

**Министерство образования и науки
Российской Федерации**

**Новосибирский юридический институт (филиал)
национального исследовательского
Томского государственного университета**

**Рабочая программа
дисциплины (модуля)**

**«АНГЛИЙСКИЙ ЯЗЫК В СФЕРЕ
ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ»**

**Направление подготовки
40.04. 01 «Юриспруденция»**

**Квалификация (степень) выпускника
Магистр**

**Форма обучения
Очная**

**Новосибирск
2014**

Рабочая программа дисциплины (модуля) подготовлена
старшим преподавателем И. М. Шепшинской

Утверждена на заседании кафедры общественных наук НЮИ (ф) ТГУ

Протокол № 1 от 11 сентября 2014 г.

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Рекомендована к опубликованию методической комиссией НЮИ (ф) ТГУ

Протокол № 1 от 04 сентября 2014 г.

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Настоящий рабочая программа разработана на основе федерального государственного образовательного стандарта ВПО по направлению «Юриспруденция», квалификация (степень) «магистр», и предназначена для студентов НЮИ (ф) ТГУ очной формы обучения. Может использоваться при организации и проведении занятий со студентами заочной формы обучения.

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1. Аннотация рабочей программы дисциплины (модуля) «Английский язык в сфере профессиональной деятельности»

Основной целью курса является активное овладение английским языком для успешной профессиональной коммуникации в ситуации международного сотрудничества; дальнейшее расширение терминологического запаса по специальности; совершенствование навыков работы с профессиональной информацией на иностранном языке; развитие умений реферирования и аннотирования профессионально ориентированных текстов на иностранном языке, умений применять различные стратегии чтения научной литературы.

В результате изучения дисциплины обучающийся должен овладеть:

- 1) лексическим минимумом в объеме 6000 учебных лексических единиц общего и терминологического характера;
- 2) грамматическими навыками, обеспечивающими коммуникацию общего характера без искажения смысла при письменном и устном общении; а также основными грамматическими явлениями, характерными для профессиональной речи;
- 3) техникой аргументированного обсуждения предметного материала;
- 4) речевыми клише для составления аннотаций к прочитанным / написанным статьям.
- 5) навыками составления и презентации научного сообщения;
- 6) навыками изучающего, просмотрового чтения профессионально ориентированных текстов на иностранном языке;
- 7) навыками работы с отраслевыми словарями.

2. Перечень планируемых результатов обучения по дисциплине (модулю)

В результате изучения дисциплины обучающийся должен:

Знать:

- лексический минимум в объеме, необходимом для работы с профессиональной литературой и осуществления взаимодействия на иностранном языке;
- основы грамматики и лексики иностранного языка, в том числе лексический минимум в объеме 6000 учебных лексических единиц общего и терминологического характера;
- основные факты, реалии, достижения, события, относящиеся к правовой системе страны изучаемого языка;
- особенности собственного стиля изучения/овладения предметными

знаниями.

Уметь:

- использовать иностранный язык в межличностном общении и профессиональной деятельности;
- читать научную и профессионально-ориентированную литературу на иностранном языке;
- воспринимать, анализировать и обобщать информацию на иностранном языке;
- работать с отраслевыми словарями;
- кратко излагать и реферировать суть научного сообщения на иностранном языке;
- составлять аннотацию к тексту научной статьи.

Владеть:

- навыками выражения своих мыслей и мнений в межличностном и деловом общении на иностранном языке;
- навыками составления и презентации научного сообщения на иностранном языке;
- навыками чтения юридической литературы с целью извлечения профессиональной информации;
- техникой аргументированного обсуждения предметного материала;
- навыками извлечения необходимой информации из оригинального профессионально-ориентированного текста на иностранном языке;
- различными стратегиями профессионально-ориентированного чтения на иностранном языке;
- информационными и Интернет технологиями для выбора оптимального режима получения информации.

Выпускник должен обладать следующими **общекультурными компетенциями (ОК)**:

- способностью совершенствовать и развивать свой интеллектуальный и общекультурный уровень (ОК-3);
- способностью свободно пользоваться русским и иностранным языками как средством делового общения (ОК-4);

профессиональными компетенциями (ПК):

в экспертно-консультационной деятельности:

способностью квалифицированно толковать нормативные правовые акты (ПК-7);

способностью принимать участие в проведении юридической экспертизы проектов нормативных правовых актов, в том числе в целях выявления в них положений, способствующих созданию условий для проявления коррупции, давать квалифицированные юридические заключения и консультации в конкретных сферах юридической деятельности (ПК-8);

в организационно-управленческой деятельности:

способностью принимать оптимальные управленческие решения (ПК-9);

способностью воспринимать, анализировать и реализовывать управленческие инновации в профессиональной деятельности (ПК-10);

в научно-исследовательской деятельности:

способностью квалифицированно проводить научные исследования в области права (ПК-11);

Кроме того, основная задача курса состоит в последовательном овладении обучающимся совокупностью **компетенций**, основными из которых являются:

иноязычная коммуникативная компетенция в совокупности таких составляющих, как:

- речевая компетенция – формирование и развитие коммуникативных умений в четырех основных видах речевой деятельности (чтении, говорении, письме, аудировании);

- языковая компетенция – овладение новыми языковыми единицами в соответствии с отобранными темами и сферами общения; развитие навыков оперирования этими единицами в коммуникативных целях;

- социокультурная компетенция – получение знаний о социокультурной специфике страны / стран изучаемого языка;

- учебно-познавательная компетенция – развитие общеучебных и специальных учебных умений, позволяющих совершенствовать учебную деятельность по овладению иностранным языком, а также удовлетворять с его помощью познавательные интересы в других областях знаний;

- межкультурная компетенция – способность достичь взаимопонимания в межкультурных контактах;

- прагматическая компетенция – владение лингвистическими знаниями и навыки их использования.

3. Место дисциплины (модуля) в структуре образовательной программы

Учебная дисциплина «Английский язык в сфере профессиональной деятельности» входит в вариативную часть общенаучного цикла дисциплин ООП магистратуры.

Тематические разделы дисциплины освещают вопросы, рассматриваемые в рамках правоведческих дисциплин, что способствует установлению междисциплинарных связей.

4. Объем дисциплины (модуля) в часах и зачетных единицах

Объем дисциплины «Английский язык в сфере профессиональной деятельности» составляет 5 зачетных единиц, или 180 академических часов, из них выделяется на контактную работу – 46 часов практических занятий (22 часа в первом семестре и 24 часа во втором), 134 часа выделяются на самостоятельную работу.

Структура и содержание учебной дисциплины (модуля)
(применительно к очной форме обучения)

I семестр

№ п/п	Наименование тем	Всего часов	Аудиторные занятия (час.), в том числе:		Сам. работа
			лекции	практи- ческие занятия	
1.	My Specialty: Study, Work, Experience	14		4	10
2.	Modern Technologies	6		2	4
3.	Science	8		4	4
4.	Punishment. Alternatives to Prison	8		4	4
5.	Juvenile Delinquency	14		4	10
6.	Legal Vocabulary	10		2	8
7.	Crime and the Criminal Code	12		2	10
Итого часов		72		22	50
Итого зачетных единиц		2	-		

II семестр

№ п/п	Наименование тем	Всего часов	Аудиторные занятия (час.), в том числе		Сам. работа
			лекции	практи- ческие занятия	
8.	Types of Crimes. Crimes against Property. Crimes against Person	20		4	16
9.	Cybercrime	22		6	16
10.	The Procuracy	20		4	16
11.	Law of Evidence	20		4	16
12.	Types of Prisons in the USA	26		6	20
Итого часов		108		24	84
Итого зачетных единиц		3			

5. Содержание дисциплины (модуля)

Темы и их краткое содержание

Тема 1. My Specialty: Study, Work, Experience

My Specialty: Study, Work, Experience. Составление монологического высказывания по теме. Чтение и перевод текста: «Lawyer», «My Future Profession».

Тема 2. Modern Technologies

The Internet. Computers in my Future Career. Проведение дискуссии по проблемному вопросу. Речевые клише для ведения дискуссии. Лексический минимум.

Тема 3. Science

Science: Fields of a Law Science, Scientific Publications, Famous Scientists. Составление аннотаций, реферирование статей. Лексический минимум.

Тема 4. Punishment. Alternatives to Prison

Чтение и перевод текстов «Creative Justice», «Alternatives to Prison». Реферирование статьи по теме. Выступление с докладами по темам «Creative Justice In America and in other Countries», «Alternatives to a Prison Sentence in Russia».

