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**ОБУЧЕНИЕ ИНОСТРАННЫХ СЛУШАТЕЛЕЙ
АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ
В ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ
СИСТЕМЫ МВД РОССИИ**

Методические рекомендации

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В методических рекомендациях содержатся предложения по организации процесса обучения английскому языку для специальных целей иностранных слушателей в образовательных организациях МВД России.

Предназначены для преподавателей иностранного (английского) языка, а также английского языка для специальных целей ведомственных вузов системы МВД России.

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ВВЕДЕНИЕ

В условиях развития международного сотрудничества в сфере правоохранительной деятельности знание английского языка становится одним из ключевых элементов профессиональной компетентности сотрудника органов внутренних дел.

Для иностранных слушателей, проходящих обучение в образовательных организациях системы МВД России, владение английским языком для специальных целей (English for Specific Purposes, ESP) приобретает особую актуальность. Это обусловлено необходимостью эффективного взаимодействия с зарубежными партнерами, участия в международных операциях, анализа англоязычных источников информации, а также применения правовых и оперативных терминов в профессиональной коммуникации.

Обучение английскому языку для специальных целей (ESP) в контексте правоохранительной деятельности отличается от обучения курсу общего английского языка (General English), поскольку оно ориентировано на развитие навыков, непосредственно связанных с профессиональными задачами сотрудников правоохранительных органов: от чтения и анализа юридических документов до устного общения в ситуациях оперативного реагирования и участия в международных форумах.

Иностранные слушатели, часто сталкивающиеся с культурными и лингвистическими барьерами, нуждаются в адаптированных методиках, учитывающих специфику их родного языка, уровень владения русским языком (т. е. языком-посредником), уровень базового английского языка, а также специфику будущей профессиональной деятельности.

Целью настоящих методических рекомендаций является предоставление научно обоснованных и практических подходов к организации учебного процесса по английскому языку для специальных целей в вузах МВД России. Рекомендации основаны на современных лингводидактических принципах, включая коммуникативный, контекстуальный и проектный подходы, и учитывают особенности контингента иностранных слушателей. В рекомендациях рассматриваются вопросы отбора и разработки учебных материалов, методов обучения, а также учета индивидуальных особенностей обучающихся.

Применение данных рекомендаций позволит повысить эффективность обучения, способствуя формированию у слушателей необходимых языковых компетенций для успешной профессиональной деятельности в международной правоохранительной среде.

Рекомендации предназначены для преподавателей английского языка образовательных организаций системы МВД России, осуществляющих подготовку иностранных специалистов.

I. ОБЩИЕ РЕКОМЕНДАЦИИ ПО ОБУЧЕНИЮ ИНОСТРАННЫХ СЛУШАТЕЛЕЙ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

1. Оценка потребностей обучающихся

Прежде чем начинать обучение английскому языку для специальных целей (ESP), рекомендуется провести анализ потребностей иностранных слушателей. Определить их профессиональные цели, уровень владения языком, специфические навыки (например, владение юридической терминологией) и предполагаемый контекст использования языка. Учет данных аспектов позволит адаптировать рабочую программу учебной дисциплины под индивидуальные нужды обучающихся, делая обучение более эффективным и мотивирующим.

2. Разработка рабочей программы учебной дисциплины

Рекомендуется создать структурированный план, ориентированный на профессиональные темы общения и реальные профессиональные сценарии. Включить модули по чтению, письму, говорению и аудированию, с акцентом на аутентичные материалы (статьи, документы, видео). Предусмотреть возможность корректировки заданий в зависимости от уровня языковой подготовки обучающихся.

В рамках вузовского курса английского языка для профессиональных целей предусмотрены основные сферы профессионального взаимодействия. При подготовке к занятиям преподавателю следует стремиться в полном объеме охватить предметную область юридической специальности иностранного специалиста в области правоприменения.

3. Выбор методов обучения

Рекомендуется применять коммуникативный подход, где акцент на практике в реальных ситуациях: ролевые игры, дискуссии и проектная работа. Комбинировать его с когнитивными стратегиями, такими как анализ текстов и запоминание терминологии.

Вместе с тем, для обучения коммуникации в профессиональной деятельности важное место следует отводить работе с профессионально-ориентированными иноязычными текстами.

Для преодоления языкового барьера для иностранных слушателей эффективным представляется применение визуальных и/или интерактивных методов (флэш-карты, мультимедиа, онлайн-задания). Для увеличения продуктивности рекомендуется внедрять цифровые инструменты обучения: онлайн-платформы, приложения для практики (Duolingo, Quizlet) и аутентичные ресурсы (видео, подкасты). Это позволяет слушателям заниматься самостоятельно, в удобное время, не только во время аудиторных занятий. Обеспечьте их доступ к оффлайн- и онлайн-гlossариям и переводчикам.

При формировании УМК по учебным дисциплинам, в рамках которых происходит обучение ESP, рекомендуется учитывать различные технологии предоставления материала. Это может быть обязательное использование видеосюжетов на иностранном языке по изучаемой теме, презентаций, подготовленных с использованием электронного преобразователя текста в речь. Подобная технология позволяет преподавателю преобразовать созданный им иноязычный текст в речь, сопроводить слайд необходимыми иллюстрациями, что способствует лучшему восприятию речи и является достаточно эффективным способом для формирования навыков аудирования на иностранном языке.

Учебный материал для иностранных слушателей из Таджикистана, Кыргызстана и других стран СНГ рекомендуется излагать в доступной форме, поскольку иностранные слушатели не в полной мере подготовлены к восприятию специальных знаний. Это объясняется недостаточно хорошим уровнем владения русским языком. Трудности вызывает ситуация, когда сложные термины раскрываются посредством других не менее сложных понятий. Поэтому приходится искать пути изложения материала доступным языком.

Старайтесь избегать чисто грамматических упражнений; фокусируйтесь на функциональном использовании языка.

Иностранные слушатели, обучающиеся в вузах системы МВД России, включаются гораздо эффективнее в образовательную среду при активном использовании современных информационно-коммуникационных технологий, медиаресурсов – интернета, видеоматериалов, презентаций, использующих программы голосового преобразования иноязычного текста, упражнений для интерактивной доски, игровых технологий.

4. Учет культурных и индивидуальных различий

Рекомендуется изучить культурный фон слушателей, чтобы избежать недопонимания (например, различия в этикете или интерпретации терминов). Например, таджикская культура, основанная на коллективизме и уважении к традициям, оказывает влияние на стиль общения слушателей, которые могут быть менее склонны к открытым дискуссиям или критике, что, в свою очередь, способно затруднить их активное участие в разговорной практике. При этом слушатели могут чувствовать себя более комфортно при обсуждении вопросов, связанных с реалиями их стран, что диктует потребность и необходимость включения таких тем в учебный процесс.

Адаптируйте материалы под разные уровни и стили обучения (визуальный, аудиальный, кинестетический). Групповые задания помогают развивать навыки межкультурной (в том числе, профессиональной) коммуникации, но предлагайте также индивидуальные консультации для персонализированной поддержки.

5. Повышение мотивации и вовлеченности в учебный процесс

Для повышения мотивации рекомендуется провести опрос в начале курса обучения ESP для выяснения профессиональных целей и амбиций слушателей (например, подготовка к международным конференциям, работа с иностранными коллегами, перевод документов и т. д.).

Применение интерактивных и/или геймифицированных методов обучения (например, дебаты, дискуссии, круглые столы и т. п.) по темам ESP. Создавайте проекты, имитирующие реальные сценарии профессиональной деятельности. Поощряйте групповые проекты с презентациями, где слушатели применяют ESP в творческих формах.

Для иностранных слушателей важным является публичная похвала за достигнутые успехи. Для того, чтобы избежать демотивации, критикуйте конструктивно.

Рекомендуется регулярно проводить текущий контроль знаний, умений и навыков ESP, а также осуществляйте обратную связь, чтобы вовремя корректировать подходы к обучению.

Изучение каждой темы курса ESP включает в себя обязательный для усвоения лексический минимум, профессионально направленные аутентичные и адаптированные тексты (для изучающего, ознакомительного, просмотрового и поискового чтения), лексико-грамматические комментарии и упражнения, оценочные средства для текущего контроля.

Рекомендации по работе с текстами профессиональной направленности

Освоение специальной юридической английской лексики осуществляется наиболее эффективно при чтении текстов по специальности. Обучение чтению является необходимым элементом при изучении иностранного языка. Обучающиеся должны овладеть навыками чтения текстов профессиональной направленности, опираясь на изученный языковой материал и знания организации иноязычного дискурса.

В этом случае работа с текстом имеет две цели:

- 1) ставится задача понять текст детально;
- 2) на примере текста, предлагаемого для чтения, слушатели изучают сложные языковые явления, развивают языковое мышление, расширяют словарный запас.

Тексты могут быть достаточно сложными и с точки зрения лексики, и с точки зрения грамматики. При работе над таким материалом можно провести детальный анализ фонетических особенностей лексических единиц текста, морфологических и синтаксических трудностей, такая работа

неизбежно приводит изучающих язык к необходимости использования справочной литературы¹.

При обучении чтению профессионально-ориентированных текстов необходимо учитывать количество юридических терминов, встречающихся в текстах, предлагаемых к изучению. Это позволяет выбрать вид чтения и определить основные задачи, которые необходимо решить при работе с текстом.

Для эффективного запоминания лексического материала рекомендуется использовать следующие формы работы с текстом:

1. Просмотровое чтение (чтение с общим охватом содержания).

Примеры заданий:

Прочитайте и поймите основное содержание текста.

Найдите ключевые даты и события. Обратите внимание на контекст. Перечислите их (запишите их в тетрадь). Не читайте весь абзац – просто обратите внимание на цифры (даты) и окружающие слова.

Найдите в тексте следующие утверждения (...). Отметьте «Верно» или «Неверно», быстро определив ключевые фразы.

