

# Методические рекомендации к практическим занятиям по дисциплине «АНГЛИЙСКИЙ ЯЗЫК В СФЕРЕ ЮРИСПРУДЕНЦИИ»

## 2 СЕМЕСТР

«Для эффективного освоения тематических разделов дисциплин магистрантам 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)».<sup>1</sup>

### ЗАНЯТИЕ 1

(2 часа)

#### Тема: Types of Crimes. Crimes against Property. Crimes against Person

##### 1. Match each word on the left with the appropriate definition on the right:

- |                   |  |
|-------------------|--|
| 7) a murderer     | g) deliberately causes damage to property                              |
| 8) a kidnapper    | h) steals things from people's pockets in crowded places               |
|                   | i) gets secret information from another country                        |
| 9) a pickpocket   | j) buys and sells drugs illegally                                      |
| 10) an accomplice | k) takes away people by force and demands money for their return       |
| 11) a drug dealer | l) helps a criminal in a criminal act                                  |
|                   | m) uses violence for political reasons                                 |
| 12) a spy         | n) causes damage or disturbance in public places                       |
| 13) a terrorist   | o) hides on a ship or plane to get a free journey                      |
| 14) an assassin   | p) takes control of a plane by force and makes the pilot change course |
| 15) a hooligan    | q) murders for political reasons or a reward                           |
| 16) a stowaway    | r) is someone who steals   |
|                   | s) makes counterfeit (false) money or signatures                       |
| 17) a thief       | t) is a member of a criminal group                                     |
| 18) a hijacker    | u) steals money, etc. by force from people or places                   |
| 19) a forger      | v) marries illegally, being married already                            |
| 20) a robber      | w) is a soldier who runs away from the army                            |
| 21) a smuggler    | x) brings goods into a country illegally without paying tax            |
|                   | y) illegally carries drugs into another country                        |
| 22) a traitor     | z) betrays his or her country to another state                         |
| 23) a gangster    |  |
| 24) a deserter    |  |
| 25) a bigamist    |  |
| 26) drug smuggler |  |

2. TASK 2. Continue the following table with the words from Task 1 where possible. The first few are done for you. Consult the dictionary when necessary:

<sup>1</sup> Английский язык в сфере юриспруденции: [рабочая программа дисциплины (модуля) по направлению 40.04.01. Юриспруденция]/ И. М. Шепшинская – Новосибирск: НЮИ (ф) ТГУ, 2019. – 18 с.

<b>Crime</b>	<b>Criminal</b>	<b>Criminal Act</b>
treason	traitor	to betray
theft	thief	to steal
murder	murderer	to murder

## **ЗАНЯТИЕ 2**

(2 часа)

### **Тема: CRIMINOLOGY**

(1) Criminology is a social science dealing with the nature, extent, and causes of crime; the characteristics of criminals and their organizations; the problems of apprehending and convicting offenders; the operation of prisons and other correctional institutions; the rehabilitation of convicts both in and out of prison; and the prevention of crime.

(2) The science of criminology has two basic objectives: to determine the causes, whether personal or social, of criminal behaviour and to evolve valid principles for the social control of crime. In pursuing these objectives, criminology draws on the findings of biology, psychology, psychiatry, sociology, anthropology, and related fields.

(3) Criminology originated in the late 18th century when various movements began to question the humanity and efficiency of using punishment for retribution rather than deterrence and reform. There arose as a consequence what is called the classical school of criminology, which aimed to mitigate legal penalties and humanize penal institutions. During the 19th century the positivist school attempted to extend scientific neutrality to the understanding of crime. Because they held that criminals were shaped by their environment, positivists emphasized case studies and rehabilitative measures. A later school, the 'social defence' movement, stressed the importance of balance between the rights of criminals and the rights of society.

(4) Criminologists commonly use several research techniques. The collection and interpretation of statistics is generally the initial step in research. The case study, often used by psychologists, concentrates on an individual or a group. The typological method involves classifying offences, criminals, or criminal areas according to various criteria. Sociological research, which may involve many different techniques, is used in criminology to study groups, subcultures, and gangs as well as rates and kinds of crime within geographic areas.

(5) Criminology has many practical applications. Its findings can give lawyers, judges, and prison officials a better understanding of criminals, which may lead to more effective treatment. Criminological research can be used by legislators and in the reform of laws and of penal institutions.

