give sb more control over their own life or the situation they are in
13. a reaction of anger or strong protest shown by people in public
14. *a*. the details of a person's family, education, experience, etc.; *b*. the circumstances or past events which help explain why sth is how it is; information about these
15. an end to a disagreement and the start of a good relationship again
16. not having the things, such as education, and enough money, that people need in order to succeed in life; deprived

TASK 2. Match words from column A with appropriate words from column B to make phrases as they were used in the text

A	B
1. to levy	a. a victim
2. moral	b. the effects of crime
3. to face	c. a fine
4. to bring	d. alternative
5. background	e. organizations
6. non-profit	f. in psychotherapy
7. o heal	g. mediation
8. humanistic	h. obligation
9. restitution	i. agreement
10. face-to-face	j. a reform

FOLLOW-UP DISCUSSIONS

1. Discuss main issues, victim-offender mediation and reconciliation programs include. In your opinion, which ones are the most important in mediating meaningful justice between crime victims and offenders?

TEXT
3. CRIME VICTIM'S RIGHTS

PRE-READING

1. In your opinion, what rights a crime victim may have?

In order to determine whether one has been provided his or her rights under the law, it is necessary to know what those rights are. While crime victims' rights have been enacted in varying degrees throughout the country over the last ten to fifteen years, the effectiveness of such laws and constitutional provisions is questionable at best.

To better assist crime victims in obtaining the rights that the law provides, and for advocates working towards the enforcement of such rights, a compilation of citations to state statutory and constitutional provisions has been assembled by state. Links are provided from each

of the states from the following United States map to individual state pages with the citations to crime victim-related laws for each of the states. Within those state pages, where available, links are provided to the specific statute, chapter, or to that state's statute search page.

In the event that the statute or constitutional provision cannot be accessed online, most public libraries maintain a set of state statutes and constitution. Citations to federal law pertaining to crime victims are accessible through the federal law page. Every effort has been made to include citations to those laws directly implicating victims' rights or victim compensation.

VICTIM SUPPORT

Victim Support is the national charity for people affected by crime. It is a completely independent organization, offering a free and confidential service, irrespective of whether or not a crime has been reported.

HOW DO WE WORK?

Each year Victim Support offers help to over one million people who have been affected by crime.

This help is provided through a network of local Schemes across the whole of England, Wales and Northern Ireland (there are separate organizations covering Scotland and the Republic of Ireland). Staff and volunteers within these Schemes are trained to provide emotional support, information and practical help to people who have suffered the effects of crime ranging from burglary to the murder of a relative.

Victim Support also runs the Witness Service, based in every criminal court in England and Wales. Staff and volunteers are trained to provide support and information about the court process to witnesses, victims and their families, before, during and after the trial.

People affected by crime can also contact the Victim Supportline - a national local telephone number. Trained staff and volunteers offer support and information to victims and witnesses of crime in complete anonymity, and can put people in touch with local Victim Support services and other relevant organizations if required.

VICTIM SUPPORT'S AIMS AND OBJECTIVES

Victim Support has two primary objectives:

- to provide support and assistance to individual victims, witnesses, their families and friends;

- to raise public awareness and recognition of the effects of crime and promote victim's rights.

By striving to meet these objectives we aim to provide a comprehensive, flexible service to reduce the effects of crime.

VICTIM SUPPORT'S PHILOSOPHY

The framework within which Victim Support operates is based on the following philosophy:

Free and confidential services. The services provided to victims of crime are free. Information about an individual, including whether a Scheme or Witness Service knows that person, is held in confidence.

The victim decides. Victim Support respects the individual's right to make their own decisions. We believe it is our role to make sure that victims and witnesses have access to services if they want them, but not to tell people what they need or what they should do. We understand that people are individuals and will react to crime differently. Victim Support helps people to regain control of their lives following crime.

Equal opportunities. Victim Support aims to offer a service to all sections of the community and is committed to ensuring that minority and disadvantaged groups are welcomed and involved throughout the organization.

Working with other agencies. Victim Support is a completely independent organization, but as a community-based service it has close working relationships with a wide range of other voluntary and statutory services. Victim Support works in close co-operation with the police, the Home Office, the probation service and others within the fields of criminal justice and social welfare in order to improve policies and practices regarding victims and witnesses of crime.

No statement on the treatment of offenders. Victim Support does not make public statements on the punishment and sentencing of offenders, except when discussing issues which directly involve the victim, for example compensation or protection.

Common standards. All Victim Support's services are run according to a nationally maintained Code of practice. This code is continually developed to ensure optimum services and national consistency. The Home Office's standards of service for Victim Support are set out in the *Victim's charter.* Victim Support welcomes comments and suggestions about the service provided for victims and witnesses of crime. We also operate formal complaints procedures - details may be obtained from the National Office or from local Victim Support Schemes/Witness Services.

HOW WE ARE FUNDED

Over a million people are referred to Victim Support for help every year and many others contact us directly, whether or not they have chosen to report a crime. It is only possible for us to offer help to so many people because over 13,000 trained volunteers give freely of their time and energy to support victims of crime in their local community. The costs involved in the recruitment, training and day-to-day support we provide to this vast volunteer workforce are considerable.

As an independent charity Victim Support must raise money to carry out its vital work in every community in England and Wales. Money is raised through events, corporate partnerships, trusts and foundations, the National Lottery and sales of Christmas cards and merchandise. The Home Office also provides support through an annual grant which helps cover some of the running costs of the National Office, local Schemes, Witness Services and the Supportline.

Although Victim Support is meeting the needs of so many people, there is much more we could do if only the funds were available. Areas of work for which we urgently need funds include:

- developing our support services for children and young people who become victims of crime.
- raising awareness of our Supportline number and the help that is available, whether or not someone has reported a crime. This service is particularly important for victims of unreported crimes, such as sexual assault, domestic violence, race crime and stalking.
- the provision of practical information to help people who become victims of racial harassment and bullying and reassurance about the feelings they may experience following a crime.
- developing our work with Youth Offending Teams, to ensure that victims' needs are understood and respected within restorative justice programes.
- enhancing our training of volunteers to achieve the highest standards, consistently across the country.

WHY VICTIM SUPPORT?

Victim Support is the national charity which helps victims of crime. Trained volunteers provide free, confidential support and advice following crimes ranging from burglary and assault to rape and murder.

People react to crime in many ways although most victims don't suffer long term harm, both adults and children can be seriously affected and often need help in order to recover

People often need:

- Someone to talk to
- Information on police and court procedures
- Reassurance and emotional support
- Information and support when attending court
- Help with compensation and insurance
- Crime prevention advice
- Help with housing or benefit problems
- Contact with other local organizations

HOW VICTIM SUPPORT HELPS

Victim Support volunteers help victims of crime in different ways.

- Visiting victims of crime
- Volunteers, based with Victim Support schemes, visit victims in their homes and offer practical and emotional help
- Helping victims in court
- Volunteers, based with Crown Court Witness Services, give information and support to victims and witnesses attending trials
- Publicity and fundraising

Volunteers help in many other ways for example on management committees with publicity and fundraising, interpreting and training or with legal advice. People with practical skills are sometimes needed to help with repairs after burglary.

RECRUITMENT

We look for volunteers who are understanding and good listeners and who can get on with people of all ages, cultures and backgrounds. Anyone can apply. No previous experience of this kind of work is necessary.

All Victim Support volunteers are given training before they help victims. Further training is available for some volunteers who wish to work with people who have suffered serious crimes like women victims of sexual violence and families of murder victims, we aim for the highest professional standards in our work and we attach great importance to the training our volunteers receive.

Some volunteers work several hours a week, while others offer occasional help. Volunteer visitors can work during the day, or in the evenings or at weekends, Court volunteers need to be free to work during the day.

Volunteers are not paid but they receive their traveling and some other expenses.

What's in it for you?

Most people volunteer for Victim Support because they want to help people. Volunteers are rewarded by seeing the difference Victim Support can make to people whose lives have been shattered by crime.

As a volunteer you will receive training and supervision, meet new people and have the satisfaction of learning to deal with issues you may not have experienced before. Working with victims of crime will also help you develop skills and qualities which will be useful in other areas of your life.

Would you like to help?

All Victim Support and Witness Service volunteers who work with victims are given:

- Training which includes the effects of crime, listening skills, court procedures and compensation
- Support and supervision from the coordinator of the local Victim Support scheme or Witness Service
- Regular meetings with other volunteers
- All out of pocket expenses to cover costs like telephone and travel
- Insurance cover

There may also be:

- Opportunities for further training for people wanting to support victims of serious crimes.
- The chance to attend conferences, seminars and meetings.

GETTING SUPPORT

Victim Support offers emotional and practical support in absolute confidence:

- someone to talk to
- information on police and court procedure
- liaison with other organizations on your behalf
- information on compensation and insurance matters
- contact with other sources of help

Victim Support can also arrange for a volunteer to accompany you to the police station and to court.

SELF-COMPREHENSION CHECK

1. Why is it necessary to know one's rights? How long have victims' rights been enacted?

2. *What is done to better assist crime victims?*
3. *What is Victim Support? How does it work?*
4. *What is Witness Service?*
5. *What is Victim Supportline?*
6. *What are the objectives and aims of Victim Support?*
7. *What lies within the philosophy of Victim Support?*
8. *Who work for the organization?*
9. *How is the organization funded? What are the areas of work for which the organization urgently needs funding?*
10. *Why do people need Victim Support?*
11. *How do volunteers help victims of crime?*
12. *What workforce does Victim Support need?*
13. *What training are volunteers given?*
14. *When do volunteers work?*
15. *Why do people volunteer for Victim Support?*
16. *What are volunteers given when working with victims of crime?*
17. *What kind of support can the organization offer?*

LANGUAGE USE

TASK 1. Find the defined words in the text.

1. to pass a law
2. *a*. a set of beliefs, ideas or rules that is used as the basis for making judgments, decisions, etc.;
   b. the structure of a particular system
3. a sum of money that is given by the government or by another organization to be used for a particular purpose
4. a plan or system for doing or organizing sth
5. *a*. an organization for helping people in need;
   b. the aim of giving money, food, help, etc to people who are in need
6. an organization that is established to provide money for a particular purpose, for example for scientific research or charity
7. an organization or a group of people that invests money that is given or lent to it and uses the profits to help a charity
8. a. goods that are bought or sold; goods that are for sale in a shop/store;

b. things you can buy that are connected with or that advertise a particular event or organization

9. the crime of following and watching sb over a long period of time in a way that is annoying or frightening

10. the act of annoying or worrying sb by putting pressure on them or saying or doing unpleasant things to them

11. happening or done sometimes but not often

TASK 2. Match the nouns with their definitions.

1. bullying	a. translating one language into another as you hear it
2. reassurance	b. money that is available to be spent
3. insurance	c. the attention that is given to sb/sth by newspapers, television, etc.
4. housing	d. a planned public or social occasion
5. benefit	e. the act of frightening or hurting a weaker person; the act of using your strength or power to make sb do sth
6. funds	f. (1) an agreement with a company in which you pay them regular amounts of money and they agree to pay the costs, for example if you die or are ill, or if you loose or damage sth; (2) money paid by or to such a company
7. publicity	g. a relationship between two organizations or different departments in an organization, involving the exchange of information or ideas
8. interpreting	h. the fact of giving advice or help that takes away a person's fears or doubts; something that is said or done to take away a person's fears or doubts
9. recruitment	i. the act of finding new people to join a company, an organization, the army, etc.
10. liaison	j. money provided by the government to people who need financial help because they are unemployed, ill, etc.
11. event	k. houses, flats/apartments, etc. that people live in, especially when referring to their type, price or condition; the job of providing houses, flats/ apartments for people to live in

TASK 3. Give synonyms/near-synonyms of the words.

1 to assist
2 restitution
3 staff
4 awareness
5 to enhance
6 to recover

TASK 4. Match words from column A with appropriate words from column B.

A	B
1. to raise	a. the needs of people
2. corporate	b. programs
3. annual	c. with other organizations
4. to meet	d. cover
5. restorative	e. trials
6. to achieve	f. long term harm
7. to suffer	g. confidence
8. to attend	h. partnership
9. insurance	i. the highest standards
10. absolute	j. opportunities
11. to enforce	k. grant
12. equal	l. rights
13. liaison	m. funds

TASK 5. Read the text below and look carefully at each line. Some of these lines are correct and some have a word (or words) missing. If a line is correct put a dash (-) next to the number on the right. If a line has a word (or words) missing, use a stroke (/) to show where a word has been left out, and write it next to the number on the right.

Victim Support is the national 1. _____
charity people affected crime. 2. _____
It offers a confidential service,
irrespective of 3. _____

whether not a crime has been reported. 4. _____
We aim provide a comprehensive service 5. _____
reduce the effects crime. 6. _____
It is important develop support services 7. _____
for children and young people 8. _____
become victims of crime. 9. _____
Most people volunteer Victim Support 10. _____
they want help other people. 11. _____

TASK 6. Insert the correct prepositions.

1. Each year Victim Support offers help _____over one million people who have been affected _____ crime.
2. The help is provided _____ a network _____ local schemes _____ the whole _____ England.
3. Staff _____ these schemes are trained to provide emotional support and practical help _____ people who have suffered the effects _____ crime ranging _____ burglary _____ the murder _____ a relative.
4. Victim Support works _____ close co-operation _____ _____ the police, the Home Office, the probation service and others _____ the fields _____ criminal justice and social welfare order to improve policies and practices regarding victims and witnesses _____ crime.
5. People react _____ crime _____ many ways.
6. People often need information _____ police and court procedures.
7. People may need help _____ housing and benefit problems.
8. Volunteers, based _____ Crown Court Witness Service, give information and support _____ victims and witnesses attending trials.
9. Volunteer visitors can work _____ the day, or _____ _____ the evenings or _____ weekends.
10. As a volunteer you will have the satisfaction _____ learning to deal _____ issues you may not have experienced before.

TASK.7 Give a short talk on the subject CRIME VICTIM'S RIGHTS using the given list of words. A short talk means a 2 to 5 minute presentation that covers the highlights of a topic. The goal of a short talk is to interest the audience in learning more.

a free and confidential service
to enact crime victims' rights
an unreported crime
a complete anonymity
relevant organizations
to raise public awareness
a comprehensive service
to reduce the effects of crime
to regain control of one's life
sections of the community
minority and disadvantaged groups
voluntary and statutory services
social welfare
public statement
to ensure optimum services and national consistency
a formal complaint
vast volunteer workforce
to raise funds
to get on with people of all ages, cultures and backgrounds
to attach great importance

TASK 8. Fill in the gaps in the sentences below using the words from the box.

assault, working, available, unreported, range, insurance, effects, race, bullying, procedures, to provide, confidence, to carry out, expenses, domestic, harassment, skills

1. Volunteers are trained _____ emotional support and practical help.

2. As a community-based service, Victim Support has a close _____ relationship with a wide _____ of other services.

3. As an independent _____, Victim Support raises money _____ its vital work in every community.

4. There is much more we could do if funds were _____ .

5. We provide practical information to help people who become victims of racial _____ and _____.

6. People often need help with compensation and _____ .

7. Volunteers are not paid, but they receive travel and telephone _____ .

8. Training of volunteers includes the _____ of crime, listening _____, court _____ and compensation.

9. Victim Support offers emotional and practical support in absolute _____ .

10. This service is particularly important for victims of _____ _____ crimes, such as sexual _____, _____ violence, _____crime, and stalking.

FOLLOW-UP DISCUSSION

1. Discuss services provided by Victim Support, a completely independent organization. Point the role of Victim Support volunteers in preventing crime victim's rights.

2. Discuss all possible measures which help to reduce the risk of further victimization.

TEXT
4. CRIME PREVENTION

PRE-READING

1. What crime prevention measures do you know? In your opinion, which of them are the most effective?

Crime prevention is the promotion of those attitudes, activities and behaviors that create and maintain safe and vital communities where crime and delinquency cannot flourish. Crime prevention practices provide a foundation for community justice initiatives and embrace the principles of restorative justice.

POSITION STATEMENT

The American Probation and Parole Association believes that it is the responsibility of professionals working within the field of commu-

nity corrections to ensure that whatever is appropriate and necessary is done to prevent crime and promote the health and well-being of individuals and communities as a whole. Crime prevention practices are the building blocks of community justice and embrace the principles and values of restorative justice.

In step with the APPA Vision, this association resolves to support the determined but balanced integration of crime prevention into the traditional roles of supervision, intervention and sanctioning of offenders. This vision will guide the organization in promoting efforts that help to create safe and vital communities where crime and delinquency cannot flourish.

PRINCIPLES OF CRIME PREVENTION

Crime prevention is a key tenet in the vision statement of the American Probation and Parole Association. While not a traditional role of most agencies, crime prevention is critical to the reduction in crime victimization and the offender population. Recognizing the uniqueness of each community, the American Probation and Parole Association proclaims that community corrections professionals must demonstrate a willingness to:

Invest in long-term crime prevention efforts. Crime prevention activities must be woven into the business of community corrections agencies in such a way as to compliment the traditional responsibilities of supervision, intervention and sanctioning of offenders.

Make substantive and unique contributions to crime prevention efforts within the community. Probation and parole professionals have an unmatched capacity to access information about offenders; the power to intervene with offenders; and knowledge of crime and other conditions within the community. It is essential that these capacities be offered as a part of national, state and local crime prevention efforts.

Develop partnerships to discuss, promote and practice crime prevention within the community. It is important that the community itself determine its crime prevention needs. Criminal justice entities must listen actively and collaborate in the development of strategies that meet the identified need. Each partnership will be unique to the neighborhood or community for which it was created.

Conduct business in different and non-traditional ways. Community corrections professionals must become experts in creating opportunities to initiate and foster unique crime prevention strategies within the community.

Actively participate in existing crime prevention planning within the community. Community corrections professionals must be involved in and supportive of developing and existing crime prevention initiatives within the community.

Commit resources to insure the success of crime prevention activities. Support in the form of leadership, funding, advocacy, time, staff, expertise, education, research and program development, helps to insure the success of community initiatives and creates communities that thrive.

CRIME PREVENTION STRATEGIES

The traditional reactive position relative to the supervision of juvenile and adult offenders does not offer the possibilities for success engendered in the partnerships and community involvement that are part and parcel of crime prevention. In promoting crime prevention as an essential activity in which community corrections agencies and practitioners must engage, the following strategies will be needed:

- Shift historical paradigms of intervention, supervision and sanctioning to insure that crime prevention becomes a real part of the mission and daily activities.
- Think long-range in fostering crime prevention efforts in communities.
- Identify new success measures to gauge performance in crime prevention.
- Develop skills in the area of crime prevention awareness and practice, capacity building and community mobilization and organization.
- Advocate for resources for crime prevention initiatives at the local and national levels.
- Become catalysts for crime prevention efforts and programs.
- Join national, state and local crime prevention organizations and initiatives.
- Develop partnerships for crime prevention at the local and national levels.
- Identify new locations and methods for service delivery in an effort to be visible in crime prevention initiatives.

OFFICE OF VICTIM ADVOCACY

The State Board of Pardons and Paroles has been long recognized for its leadership role in the advocacy of victim's rights. The Parole Board continues to give the highest priority and greatest compassion to

those citizens who are most affected by crime — the innocent victims and their survivors.

PAROLE WANTS INPUT FROM VICTIMS

As the State's executive clemency agency, the Parole Board believes it can carry out its functions effectively only by gathering comprehensive information on offenders, including the impact of their actions on victims and the community. The Board's Office of Victim Advocacy works with victims or their families to answer their questions about parole, to ensure their views and concerns reach Board Members prior to their parole decision, and to keep them notified of activity on their case. Most importantly, Parole's victim advocates continually strive to make victims feel welcomed in the parole process.

SELF-COMPREHNSION CHECK

1. What is crime prevention?

2. What is the position of APPA regarding crime prevention?

3. What is the APPA Vision? What does it state?

4. What is the job of community corrections professionals? What principles must community corrections professionals follow?

5. What is meant by 'investing in long-term crime prevention'?

6. Why are parole and probation professionals able to make unique contributions to crime prevention?

7. Why is it important to develop cooperation within the community?

8. What must community corrections professionals become experts in?

9. How should the professionals be involved in the existing practices?

10. What support must the professionals provide?

11. What is the traditional position regarding the supervision of offenders?

12. What are the crime prevention strategies?

13. Who is involved in victim advocacy? Why is it important to advocate for victims?

14. What makes the work effective?

15. What are the objectives of the Office of Victim Advocacy?

LANGUAGE USE

TASK 1. a) Find the defined words in the text.

1. to develop quickly and be successful or common
2. to become, and continue to be, successful, strong, healthy, etc.
3. money for a particular purpose; the act of providing money for such a purpose
4. to make a feeling or situation exist
5. the act or process of combining two or more things so that they work together; the act or process of mixing people who have previously been separated
6. necessary or essential for sth to succeed or exist
7. particular work that you feel it is your duty to do
8. the process of working together in order to achieve a particular aim; the process of organizing a group of people to do this; to find and start to use sth that is needed for a particular purpose
9. to make a judgment about sth, especially people's feelings and attitudes
10. *a*. expressing disapproval of sb/sth and saying what you think is bad about them; *b*. extremely important because a future situation will be affected by it
11. *a*. to publicly and officially tell people about sth important; to declare; *b*. to show sth clearly; to be a sign of sth
12. to add to sth in a way that improves it or makes it more attractive
13. dealing with real, important or serious matters
14. *a*. the ability to understand or to do sth; *b*. the official position or function that sb has
15. a strong feeling of sympathy for people who are suffering and a desire to help them
16. a relationship between two people, organizations, etc.; the state of having this relationship
17. *a*. a district or an area of a town; the people who live there; *b*. the area that you are in or the area near a particular place

b) Match the nouns with their definitions.

1. promotion	a. expert knowledge or skill in a particular subject, activity or job
2. well-being	b. a move to a more important job or rank in a company or an organization; activity that encourages people to believe in the value or importance of sththat helps sth to succeed
3. advocacy	c. an idea or a picture in your imagination
4. expertise	d. a typical example or pattern of sth
5. vision	e. kindness shown to sb when they are being punished; willingness not to punish sb so severely
6. tenet	f. general health and happiness
7. paradigm	g. one of the principles or beliefs that a theory or larger set of beliefsis based on
8. catalyst	h. something that exists separately from other things and has its own identity
9. clemency	i. the giving of public support to an idea, a course of action or a belief
10. entity	j. a person or thing that causes a change

TASK 2. a) Complete the derivation table.

VERB	NOUN	ADJECTIVE
1. to support		
2. to contribute		
3. to initiate		
4. to lead		
5. to complement		
6. to restore		
7. to correct		
8. to prevent		

b) Fill in the gaps using words from a) above.

1. The team members have different but _____ skills.
2. She was very _____ during the proceedings.

3. He made a very positive _____ to the overall success of the project.

4. Crime prevention practices provide a foundation for community justice _____.

5. APPA strongly supports the principles of _____ justice.

6. It is the responsibility of community _____ professionals to promote the well-being of individuals and communities as a whole.

7. Crime _____ is essential to the reduction in crime victimization.

8. The police were able to take _____ action and avoid a possible crime.

9. It is important that the community itself determine its crime _____ needs.

10. Experts must be _____ of existing crime prevention practices within the community.

11. Support in various forms helps to ensure the success of community _____.

12. Innovative crime prevention activities must be _____ to the traditional practices in the community.

13. Several _____ experts in the field of corrections joined the agency last year.

14. Strong _____ skills are needed to guide a team of professionals.

15. APPA _____ a number of innovative programs regarding successful crime prevention strategies.

TASK 3. Match a word/a phrase from column A with its counterpart from column B.