Найдите в тексте информацию о... . Выберите наиболее подходящий ответ.

Просмотрите текст, чтобы найти и перечислить пять (...) юридических терминов.

2. Чтение, направленное на максимально точное и адекватное понимание текста с установкой на наблюдение за языковыми явлениями; понимание предполагает извлечение основных видов информации: фактуальной, эстетической.

Примеры заданий:

Внимательно прочитайте текст и перечислите пять фактов о ...

Сравните два предложения из текста, описывающие один и тот же элемент (например, преступление). Проанализируйте языковые явления в каждом из них (например, действительный и страдательный залог, коннотацию слов и т. д.).

3. Чтение с целью определения круга рассматриваемых в тексте вопросов и основных положений автора.

Примеры заданий:

Прочитайте текст ещё раз и ответьте на вопросы...

Найдите в тексте информацию о...

Укажите, являются ли утверждения верными, ложными или в тексте нет информации об этом.

¹ Тамбовцев А.И. Специфика преподавания иностранного языка в учебных заведениях МВД России. // Психопедагогика в правоохранительных органах. 2015. № 2 (61). С. 91–94.

Рекомендации по работе с профессиональной лексикой / терминологией

При освоении профессиональной лексики корректное использование иноязычных терминов является важным аспектом обучения, так как одно и то же слово в английском языке может иметь несколько значений (например, слово «custody» может быть переведено «опека, хранение, заключение под стражу, арест»). Это необходимо знать, поскольку во время профессиональной коммуникации на английском языке могут быть востребованы понятия из разных областей деятельности сотрудника правоохранительных органов. На занятиях по английскому языку задействуются термины, изучаемые в рамках учебных дисциплин «Уголовное право», «Уголовный процесс», «Криминалистика» и других. Специальная англоязычная лексика «должна качественно и количественно соответствовать изучаемым дисциплинам и максимально полно отражать их функционал и инструментарий»².

Примеры заданий:

Соотнесите английские юридические термины с их дефинициями.

Переведите текст, выделите и объясните ключевые профессиональные термины.

Перескажите текст на английском языке. Используйте при пересказе профессиональную терминологию.

Составьте диалог (в соответствии с предложенной ситуацией). Используйте профессиональную терминологию

Прослушайте аудиофрагмент. Заполните пропуски в предложенном задании (протоколе, инструкции и т. п.) соответствующей профессиональной лексикой.

Решите кроссворд с профессиональной терминологией.

Подготовьте презентацию по одной из изучаемых профессионально ориентированных тем. Используйте профессиональную терминологию.

Рекомендации по работе с грамматикой

Наиболее эффективными примерами заданий при изучении грамматики иностранного языка для профессиональных целей могут быть определены данные ниже задания.

Примеры заданий:

Завершите предложение, изменив грамматическую форму слова.

Соотнесите глагол с сочетаемым существительным.

Выберите правильную грамматическую форму из тех, которые предложены в задании.

Поставьте вопросы к фразам, выделенным курсивом в тексте.

² Гальперин И.Р. Текст как объект лингвистического исследования. М.: Ком-Книга, 2007. 144 с.

Рекомендации по формированию навыков аудирования

Обучение устной и письменной коммуникации на иностранном языке включает **обучение аудированию**. Поскольку аудирование используется в процессе изучения иностранного языка для профессиональных целей в системе формирования коммуникативных навыков для осуществления профессионального общения на английском языке, этому виду работы следует уделять достаточно большое количество времени. Восприятие речи на слух представляет некоторые сложности для обучающихся из ближнего зарубежья.

Навыки аудирования (listening) в ESP формируются через целенаправленные задания, имитирующие реальные профессиональные ситуации. Они помогают обучающимся понимать и разбирать аутентичные материалы (лекции, подкасты, интервью). Рекомендуется комбинировать задания с разными уровнями сложности, интегрируя их с чтением, письмом и говорением для комплексного обучения.

Также навыки аудирования у обучающихся формируются в непосредственном общении и в звукозаписи – при осуществлении монологической и диалогической речи, опираясь на изученный языковой материал, социокультурные знания и навыки (умения) языковой и контекстуальной догадки. В рамках самостоятельной работы при обучении аудированию необходимо применять технологии для осуществления дистанционного прослушивания учебных текстов, диалогов, использовать интернет-ресурсы или индивидуально разработанные аудиокурсы.

Рекомендуется адаптировать материал к уровню языковой подготовки обучающихся: начинайте с простых заданий (короткие аудиофрагменты) и переходите к сложным (длинные аудиофрагменты).

Используйте повторное прослушивание с паузами.

Интегрируйте платформы, например, TED Talks или специализированные приложения (например, для юридических подкастов) для аутентичности.

Для эффективного формирования навыков аудирования рекомендуется использовать следующие виды заданий.

Перед прослушиванием аудиотекста (Pre-Listening)

Задания, активизирующие фоновые знания и подготавливающие к восприятию аудиотекста: прогнозирование, мозговой штурм и т. п.

Примеры заданий:

Ответьте на вопрос: «Что вы ожидаете услышать в тексте о преступлениях против личности?» и предположите, какие ключевые термины могут встретиться в аудиотексте по данной теме.

Задания на снятие лексических сложностей: работа с глоссариями, выполнение предтекстовых лексических упражнений. Например, задания на соотнесение терминов с их дефинициями.

Используйте визуальные подсказки. Показывайте диаграммы или видеофрагменты, чтобы студенты предугадывали содержание аудио.

Во время слушания (While-Listening)

Фокус на активном восприятии и фиксации деталей; используйте аутентичные аудио из профессиональной сферы.

Примеры заданий:

Прослушайте текст. Заполните пробелы соответствующей лексикой.

Прослушайте текст и одновременно заполните пропуски в тексте или таблице. Данный вид заданий тренирует избирательное внимание обучающихся.

После прослушивания текста отметьте утверждения как истинные/ложные (не соответствующие содержанию текста). После прослушивания ответьте на вопросы. Подходит для проверки понимания деталей.

Заполните диаграмму связей (mind map) во время слушания, отмечая основные идеи и аргументы.

После прослушивания аудиотекста (Post-Listening)

Задания данного этапа направлены не только на проверку понимания содержания текста, но и на развитие навыка анализа профессионально значимой информации, развитие навыков критического мышления.

Примеры заданий:

Обсудите профессионально значимую информацию из прослушанного текста.

Сделайте резюме прослушанного текста.

Подготовьте презентацию на основе информации, полученной из аудиотекста и т. п.

В разделе II на примере отдельных тем учебной дисциплины «Иностранный язык в сфере юриспруденции» предлагаются рекомендации по организации работы в рамках методического сопровождения обучения иностранных слушателей английскому языку для специальных целей в образовательных организациях системы МВД России.

II. ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ В РАМКАХ УЧЕБНОЙ ДИСЦИПЛИНЫ «ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ЮРИСПРУДЕНЦИИ»

ТЕМА: ВИДЫ ЮРИДИЧЕСКИХ ПРОФЕССИЙ (TYPES OF LEGAL PROFESSIONS)

Аудиторная работа

Работа с лексикой

Лексический минимум по теме определяется требованиями программы по учебной дисциплине «Иностранный язык в сфере юриспруденции» согласно тематическим ориентирам и ситуациям речевого иноязычного общения: Место и социальное назначение юриста в обществе. Сферы юридической практики (адвокат, судья, юрисконсульт, нотариус).

Работа с профессиональной лексикой начинается с тренировки навыков произношения. Особое внимание следует уделить звукам, представляющим базу для интерференции.

При изучении профессиональной лексики по теме «Types of Legal Professions» рекомендуется выполнение следующих заданий и упражнений.

Word Bank: Lawyer, legal, judge, barrister, solicitor, prosecutor, notary, legal adviser, investigator, court, trial, party, Bar, Prosecutor's Office, Investigative Committee, law enforcement agencies, Notary Office, enterprise, accused, to prove, innocence, guilt, truth, to win / to lose a case, to investigate crime, to protect the rights, to conduct a trial, to perform notary actions, to sum up evidence, to pass the sentence, to supervise correct application and observance of law

1. Repeat after the speaker. Pay attention to the pronunciation of the following words:

[ɔ:] law, court, to perform notary actions

[ɑ:] Bar, party, to pass the sentence

[æ] barrister

[əʊ] notary, Notary Office

[i:] legal, legal adviser

['ju:] prosecutor, Prosecutor's Office, accused, supervise

[dʒ] judge

[g] guilt, guilty, guilty party

[θ] truth

2. Word Formation: create new words using the root "legal" and translate them:

Legal + "ize" =

Legal + "ity" =

Legal + "ize" + "tion" =

Legal + "ist" =

"Il" + Legal =

3. Put the words given below into three groups: People, Actions Place of Work.

People	Actions	Place of Work
...	...	...

Judge, to give legal advice, to prove the guilt, barrister, prosecutor, to defend a client, legal adviser, notary, to prove the innocence, to conduct a trial, lawyer, to represent a client, lawyer, to win a case, barrister, notary, to perform notary actions, investigator, court, party, Prosecutor's Office, law enforcement agencies, Notary Office, to supervise correct application and observance of law, enterprise, accused, to sum up evidence, legal adviser, to prove the guilt, Bar, to lose a case, to investigate crime, to protect the rights, prosecutor, to conduct a trial, Investigative Committee, to pass the sentence.