Тема 5. Juvenile Delinquency

Чтение, перевод, реферирование текста «The History of the Development of the Penitentiary System for Young Offenders in America». Создание мультимедийных презентаций по темам: «The Houses of Refuge in America», «Boot Camps», «Juvenile Detention Centers».

Тема 6. Legal Vocabulary

Способы семантизации нового лексического материала: перевод, перевод-толкование, дефиниция, синонимы, антонимы. Изучение активного лексического минимума, выполнение лексико-грамматических заданий.

Тема 7. Crime and the Criminal Code

Чтение и перевод текстов «Crime and the Criminal Code». Составление монологического высказывания по теме.

Тема 8. Types of Crimes. Crimes against Property. Crimes against Person

Чтение и перевод текста «Types of Crimes». Составление монологического высказывания по теме.

Выполнение лексико-грамматических упражнений.

Чтение и перевод текста «Victims of Violent Crimes».

Тема 9. Cybercrime

Чтение и перевод текста «Cybercrime».

Реферирование статей по теме «Cybercrime».

Составление монологического высказывания по предложенным темам:

- a) An attack on information about individuals, corporations or governments.
- b) Digital piracy.
- c) Spam.
- d) Hacking.
- e) Cyber terrorism.

Тема 10. The Procuracy

Чтение и перевод текста «The Procuracy».

Реферирование статей. Составление аннотаций к статьям.

Выполнение лексико-грамматических упражнений к тексту.

Тема 11. Law of Evidence

Чтение и перевод текстов «Creative Justice», «Alternatives to Prison».

Реферирование статьи по теме.

Тема 12. Types of Prisons in the USA

Чтение, перевод, реферирование текста «Prisons in America».

Выступление с докладами по темам «Security Levels of Prisons in Russia», «Prisons in Russia, England, France and in the USA».

6. Учебно-методическое обеспечение самостоятельной работы обучающихся по дисциплине (модулю)

Самостоятельная работа обучающихся осуществляется на протяжении изучения всей дисциплины в соответствии с утвержденной в учебном плане трудоемкостью.

Внеаудиторная самостоятельная работа обучающихся проводится в виде:

1 подготовка к аудиторным занятиям; работа с библиотечным фондом, электронными справочными системами; электронными ресурсами библиотеки института (ЭБС «Университетская библиотека»);

2 самостоятельного изучения отдельных вопросов в рамках изучаемых тем дисциплины;

3 подготовка исследовательских проектов, осуществление поиска, анализа и реферирования информации по темам курса с использованием ресурсов Интернет.

Аудиторная (контролируемая) самостоятельная работа обучающихся определяется учебным планом и представляет собой выполнение различных заданий в аудитории под руководством преподавателя: двусторонний перевод текстов юридической тематики, составление вторичных текстов на иностранном языке с применением различных приемов интерактивной работы с текстом (составление кластеров, таблиц и других графических организаторов информации).

Самостоятельная работа осуществляется при использовании источников по перечню основной и дополнительной литературы, указанной в разделах № 8, а также при обращении к материалам Интернет-ресурсов, указанных в разделах № 9 настоящей Рабочей программы.

Перечень текстов по специальности для самостоятельного перевода приведен в разделе № 13.

Примерный перечень контрольных вопросов для самостоятельной работы обучающихся

Обучающимся рекомендуется:

1. Самостоятельно выполнить приведенные ниже лексико-грамматические упражнения для подготовки к итоговому контролю по дисциплине.
2. Найти и прочесть статью по теме научного исследования, сделать перевод научной статьи, составить аннотацию к статье.

Образцы лексико-грамматических заданий

1. Give your own definitions to the words:

- 1) accuse
- 2) community service
- 3) judge
- 4) probation officer
- 5) pickpocketing
- 6) shoplifting
- 7) jury

2. Match words with their definitions:

- | | |
|-------------------------|--|
| 1) charged with | h) a sum of money which can be paid to the court |
| 2) previous convictions | |
| 3) fine | |
| 4) testimony | |
| 5) keep in custody | |
| 6) kidnapping | |
| 7) perjury | |
| 8) bail | |

- | | |
|--|--|
| a) remain in a prison | |
| b) giving false testimony | |
| c) information about the case given by a witness | |
| d) being found guilty of anything before | |
| e) punishment in the form of money | |
| f) to be accused by the police in the court | |
| g) stealing people in order to get money | |

3. Fill in the text with the given words.

imprisonment, life imprisonment, commit, evidence, barrister, break into, sentenced, Magistrate's court, crown court, in custody, acquit, death penalty, facts, steal

- 1) If a person _____, this means that he or she is put in prison before the trial.
- 2) The number of people who _____ crimes has risen.
- 3) _____ is a person who defends client in a courtroom.
- 4) The judge _____ him to 2 years _____.
- 5) There are two criminal courts in Britain: _____ for minor offences, _____ for more serious ones.
- 6) To _____ sb. means to find a person not guilty in a trial.
- 7) _____ was abolished and changed to _____.
- 8) The job of a juror is to listen to _____ and to decide the _____.
- 9) Last night an armed gang _____ the post office and _____ 2000 pounds.

4. Find an odd word

- | | | | | |
|------------|---------------|---------|---------------|--------------|
| 1) murder | assassination | perjury | homicide | manslaughter |
| 2) robbery | shoplifting | theft | speeding | |
| 3) judge | jury | lawyer | barrister | theft |
| 4) arson | robbery | mugging | pickpocketing | |
| 5) fine | flogging | death | penalty | acquit |

7. Оценочные средства для промежуточной аттестации обучающихся по дисциплине (модулю)

Формой промежуточного контроля по дисциплине в первом семестре является **зачет**, во втором семестре – **экзамен**.

Критерии оценки «зачтено» и «не зачтено»

Ответ обучающихся на зачете оценивается одной из следующих оценок: «зачтено» и «не зачтено», которые выставляются по следующим критериям.

Оценки «зачтено» заслуживает обучающийся, обнаруживший всестороннее, систематическое и глубокое знание учебного и нормативного материала, умеющий свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендованной кафедрой.

Также оценка «зачтено» выставляется обучающимся, обнаружившим полное знание учебного материала, успешно выполняющим предусмотренные в программе задания, усвоившим основную литературу, рекомендованную кафедрой, демонстрирующим систематический характер знаний по дисциплине и способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Наконец, оценкой «зачтено» оцениваются ответы обучающихся, показавших знание основного учебного материала в объеме, необходимом для дальнейшей учебы и в предстоящей работе по профессии, справляющихся с выполнением заданий, предусмотренных программой, но допустивших погрешности в ответе на экзамене и при выполнении контрольных заданий, не носящие принципиального характера, когда установлено, что обучающийся обладает необходимыми знаниями для последующего устранения указанных погрешностей под руководством преподавателя.

Оценка «не зачтено» выставляется обучающимся, обнаружившим пробелы в знаниях основного учебного материала, допускающим принципиальные ошибки в выполнении предусмотренных программой заданий. Такой оценки заслуживают ответы обучающихся, носящие несистематизированный, отрывочный, поверхностный характер, когда обучающийся не понимает существа излагаемых им вопросов, что свидетельствует о том, что он не может дальше продолжать обучение или приступить к профессиональной деятельности без дополнительных занятий по соответствующей дисциплине

Примерный перечень вопросов к зачету

На зачете обучающимся необходимо продемонстрировать следующие умения:

- Составить краткое резюме текста научной статьи на иностранном языке.
- Перевести с русского языка на английский предложения, содержащие определенные правила грамматики и юридические термины.
- Уметь составить монологическое высказывание на заданную тему.

Перечень тем для монологического высказывания на иностранном языке:

1. I am a student/ I study law. Legal Profession in Russia.
2. Science in Russia and in the modern world.
3. Alternatives to prison
4. Juvenile Delinquency
5. Correctional Institutions for juvenile offenders in the USA

Критерии оценки «отлично», «хорошо», «удовлетворительно» и «неудовлетворительно»

Ответ обучающегося на экзамене оценивается одной из следующих оценок: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно», которые выставляются по следующим критериям.