*TASK 2. Find in the text the English equivalents for the following:*

1. криминология рассматривает природу и причины преступлений
2. изучение обстоятельств правонарушения по материалам дела
3. криминология опирается на открытия других наук
4. проблемы задержания преступников
5. проблемы предотвращения преступлений
6. применение на практике
7. исправительные учреждения
8. установить причины преступности
9. выработать действующие принципы
10. смягчить наказание
11. подвергнуть сомнению

*TASK 3. Replace the words and expressions in bold type with the words and expressions that mean the same:*

- The **objectives** of criminology and criminalistics are rather different.
- The system of **penal institutions** is to be reformed.
- The scientific study of criminals **originated** in the late **18<sup>th</sup>** century.
- Modern criminologists **hold that** criminals **are shaped by** a multiplicity of factors.
- Criminology studies the factors that **lead to** violent behaviour.

*TASK 4. Match the legal terms on the left with their definitions on the right. Use them in sentences of your own:*

1) deterrence	a) guidance and instruction given to offenders, their beneficial treatment aimed at restitution of positive skills and attitudes
2) case study	b) measures taken to prevent hostile action
3) legislator	c) a person serving a prison sentence
4) retribution	d) a detailed analysis of a criminal person or group
5) convict	e) a member of a body which gives or makes laws
6) rehabilitation	f) something given or demanded in repayment, especially punishment

*TASK 5. Answer the following questions:*

1. What steps can society take to cope with crime?
2. What trends can be observed in the development of criminology?
3. What methods and techniques are applied in criminology?
4. In what other spheres of life can criminology find useful application?

### ЗАНЯТИЕ 3

(2 часа)

#### Тема: THE CAUSES OF CRIME

**Read the text and translate the text:**

(1) No one knows why crime occurs. The oldest theory, based on theology and ethics, is that criminals are **perverse persons** who **deliberately commit crimes** or who do so **at the instigation of the devil** or other **evil spirits**. Although this idea has been **discarded** by modern criminologists, it persists among **uninformed people** and provides the **rationale for the harsh punishments** still meted out to criminals in many parts of the world.

(2) Since the 18th century, various scientific theories have been advanced to explain crime. One of the first efforts to explain crime **on scientific, rather than theological**, grounds was made at the end of the 18th century by the German physician and anatomist Franz Joseph Gall, who tried **to establish relationships** between **skull structure** and **criminal proclivities**. This theory, popular during the 19th century, is now discredited and has been abandoned.

A more **sophisticated theory** — a biological one — was developed late in the 19th century by the Italian criminologist Cesare Lombroso, who asserted that crimes were committed by persons who are born with **certain recognizable hereditary physical traits**. Lombroso's theory was **disproved** early in the 20th century by the British criminologist Charles Goring. Goring's **comparative study of jailed criminals and law-abiding persons** established that so-called **criminal types**, with **innate dispositions to crime**, do not exist. Recent scientific studies have tended to confirm Goring's findings. Some investigators still hold, however, that specific abnormalities of the brain and of the endocrine system contribute to a person's **inclination toward criminal activity**.

(3) Another approach to an explanation of crime was **initiated** by the French political philosopher Montesquieu, who attempted **to relate criminal behavior to natural, or physical environment**. His successors have gathered evidence tending to show that **crimes against person**, such as **homicide**, are relatively more numerous in warm climates, **whereas crimes against property**, such as **theft**, are more frequent in colder regions. Other studies seem to indicate that the incidence of crime declines in direct ratio to drops in barometric pressure, to increased humidity, and to higher temperature.

(4) Many prominent criminologists of the 19th century, particularly those associated with the Socialist movement, **attributed crime mainly to the influence of poverty**. They pointed out that persons who are **unable to provide adequately for themselves** and their families through **normal legal channels** are frequently driven to **theft, burglary, prostitution, and other offences**. The incidence of crime especially tends to rise in times of **widespread unemployment**. Present-day criminologists take a broader and deeper view; they **place the blame** for most crimes on the whole range of environmental conditions associated with poverty. The living conditions of the poor, particularly of those in slums, are characterized by **overcrowding, lack of privacy**, inadequate play space and recreational facilities, and **poor sanitation**. Such conditions engender **feelings of deprivation** and hopelessness and **are conducive to crime** as a **means of escape**. The feeling is encouraged by the example set by those who have escaped to what appears to be the better way of life made possible by crime. Some theorists relate the incidence of crime to the general state of a culture, especially the impact of economic crises, wars, and revolutions and the **general sense of insecurity** and uprootedness to which these forces give rise. As a society becomes more **unsettled** and its people more restless and **fearful of the future**, the **crime rate tends to rise**. This is particularly true of **juvenile crime**, as the experience of the United States since World War II has made evident.