A	B
1. community	a. of offenders
2. anctioning	b. communities
3. to think	c. corrections professionals
4. the highest	d. priority
5. service	e. of individuals
6. vital	f. efforts
7. restorative	g. long-range
8. crime prevention	h. justice
9. the well-being	i. initiatives
10. long-term	j. delivery

TASK 4. Match verbs from Box A with appropriate words/phrases from Box B. Note that some words may be used more than once.

Box A

to promote, to reach, to ensure, to demonstrate, to complement, to determine, to initiate, to provide, to prevent

Box B

traditional methods, new strategies, crime prevention, the success, a foundation, an attitude, willingness, efforts, behaviors, the needs, services, crime, an activity, a decision

TASK 5. Put the correct preposition into each gap.

1. The agency believes it can carry out its functions effectively only _____ gathering information _____ offenders, including the impact _____ their action _____ victims and the community.
2. The agency works _____ victims and their families to ensure their concerns reach the Parole Board prior _____ the parole decision.
3. The agency keeps victims and their families notified _____ _____ activity _____ their case.
4. The Board performs a leading role _____ the advocacy _____ victims' rights.
5. We give the highest priority _____ those citizens who are most affected _____ crime.
6. We aim _____ becoming catalysts _____ crime prevention efforts and programs.
7. It is critical to invest ____ long-term crime prevention efforts.
8. APPA stress the need to make unique contributions _____ _____ crime prevention _____ the community.
9. It is their responsibility to advocate _____ resources _____ crime prevention programs at the local and national levels.
10. Crime prevention is the promotion _____ those attitudes and activities that create and maintain safe communities.

FOLLOW-UP DISCUSSION

1. Express your own point of view on crime prevention principles and strategies.

UNIT 6

PREVENTION AND TREATMENT OF HIV/AIDS AND OTHER INFECTIOUS DISEASES IN CORRECTIONAL SETTINGS

GLOSSARY

AIDS

Acquired Immune Deficiency Syndrome

Anti-psychotic drugs

Chemically diverse but pharmacologically similar class of drugs used to diminish symptoms of schizophrenic, paranoid, schizoaffective and other psychotic disorders, as well as manic-depressive disorders.

Bisexual

A person who is sexually attracted by both men and women.

CASA

Center on Addiction and Substance Abuse

CBO

Community-based Organization

Conjugal visits

Unsupervised visits between inmate and their spouses, usually over weekend, which permit sexual contact.

Contact visits

Prison visitations that permit visitors and inmates to have limited degree of non-sexual physical contact, such as hand holding, while under supervision.

Drug abuse

Long-term, pathological use of drugs, which may be forbidden by law, characterized by daily intoxication, inability to reduce consumption, and impairment in social or occupational functioning.

Drug addict

Individual that is physiologically or psychologically dependent on an addictive substance.

Drug dependence

The state of psychological or physiological dependency on a drug after a prolonged period of use.

Drug-related crimes

Offences committed in relation to drug use, to financially support drug dependency, or committed while under the influence of drugs.

Drug treatment programs

Programs for individuals with drug-dependency, which may provide counseling, rehabilitation and social services in addition to detoxification or methadone treatment.

Heterosexual

A person who is sexually attracted to the opposite sex.

Homosexual

A person who is sexually attracted to members of the same sex.

HIV

Human Immunodeficiency Virus

IDU

Injecting-drug user

I.V.

Intravenously, esp. of an injection

Monogamy

The practice or state of being married to only one person at a time

Outpatient

Is someone who receives treatment at a hospital during the day but does not stay there overnight.

Ostracism

Is the state of being ostracized, i.e. to be excluded from a particular group, society, etc.

Random testing (for drugs and alcohol)

Testing of urine and blood of randomly selected prisoners for presence of drugs and alcohol in order to discourage use and identify those that may benefit from treatment programs.

Rehabilitation

An approach to offender management in which an attempt is made to change the offender's criminal behavior through appropriate treatment.

Reintegration

A model of treatment whose goal is to return the offender to the community as a productive citizen who can handle problems using community resources.

Relapse prevention programs

Programs which seek to help the offender remain drug or alcohol free by teaching them the process of recovery and relapse and how to recognize and manage relapse warning signs.

STD

Sexually transmitted disease

TB

Tuberculosis

Treatment

A program or therapy provided to an offender for diagnosed substance abuse or physical or mental disorder by an agency or individual licensed or certified to perform such services.

Twelve-step programs

Programs which promote a sober and drug-free lifestyle by providing a fellowship of individuals who share their experiences to recover from a common addiction. These programs are based on voluntary participation and are nationally available.

TEXT
1. SOCIAL WORKERS ROLE IN AIDS PREVENTION

PRE-READING

1. What do you know about AIDS in Lithuania?

Populations in correctional facilities have a higher incidence of HIV infection than is found among the general United States population. For chronic offenders incarceration and release to the community becomes a revolving door. Their health care needs are addressed while incarcerated; however, they are quickly lost to medical follow-up after their prison release. Several regions, among them Connecticut, Rhode Island, New York and Washington, DC, have pioneered discharge-planning programs for inmates approaching their release date. Because of the success of these programs, public health providers and AIDS

service agencies are creating programs that place community case managers within correctional facilities. While the term "case manager" continues to be undefined in terms of scope of services rendered and training required, social workers will be employed as frontline workers and/or supervisors in the emerging projects. Implementing a program designed to place social workers within correctional settings presents project administrators with unanticipated barriers that are endemic to institutional settings. An understanding of the different missions of social work and correctional care is an important element in reducing areas of friction.

The incidence of AIDS continues to be higher in the African continent than elsewhere in the world. In Zambia, given the current pace of infection, projections suggest that approximately two million Zambians are likely to die toward the end of this decade. The current AIDS educational programs can be substantially reinforced by incorporating the services of family planning agencies in Zambia. It is suggested that the *social work* profession has crucial responsibility for designing AIDS prevention programs.

SELF-COMPREHENSION CHECK

Why does incarceration and release to the community becomes problematic for some offenders?

What have several regions initiated? What are the results?

Who will be involved in the implementation of the programs?

What barriers do project administrators face? Why?

What can reduce friction?

LANGUAGE USE

TASK 1. Find the defined words in the text.

1. the extent to which something happens or has an effect
2. *a*. all the people who live in a particular area, city, or country; the total number of people who live there; *b*. a particular group of people living in a particular area
3. an action or a thing that continues sth that has already started or comes after sth similar that was done earlier
4. the act of officially allowing sb to leave prison or a court of law

5. *adj* that you have not expected or predicted
6. regularly found in a particular place or among a particular group of people and difficult to get rid of
7. disagreement or a lack of friendship among people who have different opinions about sth
8. the speed at which sth happens
9. not free to leave a particular place or to choose what you want to do
10. the group of people who have gathered to watch or listen to sth (a play, concert, sb speaking, etc.)

TASK 2. Match words from column A with appropriate words from column B.

A	B
to render	a. programs
to address	b. settings
discharge-planning	c. populations
frontline	d. of AIDS
correctional	e. health care needs
to reduce	f. prevention
the incidence	g. friction
family	h. services
AIDS	i. planning
at-risk	j. workers
substance	k. abuse

TASK 3. What do they do? Who are they?

1. populations _____
2. chronic offenders _____
3. the community _____
4. an inmate _____
5. public health providers _____
6. an AIDS service agency _____
7. a case manager _____
8. a social worker _____
9. a supervisor _____
10. an administrator _____

11. a family planning agency _____
12. a mental health worker _____
13. the captive audience _____
14. at-risk populations _____

FOLLOW-UP DISCUSSION

1. Why is it believed that social work has huge responsibility in AIDS prevention?

2. What role the current AIDS educational programs may play in AIDS prevention?

TEXT
2. HIV PREVENTION IN THE U.S. CORRECTIONAL SYSTEM

PRE-READING

1. What do you already know about HIV?

HIV counseling and testing programs provide persons in correctional facilities with information about their HIV serostatus and identify persons who require medical treatment for asymptomatic HIV infection and other prevention services. State and local health departments provide HIV counseling and testing services in approximately 430 correctional facilities in 42 states, the District of Columbia, and Puerto Rico. Most (67%) persons who have been counseled and tested in correctional facilities have identified themselves as injecting-drug users (IDUs).

Health education/risk-reduction programs in correctional facilities provide prevention messages, information materials, and risk-reduction counseling to persons whose behaviors (e.g., men who have sex with men, substance abusers (including IDUs), persons who exchange sex for money or drugs, or persons who are or were sex or needle-sharing partners of these persons) place them at risk for HIV infection. Health education/risk-reduction activities are provided in correctional facilities in 20 states and the District of Columbia either by health departments or community-based organizations (CBOs); these activities are illus-

trated by programs in Massachusetts; the District of Columbia; Palm Beach County, Florida; and New York City.

- The Awaiting Trial Unit (ATU) sexually transmitted disease (STD) clinic at the Framingham Women's Correctional Facility in Massachusetts provides women with HIV counseling and testing; routine screening for syphilis, gonorrhea, chlamydia, and tuberculosis (TB); and referrals to a hospital for diagnostic and treatment services. An estimated 1400 women enter the ATU each year, with approximately 70 women in residence at any one time.

- The Office of AIDS Activities, District of Columbia Commission of Public Health, has designed a curriculum and implemented an HIV-prevention education program for incarcerated youth aged 13-19 years. A community follow-up program reinforces risk-reduction behaviors by providing adult mentoring, peer support, and access to health-care services.

- The Comprehensive AIDS Program (CAP) of Palm Beach County, Florida, provides HIV- and STD-prevention education to inmates in the correctional system. "Safety kits" distributed to inmates on release include condoms, AIDS brochures, information about needle hygiene for IDUs, and referrals to CAP for additional information.

- Life Force (a CBO), New York City, collaborates with the Bayview Correctional Facility in Manhattan to provide weekly HIV/AIDS education/support groups for female inmates. The groups focus on communication with family members and close contacts about risk behaviors, locating medical care, and other HIV-related information.

EDITORIAL NOTE

A recent report indicated that among entrants to 10 selected U.S. jails and federal and state prisons, the HIV seroprevalence rate was 2.1%-7.6% for men and 2.7%-14.7% for women. The high seroprevalences, compared to seroprevalences among first-time blood donors (males, 0.04%; females, 0.02%), underscore the need for providing primary and secondary HIV-prevention services to populations within the U.S. correctional system. To enhance their effectiveness, HIV-prevention programs for correctional institutions must provide adequate staff training and address issues of confidentiality.

In addition to high HIV seropositivity among prison entrants, HIV transmission occurs within prison settings, where a substantial proportion of inmates have histories of prior drug use. A report by the Natio-

nal Institute on Drug Abuse indicated that, based on a study during 1987-1989, approximately 83% of IDUs reported having been in jail or prison at some time. Because of the increased opportunities for transmission, the risk for HIV infection may be higher in prisons in which inmates serve longer terms or with large inmate populations.

The recent emergence of multidrug-resistant TB as an important opportunistic infection of HIV-infected persons underscores the need for secondary HIV-prevention services in correctional facilities. Persons in correctional institutions are at increased risk for TB because of the high prevalences of HIV infection and latent TB, overcrowding, poor ventilation, and the frequent transfer of inmates within and between institutions.

Because of the risks for HIV infection among prisoners, state and local health departments are encouraged to identify opportunities to implement HIV-prevention activities in correctional facilities. Organizations receiving funding through the 1992 Cooperative Agreements for Minority and Other Community-Based HIV Prevention Projects are required to collaborate with local juvenile and adult criminal justice systems, correctional institutions, or parole programs providing HIV-prevention and education services.

SELF-COMPREHENSION CHECK

What is the focus of HIV counseling and prevention programs?

What people have mostly been counseled within the programs?

What is the focus of health education programs? Who are the programs for? Who provides the services within the programs?

What is the HIV seropositivity among entrants? Where is the risk of transmission higher? Why?

Why are inmates at higher risk for TB?

6. What institutions are encouraged to implement HIV-prevention within corrections? Why? Who do they cooperate with?

LANGUAGE USE

TASK 1. Find the defined words in the text:

1. the act of giving professional advice to somebody with a problem

2. the condition of being either seropositive or seronegative
3. after a blood test, showing immunological evidence of infection, either current or previous, with a particular bacterium, virus or other agent
4. put somebody in prison
5. make something smaller in size, number, degree, etc.
6. something designed or created to provide a service or fulfill a need (*often used in the plural*)
7. acting as an experienced adviser and supporter usually to somebody younger and less experienced
8. one of a number of people living together, especially in a hospital, prison or some other institution
9. action or process of transmitting or being transmitted
10. existing but not yet active, developed or visible
11. particular group or type of people

TASK 2. Match words in Column A with appropriate words in Column B:

A	B
1. correctional	a. users
2. medical	b. entrants
3. injecting-drug	c. behaviors
4. community-based	d. support
5. peer	e. training
6. access	f. kit
7. safety	g. transmission
8. risk	h. facilities
9. blood	i. to health care services
10. staff	j. organizations
11. prison	k. services
12. HIV	l. treatment
13. HIV prevention	m. donors
14. to receive	n. funding

TASK 3. Write appropriate prepositions:

to provide 1 information 2 HIV
the behaviours that place people 3 risk 4 HIV infection
routine screening 5 TB
persons who exchange sex 6 money and drugs
inmates 7 histories 8 prior drug use
a referral 9 a hospital 10 diagnostic and treatment services
the increased opportunities 11 transmission
primary and secondary HIV-prevention services 12 correctional facilities
HIV-prevention education program 13 incarcerated youth
to reinforce risk-reduction behaviours 14 providing adult mentoring
access 15 health-care services

TASK 4. What do the acronyms stand for? Write your answers on the right:

1 HIV	
2 IDU	
3 CBO	
4 ATU	
5 STD	
6 TB	
7 AIDS	
8 CAP	
9 US	

FOLLOW-UP DISCUSSION

1. In pairs make a list of things that are effective in HIV prevention. Start with the most effective ones and finish with the least effective ones. Give arguments to support your point of view.

TEXT
3. HIV/AIDS EDUCATION AND PREVENTION

PRE-READING

1. What do you know about HIV/AIDS prevention in Lithuania?

As of 1997, about two-thirds of correctional facilities in the U.S. were providing instructor-led HIV/AIDS education, the most basic ingredient of an education and prevention program. Moreover, while most HIV education programs covered basic information on the disease, far fewer included practical risk reduction information, such as strategies for negotiating safer sex and methods of safer injection. Only about a third were providing more intensive multi-session HIV prevention counseling programs, the type of program probably needed to help inmates initiate and sustain the difficult behavioral changes required to reduce their risks of acquiring or transmitting HIV and other infectious diseases. Finally, only 13% of prisons and 3% of jails were offering peer-based programs in which inmates provide education and prevention services to other inmates. This represents an extremely under utilized but promising and potentially very cost-effective method of providing these services.

One definition of a "comprehensive" HIV/AIDS education and prevention program is that all of the following are provided in all of a correctional system's facilities: instructor-led education; HIV pre- and post-test counseling; peer-led programs; and multi-session prevention counseling. By this definition, only 10% of state and federal prison systems and only 5% of the 50 largest jail systems in the U.S. had a comprehensive program in 1997.

Beyond this, some may consider a "comprehensive" program to include provision of the means necessary to effectuate HIV risk reduction. Perhaps the most commonly advocated such policy is making condoms available to inmates. However, political considerations have made it extremely difficult for correctional administrators to permit condom distribution even though it is hard to deny that inmates engage in sexual activity within correctional facilities. As a consequence, only two state prison systems (Vermont and Mississippi) and four ci-

ty/county jail systems (District of Columbia, New York City, Philadelphia, and San Francisco) make condoms available to inmates. This number has not changed since about 1990.

Substance Abuse and Treatment

The vast majority of correctional inmates have substance abuse problems. Successful treatment and achievement of permanent sobriety normally require multiple and prolonged treatment episodes. Periods of incarceration offer important opportunities to provide substance abuse treatment and thereby increase ex-offenders' chances of resisting relapse and avoiding recidivism.

Nevertheless, statistics from the Center on Addiction and Substance Abuse (CASA) at Columbia University reveal a serious and growing gap between the number of inmates needing drug treatment and those receiving treatment. In 1996, CASA estimated, there were 840,000 inmates in need of treatment but only 150,000 (18%) in treatment in correctional facilities. Current drug treatment programs are rarely offered to individuals in jails or who are serving short sentences.

Collaboration Needed

Correctional systems cannot be expected to take full responsibility for addressing the serious public health problem or exploiting the important public health opportunity represented by the related epidemics of infectious diseases in correctional facilities. Public health departments, community-based organizations such as AIDS service organizations and community-based substance abuse treatment agencies, and other community-based providers have critical roles to play as well. There is increasing collaboration among these entities, but there remain far more opportunities and needs for working together. There are differences in philosophy and priority among these organizations, to be sure, but there are also growing examples of overcoming the barriers and forging successful collaborations to provide needed services to inmates and releasees as well as to benefit the public health and serve the interests of society at large.

SELF-COMPREHENSION CHECK

1. *What is the underlying component of an education and prevention program?*

2. *What do most HIV-prevention programs include and what do they often lack?*

3. What makes this kind of program more effective and needed?
4. What is the distinctive feature of peer-based programs?
5. What makes HIV/AIDS education 'comprehensive'?
6. What problems do many inmates face?
What makes the treatment successful?
In what sense are periods of confinement important?
How often are drug treatment programs offered?
10. Who pay critical roles in addressing the HIV/AIDS prevention issues?
11. What is the collaboration among these institutions?
12. What is the difference among these institutions?
13. What changes are occurring in this sphere?

LANGUAGE USE

TASK 1. a) Find the defined words in the text.

1. a person who has recently joined a profession, university, program, etc.
2. to emphasize or show that sth is important or true
3. to listen to and give support or professional advice to sb who needs help
4. a formal examination of evidence in a court of law by a judge and often a jury, to decide if somebody accused of a crime is guilty or not
5. the state of living in a particular place
6. a record of sth happening frequently in the past life o a person, family or place; the set of facts that are known about sb's past life
7. as a whole; in general
8. to stop sth unpleasant or harmful from happening or from getting worse
9. to cause pain or trouble to sb/sth over a period of time
10. too large or too small when compare with sth else
11. a new or difficult task that tests sb's ability and skill
12. a plan of action agreed or chosen by a political party, a business, etc.
13. the state of not being drunk or under the influence of some other substance

b) Match the medical words with their definitions.

1. symptomatic	a. a large number of cases of a particular disease happening at the same time in a particular community
2. disease	b. not affected by many drugs
3. opportunistic	c. a chemical that is used to make sth become white or pale and as a disinfectant
4. latent	d. an illness affecting humans, animals or plants, often caused by infection
5. multi-drug resistant	e. being a sign of an illness or a problem
6. drug	f. that can be passed easily from one person to another, especially through the air they breath
7. bleach	g. showing clear evidence that a particular substance or medical condition is present
8. infectious	h. *1)* an illegal substance that some people some, inject, etc to give them pleasant or exciting feelings; *2)* a substance used as a medicineor used in a medicine
9. positive	i. harmful to people whose immune system has been made weak by disease or drugs
10. relapse	j. existing, but not yet very noticeable, active or well developed
11. epidemic	k. the fact of becoming ill/sick again after making an improvement

TASK.2 What do the abbreviations stand for?

1. HIV _____
2. AIDS _____
3. TB _____
4. STD _____
5. IDU _____
6. CBO _____
7. CASA _____
8. ATU _____

TASK 3. Make phrases by joining verbs from Box A with appropriate nouns from Box B. Note that you will have to use some nouns and verbs more than once.

Box A

to take, to avoid, to initiate, to benefit, to sustain, to serve, to address, to resist, to need, to implement, to reduce, to receive, to provide, to overcome, to forge, to offer

Box B

a program, services, relapse, the public health, a sentence, treatment, risk, a problem, collaboration, recidivism, a barrier, changes, responsibility

TASK 4. a) Add the correct prefix to the given words

over-	offender
pre-	utilize
under-	come
ex-	test counseling
post-	test counseling

b) Make compounds by combining appropriate parts:

cost-	reduction programs
instructor-	risk behavior
peer-	effective methods
community-	led education
injecting-	drug users

risk-	sharing partners
needle-	based organizations
HIV-	led programs
health-	prevention activities
high-	care services
discharge-	prevention education
HIV-	risk populations
at-	infected persons
STD-	planning programs

c) What does the combining form 'multi-' add to the meaning of the words?

multi-drug
multi-session
multi-purpose

TASK 5. a) Sort the given verbs into two groups: (1) those having the meaning of 'to become or make something smaller in amount, number, etc., and (2) those having the meaning of 'to become or make something bigger/larger in amount, number, etc.:

to reduce, to decline, to decrease, to increase, to fall, to rise

(1)	(2)

b) What are the corresponding nouns?

c) Make sentences of your own using the verbs and nouns from a) and b) in sentences of your own.

FOLLOW-UP DISCUSSION

1. Discuss the situation if anybody you love or you get infected by HIV? What would be your reaction and what would you do first?

LIST OF EXPRESSIONS THAT MAY BE USEFUL WHILE DISCUSSING

Opening phrases to repeat the statements and keep the conversation going:

I will start by saying (claiming) that ...
What I mean to say is...
You are free to disagree with me but...
My point is that ...
Much depends on who (when, what, how) ...
I'd like to make it clear ...
It is well known fact that ...
It seems reasonable to assume that ...
My own viewpoint is that ...
It's worth considering (appreciating) ...
I should like to make it clear that ...
It is hardly likely that ...
One cannot say that ...
One must admit that ...
It must be admitted that ...
All I mean to say is that ...
To begin with, my point is that ...
I am all for ... but ...
It's too much to say that ...
There is no point in denying that ...

For expressing one's personal view or summarizing the discussion:

As for me ...
As concerns ...
As far as I am concerned ...

What I mean to say is ...
Summing up the discussion ...
In conclusion, I may say ...
To summarize the topic ...
It seems reasonable to say ...
Summarizing the discussion ...
On the whole. In the long run ...
In conclusion, I must say ...
There is one more thing to be noted ...
It may as well add that ...

For Agreement in order to confirm something; to express consent:

Right you are (it is). It‘s right.
Quite so. Absolutely correct.
I quite agree to it, that ...
I think it is right.
That‘s right. It‘s O.K.
Exactly. Quite so. (Certainly)
It‘s correct to say.
I share this viewpoint.
I am convinced that ...
This is a convincing argument.
The statement is convincing by itself.
Although no conviction serves as a proof ...
I share this viewpoint.
This is the case.
I fully agree to it.
I accept it fully.
I am confirmed in my opinion that ...
The statement may be confirmed by ...
One can confirm it by further ...
I hold a similar view ...

For Disagreement or to express doubt in respose to the statements:

It‘s not correct (It‘s not right; It‘s wrong) I am afraid.

Not at all.
On the contrary. Far from it.
Quite the reverse.
Just the other way around.
I‘m afraid you are mistaken here.
I don‘t quite agree to it.
Excuse me, but ...
It‘s unlikely.
I don‘t think this is just the case.
I deny that the statement is true.
That doesn‘t sound convincing enough. I doubt it.

