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В КУРСЕ ОБУЧЕНИЯ
ЯЗЫКУ СПЕЦИАЛЬНОСТИ
(АНГЛИЙСКИЙ ЯЗЫК)**

Методические рекомендации

КРАСНОЯРСК 2010

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(Г. КРАСНОЯРСК)»

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Арская, М.А.

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Методические рекомендации содержат коммуникативные задания для организации и проведения практических занятий по английскому языку со слушателями, курсантами и студентами юридических специальностей 030501.65 Юриспруденция, 030505.65 Правоохранительные органы.

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ПРЕДИСЛОВИЕ

Основным принципом коммуникативно-ориентированного обучения является речевая деятельность. Участники общения должны научиться решать реальные и воображаемые задачи совместной деятельности при помощи иностранного языка. Обучение при этом осуществляется через различные коммуникативные задания.

Коммуникативное задание представляет собой фрагмент работы на уроке, вовлекающий учащихся во взаимодействие на изучаемом языке, при этом основное внимание сфокусировано на содержании, а не на форме. Данные задания способствуют установлению межличностных отношений учащихся и, благодаря этому, обмену информацией, мнениями, выполнению определенной работы.

Настоящие методические рекомендации представляют собой сборник коммуникативных заданий для работы на практических занятиях по английскому языку. Тематика предложенных заданий соответствует учебному плану по английскому языку по специальностям 030501.65 Юриспруденция, 030505.65 Правоохранительные органы.

Методические рекомендации содержат разные виды заданий, предполагающие как традиционные, так и нетрадиционные методы коммуникативного общения.

Выполнение предложенных заданий позволит учащимся научиться грамматически корректно строить как монологические, так и диалогические высказывания, обратиться с просьбой, благодарностью, извинением, согласиться с высказыванием партнера или отклонить его, сформулировать условия, обосновать что-либо, а также приводить аргументы, принимать/ отвергать предложения собеседников, заниматься сбором и обменом информации в процессе принятия общего решения.

STATE AND GOVERNMENT OF THE UNITED KINGDOM AND THE UNITED STATES OF AMERICA

1. Talk to your friend about Great Britain, complete the conversation:

- What kind of state is Great Britain?
-
- What does the term “constitutional monarchy” mean?
-
- What body exercises the legislative power in the country?
-
- How are the chambers of Parliament composed?
- is of 830 hereditary peers and the of is of 650 popularly elected members.

2. Make up special and general questions to the following statements.

-?
 - The executive power in England is exercised by the Cabinet, headed by Prime Minister.
 -?
 - He is usually the leader of the party that has a majority in the House of Commons.
 -?
- The Prime Minister is appointed by the Sovereign.
- (the Prime Minister, to appoint the rest of the Cabinet)?
 - Yes, he does.
 -?
 - The Cabinet proposes bills and arranges the business of the Parliament.

3. Choose the functions of the English Sovereign from the functions given below and speak about him/her.

- opening and closing Parliament
- approving the appointment of the Prime Minister
- appointing Federal judges and ambassadors to other countries
- Head of the Commonwealth
- Head of the Church of England
- Head of the executive branch of power

- Commander-in-Chief of the armed forces
- carrying out the programmes of the Government
- giving honours such as peerages, knighthoods and medals.
- giving her Royal Assent to bills.

4. Find out the word that does't belong to the group of words. Explain why. Begin with this phrase: This word doesn't belong to this group because...

- the Senate, the House of Representatives, the Congress, the House of Lords.
- Great Britain, constitutional, absolute, hereditary, the powers of the Queen.
- United States, the President, executive, judicial
- United Kingdom, judicial power, the House of Lords, the Supreme Court
- The Houses of Parliament, The Capitol, the White House, the Supreme Court
- Downing Street,10, the Cabinet, Lord Chancellor, the Prime Minister

5. Answer the questions. Begin your answer with "I believe that ..." or "I don't believe that ...":

1. Who is the head of the UK?
2. How is the monarch's power limited?
3. What Houses does the British Parliament consist of?
4. Where do Members of Parliament come from?
5. Who forms the Government?
6. How can a new bill become a law?
7. What is the «Shadow Cabinet»?
8. What main political parties are there in Britain today?
9. Who is Britain's Prime Minister at present?
10. How long has Queen Elizabeth II reigned?

6. Complete the dialogue:

- The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy.
- I quite agree with you. It means that

7. Work in pairs. Interview your partner and find out the peculiarities of the Constitution and the government of the UK.

8. Ask your partner a couple of questions concerning the system of government in the UK.

9. Agree or disagree with the following statements. Use one of the given phrases:

- *I quite/completely agree*
- *I can't agree*
- *I think it is not so, it's wrong*
- *On the contrary*
- *I am not sure, but I think ...;*
- *I don't know exactly but I think/ it seems to me that*

1. The American Constitution was adopted in 1787 after the War of Independence.
2. The US Constitution consists of 10 articles and 50 amendments.
3. A constitution is a set of customs, traditions, rules and laws that sets forth the basic way a government is organized and functions.
4. In Great Britain there is a document that contains the English Constitution.
5. The Constitution of the Russian Federation consists of the two parts. There are 9 chapters in the 1st part.
6. The Constitution of the Russian Federation was adopted in 1978 and it remains unchanged so far.

10. Imagine you are an expert on the American Constitution, as you have made a report on this topic recently. Speak about the US Constitution answering the following questions of your fellow students:

- What does a “constitution” mean in American political language?
- What is the aim of the US Constitution?
- What does it consist of?
- How does the Preamble begin?
- What is the Bill of Rights?
- What do you think about the peculiarities of the US Constitution?

11. Tell your partner about the executive branch of power in Great Britain matching the information given in the two columns. If necessary use the phrase - *to be responsible for*.

1) Local authorities	- administration at the national level;
2) The Cabinet and other ministers of the Crown	- operation of particular nationalized industries or public services;
3) Government departments	- directing national policy
4) Statutory boards	- administer and control many services at the local level

In your opinion, which element of the British executive is the most important? Justify your point of view.

12. Tell your partner about the Parliament of Great Britain using the following key-words:

to be vested in, the Supreme legislative power, two chambers, the House of Lords, the House of Commons, 830 hereditary peers, 26 spiritual peers, 270 life peers and peeresses, 650 popularly elected members, the real governing body.

13. Tell your friends about the Constitution and the Government of the UK using the following phrases and key words:

constitutional monarchy, Head of State, to succeed to the throne, to reign with the Support of..., the House of Commons, the House of Lords, to form the Government, the «Shadow Cabinet», to be regarded as “unwritten”, to be flexible, actual decisions, to have a very shadowy power of veto.

14. Imagine that you have a guest from Great Britain. You are interested in the UK Government. Ask him(her) about the English Parliament, the House of Lords and the House of Commons.

15. Prepare your interview with a Prime Minister of the UK. Work in pairs.

16. Speak on the powers of Congress.

17. Speak on the role of the President.

18. Tell your friends about the Constitution and the Government of the US using the following phrases and key words:

the Congress of the USA, the Senate, the House of Representatives, the Vice-President, to be done by the committees of both Houses, the Cabinet, to establish executive, legislative and judicial branches, to be adopted by Congress, amendments, to give the right to.

19. Work in pairs. Interview your partner and find out the peculiarities of the Constitution and the government of the USA.

20. Ask your partner a couple of questions concerning the system of government in the USA.

21. Prepare your interview with the US President. Work in pairs.

22. Compare the American government with the corresponding system of government in the UK. Express your own attitude.

23. Read, summarize and discuss the text. Work in pairs. Ask each other questions and answer them.

POLITICAL SYSTEM OF GREAT BRITAIN

The United Kingdom is a constitutional monarchy. This means that it has a monarch (a king or a queen) as its Head of State. The present British monarch is Queen Elizabeth II, who succeeded to the throne in 1952. The monarch has very little power and can only reign with the Support of Parliament, which consists of the House of Commons and the House of Lords. Parliament and the monarch have different roles in the government of the country. In reality, the House of Commons is the only one that has true power, it introduces new bills. They then go to the House of Lords for approval, and finally the monarch signs them. Only then they can become laws.

The House of Commons is made up of 650 elected members, known as Members of Parliament (or MPs), each of whom represents an area of the UK. The political parties choose candidates in elections. The party which wins the majority of seats in the House of Commons forms the Government and its leader usually becomes Prime Minister. The largest minority party becomes the Opposition (or the «Shadow Cabinet»). The Prime Minister chooses about twenty MPs from his or her party and forms his or her Cabinet.

Ministers Each minister is responsible for a particular area of government. For example, the Minister of Defence is responsible for defence policy and the armed forces, the Home Secretary for law and order and Immigration.

24. Speak on the state and local government in the USA. Arrange the dialogues which should be based on the information from the text “US Political System“

US Political System

The USA is a presidential republic.