(5) The final major group of theories are psychological and psychiatric. Studies by such 20th century investigators as the American criminologist Bernard Glueck and the British psychiatrist William Healy indicated that about one-fourth of a typical **convict population** is psychotic, neurotic, or **emotionally unstable** and another one-fourth is **mentally deficient**. These emotional and mental conditions do not automatically make people criminals, but do, it is believed, make them more prone to criminality. Recent studies of criminals have thrown further light on the kinds of emotional disturbances that may lead to criminal behavior.

(6) Since the middle 19th century, the notion that crime can be explained by any single theory has fallen into disfavour among investigators. Instead, experts incline to so-called multiple factor, or multiple causation theories. They reason that crime springs from a multiplicity of conflicting and converging influences — biological, psychological, cultural, economic and political. The multiple causation explanations seem more credible than the earlier, simpler theories. An understanding of the causes of crime is still elusive, however, because the interrelationship of causes is difficult to determine.

*TASK 2. Write down Russian equivalents for the words and expressions in bold type, given in the text above.*

*TASK 3. Find in the texts above the English equivalents for the following words and expressions and reproduce the context in which they were used:*

1. кража
2. убийство
3. кража со взломом
4. сравнительный анализ преступников и законопослушных граждан

5. соотнести преступное поведение с факторами окружающей среды
6. преступления против человека
7. преступления против собственности
8. совершать преступления умышленно
9. некоторые узнаваемые наследуемые черты
10. выдающиеся ученые-криминологи
11. ряд условий
12. уровень преступности
13. быть склонным к преступной деятельности
14. пролить свет на проблему
15. теория многообразия факторов
16. достоверная теория

*TASK 4. Answer the following questions:*

1. What ideas were the earliest criminological theories based on?
2. How did the biological theory develop?
3. What was Montesquieu's approach to causes of crime?
4. What views on crime predominated in the 19th century?
5. How did criminological theories develop in the 20th century?
6. What is the relationship between the mental and emotional state of a person and his or her inclinations to crime?
7. What are the latest views on the causes of crime?

## ЗАНЯТИЕ 4

(2 часа)

### Тема: TREATMENT OF CRIMINALS

*TASK 1. Match the following headings with the sections of the text below:*

- **Rehabilitative programs**
- **Psychiatric and case-study methods**
- **Bentham approach**
- **Neoclassical school**
- **Preventive approach**

(1) **Various correctional approaches developed in the wake of causation theories.** The old theological and moralistic theories encouraged punishment as retribution by society for evil. This attitude, indeed, still exists. **The 19-century British jurist and philosopher Jeremy Bentham tried to make the punishment more precisely fit the crime.** Bentham believed that pleasure could be measured against pain in all areas of human choice and conduct and that human happiness could be attained through such hedonic calculus. He argued that criminals would be deterred from crime if they knew, specifically, the suffering they would experience if caught. **Bentham therefore urged definite, inflexible penalties for each class of crime; the pain of the penalty would outweigh only slightly the pleasure of success in crime; it would exceed it sufficiently to act as a deterrent, but not so much as to amount to wanton cruelty.** This so-called calculus of pleasures and pains was based on psychological postulates no longer accepted.

(2) The Bentham approach was in part superseded in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries by a movement known as the neoclassical school. **This school, rejecting fixed punishments, proposed that sentences vary with the particular circumstances of a crime, such as the age, intellectual level, and emotional state of the offender; the motives and other conditions that may have incited to crime; and the offender's past record and chances of rehabilitation.** The influence of the neoclassical school led to the development of such concepts as grades of crime and punishment, indeterminate sentences, and the limited responsibility of young or mentally deficient offenders.

(3) At about the same time, the so-called Italian school stressed measures for preventing crime rather than punishing it. **Members of this school argued that individuals are shaped by forces beyond their control and therefore cannot be held fully responsible for their crimes.** They urged birth control, censorship of pornographic literature, and other actions designed to mitigate the influences contributing to crime. The Italian school has had a lasting influence on the thinking of present-day criminologists.

(4) The modern approach to the treatment of criminals owes most to psychiatric and case-study methods. Much continues to be learned from offenders who have been placed on probation or parole and whose behavior, both in and out of prison, has been studied intensively. **The contemporary scientific attitude is that criminals are individual personalities and that their rehabilitation can be brought about only through individual treatment.** Increased juvenile crime has aroused public concern and has stimulated study of the emotional disturbances that foster delinquency. This growing understanding of delinquency has contributed to the understanding of criminals of all ages.