Оценки «отлично» заслуживает обучающийся, обнаруживший всестороннее, систематическое и глубокое знание учебного и нормативного материала, умеющий свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой,

рекомендованной кафедрой. Как правило, отличная оценка выставляется обучающимся, усвоившим взаимосвязь основных понятий курса, их значение для приобретаемой профессии, проявившим творческие способности в понимании, изложении и использовании учебного материала, знающим точки зрения различных авторов и умеющим их анализировать.

Оценка «хорошо» выставляется обучающимся, обнаружившим полное знание учебного материала, успешно выполняющим предусмотренные в программе задания, усвоившим основную литературу, рекомендованную кафедрой. Этой оценки, как правило, заслуживают обучающиеся, демонстрирующие систематический характер знаний по дисциплине и способные к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

На «удовлетворительно» оцениваются ответы обучающихся, показавших знание основного учебного материала в объеме, необходимом для дальнейшей учебы и в предстоящей работе по профессии, справляющихся с выполнением заданий, предусмотренных программой. Как правило, оценка «удовлетворительно» выставляется обучающимся, допустившим погрешности в ответе на экзамене и при выполнении экзаменационных заданий, не носящие принципиального характера, когда установлено, что обучающийся обладает необходимыми знаниями для последующего устранения указанных погрешностей под руководством преподавателя.

Оценка «неудовлетворительно» выставляется обучающимся, обнаружившим пробелы в знаниях основного учебного материала, допускающим принципиальные ошибки в выполнении предусмотренных программой заданий. Такой оценки заслуживают ответы обучающихся, носящие несистематизированный, отрывочный, поверхностный характер, когда обучающийся не понимает существа излагаемых им вопросов, что свидетельствует о том, что он не может дальше продолжать обучение или приступать к профессиональной деятельности без дополнительных занятий по соответствующей дисциплине.

Примерный перечень вопросов к экзамену

Экзаменационный билет включает 3 задания:

- 1) презентация подготовленного монологического высказывания по ранее изученным темам;
- 2) перевод текста юридической тематики со словарём (перевод текста объемом 1400 знаков с английского на русский язык);
- 3) выполнение лексико-грамматического теста.

Темы для монологического высказывания (один из вопросов билета):

1. I am a student/ I study law. Legal Profession in Russia
2. Science in Russia and in the modern world.
3. Juvenile Delinquency.
4. Crimes and Criminals.
5. Juvenile Delinquency.
6. Correctional Institutions for juvenile offenders in the USA.

7. Crimes against person. Crimes against property.
8. Law of evidence. Types of evidence.
9. Prisons in the USA.
10. Prisons in Russia.
11. Types of Punishment.
12. Causes of Crime.
13. The Procuracy
14. Cybercrime
15. Crime and the Criminal Code

8. Основная и дополнительная литература

1. Основная литература

1. Артамонова М. С., Влахова А.С., Година А.А. Английский для юристов. English for Professional Communication in Law. Problem Solving: учебное пособие. М.: Юнити-Дана, 2012. – 247 с. (ЭБС «Университетская электронная библиотека on-line»).

2. Фролова В.П. Английский язык для магистрантов: учебное пособие для магистрантов/ Воронеж, Гос. Университет инженерной технологии. Воронеж, 2013. – 120 с.

2. Дополнительная литература

1. Ступникова Л.В. Английский для юристов (Learning Legal English). Учебник и практикум для академического бакалавриата. М.: Издательство «Юрайт», 2015. – 240 с. (ЭБС «Университетская электронная библиотека»).

2. Чиронova И.И. Английский язык для юристов. Учебник и практикум для академического бакалавриата. М.: Юрайт, 480 с. – 2014. (ЭБС «Университетская электронная библиотека»).

9. Ресурсы информационно-телекоммуникационной сети «Интернет»

СМИ

1. <http://www.telegraph.co.uk> / газета.
2. <http://www.guardian.co.uk> / газета, аудио-, видеоформат.
3. <http://www.bbc.co.uk/worldservice/learningenglish/multimedia/archive/archive-life.shtml> / интересные репортажи о Великобритании с заданиями; аудио-, видеоформат.

Словари

1. [http: // www.englishforum.com/oo/students/dict.html](http://www.englishforum.com/oo/students/dict.html) / ссылки на различные словари.
2. www.multitex.ru/online.htm – англо-русские и русско-английские специализированные on-line словари.
3. www.medialingua.ru – англо-русские и русско-английские специализированные on-line словари.
4. Узко-специализированные словари (Право):
 1. http://www.theodora.com/dot_index.html – dictionary of occupational titles.
 2. <http://www.duhaime.org/diction.htm> – law dictionary.
 3. <http://dictionary.law.com/law> – dictionary.

10. Методические указания для обучающихся по освоению дисциплины

Для эффективного освоения тематических разделов дисциплин обучающимся необходимо освоить лексический минимум по каждой из предложенных тем, выполнить перевод текстов, составить вторичный текст (текст-пересказ), подготовить монологическое высказывание по изучаемой теме. После изучения отдельной темы обучающимся рекомендуется отразить основные положения в языковом портфеле (заполнить рубрику «Терминологический минимум», графически представить тематический текст, подобрать дополнительную информацию по теме).

Важным аспектом содержания дисциплины является терминологический блок: лишь при условии качественной подготовки к терминологическому коллоквиуму, проводимому на практических занятиях, можно надеяться на положительную динамику обучения. При работе с терминологическим минимумом стоит обратить внимание на все формы слова (графическую форму, звуковую форму)

11. Информационные технологии, используемые при изучении дисциплины

Проведение практических занятий по дисциплине сопряжено с использованием информационных технологий (компьютерные программы Microsoft Word – для создания текстовых файлов, Power Point – для создания презентаций), различных технических средств обучения (интерактивные доски, аудио– и видеосистемы).

На занятиях применяются электронные презентации, видеокейсы по изучаемым темам, фрагменты обучающего видео. Обучающиеся самостоятельно подбирают материал и готовят презентации по темам различных разделов дисциплины.

Библиотека института предлагает обучающимся электронные базы для работы с учебной и научной литературой по изучаемой дисциплине (ЭБС «Университетская библиотека on-line»).

Обучающиеся могут воспользоваться беспроводной системой доступа к Интернет ресурсам.

12. Материально-техническая база

В институте имеются все современные средства обучения иностранному языку, есть лингвистический кабинет и компьютерные классы. Аудитории оснащены интерактивными досками, проекторами.

Аудиовизуальные средства обучения: CD-проигрыватели, магнитофоны, проекторы	Используются для реализации принципа наглядности, восполняют отсутствие языковой среды, повышают мотивацию. Используются для развития навыков аудирования, говорения, письма.
Проектор, ноутбук	Используются для демонстрации презентаций, подготовленных преподавателями и студентами. Используются для демонстрации фильмов.
Компьютерный класс	Используется для организации самостоятельной работы студентов, для выполнения ряда интерактивных заданий.

13. Методическое обеспечение практических занятий по дисциплине

1. Планы и языковой материал практических занятий

Тема 1. My Specialty: Study, Work, Experience

Lawyer

I am a fourth year student of Moscow State University. I study at the Law Faculty. In a year I'll graduate from the University and become a professional lawyer. To become a good lawyer one must know much. So at our University we are taught various general and special subjects: Roman Law, Labour Law, Family Law, Constitutional and Administrative Law, Civil Law, Criminal Law, Law of Procedure, etc.

The profession of a lawyer is quite diversified. The graduates of our faculty can work as investigators, judges, defense counsels, legal consultants. I'd like to be a judge and to work at a People's Court. My friends will work at the Procurator's Office, Militia, Legal Aid Offices.

I think that now the profession of a lawyer is one of the most important in the law-governed state which we are creating now. Lawyers have to solve many problems that still exist in our society. The duty of lawyers is not only to punish people for various crimes: hooliganism, stealing, murder, traffic violation and so on but they must do their best to prevent crimes, to fight against evil in our society. They should help those people who committed an error to find the right road in their life. The lawyers protect the rights and legal interests of citizens, institutions and organizations. All the citizens are equal before the law. Judges are elected for a term of 5 years. Not only professional lawyers but the representatives of the population hear all criminal and civil cases having equal authority. The defendants are guaranteed the right to defense.

In our country justice is exercised on the principles of equality of citizens before the law and the court, regardless of social position, property or official standing, nationality or race. The court's mission is not just to meter out punishment, but rather to educate people in the spirit of strict observance of all laws, of labour discipline, appreciation of their duty to the state and society, respect for the rights and integrity of fellow citizens and of the norms of behavior.