4. Match the words to definitions.

A. Match each word with the correct definition (write the letter next to the number).

1.	Lawyer	a.	A lawyer who brings charges against the accused
2.	Barrister	b.	A professional who provides legal guidance but may not appear in court
3.	Prosecutor	c.	A person who presides over court proceedings and makes legal decisions
4.	Legal adviser	d.	An official who certifies documents and transactions
5.	Notary	e.	A lawyer who argues cases in higher courts
6.	Judge	f.	A person qualified to practice law and advise clients

B. Match each phrase with the correct definition (write the letter next to the number).

1.	to defend a client	a.	to oversee and manage court proceedings
2.	to represent a client	b.	to act on behalf of a client accused of a crime
3.	to conduct a trial	c.	to speak or act officially for a client in court
4.	to give legal advice	d.	to show that someone did not commit a crime
5.	to prove the guilt	e.	to demonstrate someone committed a crime
6.	to prove the innocence	f.	to offer professional legal recommendations

5. Complete the sentences with the correct word or phrase from the vocabulary list:

a judge, a barrister, a prosecutor, a legal adviser, a notary, a lawyer, to defend a client, to represent a client, to conduct a trial, to give legal advice, to prove the guilt, to prove the innocence.

1. The _____ presented evidence to prove the defendant's guilt.
2. The defense lawyer worked hard _____ of the accused
3. The _____ wore a robe and made the final ruling in the case.
4. A _____ often argues cases in the higher courts of England and Wales.
5. The attorney was hired to _____ during the court hearing.
6. If you need help with contracts, you should consult a _____.
7. A _____ is authorized to certify important documents.
8. It is the job of a lawyer _____ when their client is accused of a crime.
9. The prosecutor tried hard _____ beyond any reasonable doubt.
10. The court will _____ to hear both sides of the dispute.
11. A legal adviser's role is mainly _____.

6. State if the following sentences are true or false. Correct the false ones.

1. A notary represents clients in court.
2. A barrister is a type of lawyer who defends clients in court.
3. To prove the guilt means to show that someone committed a crime.
4. A legal adviser usually conducts trials.
5. A judge conducts the trial and makes decisions.
6. To defend a client means to act on behalf of the accused person.
7. A prosecutor defends the client in criminal cases.
8. Giving legal advice means providing professional recommendations on law.

7. Choose the correct answer.

1. Who is responsible for managing a court trial?
 - a) barrister
 - b) judge
 - c) prosecutor
 - d) legal adviser
2. Which professional certifies official documents?
 - a) lawyer
 - b) notary
 - c) judge
 - d) barrister
3. Who tries to prove the innocence of a client?
 - a) prosecutor
 - b) legal adviser
 - c) lawyer defending a client
 - d) judge

4. To represent a client means:

- a) to certify documents
- b) to conduct a trial
- c) to give legal advice only
- d) to act on behalf of a client in legal matters

8. Match the synonyms:

1.	legal	a.	defend
2.	responsibility	b.	guarantee
3.	protect	c.	lawful
4.	ensure	d.	justice
5.	fairness	e.	duty

9. Find the closest synonym for each phrase.

1.	to defend a client	a.	to provide legal counsel
2.	to represent a client	b.	to manage court proceedings
3.	to conduct a trial	c.	to demonstrate responsibility for a crime
4.	to give legal advice	d.	to act on behalf of a client
5.	to prove the guilt	e.	to advocate for a client

10. Determine if the statements are true or false.

- 1. Advocates and judges have the same responsibilities.
- 2. Notaries are involved in court trials.
- 3. Legal consultants represent clients in court.
- 4. Judges make impartial decisions.
- 5. Advocates can only work in civil law.

11. Use the given words to create meaningful sentences.

- 1. judge / conduct / trial / today
- 2. barrister / defend / client / successfully
- 3. prosecutor / prove / guilt / evidence
- 4. legal adviser / give / legal advice / company
- 5. notary / certify / documents / important

Чтение

Работа с текстом «*The Role and Social Significance of a Lawyer in Society*»

I. Предтекстовые упражнения (Pre-Reading Exercises)

Рекомендуемые упражнения подготавливают обучающихся к работе с текстом, активируют соответствующую лексику, выявляют наличие знания по теме и разъясняют ключевые роли профессионалов в сфере юриспруденции в правовой системе.

1. Vocabulary Prediction. Look at the words and phrases below. Guess what they mean and how they might relate to lawyers or the legal profession. Write one sentence for each word or phrase.

- advocate
- judge
- legal consultant
- notary
- legal advice
- court
- rights
- justice
- legal documents
- fair trial

2. Answer the questions below in pairs. Try to use your own ideas and experiences.

1. What do you think lawyers do in society?
2. Why is it important to have judges?
3. Have you ever needed legal advice? If yes, what was it about?
4. What do you know about the role of a notary?
5. How do lawyers help protect people's rights?

3. Match each legal role on the left with its description on the right.

	Legal Role		Description
1.	Advocate	a.	Gives advice and helps clients with legal problems
2.	Judge	b.	Verifies and certifies important documents
3.	Legal Consultant	c.	Presides over court and makes decisions.
4.	Notary	d.	Represents clients in court and defends their rights

II. Упражнения на этапе чтения текста (While-Reading Exercises)
Рекомендуемые упражнения выполняются во время чтения текста

1. Read the text and fill in the blanks with the correct words from the text.
Use the word bank below.

Word bank: advocates, judges, legal consultants, notaries, court, rights, justice, documents, trial, impartial

1. _____ represent clients in legal matters and ensure they receive a fair _____.
2. _____ preside over court proceedings and make _____ decisions.
3. _____ offer specialized legal advice and help prevent legal problems.
4. _____ verify the authenticity of important _____ and prevent fraud.
5. Lawyers protect individual _____ and promote _____ in society.

2. Read the text section by section and answer the questions below in your own words. Refer back to the text to support your answers.

Introduction (first paragraph):

- What is the legal profession?
- What are the main social functions of lawyers?

Advocates section:

- What do advocates do in court?
- In what types of law can advocates work?

Judges section:

- What is the main responsibility of judges?
- How do judges ensure justice in the courtroom?

Legal Consultants and Notaries sections:

- How do legal consultants help individuals and businesses?
- What role do notaries play in legal transactions?

Conclusion (last paragraph):

- How do lawyers contribute to society overall?

Read the text:

The Role and Social Function of Lawyers in Society

Legal profession is a profession in which legal professionals study, develop and apply law. They are professionals who understand the law and help others navigate the complex legal system. Lawyers play a vital role in any society. The social function of a lawyer includes advocacy, protection of rights, and ensuring

justice. There are various spheres of legal practice, each with its unique responsibilities. Among these, the most common are advocates, judges, legal consultants, and notaries.

Advocates

Advocates, also known as attorneys, represent clients in legal matters. They prepare cases, provide legal advice, and represent their clients in court. Their main goal is to defend their clients' rights and ensure they receive a fair trial. Advocates can work in both criminal and civil law.

Judges

Judges are legal professionals who preside over court proceedings. Their role is crucial as they are responsible for making impartial decisions based on the law. Judges interpret legal rules and ensure that trials are conducted fairly. They help maintain order in the courtroom and ensure that justice is served.

Legal Consultants (Advisers)

Legal consultants offer specialized legal advice to individuals and businesses. They analyze legal issues, draft documents, and provide guidance on various legal matters without necessarily representing clients in court. Their expertise can help prevent legal problems before they arise.

Notaries

Notaries play an essential role in verifying the authenticity of important documents. They witness signatures, administer oaths, and ensure that legal documents are executed correctly. Notaries help protect the interests of the public by preventing fraud and ensuring that legal transactions are valid.

In conclusion, lawyers, regardless of their field of expertise, serve essential functions in society. Their work contributes to the rule of law, protects individual rights, and promotes justice.

III. Послетекстовые упражнения (Post-Reading Exercises)

Рекомендуемые упражнения предназначены для закрепления знаний, развития языковых навыков и проверки понимания прочитанного.

1. Read the text and decide if each statement is true or false. Write T for true, F for false, and correct the false statements based on the information in the text.

1. Lawyers only study the law but do not apply it in practice.
2. The social function of lawyers includes protecting rights and ensuring justice.
3. Advocates work only in criminal law.
4. Judges make impartial decisions based on the law.
5. Legal consultants always represent clients in court.
6. Notaries witness signatures and prevent fraud.
7. Lawyers contribute to the rule of law and promote justice.

2. Answer the questions based on the text.

1. What are the main social functions of lawyers?
2. What tasks do advocates perform?
3. How do judges ensure fairness in trials?
4. What services do legal consultants provide?
5. Why are notaries important in legal transactions?

3. Answer the following question in a full sentence: Why is the role of a lawyer important in society?

Представленные ниже диалоги сопровождаются заданиями, которые рекомендуется использовать как для формирования навыков чтения, так и для развития коммуникативных навыков обучающихся.

Dialogue 1: The Importance of Judges

Characters:

James: A young lawyer

Tom: A judge

Setting: A courthouse after a trial session.

James: Good afternoon, Judge Tom! I admire your role in the courtroom. Can you explain the responsibilities of a judge?

Tom: Good afternoon, James! A judge's main duty is to preside over court proceedings and make impartial decisions based on the law.

James: How do you ensure that trials are conducted fairly?

Tom: I interpret legal rules and make decisions based on the evidence presented. It's important to maintain order and fairness during the trial.

James: That sounds challenging. What do you do if there is a conflict during the trial?

Tom: I listen carefully to both sides and apply the law to resolve any conflicts. My goal is to serve justice.

James: Thank you for sharing your insights, Judge Tom!

1. Comprehension Questions:

1. What is the main duty of a judge?
2. How does Judge Tom maintain fairness in court?
3. What does he do during a conflict in a trial?
4. What is the main goal of a judge?

2. Fill in the blanks with the correct words from the options provided.

1. A judge's main duty is to ... over court proceedings and make impartial decisions based on the law.

- a) rule
- b) preside
- c) advise

2. Judge Tom maintains order and fairness during the trial by interpreting legal ... and applying them to the evidence presented.

- a) rules
- b) opinions
- c) procedures

3. During a conflict in a trial, the judge listens carefully to both sides and applies the law to ... any conflicts.

- a) resolve
- b) create
- c) ignore

Dialogue 2: Advocates and Their Role

Characters:

Mike: A law student

Bob: A professional advocate

Setting: A coffee shop where Mike is interviewing Bob for her class project.