The legislative power of the US is vested in the Congress of the USA. The Congress was created by Article I of the Constitution, adopted in 1787. It consists of two chambers-the Senate and the House of Representatives.

The Senate is made up of 100 members (2 from each state), elected for a term of 6 years. One third of the Senate is elected every 2 years. To be elected a Senator, a person must be at least 30 years old and have been the citizen of the USA for at least 9 years.

The House of Representatives comprises representatives from each state, elected for a two-year term. The number of representatives from each state depends on its population, but every state is represented. To be elected a representative, a person must be at least 25 years of age and have been a citizen of the USA for at least 7 years.

The presiding officer of the Senate is the Vice-President of the USA. The presiding officer of the House of Representatives, the Speaker, is elected by the house. The work of preparing and considering laws is done by the committees of both Houses. There are 15 standing committees in the Senate and 19 in the House of Representatives.

The Congress assembles at least once a year.

The executive branch of the government consists of the President, the Vice-President and the Cabinet. The President's term of office is four years, together with the Vice-President, chosen for the same term. The President is the head of the executive branch of the government; he appoints the members of the Cabinet. The Cabinet advises the President on many matters and is composed of the heads of executive departments: Secretary of State, Secretary of Treasury, Secretary of Defence and others.

25. Work in small groups. Discuss what these sayings mean. Think of an example to illustrate each statement.

- *Things must be done by parties, not by persons using parties as tools.*

Benjamin Disraeli

- *Vote for the man who promises least; he'll be the least disappointing.*

Bernard Baruch

- *A parliament is nothing less than a big meeting of more or less idle people.*

Walter Bagehot

26. Organize a round table discussion: “Monarchy – Real Power?”

27. Work in small groups. Share your opinion and ideas on the following issues within your group. Then debate on the following issues in class:

- Having secured their term in office a new government have several years to fulfil their election promises. Do we expect politicians to stick to their promises? What do we want the government to do first and foremost?
- In the 21st century election non-participation has reached high levels in the Western world. In Britain the turnout at the general election drops dramatically every time with a smaller percent of the electorate bothering to cast their vote. Why do so many people stay at home? Are they simply not interested in politics? Have the politicians failed to engage with them? Or does everyone think the result will be a foregone conclusion?

28. Study the following definitions of Government. Which of them best match your understanding? Explain your point of view.

- Government is a political organization comprising individuals and institutions authorized to formulate public policies and conduct affairs of state.
- Government is the management of a country which is entitled to serve three major purposes: maintaining order, providing public goods and promoting equality.
- Government is the system of social control under which the right to make laws, and the right to enforce them, is vested in a particular group in society.
- Government is the legitimate use of force to control human behaviour within territorial boundaries.

29. Basing on the previous exercise and using your knowledge on the Theory of State and Law try to give your own definition of Government.

30. Russian students are going to travel to the USA. Find out if anyone in the group is planning to go on a journey to the United Kingdom in the nearest future, if they are, ask them to tell you about their travelling arrangements.

THE PROFESSION OF A LAWYER

1. Use the following words and phrases in sentences.

Court, prosecutor, to prosecute, barrister, notary, to perform notary actions, to administer justice, to sum up evidence, to pass the sentence, legal adviser, legal advice office, to observe legality, to choose an occupation.

2. Choose the word or a word combination which does not belong to the group. Explain your choice. Start your explanation in the following way: This word (word combination) does not belong to this group because...

an attorney, a judge, a client, a solicitor;
a defendant, an accused, a suspect, a lawyer;
a sentence, a legal advice office, a notary office, a Bar;
a prosecutor, a barrister, a procurator, a counsel for the prosecution;
to administer justice, to pass the sentence, to defend the accused, to conduct the trial;
jury trial, to decide the fact, to pass a verdict, to decide the law.

3. Work with your partner. Complete the sentences with the given words: the Bar, prosecute the accused, a judge, conduct the trial, at the Notary Office, a legal adviser, investigate and solve crimes, administer justice properly.

1. We should study law well, we should remember that all of us must.... .. and observe legality. 2. An investigator should 3. ... should give legal advice and legal aid. 4. A barrister at ... should defend the accused. 5. A notary ... should perform notary actions. 6. ... at the law court should administer justice, ... , sum up evidence and pass the just sentence. 7. A prosecutor should ... and should supervise the correct application and observance of law.

4. Work in pairs. Correct the wrong statements using the conversational phrases: not quite so, I am afraid you are wrong; you are mistaken, on the contrary. If you agree use the following: I quite agree with you here, right you are, this is absolutely right, for sure.

1. There is no difference between the work of solicitors and barristers. 2. The solicitor is an ancient profession descending with early notaries and attorneys. 3. It is possible to say that solicitors can undertake legal business for lay clients and represent them in the higher courts. 4. Barristers can advise on legal problems through solicitors and conduct legal proceedings in the lower courts. 5. The party must have both a solicitor and a barrister. 6. It is the barrister who should

instruct the solicitor on his clients behalf in his “brief” to the solicitor. 7. Judges are themselves the separate profession. 8. The jury can decide all the questions of law. 9. Members of the jury are usually former barristers. 10. A barrister must reach a proper educational standard and pass special examinations at the Council of Legal Education.

5. Work with your partner. Ask him /her questions about the profession of a lawyer. Let your partner answer your questions. Then change your roles.

6. Work in small groups. Decide what do you think of these sayings. Think of an example to illustrate each saying.

1. If we desire for the law, we must first make the law respectable.

(Brandeis)

2. Important principles may and must be flexible.

(Gandhi)

3. All crime is a kind of disease and should be treated as such.

(Author unknown)

7. Make up sentences using A and B columns:

A

1. a barrister

2. a prosecutor

3. a judge

4. an investigator

5. a notary

6. a legal adviser

7. a state arbitrator

B

I. work at the Notary Office

II. work at the Law Court

III. work at the Prosecutor’s Office

IV. work at the Bar

V. work at an enterprise, legal advice office

VI. work at the Prosecutor’s Office or at the militia agency

VII. work at the state arbitration

8. Work in pairs. Work with a partner to discuss the following questions and choose answers:

1. Can you agree that the profession of a lawyer is very interesting, diverse and necessary?

2. Where may a lawyer choose his place of work?

3. What occupation can he choose?

4. Where can (a barrister; a prosecutor; a notary; a legal adviser; an investigator) work?

5. What should (a judge; a defence council; a prosecutor; an investigator; a notary) do?

9. Complete the following sentences using one of the words given below:

1. A graduate from a law institute can work as ... at one of the
 2. A barrister at the ... should defend
 3. A prosecutor should supervise
 4. A ... at the Law Court should administer justice.
 5. A ... should give legal advise.
 6. A ... should prove the defendant's guilt by evidence.
 7. A judge should conduct the trial,
-

legal adviser; prosecutor; sum up evidence; pass the just sentence; the accused; judge;

law offices; lawyer; Bar; the correct application and observance of law

10. Ask your partner to give you information about the work of different specialists in the field of law. Use the following expressions:

1. Can you tell me
2. What can you say about
3. Do you know anything
4. Have you any idea about
5. a barrister; at the Bar; to defend the accused; to prove one's innocence by evidence;
6. a prosecutor; at the Prosecutor's office; to supervise the correct application and observance of law; to prosecute the accused; to prove one's guilt by evidence;
7. a judge; at the Law Court; to administer justice; to conduct the trial; to sum up evidence; to pass the just.

11. Work with your partner. Ask him/her questions about barristers and solicitors. Agree or disagree with your partner's statements. Give your reasons using the prompts:

- to have two different kinds of lawyers;
- to have a legal problem;
- to go and see a solicitor;
- to deal with petty crimes; matrimonial matters in the lowest courts;
- to prepare the case and the evidence;
- to do the legal work involved in buying a house;
- to make wills;
- to be experts in the interpretation of the law;
- to be an expert on advocacy (the art of presenting cases in Court);
- to have no public offices in any street;
- to belong to the Inns of Court;
- to specialize in representing the client in the higher Court.

Use the following phrases also:

- In my opinion/ to my mind ...
- Generally speaking...
- There can be no doubt that...
- I'm sure that...
- As far as I know...
- In brief / in short...
- A clear example of ... is/ might be ...
- For example...
- For instance...

Now use the questions you have made to begin conversations. Make up dialogues.

12. Imagine the situation: You are a journalist from Russia, you are in Britain in one of the Inns of Courts on a visit. You are interested in the peculiarities of the barrister's occupation. Make up dialogues.

13. Do you know any quotes about lawyers? Are they mostly negative or positive? Can you remember and say any of them? Now you can read the Battle of the Quotes about lawyers "pro" and "con". As you read them, group the quotes into those having positive or negative characteristics.

Battle of the Quotes "Pro" and "Con".