VOCABULARY

abandon [ə'bændən] *v* 1 palikti, pamesti *(šeimą, laivą ir pan.)* 2 nustoti *(ką darius)*, mesti, atsisakyti

abduct [əb'dʌkt] *v* pagrobti, prievarta/apgavyste išvesti *(moterį, vaiką)*

abduction [əb'dʌkʃn] *n* 1 pagrobimas *ir pan.*, 2 *fiziol.* abdukcija

abridge [ə'brɪdʒ] *v* 1 (su)trumpinti, 2 (su)siaurinti, (ap)riboti *(teises ir pan.)* 3 atimti *(of)*

absence ['æbsəns] *n* 1 nebuvimas, neatvykimas; ***leave of absence*** nemokamos atostogos;

absences from school pamokų praleidinėjimas; 2 trūkumas, stoka

abstain [əb'steɪn] *v* susilaikyti; ***to abstain from drinking*** negerti, būti abstinentu

abstract ['æbstrækt] *a* 1 abstraktus, atsietinis; 2 sunkiai suprantamas

abuse ↳ *n* [ə'bju:s] 1 piktnaudžiavimas ***substance abuse*** piktnaudžiavimas alkoholiniais gėrimais ir narkotikais; 2 plūdimasis, koneveikimas; užgauliojimas; 3 prievartavimas, blogas/šiurkštus elgimasis*(su)*; tvirkinamieji veiksmai ↳ *v* [ə'bju:z]1 piktnaudžiauti 2 koneveikti, plūsti; užgaulioti 3 blogai elgtis *(su)*

accelerate [ək'seləreɪt] *v* 1 (pa)greitinti; (pa)spartinti; 2 didinti greitį, greitėti

accept [ək'sept] *v* 1 priimti; 2 sutikti, pritarti; pripažinti

acceptable [ək'septəbl] *a* 1 priimtinas; 2 mielas, laukiamas

access ['ækses] ↳ *n* 1 priėjimas; 2 įėjimas; galimybė/leidimas įeiti/gauti/naudotis;

accountability [ə,kauntə'bɪlətɪ] *n* 1 atsakingumas; 2 atskaitomybė, atskaitingumas

achievement [ə'tʃi:vmənt] *n* pasiekimas, laimėjimas; pasieka

acquaint [ə'kweɪnt] *v* 1 supažindinti *(with – su)*; 2 pranešti, informuoti

acquire [ə'kwaɪə] *v* į(si)gyti; iš(si)ugdyti, išmokti

acquisition [ˌækwɪ'zɪʃn] *n* 1 į(si)gijimas; įgijinys; 2 išmokimas, *(darbo)* perpratimas

acute [ə'kju:t] *a* 1 aštrus 2 įžvalgus, pastabus, nuovokus

adequate ['ædɪkwət] *a* 1 atitinkamas; 2 pakankamas; 3 galintis, kompetentingas

addict ['ædɪkt] ↳ *n* narkomanas *(t. p.* ***drug addict****)*;↳ *v* [ə'dɪkt] būti įpratusiam *(daryti ką nors bloga)*

addiction [ə'dɪkʃn] *n* polinkis; žalingas įprotis; ***drug addiction*** narkomanija

addictive [ə'dɪktɪv] *a* 1 įprantamas *(apie narkotikus)*; 2 užkrečiamas

adequate ['ædɪkwət] *a* 1 adekvatus; atitinkantis; 2 pakankamas; 3 kompetentingas

adherence [əd'hɪərəns] *n* 1 ištikimybė, 2 griežtas *(taisyklių ir pan.)* laikymasis

adjudicate [ə'dʒu:dɪkeɪt] *v* 1 (nu)spręsti, nutarti; 2 *teis.* pripažinti; (nu)teisti

adjudicator [ə'dʒu:dɪkeɪtə] *n teis.* arbitras

adolescent [ˌædə'lesnt] ↳ *a* paauglіškas; paaugęs ↳ *n* paauglys

adopt [ə'dɔpt] *v* įvaikinti, įsūnyti, įdukrinti; ***adopted son*** įsūnis

adoptee [ˌædɔp'ti:] *n* įvaikis, augintinis

adoptive [ə'dɔptɪv] *a* įvaikintas, įsūnytas, įdukrinta; ***adoptive mother*** įmotė

adverse ['ædvə:s] *a* 1 neigiamas, nepalankus; 2 priešiškas

advertisement [əd'və:tɪsmənt] *n* 1 reklama; reklamavimas(is); 2 skelbimas

advisory [əd'vaɪzərɪ] *a* patariamasis; konsultacinis *(apie įstaigą, organizaciją)*

advocacy ['ædvəkəsɪ] *n* 1 gynimas, palaikymas; 2 advokatūra; 3 atstovavimas

advocate ↳ *n* ['ædvəkət] 1 gynėjas; 2 advokatas; ↳ *v* ['ædvəkeɪt] ginti, palaikyti; propaguoti

affect [ə'fekt] *v* 1 (pa)veikti; 2 (su)jaudinti; 3 paliesti, pakenkti

affiliation [əˌfɪlɪ'eɪʃn] *n* ***affiliation order*** teismo nurodymas mokėti alimentus

affirmation [ˌæfə'meɪʃn] *n* 1 (pa)tvirtinimas; teigimas; 2 *teis.* iškilmingas pasižadėjimas

aftercare ['a:ftəkɜə] *n med.* sveikstančiojo priežiūra, reabilitacija

aged ['eɪdʒɪd] *a* 1 senas, senyvas, nusenęs; 2[eɪdʒd] subrendęs, išlaikytas

agency ['eɪdʒənsɪ] *n* 1 agentūra, institucija, įstaiga; ***travel agency*** kelionių biuras

aggregate ['ægrɪgət] *n* visuma ✧ ***in (the) aggregate*** iš viso, apskritai

aging ['eɪdʒɪŋ] *n amer.* = **ageing** senėjimas

ailing ['eɪlɪŋ] *a* sergantis, ligotas, liguistas

alert [ə'lə:t] ↯ *n* pavojus, pavojaus signalas; ↯ *a* 1 budrus; pasirengęs *(pavojams; to);* 2 judrus, gyvas ↯ *v (ypač kar.)* 1 kelti aliarmą; 2 įspėti *(apie pavojų)*, padaryti budrų

allege [ə'ledʒ] *v* 1 *(nepagrįstai)* teigti, tvirtinti; įtarti 2 pareikšti *(teismui)*; aiškinti

allocution [ˌæləu'kju:ʃn] *n knyg.* iškilminga/pamokoma kalba, kreipimasis

ally ↯ *n* ['ælaɪ] 1 sąjungininkas 2 pagalbininkas; ↯ *v* [ə'laɪ] sudaryti sąjungą

alter ['ɔ:ltə] *v* 1 keisti(s); 2 perdirbti; persiūti

amend [ə'mend] *v* 1 taisyti(s): 2 redaguoti, (pa)daryti pataisas/pakeitimus

anger ['æŋgə] *n* pyktis; ***anger management*** pykčio tramdymas

annual ['ænjuəl] *a* (kas)metinis

antibody ['æntɪˌbɔdɪ] *n fiziol.* antikūnis

anticipate [æn'tɪsɪpeɪt] *v* 1 numatyti, nujausti; laukti, tikėtis *(gauti)*; 2 (pa)greitinti, (pri)artinti *(ko pradžią)*; 3 (pa)daryti/pasakyti anksčiau, užbėgti už akių

anxiety [æŋ'zaɪətɪ] *n* 1 rūpestis 2 nerimastavimas *(about, over);* 3 troškimas *(for)*

applicable ['æplɪkəbl] *a* 1 (pri)taikomas; 2 tinkamas, galiojantis

applicant ['æplɪkənt] *n* 1 pareiškimo/prašymo įteikėjas, prašytojas

application [ˌæplɪ'keɪʃn] *n* prašymas, pareiškimas

appreciate [ə'pri:ʃɪeɪt] *v* 1 (į)vertinti; suprasti *(vertę)* 2 branginti; pripažinti;

approach [ə'prəutʃ] *n* 1 pri(si)artinimas; 2 požiūris, traktavimas; būdas

appropriate ↯ *a* [ə'prəuprɪət] 1 (ati)tinkamas; 2 būdingas ↯ *v* [ə'prəuprɪeɪt] 1 savintisi; 2 (pa)skirti

array [ə'reɪ] ↳ *n* 1 rinkinys, komplektas *(tvarkingai išdėstytas)*; 2 daugybė; 3 *teis.* prisiekusiųjų (tarėjų) sąrašas; ↳ *v teis.* sudaryti prisiekusiųjų teisėjų sąrašą

assault [ə'sɔ:lt] *n* 1 (už)puolimas; ataka, šturmas ;2 *teis.* grasinimas smurtu/prievarta

assert [ə'sə:t] *v* 1 tvirtinti, pareikšti 2 *(ryžtingai)* ginti, įrodinėti *(savo teises)*

assertive [ə'sə:tɪv] *a* 1 tvirtinantis; kategoriškas; 2 pernelyg atkaklus, užsispyręs

assess [ə'ses] *v* 1 (į)vertinti *(padėtį ir pan.)*; atestuoti; 2 nustatyti, apskaičiuoti *(mokesčius, baudą, nuostolius);* 3 *fin.* apmokestinti; įvertinti turtą *(dėl mokesčių; at)*

assessment [ə'sesmənt] *n* 1 (į)vertinimas; atestavimas; 2 apmokestinimas

asset ['æset] *n* 1 vertingas dalykas, turtas *(to – kam)*; *pl fin.* aktyvai; lėšos

assign [ə'saɪn] *v* 1 pavesti *(užduotį, darbą)* 2 (pa)skirti, nustatyti; 3 paskirti *(į tarnybą)*; 4 skirti, asignuoti 5 atiduoti; priskirti; 6 *teis.* perleisti, perduoti *(teises ir pan.)*

assignment [ə'saɪnmənt] *n* užduotis, pavedimas

assist [ə'sɪst] *v* 1 pagelbėti, padėti; 2 dalyvauti, asistuoti *(in);* 3 būti *(at)*

assistance [ə'sɪstəns] *n* pagalba, parama

associate ↳ *n* [ə'səuʃɪət, ə'səusɪ-] 1 kolega, bendradarbis, partneris; 2 bendrininkas, sąjungininkas; ↳ *v* [ə'səuʃɪeɪt, ə'səusɪ-] 1 jungti(s); 2 bendrauti, susidėti *(with)*

attorney [ə'tə:nɪ] *n* 1 įgaliotasis asmuo, patikėtinis; 2 *amer.* teisininkas, advokatas

attribute ↳ *n* ['ætrɪbju:t] bruožas; savybė, atributas ↳ *v* [ə'trɪbju:t] 1 priskirti *(to – kam;)* 2 aiškinti

audience ['ɔ:dɪəns] *n* 1 auditorija; klausytojai; 2 audiencija; 3 *teis.* išklausymas, bylos svarstymas **augment** [ɔ:g'ment] *v* papildyti, (pa)didinti; (pa)didėti, (pri)augti

auspices ['ɔ:spɪsɪz] *n pl* globa; ***under the auspices*** *(of) (kieno)* globojamas, remiamas; *(kam)*globojant

authority [ɔ:'θɔrətɪ] *n*1 valdžia; 2 valdžios organai/įstaigos, administracija; 3 autoritetas

authorization [ˌɔ:θəraɪ'zeɪʃn] *n* 1 įgaliojimų/teisių/valdžios suteikimas 2 įgaliojimas, sankcija; leidimas

aversive [ə'və:sɪv] *a* sukeliantis bjaurėjimąsi *(alkoholiu ir pan.)*

aware [ə'wɜə] *a* 1 žinantis; ***to be aware*** *(of; that)* žinoti, suprasti; 2 sąmoningas

awareness [ə'wɜənɪs] *n* supratimas; ***political awareness*** politinis sąmoningumas

bachelor ['bætʃələ] *n* 1 viengungis; 2 bakalauras

background ['bækgraund] *n* biografijos faktai, kilmė, išsilavinimas, kvalifikacija

bandan(n)a [bæn'dænə] *n* didelė spalvota skarelė *(ppr. nešiojama ant kaklo)*

bang [bæŋ] *v* 1 trenkti; trankyti(s); 2 trinktelėti, pokštelėti *(apie duris, šūvį ir pan.)*;

befriend [bɪ'frend] *v* būti draugiškam, padėti; susidraugauti

behalf [bɪ'ha:f] *n*: ***on****/amer.* ***in behalf*** *(of)* a) dėl, *(kieno)* naudai; ***in/on my behalf*** man, dėl manęs; b) *(kieno)* vardu; ***in/on behalf of my friends*** mano draugų vardu

behaviour [bɪ'heɪvɪə] *n* elgimasis, elgsena, elgesys, manieros

beneficiary [ˌbenɪ'fɪʃərɪ] *n* 1 pasipelnytojas 2 fundacijos/turto gavėjas; paveldėtojas,

benefit ['benɪfɪt] ↳ *n* 1 nauda, pelnas; privilegija; 2*(draudimo ir pan.)* pašalpa, išmoka; ***to be on benefit*** gauti pašalpą; ***sickness benefit*** pašalpa dėl ligos; ***child benefit*** vaiko pašalpa *(daugiavaikei šeimai)*; ***retirement benefit*** a) pensija; b) vienkartė išmoka, išeinant į pensiją; ↳ *v* 1 padėti, duoti naudos; palankiai veikti, būti naudingam *(kam)*; 2 turėti naudos *(from, by – iš)*

beverage ['bevərɪdʒ] *n* gėrimas *(ypač alkoholinis)*

bias ['baɪəs] ↳ *n* 1 šališkumas; 2 nukrypimas, polinkis ↳ *v* nuteikti; daryti įtaką

bill [bɪl] *n* 1 sąskaita; 2 įstatymo projektas, bilis; 3 *amer.* banknotas; 4 *teis.* ieškinys;

✧ ***bill of rights*** pagrindinės piliečių teisės (užrašytos šalies konstitucijoje); ***Bill of Rights*** *ist.* a) Teisių bilis *(Anglijoje)*; b) pirmosios 10 JAV konstitucijos pataisų;

bizarre [bɪ'za:] *pr. a* keistas, keistuoliškas; įmantrus

blame [bleɪm] *v* laikyti kaltu, kaltinti; peikti *(for – dėl, už)*

bleach [bli:tʃ] ↳ *n* 1 balinimo medžiaga; 2 balinimas ↳ *v* balinti; šviesinti *(plaukus)*

bleak [bli:k] *a* 1 šaltas, atšiaurus ; ***bleak welcome*** šaltas sutikimas; 2 tamsus, niūrus

blend [blend] *n* 1 mišinys, derinys *(of – ko)*; 2 perėjimas iš vienos spalvos į kitą

blood [blʌd] *n* kraujas; ***blood group/type*** kraujo grupė; ***blood pressure*** kraujo spaudimas; ***blood test*** kraujo tyrimas/analizė;

board [bɔ:d] ↳ *n* valdyba; taryba; komisija, kolegija; departamentas; ministerija

breach [bri:tʃ] *n (įstatymo, pažado ir pan.)* nesilaikymas, (su)laužymas; pažeidimas

breakdown [ˈbreɪkdaun] *n* 1 visiškas *(jėgų, sveikatos)* išsekimas; 2 žlugimas; iširimas

breathalyser, -yzer [ˈbreθəlaɪzə] *n* respiratorinis vamzdelis *(girtumui nustatyti)*

bribe [braɪb] ↳ *n* kyšis, papirkimas; ↳ *v* duoti kyšį, papirkti

cancer [ˈkænsə] *n med.* vėžys, piktybinis navikas

capacity [kəˈpæsətɪ] *n* 1 (su)gebėjimas; gabumai; 2 kompetencija; 3 *teis.* teisnumas

captive [ˈkæptɪv] ↳ *n* belaisvis ↳ *a* paimtas į nelaisvę

care [kɜə] *n* 1 rūpinimasis; priežiūra; slaugymas; rūpyba, globa *(t. p. teis.)*; ***day care*** dieninė globa; ***to take care of smb*** rūpintis, pasirūpinti kuo, prižiūrėti ką; ***in care*** *(of) (kieno)* globojamas; ***under the care of a physician*** gydytojo prižiūrimas; 2 atsargumas

caregiver [ˈkɜəgɪvə] *n (vaiko, ligonio)* globėjas, slaugytojas

caretaker [ˈkɜəteɪkə] ↳ *)* prižiūrėtojas ↳ *a* laikinai pavaduojantis

caring [ˈkɜərɪŋ] ↳ *n* užjautimas; prisirišimas; ↳ *a* 1 prisirišęs; 2 slaugos; globėjiškas

case [keɪs] *n* 1 atvejis; reikalas; 2 argumentai, faktai *(for, against)*; 3 *teis.* byla; parodymas;

case management bylos tvarkymas 4 *teis.* precedentas

cautious [ˈkɔ:ʃəs] *a* atsargus, apdairus

cell [sel] *n (kalėjimo)* kamera; ***solitary cell*** vienutė; ***condemned cell*** mirtininkų kamera

certification [sə¸tɪfɪˈkeɪʃn] *n* 1 pažymėjimas, liudijimas; atestacija 2 pažymėjimo išdavimas

chain [tʃeɪn] ↳ *n* 1 grandinė(lė); 2 *(ppr. pl) prk.* pančiai, grandinės; ↳ *v* 1 pririšti, prirakinti *(grandine; to; t. p.* ***chain down/up****)*; 2 *prk.* būti prirakintam; 3 sukaustyti, supančioti *(t. p.* ***chain together****)*

challenge ['tʃælɪndʒ] *n*↳ 1 iššūkis; 2 sunkumas, išbandymas *(jėgų)*; 3 *(sargybinio)* šūktelėjimas; 4 *teis. (prisiekusiųjų)* nušalinimas; ↳ *v* 1 mesti iššūkį; 2 abejoti; (nu)ginčyti

charge [tʃa:dʒ] ↳ *n* 1 kaltinimas; ***robbery charge*** kaltinimas apiplėšimu; 2 globa;

atsakomybė, pareiga; ***to be/take in charge*** *(of)* vadovauti, būti atsakingam; prižiūrėti, globoti; ***to give smb in charge*** perduoti ką policijai; 3 globotinis, auklėtinis; ↳ *v*(ap)kaltinti; ***to charge with murder*** kaltinti žmogžudyste; 2 prašyti, imti, nustatyti kainą

chlamydia [klə'mɪdɪə] *n* venerinis susirgimas panašus į gonorėją

circumstance ['sə:kəmstəns] *n pl* aplinkybės, sąlygos; ***in/under thecircumstances*** tokiomis sąlygomis **civic** ['sɪvɪk] *a attr* 1 pilietinis, piliečių; ***civic duties [rights]*** piliečio pareigos [teisės] 2 miesto, miestiečių

civic centre miesto administracinis centras *(kvartalas su rotuše, miesto biblioteka, ligonine ir pan.)*

clarify ['klærɪfaɪ] *v* paaiškinti, išaiškinti; išaiškėti; ***to clarify the disputes*** išspręsti ginčus

clause [klɔ:z] *n (dokumento)* straipsnis, skirsnis, punktas; *(sutarties)* išlyga

clearance ['klɪərəns] *n* 1*(oficialus)* leidimas; ***certificate of customs clearance*** muitinės pažymėjimas; 2 *(lėktuvo, laivo)* dokumentų (su)tvarkymas *(įskrendant, išskrendant, įplaukiant, išplaukiant)*

clemency ['klemənsɪ] *n* malonė; gailestingumas, atlaidumas

clergy ['klə:dʒɪ] *n kuop.* dvasininkija, dvasininkai

clientele [ˌkli:ən'tel] *pr. n kuop.* klientai, klientūra

closet ['klɔzɪt] *n* 1 *amer.* drabužinė, sieninė spinta; 2 *ret.* išvietė, klozetas

clothes [kləuðz] *n pl* drabužiai, apdarai; ***in plain clothes*** civiliniais drabužiais

coercion [kəu'ə:ʃn] *n* (pri)vertimas, prievarta; ***under coercion*** prievarta, priverstinai

cognition [kɔg'nɪʃn] *n* 1 *spec.* pažinimas, žinojimas; gebėjimas pažinti 2 *knyg.* supratimas

cognitive [ˈkɔgnɪtɪv] *a spec.* pažinimo, pažintinis; kognityvus ***cognitive skills*** – pažinimo įgūdžiai

cognizant [ˈkɔgnɪzənt] *a knyg.* žinantis, informuotas *(of)*

collaboration [kəˌlæbəˈreɪʃn] *n* 1 bendradarbiavimas; ***in collaboration with*** bendradarbiaujant su; 2 kolaboravimas, išdavikiškas bendradarbiavimas *(with)*

combat [ˈkɔmbæt] ↳ *n* kova, mūšis; ↳ *v* 1 kovoti, kautis, grumtis 2 stengtis įveikti

commit [kəˈmɪt] *v* 1 (pa)daryti *(ką bloga)*; ***to commit a crime*** padaryti nusikaltimą

to commit suicide nusižudyti; 2 įpareigoti; *refl* įsipareigoti; prisiimti atsakomybę

commitment [kəˈmɪtmənt] *n* 1 įsipareigojimas; 2 atsidavimas, pasišventimas; 3*(nusikaltimo)* įvykdymas

committed [kəˈmɪtɪd] *a* 1 atsidavęs, pasiaukojęs; 2 turintis įsipareigojimų 3 skirtas *(apie lėšas, laiką)*

common [ˈkɔmən] ↳ *a* 1 dažnai pasitaikantis; įprastas; 2 bendras; visų; 3 paprastas;