Proceedings of all courts are open. All people before the court are presumed innocent, until the court, having observed all procedural guarantees, finds them guilty. Only then is the sentence pronounced. An appeal can be made against the ruling to higher court, right up to the Supreme Court.

Answer the questions:

1. What subjects do you study at the Law Faculty?
2. The profession of a lawyer is quite diversified, isn't it?
3. Where can one work after graduating from the Law Faculty?
4. What problems do lawyers have to solve?
5. What are lawyer's duties?
6. On what principles is justice exercised in our country?
7. What's the main court's mission?
8. What do you know about court proceeding?

My future profession

Now I am a student of the Moscow Law Institute. I am a future lawyer. I'd like to work as a detective. As to my friend Alex he is going to work as an investigator. Our graduates work in all police services.

Before entering the Law Institute some students worked in police, so they know this work. Some of my Institute-mates came here after serving in the Army. They have also chosen the work in police. We all consider this work to be necessary and important while crime exists in our country.

The principal task of our police is to fight crime. And one of the main duties of police officers is to prevent crime. But if a crime has been committed the police officers should do all they can to detect the offender; it means to locate and apprehend him.

We know that quick and accurate solution of a crime greatly depends on the professional skills of the investigating officers, on their training. That is why we try to master a special course of Detective Activity, various branches of Law, Criminalistics, Crime Psychology and many other special subjects. Nobody can say what crime you will have to face tomorrow, so the police officers should be educated persons. It is not so easy to investigate crimes, it is difficult to trace and locate criminals. We must know how to interview witnesses, interrogate criminals, we learn all that at our Institute.

Very often the solution of a crime is in the crime scene. When the investigator arrives at the crime scene he examines the scene very care-fully. He makes a plan of the investigation. All the evidence in the crime scene must be found, collected and preserved for court presentation.

The effectiveness of an investigator largely depends upon his ability to obtain information. The elements of the offence must be established. Identification must be obtained. The investigator works in close cooperation with other officers of the operative group.

The officer of the Criminal Detection Department (a detective) is responsible for the detection of the perpetrator. A great part of detective work is devoted to «finding» missing or wanted person. The search for a person may be a simple matter, but in many cases, however, it may become a complicated task. The solving of a case frequently depends upon locating the perpetrator. The proper presentation of a case in court involves the discovery and identification of witnesses. The detective also takes measures for search, discovery and seizure of the stolen property and instruments of the crime.

There are some people in our society who don't want to live an honest life, who try to profit at the expense of our state. The task of an officer of Economic Crimes Department is to reveal the criminal activity of such people and to provide their punishment.

Some of us will work as divisional inspectors. The divisional inspectors are responsible for maintaining public order in their areas.

Our future work whatever it would be is noble and necessary. Our objective is to protect life and property of our people.

Tema 2. «Modern Technologies»

Ex. № 1. Study the following phrases and give their translation.

To express agreement one can say:

- I completely (absolutely, totally) agree with you
- I couldn't agree more
- Exactly... absolutely...
- There is nothing more to add to this
- This is perfectly true...
- Well, I agree with you on the whole, but...
- I agree in principle with you that...; however...
- I can agree with you to a certain extent but...

- You definitely have the point here but I'd like to add that...
- I take your point, however it seems to me that...
- It is certainly reasonable, however...

To express disagreement one can say:

- Do you really think so?
- I can't say I share your view on this...
- I feel I must disagree...
- I respect your opinion of course, but on the other hand...
- I wouldn't say that, really.
- Well, taking your point into consideration, I therefore must admit that ...
- Taking your point I still can't help feeling that...
- I'm afraid, I disagree with you ...
- I'm afraid I don't see it this way ...
- To tell you the truth I have a different opinion.
- I'm not sure you're right
- I'm not sure about that
- I agree up to a point but ...
- You could be right but ...

Tema 3. «Science»

Ex. № 1. Study the following phrases and give their translation.

ANNOTATION PLAN

1. The title of the article.

- The article is headlined...
- The headline of the article I have read is...
- As the title implies the article describes...

2. The author's ideas can be introduced by phrases:

- The author dwells on...
- The author describes in detail...
- The author emphasizes the fact that...
- The author highlights the problem of...

3. The main idea of the article.

- The main idea of the article is...
- The article is about...
- The article is devoted to...
- The article deals (*is concerned*) with...
- The article touches upon the issue of...
- The purpose of the article is to give the reader some information on...
- The aim of the article is to provide the reader with some material on...

4. The contents of the article. Some facts, names, figures.

- The author (of the article) writes (*reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that... / *draws reader's attention to...*

- Much attention is given to...
- According to the article...
- The article goes on to say that...
- It is reported (*shown, stressed*) that ...
- It is spoken in detail about...
- From what the author says it becomes clear that...
- The fact that ... is stressed.
- The article gives a detailed analysis of...
- Further the author reports (*writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that... / *draws reader's attention to...*
- In conclusion the author writes (*reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that... / *draws reader's attention to...*
- The author comes to the conclusion that...
- The following conclusions are drawn:...

Creative Justice.

1. When Michelle Murray was arrested for abandoning some kittens in a forest, she expected to get a fine or a short prison sentence. Instead she was sentenced to spend the night in the same cold, dark forest. In the end it was so cold that she only had to spend three hours in the woods, but Judge Mike Cicconetti had made his point. He wanted the 26- year-old Ohio housewife to feel the same pain and suffering as the animals she had abandoned, many of which later died.

2. Judge Cicconetti's unusual ruling was just the latest example of his unique brand of 'creative justice' which has won him national acclaim. He was elected unopposed to serve another six years in Lake County, Ohio last month, and this year won the presidency of the American Judges Association.

3. Cicconetti allows offenders to choose between jail, and an alternative, 'creative' sentence. For example, people accused of speeding are offered a choice between having their license suspended for 90 days, or having it suspended for a shorter period and spending one day working as a school crossing guard. The judge says that offenders who spend a day helping school children across the street never appear in his courtroom for speeding again.

4. The judge also sent a man who was caught with a loaded gun to the mortuary to view dead bodies and ordered teenagers who let down tires on school buses to organize a picnic for primary school children. He has ordered noisy neighbours to spend a day of silence in the woods, or to listen to classical music instead of rock.

5. Cicconetti attributes his unusual approach to his tough family background. He was the oldest of nine children and had to work part-time collecting rubbish to pay his way through college. He studied law at night school. 'I didn't go to a prestigious law firm,' he says, 'I had to get to where I am the hard way. It makes you understand what the working man has to go through and why some of them commit crimes. I want to give people a positive lesson, not a negative one.'

6. A drawer in his cramped office in the Painesville Municipal Courthouse is full of thank-you letters from both victims and criminals. ‘Some people will say that my punishments are cruel or unusual,’ the judge said. ‘OK, it’s a little bit of embarrassment and humiliation. But when you have people fulfilling these sentences, you are doing it for them and the victims and the community. And above all, I can remember only two people who have been sentenced to alternative punishments and who have reoffended.’

Text №2. Read and Translate.

ALTERNATIVES TO PRISON

In most criminal justice systems the majority of offenders are dealt with by means other than custody-by fines and other financial penalties, by probation or supervision, or by orders to make reparation in some practical form to the community.

Fine.

The most common penalty, fine, avoids the disadvantages of many other forms “of sentence; it is inexpensive to administer and does not normally have the side effects, such as social stigma and loss of job that may follow imprisonment. **However, there are dangers that the imposition of financial penalties may result in more affluent offenders receiving penalties that they can easily discharge, while less affluent offenders are placed under burdens that they cannot sustain.**

Restitution.

Related to the fine is an order to pay restitution (in some countries termed compensation). **The principle of restitution is popular in some countries as an alternative to punitive sentencing, but there are some drawbacks.** One is the possibility, as in the case of the fine, that the more affluent offender may receive favourable treatment from the court because he is able to pay restitution. The second drawback is that such schemes do not help all victims of crime. Only those who are the victims of crimes for which the offender is caught and convicted and has the funds to pay restitution are likely to be recompensed. **Victims of crimes of violence in some countries-such as England and Canada-are entitled to restitution from public funds, whether or not the offender is detected or has the resources necessary to compensate him.**

Probation.