1. "The physician ... will enjoy, in age, the happy reflection of not having lived in vain; while the lawyer has only to recollect how many, by his decision, have been cheated of their right and reduced to beggary" (Thomas Jefferson).

2. "It is pretty hard to find a group less concerned with serving society and more concerned with serving themselves than the lawyers" (Fred Rodell).

3. "True, we build no bridges. We raise no towers. We construct no engines. We paint no pictures – unless as amateurs for our own principal amusement. There is little of all that we do which the eye of man can see" (John W. Davis).

4. "Anyone who believes a better day dawns when lawyers are eliminated bears the burden of explaining who will take their place. Who will protect the poor, the injured, the victims of negligence, the victims of racial discrimination and the victims of racial violence?" (John J. Curtin Jr.)

5. "Of all professions this has the highest standards" (Oliver Wendell Holmes Jr.).

14. Think about your future work and rank the items below in order of priorities. Give your score from 0 (not important) to 5 (very important). Work in pairs with your fellow-student and compare your priorities. Which are in common/ different?

a) What is more important for you?

- high salary, fringe benefits;

- opportunities for promotion;

- job security;

- a good team of lawyers;

- pleasant working environment;

- lack of stress;
- travelling abroad on business;
- interesting work;
- having a long holiday;
- having a car;
- working on your own;
- flexibility on working hours;
- high responsibilities;
- creative boss.

b) How long would you spend on the following activities:

Talking to clients?

Appearing in court?

On the phone?

Bookkeeping?

Working with a computer?

Working overtime?

Travelling on business?

Looking up the law?

You can make use of the following:

A lot of/ not much		Time	
Around	Half my time		
About	An hour	a	day
Less than	Several hours		week
More than			
Every		day	
Once		a	day
Twice			week
Three times			fortnight
			month
			year

Model: *I shall spend a lot of time talking to clients twice a week.*

I shall spend about several hours a day working with a computer.

15. You have found this advertisement for a job in the “Times” and are getting ready for a job interview. Prepare a list of questions you would like to ask.

Advertisement for a job

We require a qualified solicitor with at least 3 years experience, highly developed managerial skills and the ability to lead a professional team. Acting as Deputy Director, you will control the work of the legal department.

16. Read the text Legal Professionalism and say which of these qualities you possess.

Legal Professionalism

Lawyers have agreed upon six basic elements of professionalism. They are: ethics, competence combined with independence, professional wisdom and continuing learning, civility and obligations to the justice system.

In the matter of Ethics

The first element is enlargement of individual autonomy, good faith in dealing, truth seeking, full disclosure, reasonable limits on adversarial conduct and adherence to public interest.

The Need to Be Competent

The second element of professionalism is professional competence, which must include independence in judgment and advice.

Competence should also involve an efficient allocation of resource.

Professional Wisdom

There is still another element of professional competence, and that is practical wisdom. It calls for a broad comprehension of the role of law and of the values society cherishes, an understanding of human being, and a mature perspective.

Civility

In the context of professionalism, civility covers not only surface politeness or courteous treatment of opponents. Civility has a much deeper meaning than cosmetic courtesy. We mean respect for individual dignity and worth.

Can you decide on the qualities required for the following jobs?

- a judge (wise, unbiased, experienced, faultless, accurate, having common sense...);
- a solicitor (concerned, honest, capable, talented, precise, flexible, wise ...);
- a policeman (courageous, decisive, consistent, diligent, honest, lacking anxiety, bold...);
- a barrister (irreproachable, having interpersonal skills, tolerant, accurate, precise, untroubled by criticism, clear and controlled ...).

17. What qualities required for a job in the legal profession do you personally have or would like to have?

18. Imagine you are a personnel manager and advise your friend what to do and what not to do about her job.

- a) Imagine you are taking part in a radio programme “Students doing Law” and prepare a 5 minute report about your student life and future prospects for legal job.
- b) Imagine that you are a law student. Student A is a journalist. He / she is going to ask you some questions about your choice of faculty. Decide on the order of events and answer the journalist’s questions.

19. You have a chance to be qualified either as a solicitor or a barrister. Which qualification would you choose and why?

20. Which well-known or ordinary lawyer (judge, practising lawyer) could you praise for his high professional skills and personal qualities?

21. Can you share your opinion with a junior solicitor, about the everyday routine of a practising solicitor and his/ her legal activities?

22. Can you consider your strengths and weaknesses in your speciality (law)?

- your qualification(s) (university degree, specialized training);
- your experience (with computers, clients, firms, expertise);
- your qualities (administrative skills, enthusiasm, ability to work with people).

23. Role-play a candidate and the interview panel.

Imagine you are getting ready for a job interview to fill the position of a solicitor. Decide on what you are going to say about yourself. The interview panel (consisting of 2-3 people) are trying to find out your strengths and weaknesses by asking questions. The candidate should sound interested and motivated. Having interviewed 3-4 candidates, the interview panel votes for the one who should get the job.

THE COURT SYSTEM

1. Work in pairs. Revise the topic “The court system of the USA”. Compose your own sentences using the words or phrases below. Ask your partner to translate them.

Dualism of the American court system, district courts, state courts, federal courts, general jurisdiction, original jurisdiction, limited jurisdiction, appellate jurisdiction, the Supreme Court, Chief Justice of the USA, Associate Justices, hierarchy of courts, circuit.

2. Work in pairs again. This time you are to revise the topic”The court system of the UK”. Use the following words and phrases in sentences. Then ask your partner to translate them.

The court system of the UK, county courts, the High Court, the Chancery, the Queen’s Bench Division, the Family Division, criminal courts, civil courts, to adjudicate cases, magistrate courts, summary offences, indictable offences, either way offences, the House of Lords, certiorari.

3. Imagine you have a guest from the USA (the UK). He is a judge. He came to the Siberian Law Institute to a scientific conference. Ask him questions about the court system in his country. Act out a dialogue with your partner. Make up short conversations using the words and phrases from exercises 1,2.

4. Complete the sentences:

A person who conducts a trial and passes the sentence	is called ...
has a first-hand knowledge of the event and gives evidence under oath in court	
brings a suit against another person	
in co-operation with other persons is to decide the truth of the case tried before the judge	
helps in a crime or who keeps a crime secret	
act for the state in prosecuting criminals	
is appointed to try small offences in Britain	
breaks laws	
is believed or suspected of committing a crime and brought before the court	
suffers from an offence	
assists the people’s judge in Belarus in trying a case and enjoying with the letter equal rights in passing a sentence	
steals something out of your pocket in a crowded street or bus	

5. Answer these questions.

1. Who are the participants of a criminal trial?
2. Who presides over the court in England?
3. What are the functions of a judge?
4. What are the duties of advocates in court?
5. Who gives evidence in court?
6. What are the peculiarities of returning a verdict by a jury?
7. On which party does the burden of proof in criminal cases rest?
8. What kinds of crimes do you happen to know?
9. What kinds of punishment imposed on the convicts do you know?
10. What may a witness tell?
11. Have you ever been at a trial?
12. Have you ever been a party (a witness) to a civil trial?
13. Has a convicted person the right to complaint?
14. In what cases are people taken to custody?
15. Who passes the sentence on the accused in the British court?

6. Prepare a short oral presentation on one of the following topics:

1. Hierarchy of the courts and appeals: is it an advantage or disadvantage?
2. Use of non-legally-qualified people (lay magistrates, jurors) and your view on it.
3. The role and position of judges in a judicial organization. Their social and educational background, criticism about them.
4. Judicial and legislative function of the House of Lords.

Make use of these guidelines for making your presentation.

Introduction

The aim of my presentation today is to raise the issue of ...

The subject of this presentation is ...

The purpose of this talk is ...

Structure of presentation

There are 3 sections/ parts to this presentation

The first section deals with A; secondly we will look at B

The talk is divided into 3 parts

Summing up

So to sum this section we can say that ...

So as a general observation, we can state that ...

7. What's the difference between a judge and a lawyer? Use your dictionary if necessary.

1. What do you think the judge's role in Britain and the USA is?
2. What do you think the lawyer's role in Russia is?
3. Do you think that legal cases are best decided by professional judges, not by ordinary members of the public? Can you expect non-lawyers to be able to deal with difficult legal rules and concepts?

8. Discuss whether the system of justice in your country is adversarial or inquisitorial.

Prepare a short presentation comparing the different systems.

9. You are judges. But your opinions differ. You must decide how long to send the accused to prison for. Make use of the sentences below. You can also acquit a person and dismiss a case. Get into groups of 3 or 4 and discuss the cases, reasons for your decision. Take the following roles: a judge instructing the court and persuading it; a judge who is against a decision; a judge who is evasive (not direct) or disagrees only partly. Make use of the functions which follow after the cases.