↳ *n* 1 tai, kas bendra; ***in common*** bendrai; ***in common with*** kartu su

companionship [kəmˈpænjənʃɪp] *n* 1 draugavimas, draugystė; 2 draugija, kompanija

compassion [kəmˈpæʃn] *n* gailestis, užuojauta *(for)*

compel [kəmˈpel] *v* 1 priversti; 2 patraukti, prikaustyti *(dėmesį ir pan.)*

compliance [kəmˈplaɪəns] *n* 1 sutikimas; ***in compliance with your wishes*** atsižvelgiant į jūsų norus; 2 nuolaidumas, paklusnumas; laikymasis *(susitarimo ir pan.)*

comply [kəmˈplaɪ] *v* 1 sutikti; ***to comply with a request*** patenkinti/įvykdyti prašymą; 2 laikytis *(taisyklių)*

comprehensive [ˌkɔmprɪˈhensɪv] ↳ *n* valstybinė bendrojo lavinimo mokykla; ↳ *a* 1 visapusis, išsamus, platus; 2 vidurinis *(apie mokslą, mokyklą)*

concept [ˈkɔnsept] *n* sąvoka, idėja; bendras supratimas, koncepcija

conceptual [kənˈseptʃuəl] *a* abstraktus, spekuliatyvus; sąvokinis, konceptualus

concern [kən'sə:n] ↳ *n* 1 rūpestis, nerimas; 2 reikalas; ↳ *v* 1 sietis, turėti ryšį; 2 rūpėti

conclude [kən'klu:d] *v* 1 (pa)daryti išvadą; nuspręsti 2 (už)baigti *(kalbą ir pan.)*; 3 sudaryti *(sutartį)*

condom ['kɔndəm] *n* prezervatyvas

conducive [kən'dju:sɪv] *a* palankus, padedantis, prisidedantis *(to)*

conduct ↳ *n* ['kɔndʌkt] 1 elgesys; 2 vadovavimas, tvarkymas↳ *v* [kən'dʌkt] vadovauti, vesti; tvarkyti **confidence** ['kɔnfɪdəns] *n* 1 pa(si)tikėjimas; 2 įsitikinimas, tikėjimas *(savo teisumu)*; 3 slaptas/konfidencialus pranešimas, paslaptis;*(paslapties ir pan.)* patikėjimas, atskleidimas

confidentiality [ˌkɔnfɪdenʃɪ'ælətɪ] *n* konfidencialumas; slaptumas

confine [kən'faɪn] *v* uždaryti, izoliuoti, neišleisti; įkalinti

confinement [kən'faɪnmənt] *n* 1 įkalinimas, laisvės atėmimas, izoliavimas; ***in confinement*** a)įkalintas;

b) uždarytas psichiatrinėje ligoninėje; 2 *(laisvės, judėjimo)* apribojimas; ***home confinement –*** namų areštas

confirm [kən'fə:m] *v* patvirtinti

conform [kən'fɔ:m] *v* 1 pri(si)taikyti, pri(si)derinti (*to);* 2 paklusti *(taisyklėms, to, with)*; 3 atitikti *(to)*

conjugal ['kɔndʒugl] *a* santuokinis, vedybinis; sutuoktinių

consent [kən'sent] ↳ *n* sutikimas; leidimas; ↳ *v* sutikti, leisti; pritarti *(to)*

consequence ['kɔnsɪkwəns] *n* 1 padarinys, rezultatas; 2 reikšmė, svarba

consequent ['kɔnsɪkwənt] ↳ *a* 1 einantis *(po) (on, upon)*; išplaukiantis *(iš)*; 2 logiškas, nuoseklus; ↳ *n* padarinys, rezultatas

consider [kən'sɪdə] *v* 1 manyti; laikyti; 2 svarstyti; (ap)galvoti; 3 atsižvelgti, skaitytis

consideration [kənˌsɪdə'reɪʃn] *n* 1 (ap)svarstymas, aptarimas; 2 aplinkybė; 3 dėmesys, atidumas; *(žmonių)* tausojimas; 4 atlyginimas, kompensacija

consist [kən'sɪst] *v* 1 susidėti, susidaryti *(of – iš)* 2 būti neatsiejamam *(in – nuo)*

consistency [kən'sɪstənsɪ] *n* 1 nuoseklumas, logiškumas; pastovumas; 2 derinimas(is)

consistent [kən'sıstənt] *a* 1 nuoseklus, pastovus; 2 atitinkantis, derinąsis

constitute ['kɔnstıtju:t] *v* 1 sudaryti; 2 įkurti, įsteigti; 3 (pa)skirti *(pareigoms)*; 4 išleisti

consumer [kən'sju:mə] *n* vartotojas

consuming [kən'sju:mıŋ] *a attr* dominuojantis, svarbiausias

consumption [kən'sʌmpʃn] *n* (su)naudojimas, (su)vartojimas

contend [kən'tend] *v* 1 kovoti, varžytis *(against, with – su, for – dėl)*;2 susidurti; 3 tvirtinti; 4 ginčytis

contract[1] ↳ *n* ['kɔntrækt] kontraktas, sutartis; ↳ *v* [kən'trækt] 1 sudaryti kontraktą/sutartį; įsipareigoti; 2 įgyti, gauti *(įprotį, ligą ir pan.)*; 3 skolintis

contract[2] [kən'trækt] *v* su(si)traukti; (su)mažinti; (su)mažėti, (su)siaurėti

contribute [kən'trıbju:t] *v* 1 prisidėti, padėti; 2 įnešti indėlį/įnašą *(į mokslą ir pan.; to); 3* (pa)aukoti

convict ↳ *n* ['kɔnvıkt] nuteistasis; kalinys; ↳ *v* [kən'vıkt] *teis.* pripažinti kaltu, nuteisti

coordinator [kəu'ɔ:dıneıtə] koordinatorius

cope [kəup] *v* 1 susidoroti, susitvarkyti *(with);* 2 pakęsti *(sunkumus ir pan.; with)*

core [kɔ:] *n prk.* šerdis, pagrindas; esmė; ***the core of the problem*** problemos esmė; ***core curriculum*** *mok.* pagrindiniai mokymo dalykai; ***core subject*** *mok.* pagrindinė programos medžiaga

corporal ['kɔ:pərəl] *a knyg.* fizinis, kūno; ***corporal punishment*** fizinė bausmė

correctional [kə'rekʃnəl] *a* (iš)taisymo; pataisos; ***correctional institutions(facilities)*** pataisos įstaigos; ***correctional officer*** pataisos darbų įstaigos darbuotojas; ***correctional service*** jaunųjų nusikaltėlių priežiūra **corrections** [kə'rekʃns] *n* pataisos įstaigos

correlate ['kɔrəleıt] *v* būti siejamam, santykiauti *(with)*; (su)sieti tarpusavyje *(with, to)*

correspond [ˌkɔrı'spɔnd] *v* 1 atitikti, derintis *(to, with)*; 2 susirašinėti *(with)*

cost [kɔst] *n* 1 kaina; ***at no cost*** veltui; 2 savikaina; 3 *(ppr. pl)* išlaidos; ***cost of living*** (pra)gyvenimo minimumas; ***living costs*** (pra)gyvenimo išlaidos; 4 *pl* teismo išlaidos

cost-effective [ˌkɔstı'fektıv] *a* rentabilus

counsel [ˈkaunsl] *n* 1 patarimas; 2 pasitarimas, svarstymas; 3 planai, ketinimas; 4 *teis.* advokatas,

counsel(l)ing [ˈkaunsəlɪŋ] *n* 1 patarimas; *(psichologo)* konsultacija 2 *mok.* orientavimas; ***careers counsel(l)ing*** profesinis orientavimas

counsel(l)or [ˈkaunsələ] *n* patarėjas

counsellor-at-law [ˈkaunsləətˈlɔ:] *n amer.* advokatas

count [kaunt] ↳ *n* 1 skaičiavimas; 2 atsižvelgimas;; 3 *teis.* kaltinamojo akto punktas ↳ *v* 1 (su)skaičiuoti **counteract** [ˌkauntərˈækt] *v* veikti prieš; neutralizuoti *(t. p. prk.)*;

county [ˈkauntɪ] *n* grafystė *(Anglijos administracinis vienetas)*; apygarda *(JAV)*

covert [ˈkʌvət] ↳ *n* prieglauda, slėptuvė ↳ *a* (pusiau) paslėptas, slaptas, užmaskuotas

crack [kræk] *n* kokainas *(narkotikas; t. p.* ***crack cocaine****)*

create [kri(:)ˈeɪt] *v* 1 (su)kurti, sudaryti; 2 (pa)daryti *(įspūdį)*; (su)kelti *(jausmą, sensaciją)*

credibility [ˌkredɪˈbɪlətɪ] *n* 1 tikėtinumas, (į)tikimumas; 2 patikimumas

credit [ˈkredɪt] *n* 1 (pasi)tikėjimas; 2 geras vardas; 3 *fin.* kreditas, skola; paskola; 4 *mok.* įskaita

creed [kri:d] *n* 1 tikėjimas, religija; 2 pažiūros, įsitikinimai, credo

cross-examination [ˌkrɔsɪgzæmɪˈneɪʃn] *n teis.* kryžminė apklausa

crucial [ˈkru:ʃl] *a* kritiškas, lemiamas; ***crucial problem*** pagrindinė/svarbiausia problema

cumulative [ˈkju:mjulətɪv] *a* 1 augantis, didėjantis; 2 sukauptas, surinktas; suvestinis

curling-irons [ˈkə:lɪŋˌaɪənz] *n pl* žnyplės plaukams garbanoti

current [ˈkʌrənt] *a* 1 einamasis; dabartinis; 2 paplitęs, *(labai)* vartojamas

curriculum [kəˈrɪkjuləm] *n (universiteto, instituto, mokyklos)* mokymo planas/programa

custody [ˈkʌstədɪ] *n* 1 globa; 2 saugojimas, laikymas; 3 suėmimas, kardomasis kalinimas ***to take into custody*** suimti, uždaryti į kalėjimą *(iki teismo)*

customary [ˈkʌstəmərɪ] *a* įprastinis; įprastas *(apie elgesio normas)*; ***customary law*** *teis.* paprotinė teisė

deal [di:l] *v* (dealt) 1 būti *(kieno)* klientu *(with)*; 2 nagrinėti, spręsti

decent ['di:snt] *a* 1 padorus, švankus; 2 tinkamas, geras; 3 malonus, šaunus

decline [dɪ'klaɪn] *v* 1 smukti, (su)mažėti 2 prastėti, blogėti, silpti *(apie sveikatą ir pan.)* 3 nepriimti **decode** [ˌdi:'kəud] *v* dekoduoti, dešifruoti, iššifruoti

deem [di:m] *v knyg.* manyti, būti nuomonės

defendant [dɪ'fendənt] *n teis.* teisiamasis, kaltinamasis; atsakovas

defensive [dɪ'fensɪv] ↳ *n* gynyba; ↳ *a* 1 ginamasis, gynybos; apsauginis; kuris teisinasi

deficiency [dɪ'fɪʃnsɪ] *n* stoka, deficitas; nepakankamumas; ***deficiency disease*** *med.* avitaminozė, vitaminų stoka *(liga)*; ***heart deficiency*** *med.* širdies nepakankamumas

delinquency [dɪ'lɪŋkwənsɪ] *n* 1 nusikalstamumas *(paauglių);* 2 smulkūs nusikaltimai; prasižengimas

delinquent [dɪ'lɪŋkwənt] ↳ *n* nusikaltėlis, teisės pažeidėjas *(ypač apie paauglius)* ***juvenile offender/ delinquent*** nepilnametis/mažametis nusikaltėlis 2 nesubrendęs, vaikiškas; ↳ *a* 1 nusikaltęs; nusikaltėlių

delivery [dɪ'lɪvərɪ] *n* pristatymas; atgabenimas; ***delivery of services*** paslaugų teikimas

demand [dɪ'ma:nd] *n* 1 (pa)reikalavimas; 2 *ekon.* paklausa; poreikis

deny [dɪ'naɪ] *v* (pa)neigti, nuneigti; atmesti

department [dɪ'pa:tmənt] *n* 1 *(banko ir pan.)* skyrius; 2 departamentas, valdyba

depend [dɪ'pend] *v* priklausyti, pareiti *(on, upon – nuo)*

dependability [dɪˌpendə'bɪlətɪ] *n* patikimumas

deplorable [dɪ'plɔ:rəbl] *a* 1 apgailėtinas, apverktinas, liūdnas; 2 bjaurus

deprivation [ˌdeprɪ'veɪʃn] *n* 1 netekimas, atėmimas; 2 nepriteklius, trūkumas; skurdas

deprive [dɪ'praɪv] *v* 1 atimti *(laisvę ir pan.; of)*; netekti *(of)*; 2 ne(pri)leisti; atskirti

derive [dɪ'raɪv] *v* gauti; įgyti; ***to derive benefit*** turėti naudą *(from – iš)*

destructive [dɪ'strʌktɪv] *a* 1 griaunamasis, naikinamasis; 2 žalingas, pragaištingas

detain [dɪ'teɪn] *v* 1 sulaikyti *(nusikaltėlį ir pan.)* 2 užlaikyti, (su)trukdyti, (su)gaišinti

detect [dɪ'tekt] *v* susekti, atskleisti, išaiškinti, aptikti

detention [dɪ'tenʃn] *n* 1 sulaikymas; areštas, areštavimas, įkalinimas *(ypač dėl politinių priežasčių)*; ***detention camp*** internuotųjų stovykla; ***detention centre/home*** *(nepilnamečių)* kardomasis kalėjimas 2*(mokinio)* palikimas po pamokų; ***preventive detention*** prevencinis sulaikymas

determine [dɪ'tə:mɪn] *v* 1 (nu)lemti; 2 nustatyti; apibrėžti *(sąvoką)*; 3 nuspręsti; 4 *teis.* nutraukti, užbaigti

determined [dɪ'tə:mɪnd] *a* 1 pasiryžęs 2 ryžtingas

deterrent [dɪ'terənt] ↳ *n* sulaikymo/atgrasinimo priemonė; ↳ *a* sulaikantis, atbaidantis, atgrasantis, **detoxi(fi)cation** [di:ˌtɔksɪ(fɪ)'keɪʃn] *n* detoksikacija, intoksikacijos (pa)šalinimas

dignitary ['dɪgnɪtərɪ] *n* aukštą/garbingą postą užimantis žmogus *(ypač dvasininkas)*

dignity ['dɪgnətɪ] *n* orumas, kilnumas; garbingumas

dilapidated [dɪ'læpɪdeɪtɪd] *a* apgriuvęs, aplūžęs, apšiuręs, nutriušęs

diminish [dɪ'mɪnɪʃ] *v* 1 mažinti; mažėti; 2 silpninti; 3 (su)menkinti, (pa)žeminti

disability [ˌdɪsə'bɪlətɪ] *n* 1 negalia, negebėjimas; bejėgiškumas; 2 nedarbingumas;

disability pension invalidumo pensija 3 *teis.* neveiksnumas, ribotas teisnumas

disabled [dɪs'eɪbld] ↳ *a* suluošintas, sužalotas; neįgalus; ↳ *n* ***(the disabled)*** invalidai

disaster [dɪ'za:stə] *n* nelaimė, negandos; baisus atsilikimas, katastrofa

discern [dɪ'sə:n] *v* 1 (at)skirti, matyti skirtumą; 2 išskirti, įžiūrėti *(tamsoje, tolumoje)*

discharge [dɪs'tʃa:dʒ] *n* 1 paleidimas *(iš kalėjimo, kariuomenės)*; rekomendacija *(duodama paleidžiamajam)*; išrašymas *(iš ligoninės)* 2 atleidimas *(iš darbo)*

disciplinary ['dɪsɪplɪnərɪ] *a* 1 drausminis; ***disciplinary punishment*** drausminė nuobauda; 2 drausminantis

discontinue [ˌdɪskən'tɪnju:] *v* 1 nutraukti; sustoti; 2 *teis.* nutraukti *(bylą ir pan.)*

discourage [dɪs'kʌrɪdʒ] *v* 1 atimti drąsą/norą; 2 neskatinti, varžyti, trukdyti 3 atkalbėti

discretion [dɪ'skreʃn] *n* 1 veiksmų laisvė; nuožiūra; 2 taktiškumas; 3 protingumas; apdairumas

discretionary [dɪ'skreʃənərɪ] *a* veikiantis savo paties nuožiūra; savarankiškas

discriminatory [dɪ'skrɪmɪnətərɪ] *a* 1 diskriminacinis, šališkas; 2 įžvalgus

display [dɪ'spleɪ] *v* 1 (pa)rodyti, išstatyti; 2 demonstruoti *(savo žinias, turtus ir pan.)*; girtis 3 parodyti, atskleisti; pasireikšti *(apie jausmus)*; 4 *kom.* eksponuoti 5 rodyti ekrane/displėjuje *(ypač apie kompiuterį)*

disposition [ˌdɪspə'zɪʃn] *n* 1 charakteris, būdas; nusiteikimas; 2 polinkis *(to – į, prie)*; 3 iš(si)dėstymas;
4 atsisakymas, atsikratymas; 5 *(reikalų.)* sutvarkymas; 6 *teis.* bylos užbaigimas; nubaudimas

disregard [ˌdɪsrɪ'ga:d] *n* nepaisymas, ignoravimas, dėmesio nekreipimas *(of, for)*

disruptive [dɪs'rʌptɪv] *a* 1 griaunamasis, ardomasis; 2 trikdantis, trukdantis

distort [dɪ'stɔ:t] *v* 1 iškraipyti, iškreipti *(faktus, tiesą ir pan.);* 2 deformuoti

distress [dɪ'stres] *n*1 sielvartas; 2 bėda, nelaimė; 3 vargas, skurdas; 4 nuovargis

distribute [dɪ'strɪbju:t] *v* 1 (iš)dalyti, (iš)platinti (*among, to)*; 2 pa(si)skirstyti; 3 iš(si)barstyti, paplisti

district ['dɪstrɪkt] *n* rajonas, sritis; apygarda; ***country/rural district*** kaimo/kaimiškasis rajonas/gyvenvietė

disturb [dɪ'stə:b] *v* 1 trukdyti; 2 kelti neramumus; jaudinti(s); 3 griauti *(planus ir pan.)*

divergence, -cy [daɪ'və:dʒəns, -sɪ] *n* 1 skyrimasis, skirtingumas; 2 nukrypimas *(from)*

diverse [daɪ'və:s] *a* įvairus, įvairiapusis; skirtingas

diversion [daɪ'və:ʃn] *n (dėmesio ir pan.)* nukreipimas, atitraukimas

diversify [daɪ'və:sɪfaɪ] *v* įvairinti

divert [daɪ'və:t] *v* 1 nukreipti; ***to divert the traffic*** nukreipti eismą 2 atitraukti *(dėmesį)*

domestic [də'mestɪk] *a*1 šeimyninis; 2 naminis; ***domestic violence*** smurtas šeimoje

dozen ['dʌzn] *n* 1 tuzinas; 2 *(ppr. pl)* daugybė, begalė

draft [dra:ft] *n (kalbos, knygos ir pan.)* metmenys, apmatai; planas; projektas;

rough/first draft juodraštis, pirmasis variantas; ***draft resolution*** rezoliucijos projektas

drain [dreɪn] *v* (iš)eikvoti, (iš)sekinti *(jėgas, lėšas ir pan.)*; išsekti

drop out a) iškristi *(iš mokyklos, varžybų ir pan.)*; b) nebedalyvauti, atsisakyti dalyvauti

drug [drʌg] *n* 1 vaistas; 2 narkotikas; ***to be on drugs, to take drugs*** vartoti narkotikus

dump [dʌmp] ↳ *n* 1 sąvartynas; sąvarta, šiukšlių krūva; 2 *šnek.* skylė *(apie prastą, nešvarų namą, miestą ir pan.)*; lindynė; ↳ *v* 1 mesti; versti 2 palikti, atsikratyti, pamesti

dwelling ['dwelɪŋ] *n* buveinė, būstas, namas

education [ˌedʒu'keɪʃn] *n* 1 auklėjimas; ugdymas; 2 mokymas, išsimokslinimas; mokslas; švietimas; ***education standards*** švietimo lygis

effect [ɪ'fekt] *n*1 padarinys, rezultatas; 2 poveikis; 3 (įsi)galiojimas; 4 efektas,įspūdis*(on)*

efficacy ['efɪkəsɪ] *n* veiksmingumas, efektyvumas; veikmė

effort ['efət] *n* 1 pastanga, stengimasis; 2 bandymas, mėginimas

elderly ['eldəlɪ] ↳ *a* 1 pagyvenęs, 2 senas, pasenęs ↳ *n* ***(the elderly)*** pagyvenusieji, senyvi žmonės

elevated ['elɪveɪtɪd] *a* 1 iškilus; 2 iškeltas; aukštesnis, 3 *šnek.* truputį išgėręs/išmetęs

elicit [ɪ'lɪsɪt] *v* 1 sukelti *(reakciją, plojimus ir pan.)*; 2 išaiškinti *(tiesą)*, išgauti *(from)*

eligible ['elɪdʒəbl] *a* 1 galintis būti renkamas/išrinktas; 2 tinkamas, pageidaujamas

embrace [ɪm'breɪs] *v* 1 ap(si)kabinti; 2 apimti, įtraukti, 3 naudotis; 4 priimti *(teoriją ir pan*

emerge [ɪ'mə:dʒ] *v* 1 paaiškėti; 2 kilti; 3 atsirasti, susidaryti *(apie sistemą ir pan.)*

emergency [ɪ'mə:dʒənsɪ] ↳ *n* nenumatytas blogiausias atvejis; kritiška padėtis; avarija; ↳ *a* nepaprastas; avarinis; priverstinis; ***emergency door/exit*** atsarginis išėjimas

empathy ['empəθɪ] *n* 1 jaudinimasis, išgyvenimas *(dėl kitų skausmo)* 2 įsijautimas

employ [ɪm'plɔɪ] *v* samdyti, suteikti/duoti darbą; *pass* įsidarbinti, dirbti, tarnauti

employment [ɪm'plɔɪmənt] *n* 1 tarnyba, darbas; užsiėmimas; 2 užimtumas

empower [ɪm'pauə] *v* 1 įgalioti, suteikti teisę; 2 įgalinti, suteikti galią

enact [ɪ'nækt] *v* 1 priimti *(įstatymą, nutarimą)*, nutarti; 2 *(ppr. pass)* vykti, (į)vykdyti; ***the place where the murder was enacted*** vieta, kur buvo įvykdyta žmogžudystė

encompass [ɪn'kʌmpəs] *v* 1 apimti; 2 apsupti *(t. p. prk.);* 3 pasiekti *(tikslą)*

endeavour [ɪn'devə] ↳ *n* stengimasis, pastangos; siekimas; ↳ *v* stengtis, siekti

endemic [en'demɪk] ↳ *a* endeminis, būdingas *(tai vietai;)* ↳ *n* endemija *(vietinė liga)*

endorse [ɪn'dɔ:s] *v* 1 patvirtinti; paremti, pritarti; 2 pasirašyti *(dokumentą, čekį)*

enforceable [in'fɔ:səbl] *a* įvykdomas *(apie įstatymą, planą)*

enforcement [ɪn'fɔ:smənt] *n* spaudimas, vertimas, reikalavimas *(ką vykdyti)*; (priverstinis) vykdymas ***law enforcement*** teisėsauga; ***law enforcement officer*** teisėsaugos pareigūnas

engage [ɪn'geɪdʒ] *v* 1 sudominti; 2 užsiimti *(in, on – kuo)* 3 įdarbinti, (pa)samdyti

engaged [ɪn'geɪdʒd] *a* užsiėmęs; susidomėjęs

engender [ɪn'dʒendə] *v* sukelti, (pa)gimdyti, būti priežastimi

enhance [ɪn'ha:ns] *v* (pa)didinti, (su)stiprinti, (pa)kelti *(vertę, prestižą ir pan.)*

enrolment [ɪn'rəulmənt] *n* 1 įtraukimas į sąrašus, registracija; 2 verbavimas/ėmimas į kariuomenę

entail [ɪn'teɪl] *v* 1 būti priežastimi; 2 *teis.* nustatyti *(turto)* paveldėjimo tvarką *(paliekant jį šeimos nariui)*

entitle [ɪn'taɪtl] *v (džn. pass)* 1 duoti teisę; 2 (pa)vadinti, duoti pavadinimą

entity ['entətɪ] *n* 1 būtis; esybė; 2 *(valstybės ir pan.)* vientisumas

entrant ['entrənt] *n* 1 įeinantysis, įvažiuojantysis; 2 stojantysis *(į)*; 3 *(varžybų)* dalyvis

environment [ɪn'vaɪərənmənt] *n* 1 aplinka, aplinkuma

equipment [ɪ'kwɪpmənt] *n* 1 įrengimas, įruošimas; aprūpinimas; 2 aparatūra, įranga, įrenginiai, įrengimai

equity ['ekwətɪ] *n* teisingumas, nešališkumas; ***tax equity*** teisingas apmokestinimas

equivalent [ɪ'kwɪvələnt] *a* ekvivalentiškas, lygiareikšmis, lygiavertis; tolygus

errand ['erənd] *n* pavedimas, pasiuntimas; ***to run errands*** *(for)* būti *(kieno)* pasiuntiniu

erosion [ɪ'rəuʒn] *n* 1 (iš)ėdimas, (iš)graužimas; 2 *spec.* erozija *(t. p. prk.)*

estimate ↳ *n* ['estimət] 1 įvertinimas ↳ *v* ['estɪmeɪt] 1 nustatyti; 2 (į)vertinti; 3 sudaryti sąmatą

evaluate [ɪ'vælјueɪt] *v* 1 įvertinti; ***to evaluate smb's abilities*** įvertinti kieno gabumus2 *mat.* apskaičiuoti

evaluation [ɪˌvælju'eɪʃn] *n* (į)vertinimas; *(kokybės, kiekybės, tinkamumo ir pan.)* nustatymas; analizė

event [ɪ'vent] *n* 1 įvykis; atsitikimas; 2 renginys, susitikimas; 3 atvejis

evidence ['evɪdəns] *n* 1 aiškumas2 įrodymas; 3 *teis.* įkaltis, įrodymas; parodymai