(5) During recent years, crime has been under attack from many directions. The treatment and rehabilitation of criminals has improved in many areas. The emotional problems of convicts have been studied and efforts have been made to help such offenders. Much, however, remains to be done. **Parole boards have engaged persons trained in psychology and social work to help convicts on parole or probation adjust to society.** Various U.S. states have agencies with programs of reform and rehabilitation for both adult and **juvenile offenders.**

Many communities have initiated concerted attacks on the conditions that breed crime. **Criminologists recognize that both adult and juvenile crime stem chiefly from the breakdown of traditional social norms and controls, resulting from industrialization, urbanization, increasing physical and social mobility, and the effects of economic crises and wars.** Most criminologists believe that effective crime prevention requires community agencies and programs to provide the guidance and control performed, ideally and traditionally, by the family and by the force of social custom. Although the crime rate has not drastically diminished as a result of these efforts, it is hoped that the extension and improvement of all valid approaches to prevention of crime eventually will reduce its incidence.

*TASK 2. Write down the translation of the sentences from the text above given in bold type.*

*TASK 3. Find in the text the English equivalents for the following words and expressions:*

1. бессмысленная жестокость
2. досрочное освобождение
3. общественные организации
4. ограниченная ответственность
5. освобождение на поруки
6. порождать преступление
7. преступления, совершенные несовершеннолетними
8. привлечь внимание общественности
9. совет по условно-досрочному освобождению
10. упадок традиционных общественных норм

*TASK 4. Give Russian equivalents for the following general types of punishment. Put them in descending order of severity.*

- Capital punishment
- Community service
- Disciplinary training in a detention centre
- Fixed penalty fine
- Life imprisonment
- Probation
- Short-term imprisonment
- Suspended sentence

- Long-term imprisonment

*TASK 5. Study the following list of offences. Rate them on a scale from 1 to 10 (1 is a minor offence, 10 is a very serious crime). They are in no particular order. You don't have to apply your knowledge of existing laws — your own opinion is necessary:*

- driving in excess of the speed limit
- common assault (e.g. a fight in a disco-club)
- drinking and driving
- malicious wounding (e.g. stabbing someone in a fight)
- murdering a policeman during a robbery
- murdering a child
- causing death by dangerous driving
- smoking marijuana
- selling drugs (such as heroin)
- stealing £1,000 from a bank by fraud
- stealing £1,000 worth of goods from someone's home
- rape
- grievous bodily harm (almost killing someone)
- shop-lifting
- stealing £1,000 from a bank by threatening someone with a gun
- possession of a gun without a license

## ЗАНЯТИЕ 5

(2 часа)

### Тема: PENAL AND CORRECTIONAL INSTITUTIONS THROUGHOUT HISTORY

#### BRAINSTORM

1. What role do correctional institutions play in the modern society?
2. Which of the following words refer to:
  - a) goals of punishment
  - b) correctional institutions:

- |                 |                        |
|-----------------|------------------------|
| • Cell          | • Penitence            |
| • Custody       | • Penology             |
| • Deterrent     | • Prison               |
| • Imprisonment  | • Reformation          |
| • Incarceration | • Reformatory          |
| • Isolation     | • Rehabilitation       |
| • Jail/Gaol     | • Retribution          |
| • Penitentiary  | • Solitary confinement |

*TASK 1. Read the following text and write down Russian equivalents for the words and expressions given in bold type:*

#### Development of the Prison System

A prison is an institution for **the confinement of persons convicted of major crimes or felonies**. In the 19<sup>th</sup> and the 20<sup>th</sup> centuries, imprisonment replaced corporal punishment, execution, and

banishment as **the chief means of punishing serious offenders**.

Historically exile, execution, and various forms of corporal punishment were the most common **penalties for criminal acts**.

In the 12<sup>th</sup> century England **jails** were widely used as places for **the confinement of accused persons** until their **cases could be tried by the king's court**. **Imprisonment** gradually came to be accepted not only as a device for **holding persons awaiting trial** but also as a means of **punishing convicted criminals**.

During the 16<sup>th</sup> century a number of houses of correction were established in England and on the continent for **the reform of minor offenders**. In these institutions there was little **segregation** by age, sex, or other condition. The main emphasis was on strict discipline **and hard labour**.

Although **reformation of offenders** was intended in the houses of correction, the unsanitary conditions and lack of provisions for the welfare of the **inmates** soon produced widespread agitation for further changes in methods of handling criminals. **Solitary confinement** of criminals became an ideal among the rationalist reformers of the 18<sup>th</sup> century, who believed that solitude would help the offender to **become penitent** and that penitence would result in reformation.