Case 1

The accused is a doctor. He gave an overdose to an 85-year-old patient who had terminal cancer. The patient had asked for the overdose. The patient's family accuses the doctor of murder.

Case 2

The accused found her husband in bed with another woman. She took a breadknife and killed him.

Case 3

This man is a well-known leader of a radical organization. He was recently tried for possessing one marijuana cigarette and sentence to ten years in prison. He is appealing the decision.

Case 4

This woman was given thalidomide medicine while she was pregnant. She gave birth to a baby without arms and legs. When it was two months old, she killed it while it was sleeping.

Case 5

These three teenage boys were having a fight with a fourth boy near a swimming pool. They threw him in the water and then stood on him till he drowned.

Case 6

The homeowner shot an unarmed man who had broken into his house in the ankle. The injured man later spent 5 months in hospital. As a result of his injury, he is unable to work.

Case 7

The man drove through a red light and killed a woman and her child. He was taking his pregnant wife to hospital. While in the car, she actually delivered by the baby.

Giving instructions and persuading:

- I have no doubt that you will agree with me that ...
- A verdict of guilty will act as a deterrent to ...
- The facts of the case have proved conclusively that ...
- You have heard that the accused is of good/ bad character
- Before condemning the accused, you should consider the effect on his (future, career, studies).

Avoiding to express an opinion

- The case is not unarguable, because ...
- The accused is not entirely without merit not overburdened with virtue
- No firm conclusion it seems may be reached on the point
- This may be a matter which requires further investigation
- You have a point here, but

Disagreeing partly and introducing a new argument

- I see what you mean but ...
- Yes, but surely you're forgetting ...
- That's all very well but...
- That's true but we mustn't forget...
- That's fine for... but what about ...

Against a decision (verdict)

- I see no valid reasons for supporting the decision to do
- I am wholly opposed to the decision to do ...
- I am sure it is not possible to do
feasible to do
- I can see many problems to adopting the proposal
dangers to do ...

**10. Say which court system and judiciary seems to you more effective?
The one in England or in the USA? What is their main difference?**

11. You are judges. You must decide whether the following companies have done anything wrong, legally or morally. If they have broken a law, decide what the crime is and what the punishment should be. If they haven't broken a law, have they done anything morally wrong?

1. A multinational chemical company failed to maintain adequate safety standards at a factory. A poisonous gas leak led to the death of 500 people and a further 5 000 people were severely disabled.

2. A pharmaceutical company marketed drugs which had not been tested sufficiently. As a result of using one of their products, 5 000 pregnant women gave birth to deformed babies.

3. A credit information company wrongly blacklisted the owner of a small business. As a jobs and the man shot himself.

12. How can a lawyer become a professional judge in your country and what is the usual social and educational background of judges in your country?

I AM A FUTURE MILITIA OFFICER

1. Tell your friends about the Siberian Law Institute using the following phrases and key words:

future detectives, according to regulations, law, crime detection and crime investigation, to get different professional skills, graduate, two departments, pass the entrance examinations successfully, all conditions for getting a good education, many subjects, pass exams, get a diploma.

2. Work in pairs. Fill in the gaps and complete the dialogue:

A: Excuse me, can you help me?

B: Yes, certainly. What's the problem?

A: You know, I am a freshman of the It is one of the famous training institutions of higher learning in And I'd like to know ...

B: Well, you are lucky! We are the freshmen of ...

A: What are you doing in your freshman year?

B: Oh, very much. We are dealing with ...

A: Are you learning...?

B: Yes, of course, we are. We are

A: What else, then? Are you using...?

B: Yes, we are. We are also

A: And perhaps you are also ...?

B: Well, yes, we are.

A: ...`

B: ...

3. Work in pairs. Interview your partner and find out the peculiarities of your future professions. Use the following expressions:

- Can you tell me ...;
- What can you say about ...;
- Do you know anything
- Have you any idea about

4. Ask your group-mates the questions:

- Would you like to be an investigator?
- Would you like to be an operative?
- Would you like to be a search commander?
- Would you like to be a bobby-handler?

Then ask them to think about strong arguments for and against their choice. Compare the arguments in the whole group and make a complete list of them.

5. Answer the questions, using the following phrases:

- Yes, you are right.
- No, you are wrong, I'm afraid.
- 1) Are we future civil lawyers?
- 2) Is training at our institute difficult?
- 3) Our future work is not easy, isn't it?
- 4) Are we to wear a special militia uniform?
- 5) We are to get some professional skills and abilities, aren't we?

6. All freshmen are usually advised to visit their potential places of studying before they apply. Below you'll find the list of questions about cadet's life. Do you think this list is complete? Think about any other questions you would like to ask if you were a freshman at an American academy or college. Try to make questions of different type.

1. Are you a future lawyer?
2. What is your future profession?
3. Is it difficult to study at our institute?
4. Do you get some professional skills and abilities? What are they?
5. Why do you wear uniform?
6. What is at the disposal of the students of our institute?
7. What problems are you to handle in your future profession?
8. What are the tasks of the students of Law Institute (of your institute)?
9. What is the final object of your education?
10. When will you graduate from our institute?
11. What kind of diploma will you get?
12. ... ?
13. ... ?

7. Answer the questions. Begin your answer with:

- a. I'd like / want to say that ...
- b. As I said before ...
- c. In other words ...
- d. To make a long story short ...
- e. As a matter of fact ...
- f. Besides ...
- g. It seems to me that ...
- h. Probably ...
- i. Nevertheless ...
- j. Talking of / speaking of ...

1. What institute are you a student at?
2. Are you a first- or a second year student?
3. How many lessons do you have every day?
4. How many lessons do you attend every day?
5. What subjects are you taught at our institute?
6. How many lessons did you have yesterday?
7. Do you have a favorite subject?
8. When was our institute founded?
9. What specialists does the SLI train?
10. Do the students of our institute have all conditions of getting a good education?
11. What is a term of training at our institute?
12. How many terms does the academic year consist of?
13. What are the students engaged in during their working day?

8. Creative speaking. Think what professional qualifications and personal characteristics the militia officer should have. Express your ideas. You may use words and expressions given below:

- to prevent crime;
- to search a crime scene;
- to handle the problems of law and crime detection;
- to use investigational techniques;
- to perform well under operational conditions;
- to be composed;
- to be persistent;
- to be firm;
- to be sympathetic.

9. A friend of yours is writing an article about the SLI for a new magazine. He / she wants some information about your institute. What can you tell him / her about it?

10. Work in pairs. Interview your partner and find out the peculiarities of the studying at the Siberian Law Institute.

11. Tell your friends about the advantages and disadvantages of the studying at the Law Institute.

12. Tell your friends about the requirements of studying and entering the SLI.

13. Work with a partner to discuss the following statements:

- Training at our institute is difficult but very interesting.
- We are to improve our general education.
- One of the main principles of the effective educational system is to unite theory and practice.

14. Where do you stand? Do you agree or disagree with each of the statements below?

- + 2 *strongly agree*
- + 1 *agree*
- 0 *don't know*
- 1 *disagree*
- 2 *strongly disagree*

- _____ 1. Institute life is the best period of life.
- _____ 2. Entering the Siberian Law institute marks a great change from previous lifestyle.
- _____ 3. It doesn't take much effort to become a militia officer.
- _____ 4. Students at the institute face a lot of personal problems besides problems connecting with the process of studying.
- _____ 5. Institute life is the most stressful period of life.

Discuss your answers with your group-mates.

15. Read the following statement: «It's a poor soldier who does not want to become a general.» Comment on it expressing your view.

16. Work in groups of 4 or 5. Discuss the problems of Law Enforcement Professional Education.

17. Brainstorming. Consider the issues below in group of four.

1. It is not easy to become a law enforcement officer.
 2. What exactly do you have to do to become a law enforcement officer?
- Chose one person who will report on your discussion to the whole group. Share an issue about which group members disagree.

18. Brainstorming. Try to remember your first day at the institute. What did you feel? What problems did you face? How did you manage to solve them? Share you ideas and complete a list of possible problems that students can face during their first days at an university.

19. Round-table. Form 3 groups. Think about skills, abilities and personal qualities a militia officer should possess and write them down. Each member of the group must put down one skill he/she finds necessary. Use one pencil and one piece of paper for each group. Circulate the list until the teacher tells you to stop. The group with the longest list wins.

20. Organize a round-table discussion: “Am I Proud of My Future Profession? Why?”

21. Role-play. You are a first-year student at the Siberian Law Institute in Russia. Your friend is now a freshman at the Police Academy in New York. Tell your friend about your institute, ask him/her about the field he/she is studying and if his/her school is especially good for study in this field. Begin your sentences as given below.

- 1) I am a freshman ...
- 2) We are future ...
- 3) Training at our institute...
- 4) We are to handle ...
- 5) We are to study ...
- 6) We are to get ...
- 7) We are to form ...
- 8) That's why we study ...
- 9) English is to help us ...
- 10) My future profession is difficult ...
- 11) I am proud ...