Mike: Hi, Bob! Thank you for meeting me today. Can you tell me about the role of advocates in the legal system?

Bob: Of course, Mike! Advocates represent clients in legal matters. Our job is to prepare cases, provide legal advice, and defend our clients' rights in court.

Mike: That sounds important! What types of cases do you usually handle?

Bob: I work on both criminal and civil law cases, including family disputes, contract issues, and criminal defense.

Mike: How do you ensure your clients receive a fair trial?

Bob: I prepare thoroughly for each case, gather evidence, and present strong arguments in court. It's vital to make sure that all legal processes are respected.

Mike: Thank you, Bob! This information will be helpful for my project.

1. Comprehension Questions:

1. What is the primary responsibility of an advocate?
2. In what types of law can advocates work?
3. Why is thorough preparation important for advocates?

2. Choose the correct variant:

1. Advocates represent clients in legal matters. Their job is to prepare cases, provide legal advice, and ... their clients' rights in court.

- a) combat
- b) defend
- c) neglect

2. Advocates can work in both criminal and ... law cases, including family disputes and contract issues.

- a) civil
- b) illegal
- c) international

3. To ensure a fair trial, advocates must prepare thoroughly, gather ..., and present strong arguments in court.

- a) witnesses
- b) evidence
- c) judges

*После работы с диалогами рекомендуется предложить обучающимся составить диалоги, подобно прочитанным выше о роли **судьи, юрисконсульта, нотариуса, следователя** в правовом государстве. Преподаватель может предложить модель/начало диалога:*

Mike: Hi, Bob! Thank you for meeting me today. Can you tell me about the role of a **notary** in the legal system?

Bob: Of course, Mike! ...

Mike: ...

Bob: ...

После работы с лексическим минимумом/терминологией по теме, чтения текстов и обсуждения общих вопросов, касающихся видов юридических профессий и роли юриста в правовом государстве, рекомендуется уделить внимание социокультурному компоненту (принимая во внимание национальность/гражданство иностранных слушателей) и приступить к тренировке употребления лексики по теме и формированию навыков и умений иноязычной коммуникации на основе материалов, содержащих актуальную информацию о юридических профессиях в странах, представителями которых являются иностранные слушатели.

1. Read and comprehend the text about:

Types of Legal Professions in Tajikistan

Tajikistan, a country in Central Asia, possesses a legal system that is influenced by Islamic law, Soviet legal traditions, and modern legal practices. The legal professions play a crucial role in ensuring justice, upholding the rule of law, and protecting the rights of individuals and businesses. This case study seeks to explore the various types of legal professions in Tajikistan, their roles, responsibilities, and the educational pathways required to pursue these careers.

The legal professions in Tajikistan are diverse and play a vital role in the country's legal system. Understanding these roles helps to appreciate how justice is administered and the importance of legal professionals in safeguarding the rights of citizens and maintaining order in society.

2. Study the information:

Role	▪ ...authenticate legal documents, ensuring their validity and preventing fraudulent activities. ▪ ... preside over court hearings and are responsible for making fair and impartial decisions based on the law. ▪ ... represent the state in criminal cases, overseeing the prosecution of offenders against the law. ▪ ... provide specialized legal advice to businesses and individuals without representing them in court. ▪ ... represent clients in legal matters, providing legal advice, preparing cases, and defending clients in court.
-------------	--

Responsibilities	▪ Investigating crimes, filing charges, and presenting cases in court to ensure justice is served. ▪ Analyzing legal issues, drafting contracts, and giving guidance on compliance with laws and regulations. ▪ Witnessing signatures, and verifying the authenticity of contracts. ▪ Interpreting laws, ensuring courtroom order, and delivering verdicts in legal disputes. ▪ Advising clients, drafting legal documents, and representing clients in both civil and criminal cases.
-------------------------	--

Education	▪ A degree in law, followed by specific training in notarial practices. ▪ A law degree followed by additional training and experience in the judicial system. ▪ A law degree and experience in criminal law. ▪ A bachelor's degree in law, followed by a period of practical training under a licensed advocate. ▪ A law degree, with additional certification in specific areas of law such as corporate or tax law.
------------------	---

3. Select from the lists provided the role, responsibilities and education requirements for advocates (lawyers), judges, prosecutors, notaries and legal advisers in Tajikistan.

Advocates (Lawyers)	
Role	...
Responsibilities	...
Education	...

Judges	
Role	...
Responsibilities	...
Education	...

Prosecutors	
Role	...
Responsibilities	...
Education	...

Notaries	
Role	...
Responsibilities	...
Education	...

Legal Advisers	
Role	...
Responsibilities	...
Education	...

В качестве заключительного этапа работы по теме рекомендуется организовать дискуссию (круглый стол) «Types of Legal Professions. Legal Professions in My Country». Поощряйте использование слушателями информации из заданий, представленных выше.

Discussion Questions

1. What are the main differences between advocates and judges in Tajikistan's legal system?

2. How does the education system in Tajikistan prepare individuals for various legal professions?

3. What challenges do legal professionals in Tajikistan face today, and how can these challenges be addressed?

4. Considering the types of legal professions, which role do you think is the most critical in upholding justice in society? Why?

Аудирование

Lawyer

<https://langformula.ru/lawyer/?ysclid=mfgl48fpur483750773>

Audio Script:

A lawyer is a professional who is trained and licensed to practice law. Lawyers represent clients in legal matters and provide legal advice and counsel to individuals, businesses, and other organizations.

To become a lawyer, an individual must typically complete a four-year undergraduate degree, followed by three years of law school. After completing law school, lawyers must pass a licensing exam in order to practice law in their state.

Lawyers work in a variety of settings, including law firms, government agencies, and private practices, and they may specialize in a particular area of law, such as criminal law, civil law, or corporate law. In their day-to-day work, lawyers are responsible for researching and analyzing legal issues, drafting legal documents, representing clients in court proceedings, and advising clients on legal matters.

The profession of lawyer requires a strong understanding of the law and the legal system, as well as excellent communication and analytical skills. It is a challenging and rewarding career that offers the opportunity to make a positive impact on the lives of others.

Представленные задания направлены на развитие различных навыков аудирования (общее понимание смысла, понимание и запоминание деталей прослушанного текста и т.д.). В зависимости от уровня обучающихся рекомендуется одно- или двукратное прослушивание текста.

Before listening the text do the following exercise: Match the words from the audio (on the left) to their correct definitions (on the right). Write the letter next to each word.

Words	Definitions
1. Licensed	a. To focus on a particular area of expertise.
2. Counsel	b. A test that must be passed to practice law.
3. Licensing exam	c. The ability to think critically and solve problems.
4. Analytical skills	d. Official permission to do something, like practice law.
5. Specialize	e. Advice or guidance given by a professional.

1. Listen to the text carefully. Then, read the statements below and decide if each one is True or False based on what you heard. Write T for True and F for False next to each statement.

1. Lawyers must be licensed to practice law.
2. To become a lawyer, you need a two-year degree followed by law school.
3. Lawyers can work in government agencies.
4. Lawyers only specialize in criminal law.
5. The profession requires strong communication skills.

2. Listen to the text again. Then, choose the best answer (A, B, C, or D) for each question based on the information in the audio.

1. What must a person do after completing law school to practice law?

- a) Get a job in a law firm.
- b) Pass a licensing exam.
- c) Complete an undergraduate degree.
- d) Specialize in one area of law.

2. In what settings do lawyers typically work?

- a) Only in private practices.
- b) In law firms, government agencies, and private practices.
- c) Exclusively in court proceedings.
- d) Just in businesses and organizations.

3. What is one of the daily responsibilities of lawyers mentioned?

- a) Teaching law school.
- b) Drafting legal documents.
- c) Licensing exams.
- d) Providing counseling services.

4. What skills does the profession require?

- a) Only analytical skills.
- b) Strong understanding of the law and excellent communication skill.
- c) Physical fitness.
- d) Business management.

5. What is the primary role of a lawyer as described in the text?

- a) To enforce laws in court.
- b) To represent clients in legal matters and provide advice.
- c) To train new lawyers.
- d) To work only for businesses.

6. How long does law school typically last?

- a) Two years.
- b) Three years.
- c) Four years.
- d) One year.

7. Which of the following is NOT mentioned as a place where lawyers work?

- a) Law firms.
- b) Government agencies.
- c) Schools.
- d) Private practices.

8. What makes the career of a lawyer rewarding, according to the text?

- a) High salary only.
- b) The opportunity to make a positive impact on others' lives.
- c) Easy daily tasks.
- d) No need for strong skills.

3. Listen to the text one final time. Then, answer the questions

- 1. What is a lawyer?
- 2. What are the requirements to become a lawyer?
- 3. Where does a lawyer usually work?
- 4. What are the lawyers responsible for in their day-to-day work?
- 5. What skills and knowledge does the profession of lawyer require, according to the sentence?

Представленные выше упражнения развивают навыки активного слушания и закрепляют знание ключевой лексики и понятий в рамках изучаемой темы. Вопросы из последнего упражнения могут являться ключевыми для проведения последующей дискуссии.

Внеаудиторная работа

*Подготовка и написание эссе, проектная работа (презентация).
Рекомендуемые темы (проблемные вопросы) для написания эссе, проектной работы:*

Essay Topics:

- 1. The Role of Lawyers in Promoting Justice and Equality in Society.
Explore how lawyers contribute to social justice, including examples from civil rights cases.
- 2. Challenges Faced by Judges in Maintaining Impartiality.
Discuss the ethical dilemmas judges encounter and strategies to uphold fairness in courtrooms.