There are many ways of dealing with offenders that do not involve the payment of money. One is probation, a system that takes many different forms in different jurisdictions. However, that essentially involves the suspension of sentence on the offender subject to the condition that he is supervised while living in the community by a probation officer and possibly agrees to comply with such other requirements as the court may think appropriate. **Usually, if the offender complies with the probation order and commits no further offence while it is in force, no other penalty is imposed.** If he breaks the requirement of order or commits another offence, he can be brought back before the court and punished for the original offence as well as for the later one.

Suspended Sentence.

In many American states probation is combined with a suspended sentence, so that the sentence the offender will have to serve if he breaks the order is fixed in advance. **In England the sentence is not fixed in advance, and the court has complete discretion if there is a breach of probation terms to sentence the offender for the original crime in light of his later behavior.**

Reparation.

The concept of reparation has gained in popularity in a number of jurisdictions. Under this method, the offender pays for the damage he has done through his crime, not by paying money but by providing services to the victim directly or indirectly through the community. In England this takes the form of the community service order, under which the court is empowered to order anyone who is convicted of an offence to perform up to 240 hours of unpaid work for the community. The kind of work involved varies according to the area, the time of the year, and the abilities of the offender; in some cases it may involve heavy physical labour, but in others it may require such work as the provision of help to handicapped people. **If the offender completes the hours of work ordered by the court, he receives no further penalty, but if he fails to carry out the work without reasonable excuse, he can be re-sentenced for the original offence.** This method is less expensive to administer than imprisonment, less damaging to the offender and his family, and more useful to the community. There are some doubts about the extent to which the availability of community service as alternative to prison weakens the deterrent effect of the criminal law, but there can be no doubt that community service has become an established sentencing alternative.

Disqualification.

Other alternatives to prison are based on the idea of preventing an offender from committing further offences, without necessarily **confining** him or her in a prison. The most familiar power of this kind is that of disqualifying an offender from driving a motor vehicle or from holding a driver's license. **Other forms of disqualification may be imposed on offenders convicted of particular types of crimes: a fraudulent company director may be disqualified from being involved in the direction of a company, a corrupt politician may be disqualified from holding public office, or a parent who sexually abuses his children may be deprived of parental authority over them.**

Tema 5. Juvenile Delinquency.

Ex. 1. Read and translate the text.

In the Middle Ages, children took part in adult activities as soon as they could walk and talk. They were working by the age of 5 or 6. Most families needed every available pair of hands to grow enough food or weave enough cloth to survive. Shorter life expectancy also forced people into early adulthood. The average life span was only 40 years.

Children not only were expected to work hard, they were also expected to obey adult laws. Anyone old enough to commit a crime was thought old enough to be punished for it. Painful forms of trial, like ordeal and combat, and harsh punishments,

like being hanged or burned at the stake, fell on the criminals, no matter what their ages.

In the 16th and 17th centuries, medieval attitudes began to soften. Though children were still thrust into adulthood at the age of 4 or 5, most Europe began to think of them as needing adult protection and guidance. About this same time, another important concept worked its way into English common law: the idea of intent. To commit a crime, a person not only had to perform a forbidden action, the person also had to intend to commit that act. The concept of intent changed how children were treated under English common law. Society started to believe that children were naive and innocent. Though they might accidentally cause harm, children did not know enough about right and wrong, or about the effects of their actions, to form criminal intent. Since they could not form intent, children could not commit crimes.

In the 18th century the English common law considered that child under the age of seven could not form the intent necessary for committing a crime. This idea was explained by traditional Christian beliefs. After the age of 7, according to the church, children knew the difference between right and wrong and became responsible for their actions and moral decisions. The English criminal justice system treated everyone over 14 years old – and everyone between 7 and 14 proven capable of forming criminal intent – exactly alike. Officially, all were tried in the adult criminal justice system and often ended up in adult prisons. And it was not a perfect answer to the problem. Through contact with older criminals, children learned to perfect their skills at robbery, mayhem and murder. Adults in prison regularly abused younger and weaker inmates. Such situation was spread in The UK and in all its colonies, including those situated on the American continent.

Early in the 19th century, American cities began to provide alternatives to adult prisons for children. In 1824 the New York City government established the New York House of Refuge for abandoned, deprived and criminal children. Other state and local governments soon followed this example. These institutions, which came to be known as reform schools, opened in almost every large urban center.

The reform schools tried to break youngsters' bad habits by a combination of religion, education, and hard work. Run by private organizations, many schools began to operate not for reform, but for profit/ They glossed over moral and practical education. As headmasters pressed for greater productivity, children spent more time in workshops and less in classrooms.

As living conditions deteriorated, many young people rebelled. Reform schools, like prisons before them, came to be known as «universities of crime».

American cities did not rely entirely on reform schools to cope with young people in trouble. During the latter half of the 19th century, other innovative ideas developed as well.

Because contact between juveniles and adult criminals was seen as a major problem, many states began setting aside special times for juvenile trials, keeping juvenile records separate from adults and sentencing juveniles to age-segregated prisons.

Massachusetts began experimenting with probation as an alternative to imprisonment. But sending young offenders to their communities usually meant

returning them to an environment that was the root of their problems. This led to the development of another innovation: the foster family. Government officials compiled lists of trustworthy families and individuals who could provide temporary care for children in trouble.

Though each of the experiments in juvenile reform was successful to some degree, by the 1890s, it became obvious that more inventive methods were needed.

The situation in Chicago was especially bad. The reputation of the Chicago Reform School was so bad that when it burned down in 1871, the government refused to provide money to rebuild it. Judges send the most hardened juvenile offenders to the adult jail. This left Chicago, one of the nation's largest cities, with no system for handling neglected or criminal young people.

The Chicago Women's Club stepped in to fill the gap. It set up a school for young people serving time in the city's jails. It opened a city police station for women and children arrestees so they would not have to mingle with hardened male criminals.

The Chicago Women's Club developed the idea of creating separate juvenile justice system. They proclaimed that it was unfair to label children as criminals. The word "delinquent" seemed much more appropriate. Young persons who committed delinquent acts should be re-educated and rehabilitated so that they would not repeat their offenses. They also insisted on hearing juvenile cases not in a courtroom for adults. They thought that judges hearing juvenile cases should work in informal rooms, more like counseling offices than courtrooms.

In spite of the initial negative response, the Women's Club proposal was widely discussed. In 1898, the Illinois State Board of Charities asked the Chicago Bar association to draft legislation based on the club's plan. After hearing, the Illinois legislature passed the Juvenile Court Act. The nation's first juvenile court officially opened its doors on July 1, 1899. Other states responded enthusiastically to this new system. Over the years, court decisions and administrative policies have slightly modified the juvenile justice system. But the current juvenile justice system owe their roots to that first Chicago experiment.

After finding juvenile delinquent, juvenile court judges must decide what to do with the young offenders. This is called making a disposition. As with adult court judges, they have a number of options. Judges try to choose the option that has the best chance of rehabilitation the particular delinquent youth. Depending on the jurisdiction, judges must choose among juvenile detention centers, training schools, small secure residential facilities, camps and ranches or boot camps.

Juvenile detention centers. There are facilities where juveniles are first brought. Many await their hearing here. Others await following disposition. But juveniles may also be confined in these centers, usually for short terms, following a finding of delinquency.

The juvenile detention center is a twenty-four hour secure facility for the temporary residential care of children who are pending court for alleged law violations. The goal of the center is to provide supervision, activities and counseling that will benefit these children during their stay. To that end, each child is screened for identification of emotional and mental health concerns.

Children admitted to detention are required to wear a detention uniform. They are also assigned to sleep in an individual room which is never shared with another resident. Residents are visually monitored on an intermittent basis for their safety. All children admitted to detention receive educational, medical, counseling, physical education and recreational services. Academic subjects are taught by certified teachers provided through the district schools.

Each resident has opportunities to visit with immediate family members thirty minutes a day and may have a daily five-minute telephone call with a parent or legal guardian.

The average length of time a child stays in the detention center is approximately 10 days.

Training schools. Often located in rural settings, these large, state-run institutions typically hold from 100 to 1000 juveniles between the ages of 12 to 21. They are meant for the more serious offenders. Such training schools focus on providing care, treatment and custody for juveniles through the use of programs that have been designed to rehabilitate youth offenders. Various types of educational programs are offered to the offenders and sports programs are available as well. Youth offenders are constantly monitored by personnel such as clinical professionals and psychologists. Training schools try to ensure that youth offenders are employed and productive members in the community once they are released.

Small secure residential facilities. Holding only 10 to 15 juveniles and an equal number of staff, these facilities confine serious violent offenders. They may be run by the state, but often small non-profit groups operate them.