evolve [ɪ'vɔlv] *v* 1 plėtotis, vystytis, išsivystyti *(from, out of)*; 2 skleisti *(šilumą, kvapą)*

exacerbate [ɪg'zæsəbeɪt] *v* (pa)bloginti, (pa)sunkinti *(ligą, skausmą)*; gilinti *(krizę)*

exceed [ɪk'si:d] *v* 1 pralenkti, viršyti; 2 (per)viršyti; peržengti ribas

exception [ɪk'sepʃn] *n* 1 išimtis; 2 prieštaravimas; 3 įžeidimas; 4 *teis.* nušalinimas

excerpt ↳ *n* ['eksə:pt] ištrauka; ↳ *v* [ek'sə:pt] (pa)rinkti ištraukas, citatas

excessive [ɪk'sesɪv] *a* besaikis, pernelyg didelis; ***excessive drinking*** piktnaudžiavimas alkoholiu

excitement [ɪk'saɪtmənt] *n* su(si)jaudinimas, jaudinimasis

execution [ˌeksɪ'kju:ʃn] *n* 1 mirties bausmės (į)vykdymas, egzekucija 2 *(įsakymo ir pan.)* (į)vykdymas; 3 *teis. (testamento ir pan.)* įforminimas; 4 *teis.* turto areštas

executive [ɪg'zekjutɪv] *n* vadovas, atsakingas darbuotojas, administratorius

exempt [ɪg'zempt] ↳ *a* 1 atleistas *(nuo mokesčių ir pan.; from)* 2 neturintis *(trūkumų ir pan.)*; ↳ *v* atleisti *(from – nuo)*; ***to exempt from taxation*** atleisti nuo mokesčių

exonerate [ɪg'zɔnəreɪt] *v* atleisti *(nuo bausmės ir pan.)*, reabilituoti *(from)*

expectancy [ɪk'spektənsɪ] *n* 1 laukimas; tikėjimasis; 2 galimybė, viltis

expectation [ˌekspek'teɪʃn] *n* 1 laukimas, tikėjimasis; 2 *(ppr. pl)* viltys, lūkesčiai; 3 tikimybė, galimybė;

expenditure [ɪk'spendɪtʃə] *n* 1 sunaudojimas, eikvojimas; 2 išlaidos; sąnaudos

experience [ɪk'spɪərɪəns] ↳ *n* 1 patyrimas, patirtis; 2 *(darbo)* stažas *(t. p.* ***previous experience****)*; ***in my experience*** kiek man yra žinoma; ***no experience necessary*** stažo nereikalaujama; ↳ *v* patirti; išgyventi, jaudintis; patirti vargo ***to experience hardship***

expert ['ekspə:t] ↳ *n* 1 ekspertas; 2 specialistas; ↳ *a* prityręs *(in, at)*; kvalifikuotas

expertise [ˌekspə:'tɪz] *n* 1 erudicija, kompetencija; ***his professional expertise*** jo profesionalumas, jo profesinė patirtis 2 ekspertizė; įvertinimas

expire [ɪk'spaɪə] *v* baigtis *(apie terminą)*; nustoti galioti *(apie dokumentą)*

exploit [ɪks'plɔɪt] *v* savanaudiškai išnaudoti, eksploatuoti

exposure [ɪk'spəuʒə] *n* 1 buvimas *(sveikatai žalingoje aplinkoje)*, neapsaugojimas *(nuo kokio poveikio)*; 2 statymas *(į pavojų ir pan.)*; 3 demonstravimas, išstatymas; rodymas

extended [ɪk'stendɪd] *a* 1 nusitęsęs, nusidriekęs; 2 ištiestas; 3 pratęstas, pailgintas; ištęstinis; 4 išplėstas; ***extended family*** šeima ir artimieji

extent [ɪk'stent] *n* mastas, apimtis, laipsnis

extraordinary [ɪk'strɔ:dən] *a* 1 nepaprastas, ypatingas, ***extraordinary powers*** nepaprastieji įgaliojimai; 2 keistas; 3 ekstraordinarinis, ypatingas, specialus

extreme [ɪk'stri:m] ↳ *n* 1 kraštutinybė; 2 priešingybė; ↳ *a* 1 nepaprastas; 2 kraštutinis

fabric ['fæbrɪk] *n* 1 audinys, medžiaga; 2 gaminys; 3 struktūra, organizacija; 4 pastatas, statinys

facet ['fæsɪt] *n* aspektas

facilitate [fə'sɪlɪteɪt] *v* (pa)lengvinti

facility [fə'sɪlətɪ] *n* 1 įstaiga; 2*(pl)* patogumai, paslaugos; galimybės; 3 *(pl)* įrenginiai, įranga, įtaisai**; *juvenile correctional facility*** – nepilnamečių pataisos įstaiga

fair [fɜə] *a* 1 teisingas, nešališkas; doras, sąžiningas

familiarity [fə,mɪlɪ'ærətɪ] *n* 1 žinojimas, pažinimas; 2 familiarus poelgis/elgesys; 3 bičiuliški santykiai

fee [fi:] *n* mokestis; honoraras, atlyginimas

felony ['felənɪ] *n teis.* sunkus nusikaltimas

fence [fens] *n* 1 tvora, užtvara, aptvara, aptvėrimas; 2 *šnek.* vogto turto slėpėjas/pardavinėtojas

filing ['faɪlɪŋ] *n (dokumentų ir pan.)* katalogavimas; sisteminimas; (su)siuvimas;

filthy ['fɪlθɪ] *a* 1 purvinas 2 nešvankus, nepadorus; ištvirkęs 3. bjaurus *(apie orą ir pan.)*

finding ['faɪndɪŋ] *n* 1 radinys; 2 *(ppr. pl) (gauti)* duomenys; išvados; 3 *(ppr. pl) teis.* nustatymas; išvada

fiscal ['fɪskl] *a fin.* fiskalinis, iždo; ***fiscal year*** *amer.* biudžetiniai/mokestiniai metai

flagrant ['fleɪgrənt] *a* skandalingas, baisus *(apie nusikaltimą, nusikaltėlį)*; ***flagrant injustice*** pasipiktinimą kelianti, baisi neteisybė

follow-up ['fɔləuʌp] ↳ *n* 1 paskesnis tyrimas, paskesnės priemonės; 2 tęsinys; ↳ *a* paskesnis, tolesnis

force [fɔ:s] ↳ *n* 1 galia, jėga; 2 autoritetas; 3 *(įstatymo ir pan.)* galia; ***to come into force*** įsigalioti

forge [fɔ:dʒ] *v* 1 sudaryti *(draugiškus ryšius)* 2 padirbinėti, (su)klastoti

format ['fɔ:mæt] *v* 1 apipavidalinti *(knygą ir pan.)* 2 *komp.* ženklinti *(diską, diskelį)*; tvarkyti *(tekstą)*

foresee [fɔ:'si:] *v* (foresaw [fɔ:'sɔ:]; foreseen) numatyti, nuspėti

forward ['fɔ:wəd] ↳ *adv* 1 pirmyn, į priekį; priekyje; 2 tolyn, toliau; ↳ *v* 1 persiųsti *(nauju adresu)*; (iš)siųsti; 2 padėti, prisidėti *(prie veiklos ir pan.)*; paspartinti

foster [ˈfɔstə] *v* auklėti; globoti, prižiūrėti *(augintinį); a*: ***foster home*** globos namai

fragmentation [ˌfrægmənˈteɪʃn] *n* (su)irimas, (su)skilimas

frail [freɪl] *a* 1 trapus, netvirtas; 2 silpnas, neatsparus

framework [ˈfreɪmwə:k] *n* struktūra, sandara, sistema

fraudulently [ˈfrɔ:djuləntlɪ] *adv* apgavikiškai, per apgavystę/apgaules/suktybes

free [fri:] ↳ *a* 1 *(įv. reikšm.)* laisvas; 2 nemokamas; 3 be; ↳ *adv* 1 laisvai; 2 nemokamai, veltui *(t. p.* ***free of charge, for free****)*; ↳ *v* 1 išlaisvinti, paleisti; 2 atleisti *(from, of – nuo)*

gambling [ˈgæmblɪŋ] *n* lošimas *(iš pinigų)*, kortavimas

gap [gæp] *n* 1 plyšys, spraga, anga, skylė; 2 *kom.* deficitas, trūkumas

gauge [geɪdʒ] ↳ *n* 1mastas, dydis; 2 kriterijus ↳ *v* 1 (iš)matuoti, tikrinti matus 2 *prk.* (į)vertinti, nustatyti

genuine [ˈdʒenjuɪn] *a* 1 tikras; nesuklastotas, autentiškas; 2 nuoširdus; doras

geriatric [ˌdʒerɪˈætrɪk] *n* 1 *med.* senas žmogus 2 *šnek.* nusenęs žmogus/daiktas; nusenėlis

gonorrh(o)ea [ˌgɔnəˈrɪə] *n med.* gonorėja, triperis

grab [græb] ↳ *v* 1 (pa)griebti, (pa)čiupti, sučiupti 2 užgrobti *(vietą, žemę)*; pasisavinti

grade [greɪd] *n* 1 laipsnis, rangas; 2 rūšis, kokybė; 3 *amer. mok.* klasė; pažymys, įvertinimas

graduate [ˈgrædʒueɪt] *v* 1 baigti universitetą *(from);* 2 *amer.* baigti mokyklą; duoti diplomą, išleisti

grant [gra:nt] *n* 1 dotacija, subsidija, pašalpa *(t. p.* ***grant aid****;* 2 stipendija *(ppr.* ***student grant****)* ;3 oficialus suteikimas, (pa)dovanojimas

grief [gri:f] *n* 1 širdgėla, sielvartas *(over, at;)* 2 bėda

grievance [ˈgri:vəns] *n* 1 skriauda, nuoskauda *(against)*; 2 nusiskundimas

grim [grɪm] *a* 1 žiaurus, negailestingas;2 niūrus; paniuręs; liūdnas; 3 *šnek.* baisus; prastas, bjaurus

groom [gru:m] *v(rūpestingai)* pri(si)žiūrėti, puoselėti

guardian [ˈga:dɪən] *n teis.* globėjas, rūpintojas

guidance [ˈgaɪdəns] *n* 1 vadovavimas; ***under the guidance*** *(of – kam)* vadovaujant; 2 patarimas

guideline ['gaɪdlaɪn] *n (ppr. pl)* 1 nurodymai, rekomendacijos, direktyvos; 2 gairės, kursas

hallmark ['hɔ:lma:k] *n* 1 praba, prabavimo spaudas; 2 skiriamasis ženklas/požymis *(of)*

handcuffed ['hændkʌft] *a* su antrankiais

handicapped ['hændɪkæpt] *a* turintis *(fizinių, protinių)* trūkumų; aklas, kurčias *ir pan.*; ***handicapped children*** vaikai invalidai; ***mentally handicapped*** protiškai atsilikęs

handle ['hændl] *v* 1 elgtis; 2 traktuoti; ***to handle a problem*** nagrinėti problemą 3 tvarkyti; prižiūrėti

hanging ['hæŋɪŋ] *n* 1 kabinimas; 2 (pa)korimas;

harsh [ha:ʃ] *a* 1 šiurkštus, grubus; 2 griežtas; žiaurus; ***harsh punishment*** griežta bausmė

healing ['hi:lɪŋ] ↳ *n* gydymas; (už)gijimas ↳ *a* gydomasis

hearing ['hɪərɪŋ] *n teis. (bylos)* nagrinėjimas, svarstymas; ***public hearing*** viešas teismo posėdis

heed [hi:d] ↳ *n* dėmesys, atidumas; ↳ *v* paisyti, kreipti dėmesį; rūpintis

herald ['herəld] *v* 1 paskelbti, pranešti; 2 pranašauti

hesitation [ˌhezɪ'teɪʃn] *n* 1 svyravimas, dvejojimas; neryžtingumas; 2 mikčiojimas

hinder ['hɪndə] *v* 1 trukdyti; kliudyti; 2 neleisti

hire ['haɪə] *v* (pa)samdyti, nu(si)samdyti

hog-tie ['hɔgtaɪ] *v amer.* 1 surišti rankas ir kojas 2 *prk.* supančioti, suvaržyti

homebound ['həumbaund] *a (ypač amer.)* užsidaręs namie

homeless ['həumləs] ↳ *a* benamis; beglobis *(apie vaikus)* ↳ *n* ***(the homeless)*** *kuop.* benamiai

housing ['hauzɪŋ] *n* 1 gyvenamieji namai; gyvenimo sąlygos; aprūpinimas būstu; 2 prieglauda

human ['hju:mən] ↳ *a* 1 žmogaus, žmonių; ***human nature [rights]*** žmogaus prigimtis [teisės]; ***human being*** žmogus; 2 žmogiškas; ↳ *n* žmogus, mirtingasis

humiliation [hju:ˌmɪlɪ'eɪʃn] *n* (pa)žeminimas

identification [aɪˌdentɪfɪ'keɪʃn] *n* 1 atpažinimas, tapatybės nustatymas 2 asmens dokumentai; 3 *attr* atpažinimo; ***identification parade*** akistata *(nusikaltėliui atpažinti)*; ***identification card*** asmens liudijimas

identify [aɪ'dentɪfaɪ] ↳ *v* 1 identifikuoti; nustatyti tapatybę; 2 atpažinti;

identity [aɪ'dentətɪ] ↳ *n* 1 tapatumas,; 2 *teis.* asmenybė; ***to prove smb's identity*** įrodyti asmens tapatybę; ***identity of the accused*** kaltinamojo asmenybė 3 *attr* asmens; ***identity card*** asmens liudijimas

illicit [ɪ'lɪsɪt] *a* neteisėtas; uždraustas

illiterate [ɪ'lɪtərət] ↳ *n* 1beraštis, bemokslis 2 *šnek.* nemokša ↳ *a* neraštingas; neapsišvietęs, neišmanantis

illness ['ɪlnɪs] *n* liga, nesveikata ***terminal disease/illness*** mirtina liga

immense [ɪ'mens] *a* 1 didžiulis; 2 neaprėpiamas; begalinis; 3 *šnek.* puikus, nuostabus

impact ['ɪmpækt] ↳ *n* 1 smūgis; atsitrenkimas *(on, against)*; 2 poveikis, įtaka;

↳ *v* [ɪm'pækt] 1 (su)spausti, įspausti *(in, into);* 2 trenkti(s); susidurti; 3 paveikti *(on)*

impairment [ɪm'pɜəmənt] *n* 1 *(sveikatos)* (pa)blogėjimas 2 pakenkimas, (pa)gadinimas

impartial [ɪm'pa:ʃl] *a* nešališkas, objektyvus, teisingas

implementation [ˌɪmplɪmen'teɪʃn] *n* įgyvendinimas

imply [ɪm'plaɪ] *v* 1 reikšti; turėti mintyje, norėti pasakyti; 2 (nu)manyti; leisti manyti

impose [ɪm'pəuz] *v (on, upon)* (pa)skirti *(bausmę, darbą ir pan.)*

imprisonment [ɪm'prɪznmənt] *n* įkalinimas, laisvės atėmimas; buvimas kalėjime, kalėjimas; ***life imprisonment*** kalėjimas ligi gyvos galvos

inadequate [ɪn'ædɪkwət] *a* 1 netinkamas; 2 nepakankamas; nepilnavertis

incarceration [ɪnˌka:sə'reɪʃn] *n knyg.* įkalinimas

incentive [ɪn'sentɪv] ↳ *n* (pa)skatinimas; stimulas, akstinas; ↳ *a* skatinamasis

incidence ['ɪnsɪdəns] *n* paplitimas, dažnumas; *(veikimo)* sfera

inclusive [ɪn'klu:sɪv] ↳ *a* įskaitantis; apimantis (viską); ↳ *adv* įskaitytinai, imtinai

income ['ɪŋkʌm, 'ɪnkʌm] *n* pajamos; uždarbis; ***fixed income*** nuolatinės/nustatytosios pajamos; ***income support*** socialinė pašalpa

(bedarbiams ir pan); ***to be on a high [low] income*** turėti dideles [mažas] pajamas

inconsistent [ˌɪnkən'sɪstənt] *a* 1 nesuderinamas, nesutaikomas *(with)* 2 nenuoseklus; prieštaraujantis, prieštaringas; 3 nepastovus

inconvenience, -cy [ˌɪnkən'vi:nɪəns, -sɪ] ↳ *n* nepatogumas; ↳ *v* trukdyti; apsunkinti

incumbent [ɪn'kʌmbənt] *n* asmuo, užimantis *(kurį nors)* postą/tarnybą

incur [ɪn'kə:] *v* užsitraukti *(nemalonę, pyktį ir pan.)*; patirti

indemnity [ɪn'demnətɪ] *n* 1 apdraudimas *(nuo nuostolių, bausmės)*; 2 atlyginimas, kompensacija

independent [ˌɪndɪ'pendənt] *a* 1 nepriklausomas; savarankiškas; 2 apsirūpinęs lėšomis pragyvenimui;

3 nešališkas *(apie nuomonę ir pan.)* 4 nevalstybinis *(apie mokyklą ir pan.)*

in-depth ['ɪndepθ] *a attr* nuodugnus, detalus

indict [ɪn'daɪt] *v teis.* pareikšti kaltinimą, apkaltinti *(for, as)*

infest [ɪn'fest] *v* užplūsti, užtvindyti; apnikti; knibždėti

inflict [ɪn'flɪkt] *v (on, upon)* 1 suduoti *(smūgį)*, sužeisti; padaryti *(nuostolių ir pan.)*;

2 sukelti *(skausmą)*; 3 (pa)skirti *(bausmę)*

infraction [ɪn'frækʃn] *n* pažeidimas, nesilaikymas; *(įstatymo)* peržengimas

ingrained [ɪn'greɪnd] *a* 1 įsišaknijęs, įsisenėjęs; 2 įsiėdęs

inhabitant [ɪn'hæbɪtənt] *n* gyventojas

inherent [ɪn'hɪərənt] *a* 1 būdingas; neatskiriamas; 2 įgimtas; ***inherent rights*** *teis.* prigimtinės teisės

initiate [ɪ'nɪʃɪeɪt] *v*1 pradėti, imtis *(ko)*; (pa)rodyti iniciatyvą; 2 supažindinti; 3 priimti

inject [ɪn'dʒekt] *v* 1 (į)švirkšti, (į)leisti *(vaistus)*; 2 įterpti *(žodį, pastabą)*

inmate ['ɪnmeɪt] *n* 1 kalinys *(kalėjime)*, ligonis *(ligoninėje) ir pan.;* 2 *(namo ir pan.)* gyventojas, įnamys

innocent ['ɪnəsnt] ↳ *n* 1 nekaltas žmogus/kūdikis; 2 paprastas, naivus žmogelis, neišmanėlis;

↳ *a* 1 nekaltas; 2 naivus, tyras; 3 nekenksmingas, nepiktavališkas

innovative ['ɪnəvətɪv] *a* naujoviškas, novatoriškas; pažangus

in-patient ['ɪnpeɪʃnt] *n* stacionarinis ligonis *(ligoninėje)*

input ['ɪnput] ↳ *n* 1 įdėtos pastangos, indėlis; 2 *komp. (informacijos, duomenų)* įvestis; įvesties duomenys *(t. p.* ***input data****)*; ↳ *v* įvesti informaciją *(į kompiuterį)*

insecurity [ˌɪnsɪ'kjuərətɪ] *n* 1 nesaugumas, saugumo stoka; pavojingumas 2 nepatikimumas; netikrumas

install [ɪn'stɔ:l] *v* 1 įvesdinti į tarnybą *(in)*; 2 *tech.* įvesti, įrengti, instaliuoti, (su)montuoti *(aparatūrą)*

instance ['ɪnstəns] *n* 1 pavyzdys; atskiras atvejis; 2 reikalavimas; prašymas; 3 *teis.* instancija

insurance [ɪn'ʃuərəns, ɪn'ʃɔ:rəns] *n* 1 (ap)draudimas; ***national insurance*** valstybinis socialinis draudimas; ***insurance policy*** draudimo polisas; 2 draudimo suma/premija

insure [ɪn'ʃuə, ɪn'ʃɔ:] *v* 1 drausti(s), ap(si)drausti *(against – nuo)*; 2 laiduoti, garantuoti

intake ['ɪnteɪk] *n* 1 priėmimas; 2 į mokyklą priimtų mokinių kontingentas *;* 3 bendras įdarbintųjų skaičius

integrity [ɪn'tegrətɪ] *n* 1 vientisumas; integralumas 2 principingumas, sąžiningumas

intention [ɪn'tenʃn] *n* ketinimas, noras; tikslas, intencija; ***without intention*** netyčia

interact [ˌɪntər'ækt] *v* 1 sąveikauti, veikti vienas kitą; 2 bendrauti

interconnect ['ɪntəkə'nekt] *v* su(si)sieti, su(si)jungti *(with)*

interdisciplinary [ˌɪntə'dɪsɪplɪnərɪ] *a* tarpdalykinis susijęs su dviem *ar* daugiau (dėstomųjų) dalykų

interim ['ɪntərɪm] ↳ *n* laiko tarpas; ↳ *a attr* laikinas, preliminarinis

interior [ɪn'tɪərɪə] ↳ *n* 1 vidus, 2 interjeras 3*(valstybės)* vidaus reikalai; ***Department of the Interior*** vidaus reikalų ministerija *(JAV, Kanadoje);* ↳ *a attr* vidaus; vidinis

intermittent [ˌɪntə'mɪtənt] *a* nutrūkstantis; su pertrūkiais, kintantis

intern ['ɪntə:n] *n* studentas medikas *ar* jaunas gydytojas, atliekantis praktiką ligoninėje; internas

internalize [ɪn'tə:nəlaɪz] *v* įsigyti kultūros/elgesio elementų *(sociologijoje)*

interpersonal [ˌɪntə'pə:snl] *n* tarpasmeninis, visuomeninis *(apie santykius ir pan.)*

interstate [ˌɪntə'steɪt] *a* priklausantis įvairioms valstijoms, apimantis/jungiantis kelias valstijas

intervene [ˌɪntə'vi:n] *v* 1 įsikišti; įsiterpti *(in)*; 2 įvykti *(kuriuo nors laiko tarpu)*; 3 būti tarp; 4 (su)trukdyti

intoxicated [ɪn'tɔksɪkeɪtɪd] *a* 1 pasigėręs, girtas 2 apsvaigintas, apsvaigęs *(with – nuo)*

intoxicant [ɪn'tɔksɪkənt] ↳ *n* 1 svaigalas; 2 nuodinga medžiaga; ↳ *a* svaiginantis, svaiginamasis

intrusion [ɪn'tru:ʒn] *n* 1 kišimasis, įsibrovimas; atėjimas be pakvietimo *(into)*; 2 *(savo nuomonės ir pan.)* primetimas; į(si)siūlymas; 3 *teis.* svetimo turto/teisių uzurpavimas

intrusive [ɪn'tru:sɪv] *a* 1 nepageidaujamas, neprašytas2 įkyrus, (at)grasus

invest [ɪn'vest] *v* 1 įdėti *(daug jėgų/laiko; in)*; 2 investuoti *(kapitalą; in)*

investigate [ɪn'vestɪgeɪt] *v* 1 (iš)tirti, (iš)tyrinėti; 2 apklausti, tardyti

invisible [ɪn'vɪzəbl] *a* 1 nematomas; 2 neegzistuojantis, įsivaizduojamas; užslėptas

involvement [ɪn'vɔlvmənt] *n* 1 dalyvavimas; į(si)painiojimas *(in)*; 2 susidomėjimas *(in)*