3. The Evolution of Legal Professions in the Digital Age.
Examine how technology, such as AI and online dispute resolution, is transforming roles like lawyers and paralegals.
4. The Impact of Globalization on International Legal Careers.
Investigate how lawyers navigate cross-border issues, including treaties and multinational firms.
5. Gender Diversity in Legal Professions.
Evaluate the representation of women in law and strategies to achieve greater inclusivity.
6. The Responsibilities of Prosecutors in Criminal Justice.
Discuss the balance between pursuing convictions and ensuring fair trials, with real-world examples.
7. Career Paths and Education Requirements for Aspiring Lawyers.
Outline the steps to becoming a legal professional, including law school and bar exams.
8. Mental Health and Burnout Among Legal Professionals.
Examine the stress factors in high-pressure legal careers and proposed solutions for well-being.

ТЕМА: ПРЕСТУПЛЕНИЕ. КЛАССИФИКАЦИЯ ПРЕСТУПЛЕНИЙ (CRIME. CLASSIFICATION OF CRIMES)

Работа с лексикой

Лексический минимум по теме определен требованиями программы по дисциплине «Иностранный язык в сфере юриспруденции» согласно тематическим ориентирам и ситуациям речевого иноязычного общения: Обучающиеся должны уметь объяснить на изучаемом языке следующие понятия «преступление, состав преступления, классификация преступлений». Используя лингвострановедческий материал о правовой системе в России, США, Великобритании, а также в Киргизии, Таджикистане, Казахстане обучающийся должен уметь рассказать о видах преступлений.

Аудиторная работа

Работа с лексикой

При изучении профессиональной лексики по теме «Crime. Classification of Crimes» можно рекомендовать следующие виды упражнений:

1. Translate words and word combinations from English into Russian:

Crime, crime against property, violent crime, felony, misdemeanor, murder, homicide, burglary, smuggling, mugging, drug dealing, forgery

2. Translate words and word combinations from Russian into English:

виновный в совершении преступления, приобретение путем мошенничества, тюремное заключение, судебная практика, конфискация, мисдиминор, обвинение, допустимый, тяжесть, наказуемый, воровать, подозреваемое лицо, арест по подозрению, фелония, арестовывать, штраф, кража, злоумышленник.

3. Match the names of crime with their definitions:

1. treason	a. the crime of killing somebody illegally but not deliberately
2. misdemeanor	b. the crime of deliberately setting fire to something, especially a building
3. manslaughter	c. the act of behaving in a particular way, in order to make other people believe something that is not true
4. conviction	d. a crime that is not considered to be very serious
5. larceny	e. a building where people are kept as a punishment for a crime they have committed, or while they are waiting for trial
6. arson	f. a secret plan by a group of people to do something harmful or illegal
7. pretense	g. the crime of doing something that could cause danger to your country, such as helping its enemies during a war
8. conspiracy	h. the crime of stealing something from somebody; an occasion when this takes place
9. prison	i. the act of finding somebody guilty of a crime in court; the fact of having been found guilty

4. Fill in the gaps using the necessary words from exercise 1.

1. ... is considered to be a crime that is less serious than a felony.
2. Reading a friend's diary without permission would have to be regarded as the ultimate act of personal
3. The charge has been reduced to
4. She has six previous ... for theft.
5. The couple were charged with petty
6. The criminal tried carry out an ... attack.
7. It is a ... to overthrow the government.
8. He was sent to ... for five years.
9. Their indifference is merely

5. Guess the meaning. Read the information about criminal act and define the doer of the crime.

1. He keeps people in captivity until he gets ransom he wants.
2. He changes official documents and makes the false ones.
3. He enters the computers without permission, steals, destroys or transfer the information.
4. He steals things that are of no great value from stores.
5. He sneaks illegally valuable items into a country from another one.

6. Complete the sentences.

1. In many Western jurisdictions crimes are divided into two categories - crimes
 - a) against public order and against personal security,
 - b) against a person and property
 - c) against a law and a state
2. Violent crimes category includes offences resulted in
 - a) moral damage
 - b) body injury
 - c) financial crisis
3. Murder is an unlawful act related to
 - a) punishment of the victim
 - b) extermination of the victim
 - c) prosecution of the victim
4. White collar crime is an illegal activity of
 - a) gangsters b) corruptive officials c) ordinary people
5. Kidnapping is a crime linked with
 - a) unlawful removal of a victim b) unlawful detention of a victim
 - c) unlawful apprehension of a victim

7. Put the mark (*) for correct statements.

1. In many Western jurisdictions, crimes are divided into two categories – crimes against a person and crimes against a state (...).
2. There are some alternative approaches for classifying crimes (...).
3. A violent offences category includes burglary, larceny, auto theft and arson (...).
4. A property offences category includes embezzlement, forgery, counterfeiting, money laundering (...).
5. Counterfeiting endangers the economic and political stability of the state (...).
6. Forcible rape is a crime against a person (...).
7. Organized crime is a type of illegal activity of governmental officials (...).

Чтение

Для эффективного запоминания лексического материала по теме «Crime. Classification of Crimes» рекомендуется использовать следующие виды упражнений и формы работы с текстом:

1. Read and translate the text on the topic “Crime. Classification of crime”.

While reading, you must:

- understand the main content of the text;
- understand and observe the language phenomena;
- extract the main types of information – factual and aesthetic;
- define topical questions and the main ideas of the author;
- find certain background information;

2. Before reading, study the word combinations given below. Translate them into Russian:

property crime, consent, intent, to deprive the owner of his property, violent crime, to commit a crime, to prove the guilt, keep silent, to be accused of a crime.

3. Change the phrases in bold type with the words given below.

4. Read and translate the text.

Crime in Modern Society

Civilized societies have created various systems of defending an individual from violence. Unfortunately, **a number of crimes** is increasing all over the world. So, the police of any country should protect the citizens, their homes and property. Violent crime includes murder, rape, robbery and assault. Property crime includes burglary, theft and motor vehicle theft. It is a **property crime when person's property is taken and carried away without his consent and with the intent to deprive the owner of the property.**

Lawyers have tried to find out the reasons for crime. Some of them say that sometimes a person's greed, jealousy or frustration may lead to committing a crime. Others believe that many crimes against a particular person are committed by the poor. These people can steal money or goods, and they are capable of injuring or killing their victims. But if such offenders are caught by the police, they still have the right to be defended by a lawyer in court.

As a rule, the police and investigators do their best to provide the court with **meaningful things which can be presented in court to prove the guilt.** However, there are cases which only seem to be simple. For instance, sometimes it is hard to deal with **taking the vehicle of another without authority**, especially if the suspect is young. He usually says that he just wanted to use the car for fun, and then return it to its proper place. In the United States, anyone accused of a crime has certain rights that are guaranteed by the Bill of Rights. This document

consists of the first ten amendments to the US Constitution. For example, everyone has the right **to have his/or her case heard in the court** or he can keep silent without **giving evidence** against himself. Besides, under American law, a person is considered innocent unless he is proved guilty in court.

larceny; crime rate; evidence; a car theft; a fair trial; testifying

5. Read the text once again and answer the questions:

1. What crimes are included in the category of violent crimes?
2. What crimes are considered property crimes?
3. What are the main reasons of crime?
4. What are the meaningful things which can be presented in court to prove the guilt?

6. Find in the text information about the rights everyone who is accused of a crime in the USA is guaranteed.

7. Say whether the statements are true, false or not stated.

1. Crime rate is increasing all over the world.
2. Treason is considered a very serious crime in the USA.
3. Under American law, a person is considered innocent unless he pleads guilty in court.
4. It is really hard to deal with a car theft, especially if the suspect is young.
5. In the United States, anyone accused of a crime has certain rights that are guaranteed by the Habeas Corpus Act.

8. Find in the text English equivalents for the following phrases and word combinations.

уровень преступности, защищать граждан, их дома и собственность преступления против собственности кража транспортных средств любой, обвиняемый в совершении преступления, иметь определенные права невиновный, виновный.

9. Read and translate text about Russian and Tajik law enforcement agencies.

Russian and Tajik law enforcement agencies help each other **investigate crimes** committed by citizens of their countries. Tajik **law enforcement officers'** assistance was important when it concerned **crimes** related to **drug trafficking** and **illegal migration**, the official said. During the meeting, the parties also considered handing over criminal cases to the interior ministry of the country whose citizens are suspects in these cases.

10. Find in the text English equivalents:

Полиция, правоохранительные органы России и Таджикистана, расследовать преступления, сотрудники правоохранительных органов Таджикистана, преступления, незаконный оборот наркотиков, нелегальная миграция, уголовные дела, подозреваемые

11. Read and translate text about Law enforcement in Tajikistan.

Law enforcement in Tajikistan is primarily the responsibility of the Ministry of Internal Affairs. The Ministry controls the police force, which is referred to as the militia. It is divided into multiple departments, each led by an officer, as well as the National Guard, which takes orders directly from the President of Tajikistan. The Drug Control Agency is responsible for combating drug trafficking, which has been a major problem due to high heroin production in Afghanistan, to the south.

12. Find in the text English equivalents:

обеспечение правопорядка, Министерство внутренних дел, полиция, милиция, национальная гвардия, Президент, Агентство по контролю за наркотиками, незаконный оборот наркотиков.

Аудирование

Можно рекомендовать следующие примеры заданий для аудирования, используемые для формирования коммуникативных навыков при изучении темы «Crime. Classification of Crimes».

Задания перед прослушиванием информации дают обучающимся возможность предварить понимание ее смысла. Чтение текстов 1–2.

You will hear Angus and Rick discussing their experience of Community Service.

Before listening:

a) Read the information about community service.

Community service is a punishment given by a court for certain less serious crimes, in which an offender must do socially useful work such as repairing old peoples' homes or helping handicapped children instead of going to prison.

b) Read and translate the words and word combinations: to get into trouble with law, to get in with a bad crowd, juvenile crime, stealing, theft, shoplifting, assault, go to prison, community service, to be locked up, heavy work, background, to lick into shape, to be canny.

c) Read two texts about Angus and Rick, they are both convicted offenders.

Text 1

Angus comes from Glasgow. He ran away to London when he was 15. He is now 17. He has convictions for breaking and entering, and petty theft.