The Mission of residential facilities is to provide a safe, secure, and clean environment for youth placed in temporary care. They will provide an environment with an emphasis on continuing and expanding the youth's education and providing proper physical and mental health services and support.

The youth will have an opportunity to participate in daily physical fitness activities and be provided with nutritional meals. Residential facilities are committed to providing a safe living environment through evidence based practice, a strength based approach, comprehensive education and quality healthcare services. All programs are designed to promote the development of positive, pro-social skills of the juveniles placed in care and to contribute to individual development and community safety.

Camps and ranches. Most county ranches and camps are secure residential facilities located in rural areas. They tend to have highly structured programming in terms of daily activities and offer reward-based incentives (for good behavior and adherence to rules) for juveniles who progress through the program. The amount of time a juvenile spends in a camp or ranch facility is generally based on how well he/she adheres to the structure and programming, and the accumulation of good time credits. There is some variation in how juveniles are housed and the length of time they may remain at the facility. Many researchers believe that shorter camp stays of three to four months are not long enough for juveniles to improve communications, learn how to interact with others, and develop the necessary discipline to change their behavior and the way they think. If the youth do not leave the system (camp) with

some employment skills, housing options or life skills, they are likely to return to their old lifestyle.

Working ranches regularly require training and working with animals as part of therapy. They provide some hard-work chores to do and tasks to overcome in addition to academic excellence in education. Boys' ranches also provide for psychological care and counseling by employing professional clinical therapists who do both individual and group therapy. Hard work with the horses, teaches through on-hand experience that some things cannot be controlled until the boys' own emotions and frustrations are brought under control. It is a very effective way to permanently modify behavior aimed at lifelong success. Success through equine therapy contributes to the building of self-esteem and greater self-confidence, and a lifting of spirits and self-worth.

Boot camps. Run like Army basic training, these camps subject juveniles to shaven heads, physical training and strict discipline. Known as shock incarceration, boot camps take juveniles for short terms and try to shock them into changing their behavior.

There is more than one type of boot camp. Some are state-run substitutes for juvenile jail. Some are privately run "get tough" camps where the "guards" enforce strict rules, some of them simply there for no other reason than to challenge the student to follow the rules or break them, force physical exertion (forced long runs and obstacle courses), and generally shake up the child's perception of reality. These boot camps were created as a short-term alternative to military boarding schools. The idea is that you break the child's will (spirit?) and teach them that they are not the center of the universe.

Many teens have come back reformed after a couple of months in boot camp. Boot camp is often looked at as a way to give teens a positive outlook on life as well as making a safer environment for them rather than sending them to a traditional facility. Many people believe that boot camps have the ability to instill camaraderie within the juveniles and give them a sense of belonging, discipline and focus. Boot camps can provide the youth with many of the things that they cannot receive in the home, making the program a much better alternative to reform individuals.

Тема 6. Legal Vocabulary.

Vocabulary

1. offence – проступок, преступление.
2. felony – (тяжкое) уголовное преступление, фелония.
3. misdemeanor – проступок, преступление.
4. petty offence – незначительное правонарушение
5. homicide – убийство
6. manslaughter – непредумышленное убийство
7. murder – (преднамеренное) убийство
8. assassination – (политическое) убийство
9. contract killing – заказное убийство, убийство по договору
10. suicide – самоубийство
11. rape – изнасилование
12. molestation – (сексуальное) приставание

13. assault – словесное оскорбление и угроза физическим насилием
 14. aggravated assault – физическое насилие при отягчающих обстоятельствах
 15. kidnapping – похищение людей, киднэппинг
 16. (high) treason – (государственная) измена
 17. arson – поджог
 18. theft – воровство, кража, грабеж
 19. larceny – воровство, кража
 20. pickpocketing – карманная кража
 21. shoplifting – кража в магазине
 22. robbery – кража, грабеж
 32. armed robbery – вооруженное ограбление
 33. bank robbery – ограбление банка
 23. burglary – (ночная) кража со взломом
 24. house-braking – кража со взломом
 25. mugging – (групповое) нападение, хулиганство на улице
 26. embezzlement – растрата, хищение, присвоение (денег, имущества)
- обманным путем
- embezzlement of public funds – казнокрадство, растрата
27. abuse of power – злоупотребление властью, превышение служебных полномочий
- полномочий
28. insider dealing – использование служебного положения (конфиденциальной) информации в личных целях
 29. bribery – взяточничество
 30. forgery – подделка, подлог, фальсификация
 31. counterfeit – подделка, фальсификация, жульничество
 32. counterfeit money – фальшивые деньги
 32. fraud – обман, мошенничество, жульничество
 33. swindling – мошенничество с целью получения денег
 34. perjury – лжесвидетельство
 35. slander – злословие, клевета, устное оскорбление
 36. defamation – клевета, диффамация
 37. offence – проступок, преступление.
 38. felony – (тяжкое) уголовное преступление, фелония.
 39. misdemeanor – проступок, преступление.
 40. petty offence – незначительное правонарушение
 41. homicide – убийство
 42. manslaughter – непредумышленное убийство
 43. murder – (преднамеренное) убийство
 44. assassination – (политическое) убийство
 45. contract killing – заказное убийство, убийство по договору
 46. suicide – самоубийство
 47. rape – изнасилование
 48. molestation – (сексуальное) приставание
 49. assault – словесное оскорбление и угроза физическим насилием

50. aggravated assault – физическое насилие при отягчающих обстоятельствах

51. kidnapping – похищение людей

52. (high) treason – (государственная) измена

53. arson – поджог

54. theft – воровство, кража, грабеж

55. larceny – воровство, кража

56. pickpocketing – карманная кража

57. shoplifting – кража в магазине

58. robbery – кража, грабеж

59. armed robbery – вооруженное ограбление

60. bank robbery – ограбление банка

61. burglary – (ночная) кража со взломом

62. house-breaking – кража со взломом

63. mugging – (групповое) нападение, хулиганство на улице

64. embezzlement – растрата, хищение, присвоение (денег, имущества)

обманным путем

65. embezzlement of public funds – казнокрадство, растрата

66. abuse of power – злоупотребление властью, превышение служебных

полномочий

67. insider dealing – использование служебного положения (конфиденциальной) информации в личных целях

68. bribery – взяточничество

69. forgery – подделка, подлог, фальсификация

70. counterfeit – подделка, фальсификация, жульничество

71. counterfeit money – фальшивые деньги

72. fraud – обман, мошенничество, жульничество

73. swindling – мошенничество с целью получения денег

74. perjury – лжесвидетельство

75. slander – злословие, клевета, устное оскорбление

76. defamation – клевета, диффамация

Vocabulary Exercises

1.1. Give nouns denoting people who commit the following crimes.

E.g. murder – murderer

Offence, felony, misdemeanor, homicide, assassination, suicide, rape, molestation, arson, robbery, pickpocketing, theft, shoplifting, burglary, housebreaking, kidnapping, mugging, embezzlement, bribery, forgery, swindling, perjury, blackmailing, vandalism, juvenile delinquency, drug trafficking, terrorism, insider dealing, hijacking.

1.2. Give corresponding verbs.

E.g. offence – to offend

Assassination, robbery, housebreaking, embezzlement, bribery, counterfeit, forgery, perjury, laundering money, hijacking, vandalism, deterrence.

1.3. Cross an odd word out

a. murder assassination perjury homicide manslaughter

b.	offender	lawbreaker	swindler	wrongdoer	delinquent
c.	robbery	shoplifting	larceny	speeding	theft
d.	planned	premeditated	deliberate	contemplated	latent
e.	swindle	hijacking	fraud	trickery	cheat
f.	mugging	defamation	slander	aspersion	calumny
g.	fabricate	counterfeit	forge	falsify	thwart

Tema 7. Crime and the Criminal Code.

Ex. 1. Read and translate the text.

CRIME AND the CRIMINAL CODE.

A crime is understood as a dangerous act directed against the social and state system, the system of economy, property and other rights of citizens or any other act infringing law and order which is defined in criminal legislation as dangerous to society.