issue ['ɪʃu:, 'ɪsju:] *n* 1 svarstoma problema, ginčijamas klausimas; ginčo objektas; ginčas; 2 *poligr.* (iš)leidimas; *(laikraščio)* laida, leidimas; 3 padarinys, rezultatas; baigtis;

jail [dʒeɪl] ↳ *n* kalėjimas; ↳ *v* pasodinti į kalėjimą, įkalinti

judge [dʒʌdʒ] ↳ *n* 1 teisėjas ↳ *v* 1 teisti; nagrinėti *(bylą)*; padaryti nuosprendį; 2 teisėjauti; 3 (į)vertinti *(on);* 4 manyti; spręsti, susidaryti nuomonę; prieiti išvadą;

judg(e)ment ['dʒʌdʒmənt] *n* 1 nuosprendis, *(teismo)* sprendimas, nutartis; 2 nuomonė

judicious [dʒu:'dɪʃəs] *a* protingas, apgalvotas; galvojantis, sveiko proto

jurisdiction [ˌdʒuərɪs'dɪkʃn] *n* 1 teisingumo vykdymas 2 jurisdikcija; teismingumas; 3 priklausomumas, pavaldumas *(žinybai, įstaigai)*; ***it doesn't lie within my jurisdiction*** tai ne mano kompetencijoje

justice ['dʒʌstɪs] *n* 1 teisingumas, teisybė, teisumas; 2 teisingumas, justicija; 3 teisėjas

criminal justice baudžiamoji teisena*;* ***Ministry of justice*** teisingumo ministerija

juvenile [ˈdʒu:vənaıl] *a* 1 *attr* paauglіškas, jaunas; jaunuoliškas; ***juvenile offender/delinquent*** nepilnametis/mažametis nusikaltėlis 2 nesubrendęs, vaikiškas

keen [ki:n] *a šnek.* puikus, nuostabus; ***keen mind*** įžvalgus protas

kit [kıt] *n* 1 *(sporto, turizmo ir pan.)* reikmenys; 2 įrankių komplektas; rinkinys

label [ˈleıbl] *v* (pri)klijuoti/pritvirtinti kortelę/etiketę; pažymėti

labour [ˈleıbə] ↳ *n* 1 darbas; ***forced labour*** priverstinis darbas; ***juvenile labour*** paauglių darbas; 2 darbo jėga *(t. p.* ***labour force****)*; darbininkai; 3 gimdymo kančios, gimdymas; ***to be in labour*** gimdyti; 4 *attr* darbo; ***labour hours*** darbo laikas; ***labour contract*** darbo sutartis; ***labour dispute*** darbo konfliktas; ***labour relations*** darbdavių ir darbininkų santykiai

lap [læp] ↳ *n* 2 prieglobstis; ↳ *v* (ap)vynioti, apsiausti; apsupti

large [la:dʒ] ***at large*** laisvėje, laisvas *(apie pabėgusį kalinį ir pan.)*; ***to go into the question at large*** smulkiai išnagrinėti klausimą; c) kaip visuma; ***country at large*** visa šalis; ***public/people/society at large*** plačioji visuomenė, plačiosios gyventojų masės

latent [ˈleıtənt] *a* slaptas, paslėptas, nematomas, latentinis

launch [lɔ:ntʃ] *v* paleisti *(į darbą)*; pradėti *(planuotą veiklą)*, ryžtingai imtis *(ką daryti)*

law [lɔ:] *n* 1įstatymas; 2 *teis.* teisė; 3 teismas, teismo procesas

law-abiding [ˈlɔ:əˌbaıdıŋ] *a* gerbiantis įstatymus

lawbreaker [ˈlɔ:ˌbreıkə] įstatymo pažeidėjas/laužytojas

lawyer [ˈlɔ:jə] *n* advokatas; teisininkas, juristas, įstatymų žinovas, teisės specialistas

lease [li:s] ↳ *n* 1 nuoma; ***by/on lease*** nuomon; 2 nuomos sutartis; ↳ *v* iš(si)nuomoti *(t. p.* ***lease out****)*

legal [ˈli:gl] *a* 1 juridinis, teisinis; 2 įstatymo leidžiamas, įstatymiškas, teisėtas, legalus

legislative [ˈledʒıslətıv] ↳ *a* įstatymų leidžiamasis; įstatyminis ↳ *n ret.* įstatymų leidžiamoji valdžia

legitimate ↳ *a* [lɪ'dʒɪtɪmət] 1 įstatyminis; paremtas įstatymais, teisėtas; 2 santuokinis *(apie vaiką)*; ↳ *v* [lɪ'dʒɪtɪmeɪt] 1 įteisinti; 2 įvaikinti *(nesantuokinį vaiką)*

levy ['levɪ] ↳ *n* 1 *(mokesčių)* rinkliava; apmokestinimas; 2 *ist.* rekrutų ėmimas *(į kariuomenę)*;

↳ *v* 1 rinkti *(mokesčius)*; 2 *teis.* išieškoti *(skolą ir pan.)*

liaison [lɪ'eɪzn] *n* 1 nesantuokiniai meilės ryšiai; 2 *(ypač kar.)* ryšys, sąveika *(between)*; ***liaison officer*** darbuotojas, palaikantis ryšį tarp atskirų tarnybų; ***in liaison with*** kartu su

licence ['laɪsəns] *n* leidimas, licencija; liudijimas; patentas; ***driving licence*** vairuotojo pažymėjimas/ liudijimas/ teisės; ***under licence*** pagal licenciją

lieu [lju:, lu:] *n*: ***in lieu of*** *knyg.* vietoj ko

lingering ['lɪŋgərɪŋ] *a* 1 lėtas; 2 užtrukęs, užsitęsęs, ilgai veikiantis; 3 varginantis

literacy ['lɪtərəsɪ] *n* raštingumas; ***computer literacy*** mokėjimas naudotis kompiuteriais

literally ['lɪtərəlɪ] *adv* 1 pažodžiui; 2 raidiškai, paraidžiui *(t. p. prk.)*; tiesiogine prasme; 3 tiesiogi

litigate ['lɪtɪgeɪt] *v teis.* 1 bylinėtis, būti bylos šalimi; 2 ginčyti *(teisme)*

load [ləud] *n* 1 našta, sunkenybė; 2 krūvis, atliekamo darbo kiekis; 3 *šnek.* daugybė

local ['ləukəl] *a* vietinis, vietos; lokalinis

locate [ləu'keɪt] *v* 1 nustatyti/surasti *(ko)* vietą/padėtį 2 iš(si)dėstyti *(tam tikroje vietoje)*;

lock in [lɔk] *n* užrakinti, uždaryti *(kambaryje, kameroje ir pan.)*;

lockup ['lɔkʌp] *n* areštinė; *šnek.* Kalėjimas

lodging ['lɔdʒɪŋ] *n* 1 *(laikina)* buveinė, būstas 2 *pl (nuomojamas)* kambarys, butas

long-term ['lɔŋtə:m] *a* ilgalaikis, perspektyvinis *(apie planą)*

mail [meɪl] *n* 1 paštas; korespondencija; ***by mail*** paštu; ***junk mail*** paštu siunčiama reklaminė medžiaga; 2 *attr* pašto; ***mail order*** a) užsakymas išsiųsti prekes paštu; b) *amer.* pašto perlaida

maintenance ['meɪntənəns] *n* 1 palaikymas; (pa)rėmimas; parama; 2 išlaikymas; alimentai; ***separate maintenance*** *teis.* alimentai žmonai po skyrybų

management [ˈmænɪdʒmənt] *n* 1 vadovavimas, valdymas; *(reikalų ir pan.)* tvarkymas; 2 ***(the management)*** valdyba; direkcija, administracija; 3 kontrolė; 4 (jausmų ir pan.) tramdymas, valdymas

manager [ˈmænɪdʒə] *n* 1 *(tik v.)* vedėjas, valdytojas, vadovas, direktorius; vadybininkas; 2 tvarkytojas

mandate [ˈmændeɪt] ↳ *n* 1 mandatas; 2 *(rinkėjų)* priesakas 3 *teis.* įpareigojimas, pavedimas; įgaliojimas; ↳ *v* perduoti *(teritoriją)* kitos valstybės mandatui

mandatory [ˈmændətərɪ] *a* 1mandatą turintis 2 privalomas, ***mandatory sentence*** galutinis nuosprendis

manual [ˈmænjuəl] ↳ *n* žinynas, vadovas; vadovėlis; ↳ *a* 1 fizinis; fizinio darbo;

manual labour/work fizinis darbas; 2 rankinis, rankų; rankinio valdymo

mature [məˈtʃuə] *a* 1 subrendęs; pribrendęs; ***mature student*** subrendęs studentas *(vyresnis kaip 25 m. amžiaus)* 2 brandus *(t. p. prk.)*; 3 gerai apgalvotas

meals-on-wheels [ˈmi:lzɔnˈwi:lz] *n* išvežiojami pusryčiai/pietūs/ vakarienė *(ligoniams, seneliams)*

mediation [ˌmi:dɪˈeɪʃn] *n* tarpininkavimas

mediator [ˈmi:dɪeɪtə] *n* tarpininkas

medication [ˌmedɪˈkeɪʃn] *n* 1 gydymas vaistais 2 vaistas

mental [ˈmentl] *a* 1 protinis; 2 psichinis;

mentor [ˈmentɔ:] *n* vadovas, patarėjas, auklėtojas, mentorius

merge [mə:dʒ] *v* 1 pereiti, virsti *(apie spalvas, garsus ir pan.; into)* 2 su(si)lieti. su(si)jungti; susivienyti **merit** [ˈmerɪt] ↳ *n* 1 nuopelnas; 2 vertingumas; privalumas; 3 *teis. (bylos, ginčo)* esmė; ↳ *v* nusipelnyti

methadone [ˈmeθədəun] *n farm.* metadonas *(gydant narkomanus, vartojančius heroiną)*

microcosm [ˈmaɪkrəukɔzm] *n* mikrokosmas

middleman [ˈmɪdlmæn] *n* (*pl* -men [-men]) *(tik v.)* tarpininkas, komisionierius;

minor [ˌmaɪnə] ↳ *a* nedidelis, smulkus; antraeilis, šalutinis; ↳ *n teis.* nepilnametis

minority [maɪˈnɔrətɪ] *n* mažuma; mažoji dalis

misbehavio(u)r [ˌmɪsbɪˈheɪvɪə] *n* blogas/netinkamas elgesys

misconduct *n* [ˌmɪsˈkɔndʌkt] netinkamas/neetiškas pasielgimas;

mode [məud] *n* 1 *(gyvenimo ir pan.)* būdas, metodas; režimas; 2 būsena, nuotaika; 3 mada; maniera

moderate ['mɔdərət] ↳ *n* nuosaikių pažiūrų žmogus *(ppr. politikoje)* ↳ *a* 1 vidutiniškas, nedidelis; 2 saikingas; santūrus; 3 nuosaikus; ↳*v* ['mɔdəreɪt] 1 sumažinti, apriboti; 2 tarpininkauti

monitor ['mɔnɪtə] *v* 1 kontroliuoti, tikrinti; 2 klausyti ir pranešti , *telefoninius pokalbius ir pan.)*

move [mu:v] *v* pateikti *(pasiūlymą)*; siūlyti; prašyti, kreiptis *(į teismą ir pan.; for)*

multiple ['mʌltɪpl] *a* 1 daugeriopas, daugialypis, sudėtinis; 2 dauginis, daugybinis

municipal [mju:'nɪsɪpl] *a* savivaldybės, municipalinis; komunalinis

mutter ['mʌtə] *v* 1 murmėti, burbėti; bambėti; 2 niurzgėti *(at, against smb – prieš ką)*

mutual ['mju:tʃuəl] *a* 1 abipusis, savitarpio; 2 bendras *(dviem žmonėms)*; ***mutual friend*** bendras draugas

myriad ['mɪrɪəd] *poet.* ↳ *n* nesuskaitoma daugybė; ↳ *a* nesuskaitomas, begalinis

needle ['ni:dl] *n (siuvamoji, graviravimo, chirurginė, švirkšto, patefono)* adata

neglect [nɪ'glekt] ↳ *n* 1 nesirūpinimas; nepriežiūra; nepaisymas 2 aplaidumas, apleistumas; ↳ *v* 1 nesirūpinti, nepriežiūrėti 2 nepaisyti 3 nepadaryti *(ko reikalingo)*

negotiation [nɪˌgəuʃɪ'eɪʃn] *n (džn. pl)* derybos; derėjimasis, sąlygų aptarimas

neighbourhood ['neɪbəhud] *n* 1 kaimynystė; 2 apylinkė, (savas) rajonas; 3 kaimynija, kaimynai; 4 kaimyniški santykiai; ***good neighbourhood*** geri kaimyniški santykiai

nonprofit [ˌnɔn'prɔfit] *a amer.* =**non-profitmaking** [ˌnɔn'prɔfɪtmeɪkɪŋ] *a* nesiekiantis pelno, ne pelno, nekomercinis *(apie organizaciją)*

noose [nu:s] *n* kilpa; kilpavirvė

nostril ['nɔstrəl] *n* šnervė; nosiaskylė

notification [ˌnəutɪfɪ'keɪʃn] *n* 1 pranešimas; perspėjimas; *dipl., fin* notifikacija 2 *(mirties)* registravimas

notify ['nəutɪfaɪ] *v* 1 pranešti; 2 paskelbti; 3 informuoti, teikti žinias; registruoti

numeracy ['nju:mərəsɪ] *n* mokėjimas skaičiuoti

nurse [nə:s] *n* 1 medicinos sesuo *(t. p.* ***trained nurse****)*; slaugė, slaugytoja; sanitarė; 2 auklė;

nursing ['nə:sɪŋ] *n* 1 slauga, slaugymas 2 *attr*: ***nursing home*** a) senelių namai; slaugos namai; b) privati klinika; privatūs gimdymo namai; ***nursing centre*** vaikų konsultacija

nurture ['nə:tʃə] ↯ *n* 1 auklėjimas; ugdymas 2 (iš)auginimas; 3 maitinimas; maistas

objective [əb'dʒektɪv] ↯ *n* tikslas; siekis; ↯ *a* 1objektyvus, bešali(ška)s; 2 tikslinis; 3 dalykinis; daiktinis

obligation [ˌɔblɪ'geɪʃn] *n* įi(si)pareigojimas

observe [əb'zə:v] *v* 1 (pa)stebėti; sekti 2 laikytis *(įstatymų, papročių)*

occupational [ˌɔkju'peɪʃnəl] *a* profesinis

occur [ə'kə:] *v* 1 atsitikti, įvykti; 2 pasitaikyti *(in, among)*; 3 ateiti į galvą

odor ['əudə] *n amer.* **odour** kvapas; aromatas; ***body odour*** prakaito kvapas

offence [ə'fens] *n* teisės pažeidimas, nusikaltimas ***status/statutory offence –*** nusikaltimas pagal įstatymus

offender [ə'fendə] *n* 1 skriaudėjas; 2 *teis. (įstatymo)* pažeidėjas, nusikaltėlis

officer ['ɔfɪsə] *n* pareigūnas;valdininkas, tarnautojas; ***officer of court*** teismo vykdytojas; ***customs officer*** muitinės tarnautojas, muitininkas; ***medical officer, officer of health*** sanitarijos inspektorius

offset ['ɔfset] *v* (offset) 1 atlyginti, padengti, kompensuoti; 2 subalansuoti; atsverti

open-minded ['əupn'maɪndɪd] *a* plačių pažiūrų; nešališkas, be išankstinio nusistatymo

order ['ɔ:də] ↯ *n* 1 įsakymas, nurodymas, paliepimas; ***by order*** *(of)* pagal *(kieno)* įsakymą, *(kieno)* pavedimu; 2 užsakymas; paraiška; 3 patiekalo porcijomis užsakymas *(restorane)*; 4 orderis; leidimas; 5 tvarka; *(gera)* būklė; ***public order*** viešoji tvarka;6 santvarka; ***social order*** visuomeninė santvarka

ordinary ['ɔ:dənərɪ] *a* 1 paprastas, įprastas, eilinis; kasdieninis; 2 vidutiniškas

orient ['ɔ:rɪent] *v*1 nustatyti *(kieno)* buvimo vietą *(pagal kompasą)*; 2 orientuoti; nukreipti *(to, towards)*; 3 susiorientuoti, susivokti *(naujoje padėtyje/aplinkoje)*

ostracism ['ɔstrəsɪzm] *n* 1 ostrakizmas *(sen. Graikijoje)*; 2 išvarymas *(iš visuomenės)*, atsisakymas priimti į savo tarpą, atstūmimas

outpatient ['aut,peɪʃnt] *n* ambulatorinis ligonis

outreach ↳ *n* ['autri:tʃ] *(amer.)* 1 paslaugų centras *(žmonėms su negalia);* 2 *(vartotojų ir pan.)* aprėpimas;↳ *v* [aut'ri:tʃ] *v* peržengti/plėsti ribas, viršyti; siekti toliau *(už)*

outright ↳ *a* ['autraɪt] *attr* 1 tiesus, atviras; 2 visiškas; 3 aiškus, neabejotinas;

↳ *adv* [aut'raɪt] 1 visiškai; 2 atvirai, tiesiai; 3 iš karto, vietoje; 4 kartą visiems laikams

overall ↳ *n* ['əuvərɔ:l] darbinis chalatas/drabužis ↳ *a* 1 visas, bendras; 2 visuotinis;

visaapimantis ↳ *adv* [,əuvər'ɔ:l] 1 iš viso 2 aplamai, apskritai

overcome [,əuvə'kʌm] *v* (overcame; overcome) 1 nugalėti, įveikti; priveikti 2 apimti *(apie jausmą)*

overcrowding [,əuvə'kraudɪŋ] *n* 1 *(kalėjimų ir pan.)* perpildymas; 2 gyventojų perteklius *(mieste)*

overload ↳ *n* ['əuvələud] perkrovimas; perkrova *(t. p. el.)* ↳ *v* [,əuvə'ləud] 1 perkrauti; užversti

oversee [,əuvə'si:] *v* (oversaw; overseen) 1 prižiūrėti ; 2 (slapta) sekti; atsitiktinai/netyčia pamatyti

pace [peɪs] *n* 1 žingsnis; eisena; 2 greitis; tempas

pager ['peɪdʒə] *n spec.* pranešimų gaviklis

pair [pɜə] *n*1 pora; ***in pairs*** poromis; po du; 2 sutuoktinių pora

pandemic [pæn'demɪk] *med. n* pandemija *(visuotinė epidemija; t. p. prk.)*

paradigm ['pærədaɪm] *n* 1 *knyg.* pavyzdys; 2 *kalb.* paradigma

paramount ['pærəmaunt] *a* 1 pirmaeilis; ***of paramount importance*** pirmaeilės svarbos; 2 aukščiausias

paranoiac [,pærə'nɔɪæk] *med.* ↳ *n* paranoikas;↳ *a* sergantis paranoja

paranoid ['pærənɔɪd] = **paranoiac** *n, a*

parcel ['pa:sl] ↳ *n* siuntinys; ryšulys, paketas; ↳ *v* ***(-ll-)*** dalyti į dalis, išdalyti

pardon ['pa:dn] *n* 1 atleidimas, dovanojimas; 2 *teis.* malonė, bausmės dovanojimas;

free pardon paleidimas *(nesurinkus įkalčių)*; ***general pardon*** amnestija

parenting ['pɜərıntıŋ] *n* vaikų auklėjimas *(šeimoje)*

parole [pə'rəul] ↳ *n* 1 garbės žodis, pažadas; ***on parole*** paleistas pasitikint garbės žodžiu, paleistas lygtinai *(apie kalinį, belaisvį)* 2 *attr*: ***parole system*** *amer.* sistema, pagal kurią suimtieji paleidžiami tam tikromis sąlygomis prieš laiką; ↳ *v* paleisti pasitikint garbės žodžiu, paleisti lygtinai *(kalinį)*

parolee [pə,rəu'li:] *n amer.* paleistasis pasitikint garbės žodžiu; kalinys, paleistas lygtinai

participant [pa:'tısıpənt] ↳ *n* dalyvis, dalininkas; ↳ *a* dalyvaujantis

partnership ['pa:tnəʃıp] *n* dalyvavimas; buvimas partneriu, partnerystė

patience ['peıʃns] *n* 1 kantrybė, kantrumas; 2 ištvermė

pattern ['pætən] *n* 1 modelis, šablonas; 2 būdas; struktūra; 3 pavyzdys

payment ['peımənt] *n* 1 (ap)mokėjimas, atsiskaitymas; (už)mokestis; 2 at(si)lyginimas; atpildas *(for)*

payoff ['peıɔf] *n šnek.* 1 išmoka 2 papirkimas; kyšio davimas; ***to make a payoff*** papirkti, duoti kyšį

peer[pıə] *n* tos pačios amžiaus grupės *ar* socialinės padėties žmogus; toks pat, lygus; ***peer group*** *(amžiumi, padėtimi ir pan.)* lygių grupė

penal ['pi:nl] *a* 1 baudžiamasis; 2 griežtas, didelis *(apie bausmę, mokesčius ir pan.)*

penalty ['penltı] *n* bausmė; (nuo)bauda; sankcija; ***on/under penalty*** *(of)* gresiant *(kokiai bausmei)*

pending ['pendıŋ] *a* 1 laukiantis sprendimo, neišspręstas; nebaigtas; 2 laukiamas, neišvengiamas

penitentiary [,penı'tenʃərı] ↳ *n* 1 pataisos namai *(kalinimo vietoje);* 2 *amer.* (sunkiųjų darbų) kalėjimas ↳ *a* pataisos, pataisomasis

perceive [pə'si:v] *v* 1 suprasti, suvokti, pagauti; 2 (pa)justi; pastebėti

performance [pə'fɔ:məns] *n* 1 (į)vykdymas; ***the performance of one's duties*** savo pareigų atlikimas

permanence ['pə:mənəns] *n* nekintamumas, pastovumas

permanent ['pə:mənənt] ↳ *a* nuolatinis; pastovus; ilgalaikis; permanentinis

permit ['pə:mɪt] *n* 1 leidimas; 2 *amer.* vairuotojo teisės

personnel [ˌpə:sə'nel] *n* 1 personalas; darbuotojai, kadrai; 2 kadrų skyrius *(t. p.* ***personnel department****)*

pervasive [pə'veɪsɪv] *a* sklindantis, plintantis (visur); prasismelkiantis

physician [fɪ'zɪʃn] *n amer.* gydytojas (terapeutas)

placement ['pleɪsmənt] *n* 1sustatymas; talpinimas; 2 skyrimas į tarnybą ar kieno nors globai

plague [pleɪg] ↳ *n* 1 maras; maro epidemija; 2 bėda, nelaimė; (dievo) rykštė; apmaudas