Text 2

Rick is 17. He has always lived in London. He has been in trouble with the police on and off since he was 11. He was recently convicted of petty theft and minor assault.

d) Answer the question: What do you think might have caused them to turn to crime?

e) Now, listen to the recording. Indicate which of the opinions are given by each speaker.

Recording script:

Interviewer: Welcome to “Window in the world”. Tonight we are discussing **juvenile crime** and in the studio with us we have got Rick, a young Londoner and Angus, who is from Scotland.

Angus, can you tell us how you got into trouble with the law in the first place?

Angus: I had a few problems with the family up in Scotland and I thought if I came to London I could make a new start but I didn’t work out like that. I got in with a bad crowd down there and once I have been caught stealing.

I: how about you, Rick?

Rick: I had done like lots of minors things when I was a kid – bit of theft, shoplifting – nothing serious – but when I got done for assault, I had expected to get put away.

I: Did you actually go to prison?

Rick: No, they gave me Community Service instead.

Angus: Me too...

I: So in the end you both ended up being given work to do in the community instead of being locked up? How did you feel about that, Angus?

Angus: I don’t suppose it really compares to prison.

Rick: Lots of people say it is a soft option... I don’t agree with that.

I: What were your first experience of Community Service?

Angus: Some of the work they give you is quite simple. They got me cleaning canals. Heavy work. I am still on it...

Rick: I was clearing out litter. It was easy compared to other things. But it was heavy work. After that, I was sent to work in a youth center down in Hackney.

Angus: You have got to do it though. There is no choice. And it is not that you get paid for it.

Rick: in the center I am getting to work with kids. I wouldn’t say it is any easier. They know I come from the same sort of background as they do. They ask me things like they would ask their older brothers or sisters.

Angus: You will always be a bad guy with a bad record.

Rick: I can’t say I am enjoying it exactly, but it has made me change my life.

Angus: If they think Community Service will change me, they are to think again. I will be back to my mates in Scotland when this is over. I will be a bit canny next time.

I: Rick and Angus, thank you. We will go to the phone lines now and take some reactions to what you have said from the listeners.

- f) Listen again to check and complete your answers.**
- g) What is your opinion of Community Service as a method of dealing with criminals?**

Задания, приведенные выше, дают обучающимся информацию, которую они будут использовать далее, на этапе «Speaking Activities».

В разделе «Speaking Activities» обучающимся предлагается обсудить утверждения из прослушанного материала.

1. Community Service is preferable to prison.
2. Community Service is sometimes physically demanding.
3. The experience of Community Service can change offenders.

Задания на формирование коммуникативного навыка могут быть ориентированы на использование грамматических конструкций, которые позволяют точнее передать смысл высказывания. Для этой цели могут быть рекомендованы упражнения следующего характера:

1. Agatha Christie is a famous English crime writer. Look at the information about her disappearance in December 9th 1926.

Agatha Christie had left the house the night before. Her husband was away for the weekend, she had seemed depressed and had gone upstairs and kissed her baby daughter goodnight. The following day her empty car was found in a ditch not far from her house. But there was no sign of Mrs. Christie. The police started a search, but over a week later, they had got no further.

2. Read a dialogue between two police officers about this accident. What three possible explanations do they come up with?

A: She must have been driving too fast, and lost control.

B: Yes. She might have hit her head as her car went into the ditch and lost her memory... she could still be wandering around somewhere.

A: But she couldn't possibly have been wandering around for over a week without being found.

B: You know, I think it might not have an accident at all. Things weren't right between her and the Colonel, her husband. He may know more than he is saying... there could be another woman involved.

A: Yes, the Colonel might have had more to do with it than he is admitting. He could well be implicated in her disappearance.

B: Or, of course, Mrs. Christie may have engineered the whole story. She does specialize in mysteries, after all.

A: In that case we could end up being accused of wasting the taxpayers' money if we carry on looking for her much longer.

3. Read the dialogue again. Pay attention to the modal verbs, expressing the likelihood, used in the dialogue. Translate the phrases given below:

1. She must have been driving too fast.
2. She might have hit her head.
3. She could still be wandering around.
4. She couldn't have been wandering around.
5. It might not have been an accident.
6. He may know more.
7. There could be another woman involved.
8. He might have had more to do with it.
9. He could be implicated in her disappearance.
10. She may have engineered the whole story.

4. Match these phrases to the appropriate explanation:

The Speaker

- a. is sure this happened.
- b. thinks it is possible this happened.
- c. thinks it is possible this didn't happen.
- d. is sure this didn't happen.
- e. thinks it is possible this is the case.

5. Express your own opinion about the disappearance of Mrs. Agatha Christie.

6. Read the true story about the disappearance of Mrs. Agatha Christie.

Agatha Christie was found nine days after her disappearance. She had been staying in a hotel in the town of Harrogate, in the North of England. She claimed to have lost her memory: 'For 24 hours I wandered in a dream and then found myself in Harrogate as a well-contented and perfectly happy woman who believed she had just come from South Africa'. The truth was only discovered half a century later, when secret documents were at last made available. Agatha Christie in fact staged her own disappearance, not as a publicity stunt, as many believed, but because she wanted to ruin a weekend that her husband was planning to spend with his mistress. To avoid public disgrace, she and her husband stuck to the story that a blow to her head had resulted in amnesia, but it was the end of their marriage. However, the affair did make Christie the most famous crime writer in Britain.

Следующие задания могут быть рекомендованы для проведения текущей аттестации по теме «Crime. Classification of Crimes»:

1. Choose the word or phrase which best completes the sentence.

1. The crime ... is rising in inner city area.
a) ratio; b) toll; c) rate; d) rating.
2. He was called into court ... evidence against his friend.
a) to tell; b) to give; c) to testify; d) to describe.
3. The boy kept his collection of coins in a tubular red ...
a) container; b) box; c) bag; d) case.
4. Statistics do not give a full ... of the incidence of crime.
a) picture; b) view; c) illustration; d) drawing.
5. Some people regard a sentence of Community Service as a very ... punishment.
a) light; b) simple; c) soft; d) comfortable
6. The boy had a history of ... theft but had never been accused of a serious crime.
a) small; b) unimportant; c) little; d) petty.

2. Choose the correct answer for each question.

1. Laws are enforced by the police. (job)
It is the law.
a. It is the job of the police to enforce the law.
b. It is the police's job enforcing the law.
c. It is time the police had the job to enforce the law.
2. It is possible that she hit her head and cannot remember anything. (lost)
She memory.
a. She might have hit her head and lost her memory.
b. She could have hit her head and lost her memory.
c. She hit her head perhaps and as a result lost her memory.
3. I am sure that she was speeding when the car crashed. (driving)
She fast when she crashed.
a. She might be driving too fast when she crashed.
b. She could be driving too fast when she crashed.
c. She was sure that was driving too fast when she crashed.

4. Match the appropriate forms.

1. deter	a. enlarged
2. real	b. remarkable
3. explain	c. enforce
4. remark	d. really
5. habit	e. explanation
6. force	f. habitual
7. large	g. deterrence

4. Complete the sentence using the appropriate form of the word.

1. A society must provide ... to prevent criminals re-offending. (ETER)
2. I cannot think of any ... for the crime. (EXPLAIN)
3. I think that the murderer can ... be a postman. (REAL)
4. The job of the police is to ... the law. (FORCE)
5. Detectives find that ... photographs of crime scene may make it easier to spot important clues. (LARGE)
6. There have been ... improvements in detection techniques. (REMARK)
7. It can take some time to rehabilitate ... offenders after they have served a long prison sentence. (HABIT)

Внеаудиторная работа

Подготовка и написание эссе, проектная работа (презентация). Рекомендуемые темы (проблемные вопросы):

Essay Topics:

1. Transnational Crimes in Central Asia: Drug Trafficking and Border Security.
2. Human Trafficking in Central Asia: Routes, Victims, and Law Enforcement Response.
3. Cybercrime in Central Asia: Emerging Threats and National Responses.
4. Organized Crime Groups in Central Asia: Structure, Activities, and Combating Strategies.

**ТЕМА: ПРАВООХРАНИТЕЛЬНЫЕ ОРГАНЫ
СТРАН ИЗУЧАЕМОГО ЯЗЫКА
(LAW ENFORCEMENT AGENCIES
OF ENGLISH SPEAKING COUNTRIES)**

Аудиторная работа

Работа с лексикой

Лексический минимум по теме определен требованиями программы по учебной дисциплине «Иностранный язык в сфере юриспруденции» согласно тематическим ориентирам и ситуациям речевого иноязычного общения включает следующие понятия: правоохранные органы в России, странах изучаемого языка (США и Великобритании), и в других странах (Киргизия, Таджикистан, Казахстан и др.); обучающиеся должны уметь рассказать на иностранном языке о структуре подразделений, функциях и задачах сотрудников правоохранительных органов в странах изучаемого языка, а также в странах ближнего зарубежья – Киргизии, Таджикистане, Казахстане; о правоохранительной деятельности в сфере контроля за незаконным оборотом наркотиков в России, за рубежом, а также в странах ближнего зарубежья.

При изучении лексики по теме можно рекомендовать следующие задания.

1. Fill in the gaps with correct word derived from the verb in brackets.

1. The two basic functions of the police are (to prevent) and (to detect) ... of crime.

2. The police are (to respond) ... for controlling offences like speeding, drunk driving.

3. The police deal with lost property, safeguard public order, (to apprehend) ... criminals.

4. Police power means the power to preserve the welfare of the people by (to prohibit) ... everything that is contrary to it.