One of the unfortunate results of the reform process in the former USSR is the breakdown of public order and a rapid increase in violent crime. An increasing portion of violent crimes appear to be linked to the rise of Mafia-type organized crime syndicates. According to one estimate, two-thirds of all commercial and financial enterprises in Russia and 40 per cent of individual businessmen were engaged in some form of corruption. Organized crime was increasingly inflecting Russian youth. Tempted by easy money, many young people gave up on attending school and instead were involved in semi-legal or criminal activities. Some scholars indicate that the period of rapid inflation and the flooding of the private economy with desirable and expensive consumer goods created an incentive for criminals to acquire cash quickly, resulting in a precipitous rise in armed robberies and thefts. The outbreak of crime has prompted proposals for changes to the criminal code.

For several years, Soviet and Russian jurists have noted the need to recodify criminal law. Work was begun in 1987 on a comprehensive revision of the criminal code. In 1985, legal scholars at the Institute of State and Law drafted a «Theoretical Model of a Criminal Code» that greatly influenced the direction of efforts to reform the criminal code. Work on the new draft criminal code was completed in mid-1988. Chief among the concerns of jurists during the drafting were extending the right of counsel during the preliminary investigation, restricting the application of the death penalty, formally adopting the presumption of innocence. Given the importance of the preliminary investigation and the extremely high conviction rate of persons who are formally charged, advocates long argued that they need to be involved in every stage of the criminal investigation and trial. The draft scaled back the number of offences for which the death penalty can be imposed. Under the previous criminal code of the former USSR, the death penalty, by shooting, was applied in cases of treason, espionage, terrorist acts, sabotage, and intentional homicide committed under aggravating circumstances (e.g. murder for profit, murder for to cover up a previous crime, or especially brutal murder). Capital punishment was also employed to punish officials in flagrant cases of economic crimes (e.g. accepting bribes on a grand scale,

theft of state property, etc.). The new draft criminal code would permit the death penalty only for murder, espionage, treason, terrorist acts, and sabotage.

Although the draft code has not been enacted, several of its provisions were introduced via amendment to the existing criminal code. Article 70 of the code which specified up to seven years deprivation of freedom for anti-Soviet agitation has been deleted. Article 154 of the former code made it a crime to «resell goods for the purpose of making a profit» and was amended in October 1990.

Finally, the revised criminal code increases sentencing limits for crimes committed «by an organized group». For example, an attack by a group is punishable by imprisonment from six to fifteen years and the seizure of hostages draws a sentence of five to fifteen years.

Tema 8. «Types of Crimes. Crimes against Property. Crimes against Person»

Task 1. Read and translate the text.

At the basic level, crimes can be divided into two categories. One is «violent crime» (against individuals) and the other is «property crime». Violent crime includes murder, rape, robbery and assault.

Property crime is a category of crime that includes, among other crimes, burglary, larceny, theft, motor vehicle theft, arson, shoplifting, and vandalism. Property crime only involves the taking of money or property, and does not involve force or threat of force against a victim. However, robbery involves taking property, it is classified as a violent crime, as force or threat of force on an individual. In contrast to burglary which typically occurs in an unoccupied dwelling. These crimes are considered less serious than violent crimes, or crimes against persons. In the earlier times, there was only one kind of crime against property, i.e. larceny. And the punishment for larceny at that time was death. However, nowadays death sentence is not awarded for larceny because life and liberty are valued above property and no crime against property is considered serious enough to impose the death penalty. Property crimes are targeted on some valuable things or goods such as electronics (e.g. televisions), cameras, and jewelry.

Crimes against persons include crimes that cause a person physical harm. However, just the threat of harm counts as well. Physical contact can be a crime if you touch someone in the process of committing another crime, or with the intent to hurt them, it's a crime against the person. Assault means you tried to hurt someone, or even threatened to. Battery means you actually did. Robbery is also a crime against persons because it involves taking something from someone by force or intimidation. It's a felony. Crimes against the person don't always include violence. Harassment is behavior that is found threatening or disturbing by its subject. It includes stalking someone by showing up unwelcomed at their workplace, repeatedly watching the person from a distance, or pestering someone with unwanted phone calls or emails. Murder is the most serious crime. Murder obviously causes harm to a victim. According to the USA laws first-degree murder requires a plan to kill someone. If

you kill someone in the process of committing another crime, such as stealing or kidnapping, this is also first-degree murder. Other murder charges include voluntary and involuntary manslaughter, which involve killing someone in the heat of the moment or accidentally.

Task 2. Match the names of the crimes with their types.

1. Crimes against person.
2. Crimes against property.
 - a) arson
 - b) murder
 - c) forgery
 - d) assassination
 - e) buying stolen goods
 - f) extortion
 - g) embezzlement
 - h) bribery
 - i) invasion of the home
 - j) larceny
 - k) rape
 - l) battery
 - m) theft

Task 3. Match the names of the crimes with their definitions.

1. Fraud
2. Aggravated assault
3. Arson
4. Assault
5. Battery
6. Capital crime
7. Crime rate
8. Deadly force
9. Fraud
10. Incarceration rate
11. Mayhem
12. Misdemeanor
13. Mitigating circumstances
 - a) Circumstances surrounding a crime that tend to make it less serious
 - b) Obtaining another's property through lies and deceit
 - c) A crime punishable by death
 - d) Force that poses a high risk of death or serious injury to its human target
 - e) The amount of crime per so many people in the population
 - f) An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. Normally committed with a weapon
 - g) Any willful or malicious burning of another's property
 - h) A physical attack
 - i) A crime punishable by death or life imprisonment

- j) A crime of mutilating or cutting off a part of someone's body
- k) The number of prisoners per 100,000 population
- l) The crime of obtaining another's property through lies and deceit
- m) Force that poses a high risk of death or serious injury to its human target.

Task 4. Read and translate the text.

Victims of Violent Crimes

Victimology is a science that examines victims of violent and property crimes. It defines the most common victims of different crimes, the age of these victims, their social status and even their race on the bases of statistics. Most recent studies show that in the USA criminals tend to victimize members of their own race.

Being a victim can do great harm to a person. In crimes against the person such as rape, robbery and assault victims can lose their property, suffer injuries and even die. Victims who resist are more likely to be injured or killed than those who do not resist.

Task 5. Find the information about victims of violent or property crimes, describe the effect crime had on their lives.

Tema 9. «Cybercrime»

Task 1. Read and translate the text.

During the 1990s, the Internet grew popular. More and more people from around the world went online every day. The Internet was used by law-abiding people as well as criminals. In many ways, the Internet provides a perfect place to commit a crime. Criminals can remain anonymous and police have no crime scene to search for clues. The United States has developed laws against these crimes, but many places haven't. Hacking can be considered as one of the most widespread cybercrimes. Hackers can steal, thefts can involve anything from money to credit card numbers to intellectual property like books, music and art. Two hackers in Russia transferred \$10 million from one bank to accounts in other bank. Some hackers can spread computer viruses, can erase files.

An Australian nationwide survey conducted in 2006 found that two in three convicted cyber-criminals were between the ages of 15 and 26. An important aspect of cybercrime is its nonlocal character: criminals can function in jurisdictions separated by vast distances.

Task 2. Give your own definition of the term cybercrime.

Task 3. Find the information about such cybercrimes as:

1. An attack on information about individuals, corporations or governments.
2. Digital piracy.
3. Spam.
4. Hacking.
5. Cyber terrorism.

Tema 10. «The Procuracy»

Task 1. Read and translate the text.

The History of Russian Procuracy (the Prosecutors Office)

The Procuracy dates back to 1722, when Peter the Great created the post of procurator-general, subordinate to the Imperial Senate. The Procuracy was charged with the functions of supervising the activities of the Senate to protect against abrogation of its decrees and regulations.

A decree of the Council of People's Commisars of November 24, 1917 abolished the Procuracy and all other tsarist legal institutions.

In 1922 the Bolchevik Government reestablished the Procuracy and invested it with the power to supervise the Legality of administrative officials, agencies and citizens. The Procuracy's central position in the administration of justice after 1922 derived not only from its hierarchical and centralized organizational structure, but also from the wide range of functions in performed. The procurator was involved at every stage in the criminal process. The arrest of a suspect and the search for evidence required his written authorization. In Soviet criminal procedure, the prosecution of cases proceeded through two stages: preliminary investigation and trial. The procurator participated in both stages. In the most serious cases, investigators were often procuratorial officials.

Throughout the post-Stalin period, the Procuracy also maintained its responsibility for investigating and prosecuting criminal cases. Under Brezhnev the Procuracy was particularly active in arresting and prosecuting dissidents.