↳ *v* 1 kamuoti, varginti 2 *šnek.* neduoti ramybės, įkyrėti, įgristi *(prašymais, klausimais; with)*

plead [pli:d] *v* (pleaded, pled) 1 prašyti, maldauti *(with – ką, for – ko)* ***to plead for mercy*** prašyti pasigailėti; 2 teisintis ; ***to plead guilty [non-guilty]*** prisipažinti [neprisipažinti] kaltu

plug [plʌg] *v* 1 užkimšti, užkišti

pod [pɔd] *n* pulkelis, būrelis

policy ['pɔlɪsɪ] *n* 1 politika; ***foreign policy*** užsienio politika; 2 elgsena, veiklos kryptis, kursas, strategija 3 sumanumas, protingumas; diplomatiškumas

pose [pəuz] *v*(iš)kelti, (už)duoti *(klausimą, uždavinį)*; sudaryti *(sunkumų ir pan.)*;

postponement [pəust'pəunmənt] *n* atidėjimas, atidėliojimas, nukėlimas

pound [paund] *n* 1 svaras *(svorio matas = 453,6 g)*; 2 svaras sterlingų . ***pound sterling****; = 100 pensų)*

poverty ['pɔvətɪ] *n* neturtas, skurdas;

practitioner [præk'tɪʃnə] *n* 1 praktikuojantis gydytojas/teisininkas; 2 specialistas

precaution [prɪ'kɔ:ʃn] *n* 1 atsargumas, atsarga; apdairumas 2 *pl* atsargumo priemonės; ***to take precautions*** *(against)* imtis atsargumo priemonių *(prieš)*

precise [prɪ'saɪs] *a* 1 tikslus, apibrėžtas; 2 aiškus *(apie tartį)*; 3 kruopštus; skrupulingas, pedantiškas

predictive [prɪ'dɪktɪv] *a* pranašaujantis; pranašiškas; prognozuojantis

preference ['prefərəns] *n* pirmumas, pirmenybė; laikymas vertesniu/tinkamesniu;

pregnancy ['pregnənsɪ] *n* nėštumas

premise ↳ *n* ['premɪs] 1 *log.* premisa; prielaida 2 *pl* pastatas, namai, patalpos; namų valdos *(su priestatais ir sodyba)* ↳ *v* [prɪ'maɪz] 1 pirma išdėstyti/pateikti/pasakyti 2 *log.* daryti prielaidą

prescription [prɪ'skrɪpʃn] *n* 1 nurodymas, įsakymas; 2 *(bausmės ir pan.)* skyrimas 3 *med.* receptas

presumption [prɪ'zʌmpʃn] *n* 1 manymas, spėjimas; prielaida 2 *teis.* prezumpcija; 3 drąsa

preteen [ˌpri:'ti:n] *a* mažametis *(10-12 metų amžiaus)*; skirtas 10-12 metų vaikams

pretrial [ˌpri:'traɪəl] *a* ikiteisminis

prevail [prɪ'veɪl] *v* egzistuoti; būti įsigalėjusiam/paplitusiam, viešpatauti

prevalent ['prevələnt] *a* 1 paplitęs; 2 vyraujantis, dominuojantis

prevention [prɪ'venʃn] *n* kelio užkirtimas; prevencija; įspėjimas; ***accident prevention*** saugumo technika;

kelio užkirtimas nelaimingiems atsitikimams; ***crime prevention*** nusikaltimų prevencija

prime [praɪm] ↳ *n* 1 pradžia; ↳ *a attr* pagrindinis, svarbiausias

principal ['prɪnsəpl] ↳ *n* 1 viršininkas; 2 rektorius; *(mokyklos)* direktorius; ↳ *a* pagrindinis, svarbiausias

prior ['praɪə] ↳ *a* 1 ankstesnis; pirmesnis; 2 svarbesnis; ↳ *prep*: ***prior to*** pirma, prieš, anksčiau

prison ['prɪzn] *n* kalėjimas *(t. p. prk.)*; nelaisvė

probation [prə'beɪʃn] *n* 1 išbandymas; stažavimas, stažas; ***to work on probation*** atlikti stažą, stažuotis; 2 bandomasis laikas;3 *teis.* lygtinis *(ypač nepilnamečio nusikaltėlio)* nuteisimas; ***on probation*** lygtinai; ***probation officer*** inspektorius, prižiūrintis lygtinai nuteistuosius

probationer [prə'beɪʃnə] *n* 1 stažuotojas, stažistas; kandidatas į narius. ***probationer nurse*** medicinos sesuo praktikantė 2 *teis.* lygtinai nuteistasis

proceeding [prə'si:dɪŋ] *n* 1 vyksmas, eiga, įvykis; 2 *pl teis.* teismo procesas, teisminis nagrinėjimas; procesiniai veiksmai; ***legal***

proceedings teismo procesas/procedūra, teisena; ***to take/start (legal) proceedings*** *(against)* iškelti bylą *(prieš)* 3 *pl (komisijos)* darbas, veikla; 4 *pl (mokslo draugijos)* darbai; protokolai

procedure [prə'si:dʒə] *n* 1 procedūra; 2 darbo tvarka; 3 *teis.* procesas; proceso teisės normos

proclaim [prə'kleım] *v* 1 (pa)skelbti; (pa)garsinti; 2 liudyti, byloti *(apie)*; rodyti

profile ['prəufaıl] *n* 1 profilis; 2 kontūras 3 trumpa (biografinė) apybraiža

profit ['prɔfıt] ↳ *n* 1 nauda; 2 *(džn. pl)* pelnas; pajamos; ↳ *v* duoti naudos/pelno

prolong [prə'lɔŋ] *v* (pra)ilginti, (pra)tęsti

promotion [prə'məuʃn] *n* 1 paaukštinimas, pakėlimas *(tarnyboje)* 2 *(mokinio)* perkėlimas į aukštesnę klasę 3 *ekon.* skatinimas; reklamavimas; 4 rėmimas, parama

prompt [prɔmpt] ↳ *a* 1 skubus; 2 punktualus; tikslus; ↳ *adv* 1 greitai; 2 tiksliai, lygiai

prosecution [ˌprɔsı'kju:ʃn] *n* 1 *teis.* baudžiamasis persekiojimas; patraukimas baudžiamojon atsakomybėn; 2 *teis.* kaltinimas; ieškinį pareiškusioji šalis

prosecutor ['prɔsıkju:tə] *n teis.* 1 kaltintojas; ***public prosecutor*** prokuroras 2 ieškovas

protection [prə'tekʃn] *n* 1 (ap)gynimas; (ap)saugojimas; apsauga; 2 globojimas, globa

provision [prə'vıʒn] *n* 1 ap(si)rūpinimas; tiekimas; 2 *pl* maisto produktai, maistas; 3 *(sutarties ir pan.)* sąlyga; 4 pasiruošimas *(ateičiai)*, atsargumo priemonė *(for, against)*

psychiatrist [saı'kaıətrıst] *n* psichiatras

public ['pʌblık] *a* 1 viešas; atviras; visiems žinomas; ***public opinion*** viešoji nuomonė; 2 visuomenės, visuomeninis; valstybinis; ***public official*** valstybės tarnautojas; ***public assistance*** valstybės skiriama parama; ***public relations*** ryšiai su visuomene; visuomenės informavimas; ***public work*** visuomeninis darbas

punitive ['pju:nətıv] *a* baudžiamasis; ***punitive measures*** baudžiamosios priemonės

purchase ['pə:tʃəs] ↳ *n* 1 pirkimas, įgijimas; 2 pirkinys ↳ *v* 1 pirkti, įgyti

pursue [pə'sju:] *v* 1 vykdyti; 2 siekti *(tikslo)*, ieškoti; laikytis; 3 persekioti *(t. p. prk.)*; vytis; 4 tęsti; toliau gvildenti *(klausimą)*; 5 užsiimti *(kuo)*; 6 *škot.) teis.* pareikšti ieškinį

qualitative ['kwɔlıtətıv] *a* kokybinis

quantify ['kwɔntıfaı] *v* nustatyti kiekį, išmatuoti ir įvertinti/išreikšti skaičiais

quarter ['kwɔ:tə] *n* 1 ketvirtis; ketvirtadalis *(of)*; 2 *(miesto)* kvartalas; 3 pasigailėjimas

racial ['reıʃl] *a* rasinis, rasių; ***racial prejudice*** rasiniai prietarai

rafting ['ra:ftıŋ] *n (rąstų)* plukdymas; rąstų (su)rišimas į sielius

random ['rændəm] *n*: ***at random*** iš akies; kaip pakliūva, atsitiktinai;

range [reındʒ] *n* 1 *(interesų, veiklos)* sritis, sfera; 2 ribos; atstumas, nuotolis; 3 *spec.* diapazonas *(t. p. prk.)*; atkarpa, intervalas; 4 grupė, kategorija; ***age range*** amžiaus grupė

rate [reıt] *n* tempas, greitis; dažnis, dažnumas

readjustment [ˌri:ə'dʒʌstmənt] *n* 1 pri(si)taikymas 2 pertaisymas; 3 pertvarkymas

rear [rıə] *v* (iš)auginti, ugdyti

reasonable ['ri:znəbl] *a* 1 protingas, supratingas; protaujantis; 2 pagrįstas; nuosaikus

3 priimtinas, pakenčiamas; prieinamas *(apie kainą);* 4 prideramas, tinkamas

receiver [rı'si:və] *n* 1 gavėjas; 2 *teis. (vogtų daiktų)* supirkinėtojas; 3 telefono ragelis

reckon ['rekən] *v* 1 laikyti *(kuo)*; 2 tikėtis; 3 atsiskaityti *(with);* 4 skaitytis *(with)*; 5 skaičiuoti, skaityti

recognition [ˌrekəg'nıʃn] *n* 1 (at)pažinimas; 2 pripažinimas

reconciliation [ˌrekənsılı'eıʃn] *n* 1 sutaikinimas; susitaikymas; 2 suderinimas

recovery [rı'kʌvərı] *n* pasveikimas, išgijimas; atsigavimas; ***recovery room*** pooperacinė palata

recreational [ˌrekrı'eıʃnəl] *a* pasilinksminimo; pramogų, pramoginis; ***recreational facilities*** poilsio ir pasilinksminimo vietos *(klubai, stadionai, teatrai, restoranai ir pan.)*

recruitment [rı'kru:tmənt] *n* 1 verbavimas; naujokų ėmimas 2 komplektavimas

reduction [rı'dʌkʃn] *n* (su)mažinimas; (su)mažėjimas

re-entry [ri'entrı] *n* 1 (su)grįžimas; 2 *teis.* atgalinis turto užvaldymas

refer [rı'fə:] v 1 nurodyti *(to)*; 2 remtis *(to – kuo);* 3 (pa)siųsti *(pas gydytoją.)*; 5 perduoti *(svarstyti)*

referral [rı'fə:rəl] *n* perdavimas, persiuntimas *(kitai instancijai ir pan.)*

reformatory [rı'fɔ:mətərı] ↳ *n amer.*, pataisos namai *(ypač mažamečiams nusikaltėliams)*; ↳ *a* pataisos

refrain [rı'freın] *v* susilaikyti, susiturėti *(from – nuo)*

regarding [rı'ga:dıŋ] *prep* ryšium su, dėl *(ypač laiškuose)*

regulation [ˌregju'leıʃn] ↳ *n* 1 reguliavimas; tvarkymas 2 taisyklė; nurodymas 3 *pl* nuostatai; įstatai

rehabilitate [ˌri:hə'bılıteıt] *v* 1 atkurti; rekonstruoti; 2 reabilituoti *(ligonį)*; grąžinti/atgauti darbingumą; 3 *polit.* reabilituoti; grąžinti teises 4 perauklėti *(nusikaltėlį)*

reinforcement [ˌri:ın'fɔ:smənt] *n* 1 sustiprinimas; sutvirtinimas 2 pastiprinimas, papildymas

rejection [rı'dʒekʃn] *n* 1 atmetimas, nepriėmimas ,at(si)sakymas; 2 atrinkimas; 3 išmetimas

relapse [rı'læps] *v* vėl susirgti, atkristi; ***to relapse into drunkenness*** vėl imti girtauti

release [rı'li:s]↳ *v* 1 paleisti, išleisti; išlaisvinti *(from)*; 2 atleisti; 3 numesti *(bombą)*

↳ *n* 1 paleidimas *(iš kalėjimo ir pan.; from)*; 2 atleidimas *(nuo bausmės ir pan.)*

relevant ['reləvənt] *a* 1 tiesiogiai susijęs *(su svarstomu dalyku)*; tinkamas; 2 svarbus

reliability [rıˌlaıə'bılətı] *n* patikimumas; *(duomenų ir pan.)* tikrumas

relief [rı'li:f] *n* 1 *(kančių)* (pa)lengvinimas, (su)mažinimas; paguoda; 2 parama; pašalpa

remand [rı'ma:nd] *teis. n (suimtojo)* pakartotinis paleidimas už užstatą; grąžinimas kardomajam kalinimui; ***remand centre/home*** kardomasis kalėjimas *(nepilnamečiams)*; ***a person on remand*** tardomasis, tardomasis asmuo

remedial [rı'mi:dıəl] *a* 1 gydomasis; ***remedial gymnastics*** gydomoji gimnastika; 2 (pa)taisomasis;

korekcinis; ***remedial course*** korekcinis kursas; ***remedial work*** darbas su atsiliekančiais

render ['rendə] ↳ *n* atsilyginimas ↳ *v* 1 (pa)daryti, (pa)versti *(kuo)*; 2 (su)teikti *(pagalbą ir pan.)*; (pa)daryti, pateikti; ***to render judg(e)ment*** *teis.* priimti teismo sprendimą; 3 perduoti; 4 versti *(į kitą kalbą)*

reparation [ˌrepə'reɪʃn] *n* 1 *(skriaudos)* atitaisymas; 2 atlyginimas, kompensacija

replacement [rɪ'pleɪsmənt] *n* pakeitimas (gyvenamos vietos); pakaitas, pakaitalas

report [rɪ'pɔ:t] *n* 1 ataskaita *(on, of)*; protokolas; 2 pranešimas; raportas

reprisal [rɪ'praɪzl] *n* *(džn. pl)* represalijos; atsakomasis veiksmas/smūgis

request [rɪ'kwest] *n* prašymas; pageidavimas, *(mandagus)* (pa)reikalavimas

research [rɪ'sə:tʃ] *n* 1 (mokslinis) tyri(nėji)mas, *(into, on)*; mokslo tiriamasis darbas *(t. p.* ***research work****)*

resident ['rezɪdənt] *n* 1 *(nuolatinis)* gyventojas; 2 *(viešbučio)* svečias, gyventojas

residential [ˌrezɪ'denʃl] *a* 1 gyvenamasis *(apie miesto rajoną)*; 2 susijęs su gyvenamąja vieta; ***residential treatment facility*** *amer.* psichiatrinė ligoninė

resist [rɪ'zɪst] *v* 1 priešintis, pasipriešinti; 2 spirtis, atsispirti, nepasiduoti

resolve [rɪ'zɔlv] ↳ *n* apsisprendimas; ↳ *v* 1 pasiryžti; apsispręsti; 2 išspręsti, nutarti; 3 išsklaidyti

resource [rɪ'sɔ:s, rɪ'zɔ:s] *n* *(ppr. pl)* ištekliai, resursai, atsargos; išgalės; lėšos

respective [rɪ'spekktɪv] *a attr* atitinkamas

respite ['respaɪt, 'respɪt] ↳ *n* 1 atokvėpis, atsikvėpimas; 2 *(nuosprendžio vykdymo, mokėjimo)* atidėjimas ↳ *v* 1 atidėti *(ypač nuosprendžio vykdymą)*; 2 leisti atsikvėpti

respond [rɪ'spɔnd] *v* 1 atsakyti; 2 reaguoti, atsiliepti, pasiduoti *(įtakai ir pan.; to)*

restitution [ˌrestɪ'tju:ʃn] *n* 1 *(turto)* (su)grąžinimas; 2 *(nuostolių)* padengimas; 3 *teis. (teisių)* atkūrimas, **restore** [rɪ'stɔ:] *v* atkurti; *pass* atgauti *(jėgas ir pan.)*

restoration [ˌrestə'reɪʃn] *n* 1 restauravimas; 2 atstatymas, atkūrimas; rekonstrukcija; 3 *(turto)* grąžinimas

restorative [rɪ'stɔrətɪv] *a* stiprinamasis; stiprinantis, grąžinantis jėgas

restrain [rɪ'streɪn] *v* 1 *(džn. refl)* su(si)laikyti, su(si)turėti; ***to restrain one's temper*** slopinti susierzinimą; susivaldyti; 2 (su)varžyti, (ap)riboti *(infliaciją ir pan.)* 3 suimti, sulaikyti; izoliuoti *(ypač pamišėlius)*

restraint [rɪ'streɪnt] *n* 1 *(džn. pl)* (ap)ribojimas, (su)varžymas; 2 sulaikymas; uždarymas *(į kalėjimą ir pan.)*; ***to put under restraint*** uždaryti į beprotnamį

restriction [rɪ'strɪkʃn] *n* (ap)ribojimas; (su)varžymas; ***without restriction*** neribotai

restructure [ˌri:'strʌktʃə] *v* reorganizuoti, pertvarkyti

retain [rɪ'teɪn] *v* 1 išsaugoti; (už)laikyti; 2 atminti; 3 (pa)samdyti *(iš anksto apmokant; ypač advokatui)*

retardation [ˌri:ta:'deɪʃn] *n* 1(su)stabdymas *(augimo ir pan.)*; 2 atsilikimas

retention [rɪ'tenʃn] *n* 1 išlaikymas, išsaugojimas; 2 išlaikymas atmintyje

retributive [rɪ'trɪbjutɪv] *a knyg.* atpildo, baudžiamasis

reunification [ˌri:ju:nɪfɪ'keɪʃn] *n* su(si)jungimas *(ypač padalytos šalies)*

review [rɪ'vju:] *n* 1 apžvalga; 2, peržiūra; patikrinimas; 3 *teis.* peržiūrėjimas; 4 *amer. mok.* kartojimas

revise [rɪ'vaɪz] *v* 1 peržiūrėti, persvarstyti; 2 taisyti, tikslinti; 3 *mok.* kartoti *(medžiagą)*

revocation [ˌrevə'keɪʃn] *n teis.* atšaukimas, panaikinimas *(įstatymo, nutarimo ir pan.)*

reward [rɪ'wɔ:d] ↳ *n* 1 atpildas; apdovanojimas 2 atlygis, atlyginimas *(už pagalbą policijai ir pan.)*; ↳ *v* 1 atlyginti, atmokėti; apdovanoti; 2 būti vertam *(dėmesio ir pan.)*

right [raɪt] ↳ *n* 1 teisė; ***rights and duties*** teisės ir pareigos; 2 teisybė; ↳ *a* 1 teisingas; teisus; tikslus; 2 kaip tik tas, kuris reikalingas; ↳ *adv* 1 teisingai; 2 tinkamai, reikiamai; 3 tiesiai, tiesiog; 4 tiksliai

rigid ['rɪdʒɪd] *a* 1standus; tvirtas; 2 griežtas, nepalenkiamas; 3 konservatyvus; 4 pastėręs *(iš baimės)*

riot ['raɪət] *n* 1 riaušės, maištas; ***prison riot*** kalinių riaušės; ***riot gear*** *(policininkų, kalėjimo darbuotojų)* apsauginė apranga; 2 *teis.* tvarkos ardymas, ramybės drumstimas

roach [rəutʃ] *n* (cockroach *sutr.*) *amer. šnek.* tarakonas

role-play ['rəulpleɪ] *n (ypač mok.)* skaitymas vaidmenimis; inscenizavimas

roughly ['rʌflɪ] *adv* 1 šiurkščiai, nelygiai; 2 apytikriai, maždaug

routine [ru:'ti:n] ↳ *a* 1 nustatytas, įprastinis; eilinis, einamasis *(apie remontą ir pan.)*;

routine check eilinis/įprastinis patikrinimas; 2 rutiniškas, šabloniškas

run [rʌn] *v* (ran; run) 1 (nu)bėgti; lakstyti; 2 tvarkyti *(reikalus)* ***to run an office*** vadovauti įstaigai

runaway ['rʌnəweɪ] *n* 1 pabėgėlis, bėglys *(ypač vaikas);* 2 pabėgimas

rural ['ruərəl] *a* kaimo, kaimiškas; ***in rural areas*** kaime, kaimo vietovėse

safeguard ['seɪfgɑ:d] ↳ *n* 1 apsauga; 2 garantija *(against;)* 3 apsaugos priemonė

sale [seɪl] *n* 1 pardavimas; realizavimas; 2 aukcionas, varžytynės; 3 *(užsigulėjusių prekių)* išpardavimas

sample ['sɑ:mpl] *n* 1 pavyzdys; 2 bandinys, mėginys; 3 šablonas, modelis; 4 *spec.* atranka *(apklausai)*

sanction ['sæŋkʃn] ↳ *n* 1 sankcija; 2 pritarimas, aprobavimas; 3 *teis.* įstatymo numatyta bausmė; ↳ *v* 1 duoti sankciją, sankcionuoti; pritarti, aprobuoti; 2 ratifikuoti, tvirtinti

sanity ['sænətɪ] *n* 1 sveikas protas, blaivus mąstymas 2 normali psichikos būklė

scheme [ski:m] *n* 1 planas; programa; 2 schema, 3 sistema; 4 *(nedoras)* sumanymas; pinklės, kėslai

schizophrenia [ˌskɪtsəu'fri:nɪə] *n med.* šizofrenija, schizofrenija

schizophrenic [ˌskɪtsəu'frenɪk] *med. n* šizofrenikas, schizofrenikas

screen [skri:n] *v* 1 (pri)dengti *(apsaugojant)*; (ap)ginti, (pa)slėpti 2 tikrinti *(sveikatą ir pan.)*; 3 atrinkti

screening ['skri:nɪŋ] *n (lojalumo, sveikatos ir pan.)* patikrinimas

search [sə:tʃ] *n* 1 ieškojimas *(for)*; 2 *(ypač teis.)* krata, apieškojimas; 3 tyri(nėji)mas

secure [sɪˈkjuə] *a* 1 saugus, patikimas; nepavojingas; 2 garantuotas, užtikrintas; 3 tikras, įsitikinęs *(of)*

security [sɪˈkjuərətɪ] *n* 1 saugumas; 2 patikimumas; įsitikinimas; 3 apsauga

seek [si:k] *v* (sought) 1 ieškoti; 2 stengtis; siekti, reikalauti; vaikytis *(after)*; 3 prašyti, kreiptis *(patarimo)*

self-awareness [ˌselfəˈwɜənɪs] *n* savimonė

self-confidence [ˌselfˈkɔnfɪdəns] *n* pasitikėjimas savimi; ***lack of self-confidence*** nepasitikėjimas savimi

self-employed [ˌselfɪmˈplɔɪd] *a* 1 besiverčiantis privačia praktika; dirbantis savo paties kontoroje/įmonėje *ir pan.* 2 turintis laisvą profesiją *(apie rašytoją, dailininką ir pan.)*

self-esteem [ˌselfɪˈsti:m] *n* savigarba

self-respect [ˌselfrɪˈspekt] *n* savigarba

senior [ˈsi:nɪə] *a* vyresnis *(amžiumi)*; ***senior citizen*** *euf.* pagyvenęs žmogus

sense [sens] *n 1* jausmas; 2. protingumas, išmintis; sveikas protas ***common/good sense)***; 4 prasmė

sentence [ˈsentəns] ↳ *n* 1 nuosprendis; 2 bausmė ***life sentence*** bausmė iki gyvos galvos; ***mandatory sentence*** galutinis nuosprendis ↳ *v* 1 nuteisti; priimti nuosprendį

sequential [sɪˈkwenʃl] *a* 1 išplaukiantis, esantis *(ko)* pasekmė; 2 nuoseklus

serve [sə:v] *v* 1 tarnauti; ***to serve one's sentence*** atlikti bausmę; 2 dirbti, eiti pareigas

setting [ˈsetɪŋ] *n* aplinka; situacija, fonas

settlement [ˈsetlmənt] *n* 1 susitarimas; (su)reguliavimas, išsprendimas; 2 sutikimas, nusileidimas; dovanojimo aktas; 3 įsikūrimas; apgyvendinimas 4 kolonija; gyvenvietė

share [ʃɜə] ↳ *n* 1 dalis; 2 gyvenimas viename bute/name *(ppr.* ***flat/house share****)*