2. Match the words and word combinations in the right-hand column with their explanations in the left-hand column

1. crime prevention	a) police department which investigates fraud and other economic crimes
2. detection of crime	b) law and peace maintenance
3. the preservation of public order	c) the head of the Home Office
4. the supervision of road traffic	d) a branch of the police force responsible for crime detection
5. the licensing of public vehicles	e) police unit where papers on criminal activity history are kept
6. the commissioner	f) a branch of the Serious and Organized Crime Command within London's Metropolitan Police Service
7. the Home Secretary	g) the attempt to reduce and deter crime and criminals
8. Criminal Investigation Department	h) measures used to prevent users from being seriously injured or killed in road traffic
9. the criminal record office	i) issuing a registration documents for public vehicles
10. the company fraud squad	j) the responsibility of the police for the discovery of particular types of crime
11. the Flying Squad	k) the head of London's Metropolitan Police Service

Чтение

При обучении чтению профессионально-ориентированных текстов необходимо учитывать количество юридических терминов, встречающихся в текстах, предлагаемых к изучению. Это позволяет выбрать вид чтения и определить основные задачи, которые необходимо решить при работе с текстом. Для эффективного запоминания лексического материала по теме «Law enforcement Agencies of the English-speaking countries» рекомендуется использовать следующие формы работы с текстом:

1. Read and translate the text (reading aimed at understanding of the main content of the text).

2. Чтение, направленное на максимально точное и адекватное понимание текста с установкой на наблюдение за языковыми явлениями; понимание предполагает извлечение основных видов информации: фактуальной, эстетической.

3. Чтение с целью определения круга рассматриваемых в тексте вопросов и основных положений автора.

4. Чтение, направленное на быстрое нахождение определенной информации, – научная литература, в том числе справочного характера.

1. Read and translate the text on the topic “The Organization of British Police”. While reading, you must:

- understand the main content of the text;
- understand and observe the language phenomena, and to extract the main types of information – factual and aesthetic;
- define topical questions and the main ideas of the author;
- find certain background information.

2. Before reading, study the word combinations given below. Translate them into Russian:

police authority, committee of local county councilors and magistrates, Metropolitan Police of London, for maintenance of public order, Criminal Investigation Department.

3. Read and translate the text.

The Organization of British Police

Britain has no national police force. Police is governed by the central Government’s Home Office. There is a separate police force for each of 52 counties into which the country is divided. Each police force has a police authority – a committee of local county councilors and magistrates. In Britain policemen don’t carry guns in their day-to-day activities. Though certain specialist units are allowed to carry firearms when they deal with terrorist incidents or armed robberies. Specially trained police officers carry guns when they are to provide security for politicians, members of royal family, diplomats.

Metropolitan Police of London are reported to the Home Secretary. Police are responsible for maintenance of public order. All members of the police must have a certain level of academic qualifications. The Metropolitan Police Commissioner is the head of London Metropolitan Police. Like in the army, there are a number of ranks: after the Chief Constable comes the Assistant Chief Constables, Chief Superintendent, Chief Inspector, Inspector, Sergeant and Constable.

Each police force has its own Criminal Investigation Department (CID). Members of the CID are detectives, they do not wear uniform. The uniformed police officers can be seen in British towns, they are traffic wardens. They watch that drivers obey the parking regulations, they are responsible for controlling offences such like speeding, careless driving or drunken driving. The main function of police in Great Britain is to prevent crime and maintain public order.

Задания после чтения текста должны работать на закрепление новой лексики по теме. Как наиболее эффективные упражнения можно рекомендовать следующие:

4. Translate the sentences from Russian into English. Consult the text given above.

1. В Великобритании существует 52 полицейских подразделения.
2. Столичная Лондонская полиция отвечает за охрану общественного порядка.
3. Специальные подразделения обеспечивают безопасность политических лидеров, членов королевской семьи, дипломатов.
4. В составе полиции Лондона работают полицейские констебли, полицейские инспекторы, полицейские сержанты.
5. В Британских городах можно видеть офицеров полиции в форме, которые контролируют дорожно-транспортную ситуацию.
6. Дорожно-транспортная полиция следит за тем, чтобы водители не нарушили правила парковки.

5. Read the text once again and answer the questions:

1. Does the Central Government's Home Office govern the British police force?
2. Who is the head of the Metropolitan Police?
3. What is the police force's authority in each county?
4. What are main functions of the Metropolitan Police?
5. What ranks are there in the British police?

6. Find in the text information about the chief responsibilities of the British police force.

7. Insert the missing words.

1. In Britain different areas have different
2. The Chief Constable appoints all the ... below him in his force.
3. British police officer usually don't carry...
4. The head of the Metropolitan Police of London is ...

8. Read and translate the text. Give the title to the text.

The relationship between drug policy, public health, and law enforcement in Tajikistan is complex and often debated. This investigation looks at how law enforcement in Tajikistan and drugs connect. It covers how this relationship has changed over time, how policies affect policing methods. We will also think about new strategies and the problems law enforcement faces.

9. Translate the words from the text into English:

наркополитика, здравоохранение, правоохранительные органы, полиция, наркотики.

Аудирование

1. Listen to the dialogue (1.32 “English for Law Enforcement”, MacMillan). Before listening, translate the words and word combinations below:

Police Community Support Officer, issue warnings and fines, underage, deal with serious offences, carry out high risk tasks, support frontline policing, baton, it makes a difference to community.

2. Listen to the dialogue once again.

Recording script:

- What exactly do you do?
- I am a Police Community Support Officer. At the moment, we can't arrest people or interview suspects, but we can issue warnings and fines. And I can confiscate alcohol and tobacco from underage drinkers.
- You can't deal with serious offences.
- At the moment, no. We deal with minor offences. The police officers carry out any high-risk tasks. As a PCSO, it is my job to support frontline policing.
- Do you patrol with police officers or ...?
- No. I mostly patrol alone on my bike.
- Do you carry any equipment?
- Just radio. We don't carry handcuffs or batons at the moment.
- Your work. What do you like most about your job?
- The freedom, I think. And the fact that what I do makes such a difference to community life. I have time to speak to people in the community. I can get to know them and I can offer help and support when they need it.

3. Fill in the gaps in the dialogue with the missing words.

Use the words given below:

- I am a Police Community Support Officer. At the moment, we can't people or interview But we can warnings and fines.
- You can't deal with serious?
- No. At the moment we deal with ... offences. The police officers carry out any high-risk tasks.
- Do you ... with police officers?
- No. I patrol alone. On my bike.
- What equipment do you carry?
- Just radio. We don't carry batons or
- What do you like most about your job?
- The freedom. The fact that what I do makes such a to community life. I have time to speak to people in the community. I can get to know them and I can offer help and support when they need it.

Arrest, suspects, issue, offences, minor, carry out, patrol, handcuffs, difference

4. Read the text. Translate it.

In Great Britain, Police Community Support Officers (PCSOs) work on the front line of their local police force. They provide a visible uniformed presence on the streets and also deal with anti-social behavior. PCSOs have different roles in different forces, but they always work in close co-operation with the public and local residence. To prevent **juvenile delinquency**, they visit schools; speak to young people about crime and the law and they co-ordinate crime prevention activities.

5. Answer the questions:

1. What are the functions Police Community Support Officers (PCSOs) perform in the community?
2. How do they work to prevent **juvenile delinquency**?

6. Listen to the text about Police Community Support Officers (PCSOs) work (1.31)

Recording script.

In Great Britain, Police Community Support Officers (PCSOs) work on the front line of their local police force. They provide a visible, uniformed presence on the streets and deal with anti-social behavior. PCSOs have different roles in different forces, but they always work in in close co-operation with the public and local residents. They normally patrol a beat and so get to know all the people in an area. They visit schools, speak to young people about crime and the law and they help co-ordinate crime prevention activities.

Для формирования коммуникативных навыков по изучаемой теме можно рекомендовать выполнение следующих заданий:

7. Listen to the text one more time. Answer the questions (Work in pairs):

1. What kind of work do Police Community Support Officers provide?
2. How do PCSOs work with residents of the community?

8. Make up a short dialogue using the phrases:

1. Do you know that PCSOs...?
2. Do know how PCSOs ...?
3. How do you think PCSOs ...?

Внеаудиторная работа

Подготовка и написание эссе, проектная работа (презентация). Рекомендуемые темы (проблемные вопросы):

1. Peculiarities of Police work in Great Britain
2. Police and society
3. What is Police ethics?
4. From the history of American Police service.

**ТЕМА: ПРЕСТУПЛЕНИЯ В СФЕРЕ
НЕЗАКОННОГО ОБОРОТА НАРКОТИКОВ
(DRUG RELATED CRIMES)**

Аудиторная работа

Работа с лексикой

Лексический минимум по теме определяется требованиями программы по учебной дисциплине «Иностранный язык в сфере юриспруденции» согласно тематическим ориентирам и ситуациям речевого иноязычного общения: Наркотические и психотропные вещества, их классификация. Классификация преступлений, связанных с нелегальным оборотом наркотиков: изготовление, приобретение, хранение, перевозка, переработка и сбыт наркотиков.

Работа с профессиональной лексикой начинается с тренировки навыков произношения. Особое внимание следует уделить звукам, представляющим базу для интерференции.

При изучении профессиональной лексики по теме рекомендуется выполнение следующих заданий и упражнений.

Word Bank: drug, illegal/illicit, narcotic, prescription drugs, psychotropic substance, precursor, drug-related crime, drug trafficking, drug cultivation, drug manufacture/drug production, drug smuggling, drug transportation, to distribute,

drug distribution, drug dealing, drug possession, to supply, drug paraphernalia, to conceal, amount, organized crime.

1. Complete the sentences with the appropriate word from the list.

1. The police arrested the suspect for _____ drugs across the border.
2. Growing opium poppies is an example of _____.
3. _____ are medications that require a doctor's prescription to obtain legally.
4. The _____ of heroin involves converting raw opium into the final product.
5. He was charged with drug _____ after they found cocaine in his apartment.
6. _____ is a type of crime that involves the production and sale of illegal drugs by groups.
7. _____ refers to the illegal growing of plants used to make drugs.
8. The police raided a lab involved in the _____ of methamphetamine.
9. _____ drugs are those that can only be obtained with a doctor's approval.