Meanwhile, strenuous opposition to the **prolonged isolation of prisoners** developed very early, especially in the United States. A competing philosophy of prison management, known as **the 'silent system'** was developed. The main distinguishing feature of the silent system was that prisoners were allowed to work together in the daytime. Silence was strictly enforced at all times, however, and at night the prisoners **were confined in individual cells**.

Further refinements were developed in Irish prisons in the mid-1800s. Irish inmates progressed through three stages of confinement before they were returned to civilian life. The first portion of the sentence **was served in isolation**. Then the prisoners were allowed to associate with other inmates in various kinds of work projects. Finally, for six months or more before **release**, the prisoners were transferred to 'intermediate prisons', where inmates were supervised by unarmed guards and given sufficient freedom and responsibility to permit them to demonstrate their fitness for release. Release was also conditional upon the continued good conduct of the offender, who could be returned to prison if necessary.

These were the steps made to fit the severity of the punishment to **the severity of the crime**, in the belief that the existence of **clearly articulated and just penalties** would act as a deterrent to crime. Since then, **deterrence**, rather than retribution, has become a leading principle of European penology.

### *TASK 2. Answer the following questions:*

1. What is a prison?
2. What were the means of punishing offenders before the 19th century?
3. What was the purpose of jails in the 12th century England?
4. What were the main features of houses of correction in the 16th century?
5. Why did the rationalist reformers of the 18th century seek to establish solitary confinement of criminals?
6. What is the 'silent system'?
7. What were Irish prisons like in the mid-1800s?

### *TASK 3. Read the text below and answer the following questions:*

1. What are the purposes of incarceration?
2. How are these purposes obtained?
3. What three categories of prisons are described in the text?
4. What is the general principle of confining offenders in different kinds of prisons?

## **Present-day Penal Institutions**

Modern prisons are quite diverse, but it is possible to make some generalisations about them. In all but minimum-security prisons, the task of maintaining physical custody of the prisoners is usually given the highest priority and is likely to dominate all other concerns. Barred cells and locked doors, periodic checking of cells, searches for contraband, and detailed regulation of inmates' movements about the prison are all undertaken to prevent escapes. In order to forestall thievery, drug and alcohol use, violent assaults, rapes, and other types of prison crime, the inmates are subjected to rules governing every aspect of life; these do much to give the social structure of the prison its authoritarian character.



The need to maintain security within prisons has prompted many countries to separate their penal institutions into categories of maximum, medium, and minimum security. Convicted offenders are assigned to a particular category on the basis of the seriousness or violent nature of their offence, the length of their sentence, their proneness to escape, and other considerations. Within a prison, the inmates are often classified into several categories and housed in corresponding cellblocks according to the security risk posed by each individual. Younger offenders are usually held in separate penal institutions that provide a stronger emphasis on treatment and correction.

Prisons generally succeed in the twin purposes of isolating the criminal from society and punishing him for his crime, but the higher goal of rehabilitation is not as easily attained. An offender's time in prison is usually reduced as a reward for good behaviour and conscientious performance at work. The privilege of receiving visits from family members and friends from the outside world exists in almost all penal systems.

*TASK 4. Find in the text above the English equivalents for the following words and expressions:*

1. заключённый
2. нападение с применением насилия
3. не карательное воздействие и исправление
4. осуждённый
5. реабилитация личности преступника
6. тюрьма с максимальной изоляцией заключённых
7. тюрьма с минимальной изоляцией заключённых
8. тюрьма со средней степенью изоляции заключённых

*TASK 5. Explain the meaning of the following words and expressions. Make up sentences of your own:*

- conscientious performance at work
- proneness to escape
- security risk
- to forestall thievery
- to give smth. the highest priority
- to maintain security within prisons

*TASK 6. Match the following English expressions with their Russian equivalents:*

1) breach of prison	a) “промышленная тюрьма” (тюрьма, где заключённые работают в цехах, мастерских)
2) closed prison	b) бежавший из тюрьмы
3) industrial prison	c) бежать /совершить побег/ из тюрьмы
4) open prison	d) быть приговорённым к тюремному заключению
5) prison bar	e) отбывать срок в тюрьме
6) prison breaker	f) перевоспитание или обучение заключённых в тюрьме
7) prison education	g) побег из тюрьмы / побег из-под стражи
8) prison lawyer	h) тюремная камера
9) prison term	i) тюремная решётка
10) prison ward	j) тюремное заключение / тюремный срок
11) to be sent to prison	к) тюремный юрист
12) to do one's time (in prison)	l) тюрьма закрытого типа
13) to escape from prison	m) тюрьма открытого типа (неохраняемая)