22. Role-play. You want to become a law enforcement officer in Russia. Ask you friend to choose the type of higher institution that suites your needs and abilities best. Let her / him know your criteria for an institute and an institute characteristic that are important for you.

23. Create an advertising project. Find some information about the profession of a militia officer and share it with your group mates. Present your information in a form of advertising this profession. Use pictures if necessary.

CRIME AND PUNISHMENT

1. Make up as many word combinations as possible with the words *crime*, *criminal*. Use them in sentences of your own.

2. Study the following definitions of “crime”. Which of them best matches your understanding? Explain your point of view.

- A normative definition views crime as deviant behavior that violates prevailing norms, specifically, cultural standards prescribing how humans ought to behave.
- Crime is an act or the commission of an act that is forbidden or the omission of a duty that commanded by a public law and that makes the offender liable to punishment by that law.
- Crimes are acts that are forbidden and punished by law.
- Crime is the breach of a rule or law for which a punishment may ultimately be prescribed by some governing authority or force.

3. Read the list of crimes and say what sorts of crimes are usually considered serious enough for the death penalty.

Manslaughter
Blackmail
Fraud
Pick pocketing
Shoplifting
Mugging
Burglary
Theft
Murder
Car jacking
Assault
Robbery

4. Tell your group-mates about misdemeanors using the following phrases and key words:

criminal act, a minor crime, be punished by fine and by imprisonment for less than a year, petty theft, prostitution, simple assault, trespass, vandalism, disorderly conduct, disorderly intoxication, battery, other similar crimes, to be punished with probation, community service or part-time imprisonment, served on the weekends.

5. Compose short dialogues using the words and phrases given below:

1.
 - crime;
 - criminal;
 - criminology;
 - efforts to explain crime;
 - to understand the causes of crime;
 - Can you tell me ...?
 - What can you say about ...?
 - Do you know anything ...?
 - Have you any idea about ...?
 - It's my opinion that ...
 - I (honestly / really) think that ...

2.
 - to punish;
 - punishment;
 - to inflict punishment;
 - basic modes of punishment;
 - to punish perceived wrongdoers
 - What do you think about / of ...?
 - What's your opinion of ...?
 - How do you find?
 - In my opinion ...
 - I don't think you are right.

6. Agree or disagree with the following statements. Use some of the conversational formulas:

- *That's right (wrong).*
- *You are right (wrong).*
- *You are mistaken.*

- a. We must not kill a person just to save money.
- b. A killer can be treated by a psychologist and become a normal person.
- c. Revenge is not the same as justice. We must look for the right punishment.
- d. While a prisoner is alive, he has hope.
- e. The death penalty does not stop killers.

7. Work in teams and write down false statements based on the text (no fewer than 5 statements). Present them in class. Use the information from the text to refute the other team's false statement.

Charged with murder

The U.S. Code defines murder as «the unlawful killing of a human being with malice aforethought.» This Code separates murder into two categories: ***murder in the first degree and murder in the second degree***. Murder may be charged as the lesser offense of manslaughter.

If charged with murder, the degree of seriousness is dependent upon the mindset of the person who committed the act resulting in death. Murder in the first degree includes every murder perpetrated by poison, lying in wait, or any other kind of willful, deliberate, malicious, and premeditated killing. Murder in the first degree also includes killings committed in the perpetration, or the attempted perpetration of any arson, escape, kidnapping, treason, espionage, sabotage, sexual abuse, burglary, or robbery. All other murders are considered murder in the second degree. So if the killer lacked malice or did not premeditate his act, he is guilty of a lesser degree or may be guilty of manslaughter.

8. Describe the current attitudes to the following problems. Make up no fewer than 6 sentences.

- What is the cause of drug addiction and how do you prevent drug usage?
- Drug use begins as a behavioral issue, either a desire to experience drug sensations or the desire to medicate or dull underlying emotional issues.
- Are some people more likely to become addicted than others? If so what are the traits that make them more likely to become addicted?

9. Work in pairs. Work with a partner to discuss the following questions and choose answers:

- 1) What kinds of punishment do you know?
- 2) How do you understand the purpose of punishment?
- 3) How should the punishment be organized?
- 4) What does “The Capital Punishment” mean?
- 5) Are you for or against capital punishment?
- 6) Tell if death penalty exists in this country.

10. Imagine what would happen if you did this or that, work in pairs

- You are an eye-witness of the crime.
- You have seen that offender fled the crime scene.
- You are chosen as a juror.

11. Where do you stand? Do you agree or disagree with each of the statements below?

- + 2 *strongly agree*
- + 1 *agree*
- 0 *don't know*
- 1 *disagree*
- 2 *strongly disagree*

_____ Capital punishment is not a deterrent to capital crimes.

_____ Capital punishment is unfair.

_____ Capital punishment is irreversible.

_____ Capital punishment is barbarous.

_____ Capital punishment is unjustified retribution.

_____ Capital punishment costs more than incarceration.

_____ Capital punishment is less popular than the alternatives.

_____ Internationally, capital punishment is widely viewed as inhumane and anachronistic.

Discuss your answers with your group-mates.

12. Read the following text silently. Can you give some advice to this person? Use following conversational formulas:

Why don't you ...?

If I were you I'd

If I were you I wouldn't

Personally, I would advise you to

I advise you not to

“I live in Florida. I'm trying to find a drug rehab center that will help me. I've been a heroin addict for two years now and want out. I have no money/family and feel stuck. I don't want to be on methadone. I just want my life back. Could someone please help?”

13. Read the following statement: «The stricter the punishment, the lesser the crime rate, or is it?» Comment on it expressing your view.

14. Put 7 questions to the text. Write them down on a separate sheet of paper. Work in pairs. Ask your partner the questions you've written. Listen to his / her answers. Do you agree with them? If not, prove your points of view.

A misdemeanor (or misdemeanour), in many common law legal systems, is a «lesser» criminal act, a minor crime other than treason or a felony.

Misdemeanors are generally punished less severely than felonies; but theoretically more so than administrative infractions. Administrative infractions are considered civil cases, i.e. not a crime as the power to cite persons for infractions is usually left with administrative officials; it is not necessary to hold a court hearing nor is a citation the same as a conviction.

In some jurisdictions those who are convicted of a misdemeanor are known as misdemeanants. Although it might be a grave offense, it did not affect the feudal bond or take away the offender's property.

Depending on the jurisdiction, examples of misdemeanors may include: petty theft, prostitution, simple assault, trespass, vandalism, disorderly conduct, disorderly intoxication, battery and other similar crimes.

In general misdemeanors are crimes with a maximum punishment of 12 months or less of imprisonment, typically in a jail. Those people who are convicted of misdemeanors are often punished with probation, community service or part-time imprisonment, served on the weekends. In many jurisdictions misdemeanor convicts who are incarcerated serve their time in a local jail, whereas those convicted of a felony who are sentenced to more than one year serve their time in a prison.

While being convicted of a misdemeanor will not result in the loss of any of your civil right. However it is common that first offenders will be formally judged for the crime. Often a first offense misdemeanor crime becomes a felony after repeated offenses.

15. Work with the partner. Read the first paragraph of the text below. What do you think the key note of the article is? Share your opinions.

Though the words physical and corporal simply derive from the Latin and Greek words for body, corporal punishment is often used more specifically to refer only to various forms of painful beating on body parts (e.g. spanking on the buttocks), usually taking the form of whipping or caning with various implements, legal in some countries, banned in other countries, markings such as branding or mutilations such as amputation and castration; however it can be defined wider:

- capital punishment is the most extreme form of punishment as it ends all bodily functions for good; various uncomfortable positions, such as in too confined spaces or being tied down long in an unnatural position that puts muscles under increasingly painful stress;
- custodial sentences include imprisonment and other forms of forced detention (e.g. involuntary institutional psychiatry) and hard labor are in fact also physical punishments, even if no actual beatings are in force internally;
- forms of deprivation of sleep, food etc, though these are often unofficial or accessory;

- banishment, restraining order;
- clinical castration for sexual assault is being tried in a few countries but may lead to charges of eugenics, since the individual is rendered infertile as a result;
- public humiliation often combines social elements with corporal punishment, and indeed often punishments from two or more categories are combined (especially when these are meant reinforce each-other's effect) as in the logic of penal harm.

16. Write 8 true and false sentences according to the content of the article (task 15). In turns read those sentences to the group and ask your fellow-students to decide whether they are right or wrong.

17. In some very special situations you might have to break a law, rule, or social custom. Work in a small group of students to think of situations when someone could break the rule or accepted order.

18. Prepare your arguments for and against the statements. Divide into two groups – pro and con, and conduct a debate:

- Crime rate is increasing practically all over the world.
- Many crimes against a particular person are committed by the poor.
- All criminals are perverse people.