The early days of glasnost and perestroika unleashed an outpouring of public and press criticism of the functioning of Soviet law enforcement agencies, including the Procuracy. The new legislation ("Law on the Procuracy" adopted 1992) preserved the Procuracy as a single and centralized institution charged with "supervising the implementation of laws by local legislative and executive bodies, administrative control organs, legal entitles, public organizations, and officials, as well as the lawfulness of their acts". The most important change in the new "Law on the Procuracy" was the elimination of procuratorial supervision over the activities of the courts. The Procuracy also lost responsibility for conducting criminal investigations. The preliminary investigation now falls to a special investigatory body, although the Procuracy retains supervisory authority over the lawful conduct of this new investigatory agency.

The Law on the Procuracy of the Russian Federation retained the Procuracy's powers of general supervision over the legality of activities of local administrative agencies, enterprises, institutions, organizations and associations, military administrative organs, political organizations and movements, and officials.

The 1993 Constitution makes only minor changes affecting the Procuracy. The Procurator-General (the Prosecutor-General) of the Russian Federation is nominated by the President and confirmed by the Federation Council and serves for a five-year term. Procurators of the republics are appointed to five-years terms by the Russian Prosecutor-General and confirmed by the legislative bodies of their perspective republics. Regional, district, and city procurators are appointed by the Russian Prosecutor-General and do not require confirmation by any elective body.

It may be said that the Procuracy like all Russian courts, protects legality, law and order.

Task 2. Lexical Exercises.

Exercise 1. Find the English equivalents for the words and word-combinations given below.

Прокуратура, имперский Сенат, Совет народных комиссаров, подозреваемый, улика (основание), предварительное расследование, судебное разбирательство, законодательство, сохранять, местные законодательные и исполнительные органы, законность, утверждается.

Exercise 2. Match the English words and word-combinations given below with their Russian equivalents.

1. ведение дел
2. развязать критику со стороны общественности и печати
3. правоохранительные органы
4. наблюдение за исполнением законов
5. устранение прокурорского надзора
6. уголовное расследование
7. специальный следственный орган
8. законность действий
9. преследование диссидентов
- a) law enforcement agencies
- b) special investigatory body
- c) elimination of procuratorial supervision
- d) legality of activities
- e) prosecution of cases
- f) prosecution dissidents
- g) criminal investigations
- h) to unleash an outpouring of public and press criticism
- i) supervising the implementation of laws

Exercise 3. Answer the following questions.

- 1) How old is the Procuracy?
- 2) Who created the post of procurator-general?
- 3) When was the Procuracy abolished?
- 4) Who reestablished the Procuracy and when?
- 5) When was the new legislation adopted?
- 6) What is the Procuracy charged with?
- 7) What was the most important change in the new legislation?
- 8) Who conducts criminal investigations?
- 9) Who is the head of the Procuracy?
- 10) Who appoints the Prosecutor-General and who confirms?

Exercise 4. What are the ending of the phrases?

- 1) Peter the Great created the post of procurator-general subordinate to ...
- 2) The Procuracy's central position in administration of justice after 1992 derived not only from its hierarchical and centralized structure, but ...
- 3) Throughout the post-Stalin period, the Procuracy also maintained ...
- 4) The legislation preserved the Procuracy as ...

5) The Law on the Procuracy of the Russian Federation retained the Procuracy's powers of ...

Тема 11. «Law of Evidence»

Text. Types of Evidence.

Evidence proves and disproves facts in a trial. Evidence can be presented in the form of documents, testimony of witnesses, drawings and physical objects such as weapons, drugs.

There are two basic kinds of evidence: direct and circumstantial. In a criminal case, direct evidence is evidence of one or more of the elements of a given crime. For example:

- Will sees Maria point a gun at Marsha and pull the trigger. In a trial for murder or manslaughter, Will's testimony about what he saw Maria do would be *direct evidence* against her.

- Miguel hears Warren scream at his neighbor, "I'm going to take this bat and kill you, old man!" In a trial for assault, Miguel's and the old man's testimony would be *direct evidence* against Warren.

Circumstantial evidence in criminal cases *indirectly* supports one or more elements of a crime. Circumstantial evidence requires the fact finder to make an inference that something happened. For example:

- Will sees Maria with a smoking gun in her hand standing over Marsha's dead body. In a trial for murder or manslaughter, this would be *circumstantial evidence* that she shot Marsha.

Many rules dictate when and how evidence may be presented in court known as rules of evidence, they help ensure that trials will be fair, orderly, and more likely to discover the truth. They do this, for example, by excluding from court any evidence that is unreliable or unreasonably prejudicial or inflammatory. Also, in some instances, the rules require that attorneys in a trial take certain steps before they can introduce evidence.

Sometimes judges make their own objections to an attorney's questions or a witness's answer. But in most situations, all evidence will be admitted into a trial unless an attorney objects that it violates one of the rules of evidence. So lawyers must know the rules of evidence well. Such knowledge helps them prove their case, because they can present evidence important to their case and keep out an opponent's improper evidence, which could hurt their case.

Тема 12. «Types of Prisons in the USA»

Task 1. Read and translate the text.

Some prisons in America are well-designed, progressive institutions, but there are still many overcrowded and brutal prisons. Prisons in America typically fall into three security levels. Maximum-security prisons are usually large institutions holding several thousand prisoners. High fences (sometimes electrified), thick walls, and guard towers separate the prisoners from society. Inside, armed guards watch over prisoners, who live in Spartan cells. A group of cells make up a cell block, which can

be locked down from other cell blocks. In large prisons, several cell blocks make up a prison wing, which also can be shut down separately. The prisoners are given little opportunity to associate with one another. Even tighter security exists for prisoners awaiting capital punishment on death row, a separate cell block of a maximum-security prison. About 40 percent of all prisoners reside in maximum-security prisons.

Medium-security prisons are typically smaller versions of maximum-security prisons. They do, however, allow prisoners a greater degree of freedom. They are permitted, for example, to use the library, exercise yard, and showers with fewer restrictions. At specific times each day, however, they must be in their cell or assigned place for the day's headcount, which can take place up to four times a day. About 40 percent of all prisoners are in medium-security prisons.

Minimum-security prisons can be far different. They usually allow prisoners to roam within the confines of the prison. Some have dormitory rooms and others have private rooms instead of cells. Prisoners usually wear uniforms, but some prisons allow inmates the freedom to choose their own wardrobe.

Alcatraz was known as super-maximum-security prison. It holds the most hardened prisoners.

Task 2. Find the information about the following prisons:

- a) The Tower of London
- b) Chateau d'If, France
- c) Le Santé
- d) Robben Island, South Africa
- e) Elmina Castle, Ghana
- f) Goree Island, Senegal
- g) Port Arthur, Tasmania.

Приложение 1 к рабочей программе

Предварительные компетенции, сформированные у обучающегося до начала изучения дисциплины «Английский язык в сфере профессиональной деятельности»:

- достигнут пороговый уровень владения иностранным языком – уровень В1 (по европейской системе уровней владения иностранным языком).

- сформирована иноязычная коммуникативная компетенция в совокупности таких составляющих, как:

- речевая компетенция – сформированы коммуникативные умения в четырех основных видах речевой деятельности (чтении, говорении, письме, аудировании);

- языковая компетенция – владеет языковыми единицами в соответствии с отобранными темами и сферами общения; имеет навыки оперирования этими единицами в коммуникативных целях;

- социокультурная компетенция – получил знания о социокультурной специфике страны изучаемого языка;

- учебно-познавательная компетенция – обладает общеучебными и специальными учебными умениями, позволяющими совершать учебную деятельность по овладению иностранным языком;

- прагматическая компетенция – владеет лингвистическими знаниями и навыками их использования;

- владеет необходимыми навыками профессионального общения на иностранном языке;

- владеет одним из иностранных языков на уровне обеспечивающим эффективную профессиональную деятельность.

Лист изменений

В дополнение к разделу «Основная литература»:

- 1) Английский язык для юристов: учебник и практикум / И. И. Чиронова. – М.: Юрайт, 2015. – 399 с.
- 2) Английский для юристов: учебник / под ред. Т. Н. Шишкиной. – М., 1997–2010. – 198 с.
- 3) Першина Е. Ю. Английский язык для юристов [Электронный ресурс]: учебное пособие / Е.Ю. Першина. - 2-е изд., стер. – М.: Флинта, 2012. – 70 с. – URL:<http://biblioclub.ru/index.php?page=book&id=115112>