↳ *v* 1 dalyvauti, dalytis; 2 patirti/išgyventi kartu; dalytis *(džiaugsmais ir pan.)*;

shelter [ˈʃeltə] *n* pastogė, prieglauda, prieglobstis; būstas

shift [ʃɪft] ↳ *n* 1 pakeitimas, perkėlimas; 2 pamaina; 3 pasikeitimas; kaitaliojimas; 4 vienos pamainos darbininkai ↳ *v* 1 perkelti; perstumti, perstatyti; perdėti; 2 keisti(s), pa(si)keisti; 3 suversti *(kaltę ir pan.)*

shuffle off ['ʃʌfl] *v* a) nusimesti *(drabužius, batus)*; b) užkrauti, suversti *(atsakomybę, kaltę; onto – kam)*; c) atsikratyti, aplenkti *(klausimą)*

sickness ['sɪknɪs] *n* 1 liga *(t. p. prk.)* 2 šleikštulys, šleikštumas; vėmimas

sliding ['slaɪdɪŋ] *a* slankus; slystamas; ***sliding door*** stumiamosios/stumdomosios durys

slot [slɔt] *n* 1 plyšys, anga; prapjova 2 griovelis; ***slot machine*** - žaidimų automatas

smuggle ['smʌgl] *v* 1 verstis kontrabanda; 2 gabenti kontrabanda/slapta □ ***smuggle away*** paslėpti; ***smuggle in*** įvežti kontrabanda; ***smuggle out*** išvežti kontrabanda

sobriety [sə'braɪətɪ] *n* 1 blaivumas; 2 saikingumas, nuosaikumas; 3 sveika nuovoka

solely ['səullɪ] *adv* išimtinai; tiktai

solution [sə'lu:ʃn] *n* 1 (iš)sprendimas; išaiškinimas; 2 sprendinys, atsakymas *(to)*

spatial ['speɪʃl] *a* 1 erdvės, erdvinis; susiorientuojantis/susivokiantis erdvėje; 2 kosminis

specify ['spesɪfaɪ] *v* 1 tiksliai nusakyti/apibrėžti; 2 suteikti ypatingą žymę/bruožą

spot [spɔt] ↳ *n* 1 dėmė, dėmelė; taškelis, šlakas; 2 gėda, dėmė; 3 vieta;

spouse [spauz] *n knyg.*, *teis.* sutuoktinis *(vyras, žmona)*

spread [spred] *v* 1 apdengti; 2 išskėsti, 3 (už)tepti; 4 (pa)plisti, (pa)sklisti; driektis; 5 platinti, skleisti

stable ['steɪbl] *a* 1 stabilus, (pa)stovus; 2 tvirtas, (pa)tvarus; 3 nepalenkiamas; santūrus

staff [sta:f] *n* personalas; etatai, kadrai; ***to be on the staff*** būti etatiniu darbuotoju

statement ['steɪtmənt] *n* 1 pareiškimas; 2 tvirtinimas; 3 oficiali ataskaita

status ['steɪtəs] *n* 1 *(socialinė, visuomeninė ir pan.)* padėtis; prestižas, reputacija;

2 teis., *polit.* statusas ***status offence*** – nusikaltimas pagal įstatymus

stiff [stɪf] *a* griežtas *(apie bausmę, sprendimą ir pan.)*

stigma ['stɪgmə] *n* gėda, dėmė; ***the stigma of alcoholism*** gėda dėl alkoholizmo

stigmatize ['stɪgmətaɪz] *v (ppr. pass)* vainoti, niekinti, plėšti garbę; pasmerkti gėdai

store [stɔ:] ↳ *n* 1 atsarga; 2 sandėlis; 3 *(ypač amer.)* parduotuvė, krautuvė; ↳ *v* 1 aprūpinti, tiekti;

2 apsirūpinti, (su)kaupti *(t. p.* ***store away/up****)*; 3 sandėliuoti; atiduoti į apsaugą; 4 *komp.* įrašyti į atmintį

strain [streɪn] *n* 1 atmaina, veislė; giminė, kilmė 2 *(charakterio)* bruožas; polinkis; paveldėtas bruožas;

a strain of insanity in the family paveldėta psichikos liga šeimoje

strait [streɪt] *a bibl.* siauras, ankštas

stratification [ˌstrætɪfɪ'keɪʃn] *n* 1 sluoksniavimas(is), susisluoksniavimas, stratifikacija

stringent ['strɪndʒənt] *a* 1 griežtas, privalomas, būtinas; ***stringent regulations*** privalomieji nutarimai;

2 *ekon.* suvaržytas *(dėl pinigų stokos)*;3 svarus, įtikinamas

strip [strɪp] *v* 1 nuplėšti, nudraskyti, nutraukti *(t. p.* ***strip off****)*; apnuoginti; 2 nu(si)rengti, nu(si)vilkti

strive [straɪv] *v* (strove; striven ['strɪvn]) stengtis, dėti pastangas, siekti

subject ↳ *n* ['sʌbdʒɪkt] 1 *(pokalbio ir pan.)* tema; klausimas; 2 dalykas, objektas *(of)*; 3 *(dėstomasis)* dalykas, disciplina; 4 pilietis; 5 žmogus, subjektas; ↳ *a* ['sʌbdʒɪkt] 1 pavaldus, priklausomas; 2 linkęs *(to)*;

3 priklausantis *(to)*; ↳ *v* [səb'dʒekt] 1 pajungti, palenkti *(to)* 2 priversti išgyventi/patirti

submission [səb'mɪʃn] *n* 1 pasidavimas, nusileidimas; paklusimas; 2 paklusnumas, nuolankumas; 3 pateikimas *(dokumentų, skundo ir pan.)* 4 *teis.* atidavimas svarstyti; sutikimas atiduoti ginčą į arbitražą; pareiškimas ✧ ***in my submission*** mano manymu

subordination [səˌbɔ:dɪ'neɪʃn] *n* 1 pavaldumas, priklausomybė; subordinacija

subscribe [səb'skraɪb] *v* 1 (už)prenumeruoti, už(si)sakyti 2 įsirašyti *(į biblioteką)*; 3 pasirašyti *(paskolą)*

subsequently ['sʌbsɪkwəntlɪ] *adv* vėliau, paskui

subsidize ['sʌbsɪdaɪz] *v* subsidijuoti, dotuoti

substance abuse['sʌbstəns ə'bju:s]] *n* piktnaudžiavimas alkoholiniais gėrimais ir narkotikais

substantial [səb'stænʃl] *a* 1svarbus; žymus; 2 tvirtas, stiprus; 3 sotus, maistingas; 4 pasiturintis, turtingas

substantive ['sʌbstəntɪv] ↳ *a* savarankiškas, nepriklausomas; [səb'stæntɪv] *attr* realus, tikras; 3 esminis

substitute ['sʌbstɪtju:t] ↳ *n* 1 pavaduotojas; ***substitute teacher*** mokytojas, pavaduojantis susirgusį mokytoją; 2 pavadavimas; ***temporary substitute*** laikinas pavadavimas ↳ *v* 1 pavaduoti; 2 pakeisti

subversive [səb'və:sɪv] ↳ *a* 1 griaunamasis, 2 ardomasis; ↳ *n* žmogus, užsiimantis ardomąja veikla

succeed [sək'si:d] *v* 1 pasisekti, pavykti; pasiekti tikslą *(in)*; 2 eiti *(po)*; pakeisti

suicide ['sju:ɪsaɪd] *n*1 savižudybė, nusižudymas; ***attempted suicide*** bandymas nusižudyti; ***to commit suicide*** nusižudyti, baigti gyvenimą savižudybe 2 savižudis

suit [su:t] *n* 1 kostiumas; 2 prašymas; 3 *teis.* byla, procesas; ieškinys

suited ['sju:tɪd] *a* tinkamas, tinkantis

superintendent [ˌsu:pərɪn'tendənt] *n* 1 vadovas, direktorius, valdytojas; 2 policijos vyresnysis inspektorius *(t. p.* ***police superintendent****)*; 3 prižiūrėtojas, tvarkytojas; *amer. (pastato)* komendantas

supervision [ˌsu:pə'vɪʒn] *n* priežiūra, prižiūrėjimas, stebėjimas; vadovavimas

supplement ↳ *n* ['sʌplɪmənt] 1 priedas; papildymas; 2 papildomas mokestis ↳ *v* ['sʌplɪment] papildyti,

supplier [sə'plaɪə] *n* tiekėjas, pristatytojas

surveillance [sə'veɪləns] *n* sekimas, priežiūra *(ypač įtariamųjų)*; ***under surveillance*** *(ppr. policijos)* priežiūroje, sekamas

survey ['sə:veɪ] *n*1 apžiūra, apžiūrėjimas; 2 apžvalga; 3 apklausa, (iš)tyrimas

survival [sə'vaɪvl] *n* išlikimas

survivor [sə'vaɪvə] *n* 1 žmogus/daiktas, išlikęs (gyvas) ar pergyvenęs *(kitą, kitus)*;

2 *teis.* vienintelis paveldėtojas *(turintis teisę į visą turtą kitam paveldėtojui mirus)*

suspect ↳ *n* ['sʌspekt] įtariamas/įtartinas asmuo; ↳ *a predic* ['sʌspekt] įtariamas; įtartinas;

↳ *v* [sə'spekt] 1 įtarti *(of – kuo);* 2 abejoti *(tikrumu)*; nepasitikėti

sustain [sə'steɪn] *v* 1 (iš)laikyti, paremti; 2 (su)stiprinti, palaikyti; 3 patirti; iškentėti, atlaikyti; 4 pritarti, palaikyti; patvirtinti; 5 išlaikyti *(charakterį, principą ir pan.)*

sweatshirt ['swetʃə:t] *n* medvilninis sportinis nertinis

swing [swɪŋ] *n* 1 supimas(is); siūbavimas; 2 staigus/radikalus pasikeitimas *(to, towards)*

syphilis ['sɪfɪlɪs] *n* sifilis

tailor ['teɪlə] *v prk.* pritaikyti, specialiai paruošti

target ['ta:gɪt] *n* 1 taikinys; 2 *attr* planinis; planuojamas

temper ['tempə] *n*1 būdas, charakteris; 2 nuotaika; 3 susivaldymas, savitvarda; ***to keep/ control one's temper*** valdytis, tvardytis; 4 susierzinimas, pyktis

temporary ['tempərərɪ] ↳ *n* laikinas darbuotojas; ↳ *a* laikinas, nenuolatinis

tenet ['tenɪt, 'ti:net] *n* principas; dogma; doktrina

tension ['tenʃn] *n* įtempimas, įtampa

terminal ['tə:mɪnl] *a* 1galinis; galutinis, paskutinis; baigiamasis; 2 *med.* paskutinis, mirtinas; ***terminal cancer*** paskutinė vėžio stadija; ***terminal disease/illness*** mirtina liga

terminate ['tə:mɪneɪt] *v* 1 (už)baigti; nutraukti *(sutartį, diskusiją ir pan.)* 2 baigtis, pasibaigti *(apie susirinkimą, terminą ir pan.)*; 3 nustatyti ribas, ap(si)riboti

testimony ['testɪmənɪ] *n* 1 *teis.* parodymas; 2 liudijimas; (į)rodymas; 3 tvirtinimas

therapy ['θerəpɪ]= **therapeutics** [ˌθerə'pju:tɪks] *n* 1 terapija 2 psichoterapija

thorough ['θʌrə] *a* 1 kruopštus; nuodugnus; visapusiškas, išsamus; 2 visiškas, tikras;

thought [θɔ:t] *n* 1 mintis; idėja; 2 mąstymas, galvojimas; 3 dėmesys, rūpinimasis

threatening ['θretnɪŋ] *a* 1 grasinantis, grasinamas, grasus 2 gresiantis, grėsmingas

thrive [θraɪv] *v* (thrived, throve; thriven [-n], thrived) 1 klestėti, tarpti, vešėti 2 mėgti, patikti *(on)*

tie [taɪ] *v* 1 (su)rišti; pririšti *(to)*; ***to tie smb's hands*** surišti kam rankas; 2 apriboti *(sąlygomis)*; (su)saistyti

train [treɪn] *v* 1 mokyti, ugdyti; 2 įpratinti, išmokyti; ***to train a child to obey*** įpratinti vaiką paklusti; 3 treniruoti(s); 4 rengti(s), mokyti(s); ***to train personnel*** rengti kadrus

training ['treɪnɪŋ] *n* 1 mokymas, lavinimas, ugdymas; apmokymas; ***practical training*** pratybos;

vocational training profesinis mokymas/lavinimas; 2 *(mokytojų ir pan.)* rengimas; 3 treniravimas, treniruotė

transfer ['trænsfə:] *n* per(si)kėlimas *(į kitą vietą/postą ir pan.)*

transition [træn'zɪʃn, træn'sɪʃn] *n* 1 perėjimas; 2 pereinamasis laikotarpis *(t. p.* ***transition period****)*;

transmission [trænz'mɪʃn] *n* 1 perdavimas; transliacija; siuntimas; 2 *med.* transmisija, užkrato pernešimas; ***the transmission of disease*** ligos perdavimas

treat [tri:t] *v* 1 elgtis *(smb – su kuo)*; 2 laikyti; 3 nagrinėti, svarstyti; 4 vaišinti; pakviesti; 5 gydyti

treatment ['tri:tmənt] *n* 1 elgimasis, elgesys *(su)*; 2 gydymas; procedūros; priežiūra

trigger ['trɪgə] *v* sukelti, būti priežastimi

truancy ['tru:ənsɪ] *n (savavališkas)* neatėjimas *(į pamokas, tarnybą)*; praleidinėjimas; pravaikšta

tumor ['tu:mə] *n amer.* = **tumour** ['tju:mə] *n med.* auglys, navikas ***malignant tumour*** piktybinis auglys; ***secondary tumour*** metastazė

tutorial [tju:'tɔ:rɪəl] *a* 1 auklėjimo ir mokymo; 2 globėjo

twin [twɪn] ↳ *n* 1 *(ppr. pl)* dvyniai, dvynukai; ***identical twins*** absoliučiai panašūs, tikrieji dvyniai 2 dviejų lovų kambarys;↳ *a* 1 porinis; ***twin beds*** dvi viengulės lovos; 2 du vienodi/susiję

underlying [ˌʌndə'laɪɪŋ] *a 1* pagrindinis, esminis; prioritetinis; 2esantis, gulintis *(po kuo)*

underscore [ˌʌndə'skɔ:] *v* 1 pabraukti; 2 pabrėžti, akcentuoti

understaffed [ˌʌndə'sta:ft] *a* turintis per mažai personalo, nevisiškai sukomplektuotas

undertake [ˌʌndə'teɪk] *v* 1 imtis, pradėti; 2 įsipareigoti, apsiimti; pasižadėti; 3 laiduoti, garantuoti

underwear ['ʌndəwɜə] *n kuop.* apatiniai drabužiai/baltiniai

unemployment [ˌʌnɪmˈplɔɪmənt] *n* nedarbas; ***unemployment benefit/relief/ compensation*** bedarbio pašalpa

unique [juːˈniːk] ↳ *a* 1 unikalus; vienintelis; 2 nepaprastas; nepakartojamas; 3 specifinis *(to;)* **unmatched** [ʌnˈmætʃt] *a* neturintis sau lygių, neprilygstamas

unpredictable [ˌʌnprəˈdɪktəbl] *a* neišpranašaujamas, nenumatomas, nenuspėjamas

unwarranted [ʌnˈwɔrəntɪd] *a* 1 neteisėtas, nepateisintas, bereikalingas; 2 neužtikrintas, negarantuotas

unwed [ʌnˈwed] *a ret.* netekėjusi; nevedęs

upcoming [ˌʌpˈkʌmɪŋ] *a attr* ateinantis, būsimas

update ↳ *n* [ˈʌpdeɪt] 1 naujausios žinios *(on; t. p.* ***news update****)* 2 (su)moderninimas; atnaujinimas

↳ *v* [ˌʌpˈdeɪt] 1 modernizuoti 2 atnaujinti; 3 informuoti *(on – apie)*

upgrade ↳ *n* [ˈʌpgreɪd] pakėlimas; paaukštinimas *(tarnyboje)*; ↳ *v* [ˌʌpˈgreɪd] 1 paaukštinti, pakelti

urine [ˈjuərɪn] *n* šlapimas

utilize [ˈjuːtɪlaɪz] *v* panaudoti; utilizuoti

vendor [ˈvendɔː] *n* 1 prekiautojas; 2 *teis.* pardavėjas

verbal [ˈvəːbl] *a* žodinis; ***verbal contract/agreement*** žodinis susitarimas; ***verbal assault*** žodinis įžeidimas

verify [ˈverɪfaɪ] *v* 1 (pa)tikrinti; 2 patvirtinti, paliudyti *(t. p. teis.);* 3 įvykdyti *(pažadą)*

versus [ˈvəːsəs] *lot. prep* (*ppr. sutr.* v., vs.) 1 *teis.*, *sport.* prieš; 2 palyginti su

viable [ˈvaɪəbl] *a* gyvybingas *(t. p. biol.)*; įgyvendinamas; perspektyvus

victim [ˈvɪktɪm] *n* auka; nukentėjėlis

victimization [ˌvɪktɪmaɪˈzeɪʃn] *n* 1 persekiojimas, represijos, atleidimas iš darbo *(už dalyvavimą demonstracijose ir pan.)*; 2 apgaudinėjimas

violation [ˌvaɪəˈleɪʃn] *n* pažeidimas

violence [ˈvaɪələns] *n* 1 smurtas; prievartavimas; ***by violence*** smurtu, prievarta; ***domestic violence*** smurtas šeimoje, šeimyninis smurtas; 2 jėga; šėlimas; 3 įtūžis

violent [ˈvaɪələnt] *a*1 smurtinis; smurtingas; prievartus; ***violent death*** smurtinė mirtis

virtually ['və:tʃuəlɪ] *adv* faktiškai; iš esmės; ***it is virtually impossible*** tai beveik neįmanoma

visible ['vɪzəbl] *a* 1 matomas; 2 aiškus, akivaizdus; 3 dažnai matomas/rodomas *(per televiziją, spaudoje)*

vital ['vaɪtl] *a* 1 gyvybinis; 2 gyvybiškai svarbus, esminis; 3 energingas, gyvybingas; vitališkas, gajus 4 pražūtingas, lemtingas; ✧ ***vital statistics*** demografinė statistika *(gimimų, mirimų ir vedybų statistika)*; ***vital signs*** pagrindiniai organizmo būklės rodikliai *(pulsas, kvėpavimas, temperatūra, kartais kraujospūdis)*

vocational [vəu'keɪʃnəl] *a* profesinis; ***vocational training*** profesinis mokymas/lavinimas; ***vocational guidance*** profesinis orientavimas

volatile ['vɔlətaɪl] *a* 1 kintamas, nepastovus, besikeičiantis; 2 įnoringas, kaprizingas

voluntary ['vɔləntərɪ] *a* 1 savanoriškas; nepriverstinis, laisvas; 2 nemokamas, neatlyginamas, savanoriškas, visuomeninis *(apie darbą, organizaciją ir pan.)*

volunteer [ˌvɔlən'tɪə] *n*1 savanoris; ***volunteer work*** savanoriškas nemokamas darbas

vulnerable ['vʌlnərəbl] *a* 1 sužeidžiamas; 2 *prk.* pažeidžiamas; *(menkai, prastai)* apsaugotas; 3 įžeidus, *(lengvai)* įžeidžiamas

warehouse ['wɜəhaus] *n*1 *(prekių)* sandėlis; 2 didelė parduotuvė

warrant ['wɔrənt] ↳ *n* 1 *teis.* orderis; rašytinis nurodymas; įgaliojimas; ***search warrant*** kratos orderis; 2 pagrindas, pateisinimas; teisė; ↳ *v* 1 reikalauti *(pastangų, tyrimų ir pan.)* 2 pateisinti; duoti pagrindą; 3 laiduoti, garantuoti; užtikrinti; 4 *(ypač teis.)* įgalioti; leisti

waste [weɪst] *n* atliekos, likučiai, niekalas; atmatos

weave [wi:v] *v* (wove; woven) 1 austi; 2 (su)pinti, (su)regzti *(t. p. prk.)*; įpinti *(into)*

weigh [weɪ] *v* 1 pasverti; 2 apgalvoti; 3 slėgti*(apie rūpesčius ir pan.; on, upon)*; 4 turėti svorio/įtakos

welfare ['welfɜə] *n* 1 gerovė; ***welfare work*** gerovės kėlimas *(ypač beturčių);* 2 (socialinis) aprūpinimas

(t. p. ***public/social welfare****)*; ***welfare state*** valstybės socialinio aprūpinimo sistema; 3 *amer. (nedarbingumo, invalidumo ir pan.)* pašalpa; ***to live/be on welfare*** gyventi iš (valstybės) pašalpos

wellbeing ['wel'bi:ɪŋ] *n* gerovė; gera savijauta

wet [wet] *v* (wet, wetted) 1 šlap(in)ti, drėk(in)ti; mirk(y)ti; 2 šlapintis *(apie šunis, vaikus)*; apšlapinti; *refl* susišlapinti; ***to wet the bed*** prišlapinti lovą 3 *šnek.* aplaistyti

whereabouts *n* ['wɜərəbauts] (apytikrė) vieta;

will [wɪl] *n* 1 valia; 2 noras, ketinimas; 3 testamentas; ***to make,*** *ar* ***draw up, one's will*** surašyti testamentą

wiretap ['waɪətæp] *v* klausytis pasikalbėjimų telefonu; perimti telegrafo pranešimus

withdrawal [wɪð'drɔ:əl] *n* 1 atitraukimas; 2 nutraukimas *(pagalbos ir pan.;)*

3 užsisklendimas *(savyje);* 4 nebevartojimas, atpratimas *(nuo narkotikų, alkoholio)*

witness ['wɪtnɪs] *n* 1 liudytojas, liudininkas; 2 liudijimas *(t. p. teis.)*; parodymas

workshop ['wə:kʃɔp] *n* 1 cechas; dirbtuvė; 2 pasitarimas/seminaras pasikeisti patyrimu

worship ['wə:ʃɪp] *n* 1 garbinimas, gerbimas; dievinimas 2 *bažn.* pamaldos

wraparound ['ræpə,raund] *a* visa apimantis/apgaubiantis, platus

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Mokomasis leidinys "English for Social Work in Correctional Institutions" („Anglų kalba socialinei veiklai pataisos įstaigose") yra Leonardo da Vinčio projekto „Inovacinės profesinės užsienio kalbų programos pataisos įstaigų socialiniams darbuotojams kūrimas ir įgyvendinimas" produktas. Jis skirtas Mykolo Romerio universiteto Socialinio darbo, Pataisos įstaigų socialinių darbuotojų bei Penitencinės teisės ir veiklos specialybės dieninių ir neakivaizdinių bakalauro studijų studentams ir Kalėjimų departamento prie LR teisingumo ministerijos mokymo centro klausytojams. Šis leidinys gali būti naudojamas mokymui auditorijoje, tačiau itin rekomenduojamas studentų savarankiškam darbui kaip papildoma medžiaga jų specialybės kalbos įgūdžių ugdymui ir profesiniam tobulinimui.

Mokomasis leidinys susideda iš šešių skyrių. Kad studentams būtų lengviau skaityti ir suprasti tekstus, kiekvieno skyriaus pradžioje pateikiamas glosarijus, kiekvienam tekstui – klausimai, leidinio gale – žodynas. Kiekvienam tekstui yra parengti leksiniai pratimai bei užduotys, tekstai baigiami kvietimu diskutuoti konkrečia tema. Knygos gale pateikiamas įvairių frazių, vartotinų diskusijose, sąrašas.

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Mokomasis leidinys

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