19. Read the following information. Discuss subjects arising from the contexts. First you have to discuss in a small group and then more to general group discussion. Here you'll deal with role-play discussion. You should distribute the set roles to play. It will help you to remove your reluctance to express your own opinions.

- a. Are you following me?*
- b. You got me wrong.*
- c. I agree with you.*
- d. I don't quite agree with you.*
- e. I am of the same opinion.*
- f. I'd like to add, that ...*
- g. It's a difficult question and I can't answer it right now.*

Organized crime in Russia covers three main types of activity:

1) Criminal gangs of thugs - the violent enforcers that collect protection money, run prostitution rings, sell counterfeit goods, peddle drugs, and sell weapons etc.

2) Big businessmen with large Mercedes' and troops of 'assistants' with bulges under their left arms. Their business methods are rough; they avoid paying taxes when they can and make liberal use of bribery. But the business itself is usually legal.

3) Obtaining government property, or commodities like oil or diamonds, from corrupt officials at controlled or very low prices, and selling it on the open market at a vast profit.

Only the first category applies to what would usually be thought of as 'mafia' activity in the West.

FUTURE WORK (CRIME PREVENTION, INTERROGATION, INVESTIGATION, OBSERVATION OF A CRIME SCENE)

CRIME PREVENTION

1. Imagine you are an instructor of a police school in the USA. Explain to your students what crime prevention is; dwell upon the two very important aspects: crime prevention by effective law enforcement agencies and crime prevention as a moral and social problem. Make use of the following key-words and phrases:

to decrease and overcome crime, crime control, law enforcement agencies, to eliminate the causes of crime, suspects, criminals, to develop morally in the right direction, to require extra skills, to establish contacts with the public, to supervise difficult teenagers, potential criminals.

2. Imagine you are a representative of the Russian Department of Interpol at the international conference on the problems of crime prevention. Make up a report on the state of affairs with juvenile delinquency in Russia. Use the following key-words:

the militia personnel; Juvenile inspections and commissions; “problem” families; to view one’s life and behavior; to turn somebody onto the right track; potential and actual offenders; to deter somebody from something; strategies; persuasion; supervision; creation of youth clubs; activity-based projects.

3. Look at the list of crime preventing measures on the part of individuals and say what else people should do to protect themselves and their property.

Use the following:

People should...

People shouldn’t...

- Don't walk along dark streets late at night on your own.
- Lock all doors and windows when you go out.
- Don't wear expensive jewelry.
- Leave lights on at home when you go out.
- Fit a burglar alarm.
- Make sure your money is safe, e.g. wear a money belt.
- Keep money and valuables in a safe.

4. Look at the list of crime preventing measures and say what else governments can do to fight crime.

Use the following:

They can introduce...

They can allow...

They can start...

They can provide ... with..., etc.

- Police/militia carry guns.
- Police/militia are allowed to stop anyone in the street and question them.
- The courts give tougher punishment for crimes committed than in the past (e.g. bigger fines or longer prison sentences than in the past).
- There is capital punishment for some crimes.

5. Crime prevention problem is one of the main tasks of legal education. Future militia officers are learning to use special means, methods and forms of crime prevention and crime solution. What are they?

Do you believe that an intelligent, disciplined militia officer with high morality standard is an effective “crime prevention instrument”? What extra skills for militia officers does the solution of crime prevention as a moral and social problem require?

6. Read the text and answer the following questions: What devices help the police to catch the criminals? What measures can be taken to prevent crime and violence?

Crime Prevention

Crime stopping and crime prevention are formidable* tasks for law enforcement officials. Improved police work, and the use of such scientific devices as fingerprint laboratories, and modern radio, television, and teletype systems all help to catch criminals quicker. Computers have greatly accelerated the process of finding information about criminals. Crime prevention measures by private persons and companies that might otherwise become victims of crime are very important in crime control.

Parole, probation, and corrective treatment in prisons are all methods used to prevent crime. But crime can be reduced in other ways. Social problems which aggravate** violence - poverty, unemployment, and unstable families - are likely to persist. That is why cleaning slums, improving schools, and helping people find jobs are also important for crime prevention. Until measures are taken to address the social factors which cause violence, crime will continue to affect a large segment of the population.

*formidable –огромный, трудноразрешимый, труднопреодолимый

**aggravate – усиливать, обострять

7. Study the text and formulate the main rules to follow in order to prevent a property theft.

Warning!

Pickpockets. Pickpockets operate in many of the large cities in Britain. They are very active in the West End of London, especially in the underground stations and in large shops and department stores. They also operate on buses, particularly when passengers are getting on and off.

Wallets. Carry your wallet in an inside pocket. If you take off your jacket carry your wallet with you.

Handbags. Never leave your handbag even for short periods. Always take it with you.

Hand luggage. Do not leave luggage or your briefcase unattended in waiting rooms or on railway platforms, luggage racks or anywhere else. Valuables such as cameras, radios should be carried and a note kept of the serial numbers.

Cash. Do not carry a large amount of cash with you. If it is stolen or lost it is not likely to be recovered. Carry only enough cash to meet your day-to-day expenses. If you are staying in a hotel, hand any large sum of cash to the manager for safe keeping and obtain a receipt.

Documents. Special care should be taken of your passport, air tickets and other personal documents.

8. Study the information from the Metropolitan Police's website and speak about precautions people should take in order to protect their phones. What else can you advise?

Safeguarding your mobile phone

As many as 10,000 mobile phones are stolen every month. Two thirds of the victims are aged between 13 and 16. Many phones are also stolen from unattended cars. Here are some practical measures you can take to keep your mobile phone safe.

Remember to...

- keep your phone out of sight in your pocket or handbag when not in use
- use your phone's security lock code, if it has one
- record details of your electronic serial number (ESN) and consider separate insurance
- property mark your phone with your postcode and door number to help police identify stolen ones
- report a lost or stolen phone to the police immediately
- inform your service provider if your phone is stolen or lost

Don't...

- attract attention to your phone when you are carrying or using it in the street
 - park in isolated or dark areas
 - leave your phone in an unattended car - if you must, lock it out of sight. It only takes seconds for a thief to smash a window and steal your phone.
- By taking these simple precautions, you can protect your phone.

9. The Chief Constable of an English county has to write a report on serious car accidents in this county. Study his notes, and then complete his report making recommendations for the future.

- There are a lot of parties leading up to Christmas and New Year. Most drinking with the young takes place in pubs and discos. The middle-aged tend to drink at office parties.
- Last winter period alcohol was a significant factor in 20% of accidents involving the old, 20% involving the middle-aged and 60% involving the young.
- Every winter the roads are icy and this winter is expected to be particularly hard.
- The penalty for drinking and driving has remained a fine of 200 pounds and a driving ban for 12 months for the past five years.

Report

Over the past eighteen months the number of accidents has ...

The groups most at risk are ...

The main reason for accidents seem to be ...

I predict that this winter ...

In order to reduce the number of accidents this winter we should ...

10. Read the text and answer the questions after the text.

Help the Police to Help You

Your police force needs your help in beating the crime. They can't do their job without it. You can help best by reporting at once anything that strikes you as suspicious.

If you saw someone being attacked or robbing a shop you would naturally phone the police. But ring them just the same if you see someone lurking around your neighbour's side door or trying car doors. The police won't mind if you are wrong. And ring at once — seconds count!

What you should do:

Dial 999. Ask for police and tell them as much as you can:

1. Where the incident happened.
2. The number of people involved.

3. Descriptions of the suspects.
4. Descriptions of the scene.
5. Registration number of any vehicle involved.
6. Your name and address will help, but they are not essential.

Questions:

Why are the police asking the public to help them?

How can citizens help the police?

Is crime really a number one social problem facing society?

Are any instructions given or any leaflets distributed to the people in Russia?

What would you do if you saw anything suspicious?

11. Imagine you have just walked past a neighbour's house. You know your neighbour is on holiday. There is a ladder against the wall, and an upstairs window is open. As you came along the street, you saw two men and a woman get into a van outside the house, and drive away. You have just phoned the police. Using the instructions given in the previous exercise report the incident to the PC.

12. Imagine a group of American policemen is on a visit in our country. Ask your colleagues about crime prevention problems.

13. Read the text and answer questions after the text:

Crime prevention

Our corrective labour institutions are trying to rehabilitate the offender, to correct the offender's moral attitudes and anti-social behaviour and to reform him or her, i.e. to assist the offender to return to an honest life of labour as a useful member of the community.

Street crime prevention and combating petty offences, traffic safety, problems of drug trafficking and organized crime are also the matters of militia's concern.

The militia and the public are combining their efforts in the struggle against alcoholism since the drunk driver is causing thousands of injuries and needless deaths.

The militia together with social organizations are constantly seeking the best forms and methods of crime prevention using the mass media — television, radio and press, explanation of the problems of personal security of citizens and the security of their business playing an important part.

Still it's difficult to speak of the success in crime prevention due to the remaining high crime rate in our society. However we are taking up this challenge of our time and are trying to do our best.

- 1) *What crimes are the matters of the militia's concern?*
- 2) *What forms and methods of crime prevention are used?*
- 3) *In what way does the militia struggle against traffic offences and drunk driving? What changes were made in January, 2008? Give examples.*
- 4) *Do you think it's possible to speak of the success in crime prevention in our country? Prove your point of view.*

14. Read the information about Block Watch Program used abroad and point out the main ideas. What measures do you personally take in order not to be a victim of a crime?

Block Watch Program

Block Watch is a national program that is based on the principle that neighbors working together are the first and best line of defense against crime.

Block Watch really just organizes and extends what you are probably already doing on an informal basis. We tend to know and watch out for our closest neighbors, but a group of neighbors at one end of the block who are doing this may not know the group of neighbors at the other end of the block. Organizing a Block Watch makes this attitude of watchfulness more systematic, and provides a block map with neighbors' names and telephone numbers that can be used in case of an emergency.

Block Watch doesn't require you to perform any special tasks, go to a lot of meetings, or take on extra responsibilities. You don't have to patrol the neighborhood, or tell your neighbors every aspect of your business. Block Watch just involves being alert as a part of your everyday life.

All it requires is that you and your neighbors be familiar enough with each other to know who belongs in the neighborhood and who doesn't; which cars are a part of the neighborhood and which aren't; recognize when something suspicious is going on and being a little more observant of changes in your surroundings.

15. Speak on your idea of how to prevent crime and to deal with criminals.

INTERROGATION

1. Agree or disagree with the statements. Speak on the issue. Use one of the given phrases:

- *I quite/completely agree*
- *I can't agree*
- *I think it is not so*
- *I am not sure, but I think ...;*
- *I don't know exactly but I think/ it seems to me that*

- Interrogation is a source of indirect information for the investigator.
- There is no distinction between an interrogation and an interview.
- Interrogation substitutes for investigation completely.
- The object of interrogation is to discover the truth and to recover the stolen property.
- The success of any interrogation depends on some specialized aptitudes of the investigator.
- A special list of «do's» and «don'ts» is quite indispensable for the successful interrogation.
- Every good investigator recognizes certain general rules of interrogation.
- The subject of interrogation always gives information willingly.
- Most of the interrogators intimidate the subjects of interrogation in order to get information.
- An interrogator likes to persuade the subject to give relevant information.
- Initial questions by a police officer obtain information about the distinctive marks of the suspect.
- Many interrogators use such technology as a lie-detector and hypnosis.

2. Complete the dialogue:

- Hello, my name is Alexander. I am a first-year student of the Siberian Law Institute. And you?
- Hi, I'm Denis. I study at the same institute but I'm already in the fourth course. If you've got some problems or questions I
- I am interested in interrogation.
- You know, I don't conduct interrogation yet but I can tell you something interesting about interrogation.
- Ok. Will you tell if there is any difference between an interrogation and an interview?
- Of course, there is. But the line of distinction is very thing.
.....
.....
- I see. But what is the object of interrogation?
- The object is to and
- What are the methods of interrogation. What method should a good interrogator choose?
- There are such as
- Every good interrogator learns to acquire a technique which
- Ok. What does the success of any interrogation depend on in your mind?
- I think, it depends primarily on
- Now I Thanks a lot!
- You are !

3. Divide the list of do's and don'ts in interrogation into two groups: the general rules of questioning and those which are considered to be of psychological nature and speak about them:

- don't do anything hasty;
- be a good actor, play the part; find the best way for contact with the subject;
- don't be in a hurry with the conclusions;
- learn to listen. Never interrupt the subject when he is speaking;
- ask one question at a time;
- don't ask questions which require the answers «Yes», «No» or «Perhaps»;
- dominate the situation.
- Use small psychological gestures when it is necessary to bring some difficult person under control
- ask questions continually. Never pause. A pause will give him time to think.
- don't show your prejudices, the subject will react to them;
- retain a pleasant mood; control your temper;
- never show anger, hesitation or other emotions, if it is not part of a plan;
- do not show pity for the victim or anger at the accused;
- avoid giving the subject the impression that you want his conviction at all costs.
- do not threaten or intimidate him;
- do not promise to do or to give something which you cannot do or give;
- never disclose the existence of an informant;
- try to give the impression that you know everything about him;
- if the subject is nervous, ask the reason for his nervousness;
- if he is a family man, appeal to his honour, and mention the disgrace to his family;
- speak of persons who are in similar circumstances. If he wishes to speak, listen patiently and agree with him;
- adapt your speech to the subject's feelings — in case he shies away from words such as «assault» and «steal», let it be «hit» and «took».

4. Speak on the rules that an interrogator should stick to during interrogation. Give answers to these questions:

- 1) What are the most valuable rules of questioning for the interviewer or interrogator in your opinion? Name them.
- 2) What should you do at the stage of preparation for questioning?
- 3) Are you going to use any of those rules in your future profession?
- 4) Which of them do you prefer?

5. Suppose you are a police instructor. You are instructing your trainees on conducting an interrogation.

Give some valuable recommendations on proper questioning.

Give some positive recommendations.

Give some general negative recommendations.

Give some «do's» of psychological nature.

Give some «don'ts» of psychological nature.

Give some recommendations concerning the preparatory stage of questioning.

6. Make up a dialogue between two police officers who share their first experience of conducting an interrogation.

7. Revise the topic Interrogation and complete the following sentences:

Interrogation

- is a source of.....in.....
- is a systematic ... of a
- is a part.....
- differs from
- involves questioning and
- concerns the legal.....
- refers to special police.....
- does not substitute for.....
- is to discover the ... and prepare.....
- depends on highly-qualified
- requires some general rules of...
- requires proper attitude to.....
- may have different....
- begins with questions about....

8. Imagine you are an instructor of the police academy. The topic of your seminar today is «Interrogation». Comment on the plan and explain its items in as simple way as possible.

Plan

1. The essence of interrogation, its place in the police work. The difference between interrogation and interview.
2. The object of interrogation.
3. The attributes of a good interrogator.
4. Methods of interrogation.
5. Subjects of interrogation.
6. The attitude of the investigator to the subject of interrogation as the key to the solution of a case.
7. Initial questions of an interrogator during interrogation.

9. Read the text and answer the following questions:

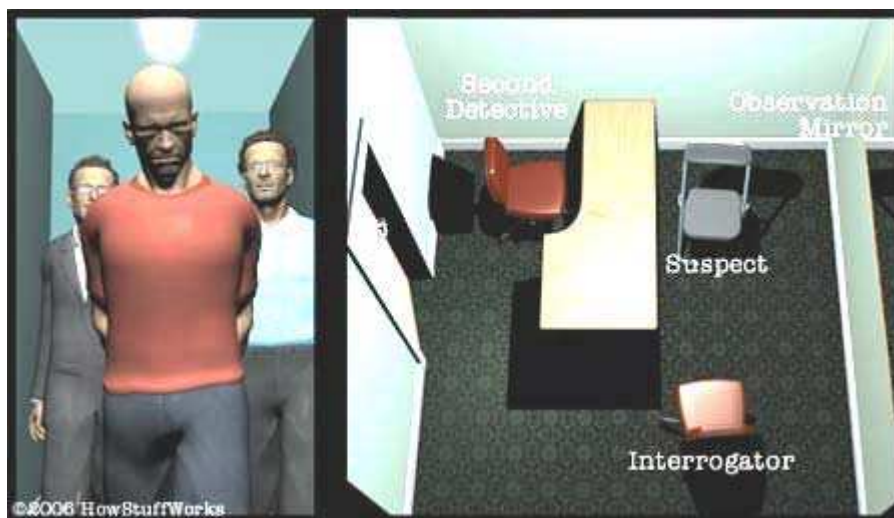
- 1) What does modern interrogation deal with?**
- 2) Why are the police allowed to use employ deceptive tactics in interrogation?**
- 3) How do you understand the phrase “deceptive tactics”?**

Modern interrogation is a study in human nature. Most of us are more likely to talk to people who appear to be like us. Once we start talking, it's hard for us to stop. Once we start telling the truth, it's harder to start lying. When a police officer tells us our fingerprints were found on the inside doorknob of a home that was robbed two days ago, we get nervous, even if we wore gloves the whole time we were inside.

With a few exceptions, the police are allowed to lie to a suspect to get him to confess. The belief is that an innocent person would never confess to a crime she didn't commit, even if she were confronted with false physical evidence of her involvement. Unfortunately, that's not always the case, but it's a big part of the reason why the police are allowed to employ deceptive tactics in interrogation.

10. Read the text and say what devices are used in order to make the suspect tell the truth. Describe the interrogation room in details.

The psychological manipulation begins before the interrogator even opens his mouth. The physical layout of an interrogation room is designed to maximize a suspect's discomfort and sense of powerlessness from the moment he steps inside. The classic interrogation manual «Criminal Interrogation and Confessions» recommends a small, soundproof room with only three chairs (two for detectives, one for the suspect) and a desk, with nothing on the walls. This creates a sense of exposure, unfamiliarity and isolation, heightening the suspect's «get me out of here» sensation throughout the interrogation.



The manual also suggests that the suspect should be seated in an uncomfortable chair, out of reach of any controls like light switches or thermostats, furthering his discomfort and setting up a feeling of dependence. A one-way mirror is an ideal addition to the room, because it increases the suspect's anxiety and allows other detectives to watch the process and help the interrogator figure out which techniques are working and which aren't.

INVESTIGATION

1. Agree or disagree with the following statements. Speak on the issue. Use one of the given phrases:

- *I quite/completely agree*
- *I can't agree*
- *I think it is not so*
- *I am not sure, but I think ...;*
- *I don't know exactly but I think / it seems to me that*

- Criminal investigation is the keystone of the police and militia service.
- For the police officer crime detection means performing overt and covert functions.
- Undercover work is one of the aspects of a detective function.
- The police officer conducts surveillance — he observes secretly persons, places and objects to obtain the necessary information.
- Sometimes the undercover agent penetrates the underworld to ferret out criminal plans.
- It's easy to ferret out potential crimes and frustrate them.
- No successful investigation is available without participating highly professional policemen – patrol officers, detectives or investigators.
- Marksmanship and driving a patrol car are indispensable policeman's functions.
- Quick and accurate solution of crimes depends very much on proper law enforcement training.
- A detective works much with informants.
- The informant gives the police confidential information for his personal gain.
- Usually the police officer defines the crime quickly.
- The detective tries to perform effectively in the field.
- Crime prevention is much more important and difficult than quick and accurate crime investigation and solution.

2. Fill in the table with these words and phrases:

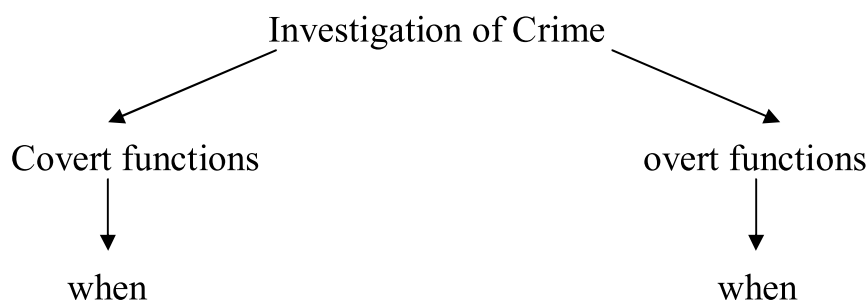
professional instinct, intelligence, laying an ambush, self-command, work with the informants, dedication, sleuthing powers, taking pictures of the scene, taking active measures to detect the offender, conducting surveillance, courage, sleuthing powers, penetrating the underworld, making a plan with the position of any trace, interviewing witnesses.

Professional attributes	Professional skills	
	in undercover work	at the crime scene
.....

3. Study the list of professional attributes given in the previous exercise and name 3 of them which you think are the most important for a highly professional investigator.

5. Using the table from the exercise 2 speak about the skills which are necessary in undercover work of a policeman and about the skills the investigating officer uses at the crime scene.

6. For the police officer crime detection means performing overt and covert functions. Speak about them with the help of the scheme.



<ul style="list-style-type: none"> - A policeman ferrets out ... - frustrates the efforts of ... - detects criminals - lays an ambush - chooses, cultivates and uses - conducts surveillance - penetrates the underworld 	<ul style="list-style-type: none"> A policeman works at the crime scene - defines the crime - identifies, locates and apprehends ... - makes a plan of ... - finds, collects and protects ... - interviews and interrogates witnesses and ... - catches the criminal
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6. Study the following list of categories which are necessary for criminal investigation. Rate them on a scale from 1 to 5 (1-is the most important thing, 5 – the least important one).

- Professional attributes such as dedication, courage, intelligence, self-command, etc;
- sleuthing powers and professional instinct;
- special education and training;
- good selection of the militia personnel;
- skills in undercover work (laying an ambush, conducting surveillance, work with the informants).

What else would you add to this list?

7. Revise the topic Criminal Investigation and complete the following sentences:

- Investigation of crime
— is the keystone of...
- means a search for the truth, for the offender... an inquiry into the facts ... answering the questions — what, where...
- requires a highly-professional policeman who should possess...
- includes covert and overt functions...
- In his covert functions the policeman penetrates ...
- In his overt functions the policeman works ...
- is essential, but crime prevention is more...

8. Imagine you are a police instructor of the police academy. The topic of your seminar today is «Investigation of Crime». Comment on the plan and explain its items in as simple way as possible.

Plan

1. Criminal investigation is the keystone of police service.
2. The profession of a policeman.
3. Undercover work of a police officer (covert functions).
4. Crime scene investigation (overt functions).

9. Imagine that you are an instructor of the police academy. You teach Investigative techniques. At the moment you are delivering a lecture on Investigation of Crime. Give the young cadets instructions what the investigating officer should do at the crime scene in order to define the crime quickly. Use the imperative mood to express your ideas, for example: - Examine the scene very carefully.
- Search for the evidence.
- ...

OBSERVATION OF A CRIME SCENE

1. Match the stages with the descriptions of the actions of the investigator and speak about them in detail.

1. the preliminary stage;
2. the general observation;
3. the final stage;
4. the detailed search.
 - a. the investigator packs the traces of the crime, makes a record of the crime scene search and, makes conclusions;
 - b. the investigator makes an estimate of the situation, reconstructs the happening, makes a plan for the search, ensures taking pictures of the scene and developing and taking fingerprints;
 - c. at this stage the investigator gets information of the happening, takes measures to detain suspects, establishes eye-witnesses of the crime, gives first aid to a victim;
 - d. the investigator tries to answer many different questions noting all positive and negative facts.

2. Revise the topic “Observation of a Crime Scene” and complete the following sentences:

Observation of a crime scene

— is an action of.....

— is one of the most.....

— consists of direct survey....., finding,.....

— helps to solve.....

— enables the officer to answer.....Where? ... ? ... ? ... ? ... ?

— narrows the investigation to.....

— includes the four... — the preliminary,.....

3. Make up a dialogue containing the notions of a crime scene and a crime scene search and the stages of a process of a crime scene search in general.

4. Imagine you are an interrogator. Take an interview from a witness or conduct an interrogation of a suspect (obtain information about his/her name, age, nationality, the country, town and family he/she is from, his/her locality, his/her occupation and profession, his/her distinctive marks).

5. Read the text and say how crime scene search specialists of the North Carolina State Bureau of Investigation work.

Crime Scene

The North Carolina State Bureau of Investigation has approximately two crime scene search specialists per district to assist SBI agents and federal, state and local law enforcement agencies with processing crime scenes. Specialists assist with scenes involving crimes such as breaking and entering, larceny, armed robbery, bank robbery, sexual assault, assaults, missing persons and homicide.

Crime scene search specialists take photographs, compile crime scene diagrams and prepare reports about crime scenes. Specialists also collect evidence for analysis including fingerprints, footwear impressions, tire track impressions, firearms, tool marks, bodily fluids, glass, paint, hair and fiber evidence.

*SBI – State Bureau of Investigation

6. Crime scene search involves significant teamwork, you know. Study the text about the duties of the team leader and point out his main responsibilities.

Teamwork

The team leader is responsible for the over function of the evidence team. The team leader should assist in coordinating the other members of the team and their job functions. Jobs may be delegated or changed, so long as the job is completed properly and the appropriate people are notified.

Team Leader

1. Assume control - ensure safety of personnel and security at scene. Ensure personnel use appropriate protective equipment and follow standard recommendations to protect them from any health hazard which might be presented by blood or any other human body fluid.
2. Conduct initial walk-through for purposes of making a preliminary survey, evaluating potential evidence, and preparing a narrative description.
3. Interview any witnesses, suspects etc.
4. Coordinate any arrests with other officers.
5. Ensure that sufficient supplies and equipment are available for personnel.
6. Control access to the scene and designate an individual to log everyone into the scene. Use crime scene tape or other control techniques.
7. Continuously reevaluate efficiency of search during entire course of operation.
8. Designate command post location, if needed, and ensure exchange of information between search and investigative personnel.
9. Determine search patterns, and make appropriate assignments for team members.

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Для заметок

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