2. Match the terms on the left with their definitions on the right.

1. narcotic	a. Items used for preparing or consuming drugs, like pipes or syringes.
2. precursor	b. To hide something from view or discovery.
3. drug paraphernalia	c. A substance that can be used to produce illegal drugs.
4. to conceal	d. A substance that induces sleep or reduces pain, often addictive.
5. amount	e. The quantity or total of something.

3. Choose the best word to complete each sentence.

1. _____ substances are chemicals that affect the mind and behavior.
 - a. Psychotropic
 - b. Precursor
 - c. Amount
 - d. To supply
2. The gang was involved in _____, selling drugs in large quantities.
 - a. Drug trafficking
 - b. Drug cultivation
 - c. Conceal
 - d. Organized crime

3. _____ is the act of carrying drugs illegally from one place to another.

- a. Drug possession
- b. Drug smuggling
- c. Drug paraphernalia
- d. Prescription drugs

4. Police found _____ in his bag, including scales and baggies.

- a. illegal
- b. drug paraphernalia
- c. psychotropic substance
- d. distribute

5. The _____ of the seized drugs was enough to charge him with distribution.

- a. Precursor
- b. Amount
- c. Narcotic
- d. To conceal

4. Decide if each statement is true or false based on the vocabulary. Correct false statements with the right word from the list.

- 1. A narcotic is a substance that makes you feel more energetic.
- 2. Drug transportation is the same as drug smuggling.
- 3. To supply means to hide drugs from authorities.
- 4. Prescription drugs are always illegal to possess without a prescription.
- 5. Organized crime often involves drug dealing on a large scale.

5. Read the paragraph, fill in the gaps with the appropriate words and answer the questions.

The authorities busted a major operation involving _____, where a group was caught in _____ of cocaine. They had been using _____ to _____ the drug across borders. The lab was producing _____ through _____, starting from raw precursors. Police also found _____ like mixing equipment. The _____ involved was significant, leading to charges of _____.

6. Answer the questions:

- 1. What type of crime was the group involved in?
- 2. What were they using to hide the drugs?
- 3. What process did they use to make the drugs?
- 4. What items did the police find?
- 5. What was large enough to lead to charges?

Чтение

Работа с текстом: **The Problem of Drug Crimes in Tajikistan**

1. Read the words. Make use of transcription:

mountainous ['maʊntɪnəs]

route [ru:t]

illegal [ɪ'li:g(ə)l]

significant [sɪg'nɪfɪkənt]

vehicle ['vi:kl], ['vi:ɪkl]

consequence ['kɒn(t)sɪkwəns(t)s]

furthermore [ˌfɜːðə'mɔː]

2. Read the vocabulary properly. Pay attention to the sounds [ð] and [θ].

[ð]	[θ]
the	through
that	threatens
their	health
this	both
with, within	
furthermore	
themselves	

3. Match the words from the text with their Definitions:

Word	Definition
1. Transit route	a. Illegal transportation of goods or people
2. Smuggling	b. A path or way used for passing through from one place to another
3. Corruption	c. The act of secretly and illegally moving something
4. Addicts	d. People who are physically or mentally dependent on a substance
5. Seize	e. Dishonest or illegal behavior by those in power
6. Stability	f. To take control of something by legal authority
7. Mountainous	g. Having many mountains
8. Illegal	h. Not allowed by law
9. Drug trafficking	i. The illegal trade or movement of drugs
10. Consequences	j. Results or effects of an action or situation

4. Complete the sentences by changing the word in parentheses to the correct form.

1. Tajikistan faces many _____ (CHALLENGE) in stopping drug crimes.
2. Drug _____ (TRAFFIC) is a serious problem in Central Asia.
3. Corruption often _____ (INVOLVE) officials who accept bribes.
4. The government is making efforts to improve _____ (SECURE) on the border.
5. Many young people suffer from drug _____ (ADDICT).
6. International _____ (COOPERATE) is important for fighting drug crimes.
7. The illegal drug trade threatens the _____ (STABLE) of Tajikistan.
8. Police officers risk their lives to _____ (SEIZE) drug shipments.
9. The border's _____ (GEOGRAPHY) makes it difficult to control drug trafficking.

Read the text:

The Problem of Drug Crimes in Tajikistan

Tajikistan, a country in Central Asia, faces a serious problem with drug-related crimes. Its long and mountainous border with Afghanistan makes it a major transit route for illegal drugs. Afghanistan is one of the world's largest producers of opium and heroin, and these drugs often pass through Tajikistan on their way to Europe and Russia.

This situation creates significant challenges for the country. Criminal groups organize the smuggling of large quantities of drugs across the border. They use hidden compartments in vehicles, or even people on foot, to transport the illegal substances. This drug trafficking is a source of violence and corruption.

For Tajikistan, the consequences are severe. The illegal drug trade threatens the stability and security of the nation. It can lead to increased crime rates within the country as addicts look for money to buy drugs. Furthermore, some young people in Tajikistan become involved in drug use themselves, which leads to health problems and addiction.

The government is working to fight this issue. Border guards and police risk their lives to stop drug smugglers and seize their shipments. The country also works with international organizations, like the United Nations, to improve security and provide training for officers.

However, it is a difficult battle. The geography of the border is hard to control, and the criminal networks are powerful. Solving the problem of drug crimes in Tajikistan requires continued effort and international cooperation to create a safer future for the country.

5. Answer the following questions:

1. Where is Tajikistan located?
2. Why is Tajikistan considered a major transit route for illegal drugs?
3. Which country is one of the largest producers of opium and heroin mentioned in the text?
4. How do criminal groups smuggle drugs across the Tajikistan-Afghanistan border?
5. What are some consequences of drug trafficking for Tajikistan?
6. How does the illegal drug trade affect the stability and security of Tajikistan?
7. What role do border guards and police play in fighting drug crimes in Tajikistan?
8. Which international organization is mentioned as helping Tajikistan improve security?
9. Why is controlling the border geography difficult for Tajikistan?
10. What is necessary to solve the problem of drug crimes in Tajikistan according to the text?

6. Use the words from the box to complete the sentences.

drug trafficking, border guards, addiction, corruption, smuggling, stability, illegal, consequences, transit route, cooperation

1. Tajikistan's long border with Afghanistan is a major _____ for drugs going to Europe and Russia.
2. Criminal groups use _____ to secretly transport drugs across the border.
3. The government relies on _____ to stop drug smugglers.
4. One of the _____ of drug crimes is increased violence and corruption.
5. _____ threatens the security and peace of the country.
6. Many young people suffer from _____ caused by drug use.
7. The drug trade is considered _____ because it breaks the law.
8. Fighting drug crimes requires international _____ between countries.
9. _____ is the illegal buying and selling of drugs.
10. _____ among officials makes it harder to stop drug crimes.

7. Read the sentences and write True or False. Correct the false ones.

1. Tajikistan's border with Afghanistan helps stop drug trafficking.
2. Afghanistan is a large producer of opium and heroin.
3. Smugglers only use vehicles to transport drugs.
4. Drug trafficking leads to violence and corruption in Tajikistan.

5. The government works alone to fight drug crimes.
6. Drug addiction causes health problems among young people in Tajikistan.
7. The geography of the border makes it easy to control drug smuggling.
8. International organizations like the United Nations help Tajikistan improve security.
9. Drug crimes have no effect on the country's stability.
10. Continued effort and cooperation are needed to solve the drug crime problem.

Аудирование

Следующие примеры заданий для аудирования могут быть рекомендованы для формирования коммуникативных навыков при изучении темы «Drug Related Crimes»

Работа с аудио/видеофрагментом «What is drug manufacturing?»

<https://www.youtube.com/watch?v=j3gmIILL4hA>

What is drug manufacturing? What counts and drug manufacturing and what doesn't court. What the prosecution needs to prove. Watch the video and catch its meaning.

Audio Script:

Being charged with manufacturing illegal drugs can be an unsettling experience for anyone. However, an understanding of the charges and how you can help fight them can help alleviate some of your concerns. The manufacture and production of illegal drugs is an offence under section 24 of the drug misuse and trafficking act. The act makes it an offence to take part in any step of the drug production process, including manufacturing or assisting with the manufacturing of drugs, emptying flasks and disposing of rubbish associated with drug production, providing or arranging finance for the manufacture of drugs, or providing a location, such as a house or warehouse to be used for the production of drugs. However, there are some things which will not be classified as drug production or manufacturing, for example things like picking up and transporting materials to be used in drug manufacturing, trying to manufacture drugs with chemicals that are incapable of doing so, or simply watching the manufacturing process.

Task:

Which actions can be classified as the manufacture and production of illegal drugs (+/-) (according to the Section 24 of the Drug Misuse and Trafficking Act (Australia)):

- ___ taking part in any step of the drug production process
- ___ manufacturing or assisting with the manufacturing of drugs
- ___ emptying flasks

__disposing of rubbish associated with drug production
__picking up and transporting materials to be used in drug manufacturing
__providing finance for the manufacture of drugs
__trying to manufacture drugs with chemicals that are incapable of doing so
__providing a location, such as a house or warehouse to be used for the production of drugs
__watching the manufacturing process

Работа с аудио/видеофрагментом «What is Drug Cultivation?»

What is drug cultivation?

Sydney Drug Lawyers

https://www.youtube.com/watch?v=314x5vJh_eo&ab_channel=SydneyDrugLawyers

Audio Script:

If you've been charged with drug cultivation you might be wondering what the charge involves, what the penalties are, and how it could affect your life. We've put together these short videos to give you a bit of an idea about what drug cultivation involves. Drug cultivation is an offence under section 23 of the Drug Misuse and Trafficking Act. It refers to the growing and maintenance of any illegal plant, usually the cannabis plant or magic mushrooms. There are 3 different types of drug cultivation, cultivating an illegal plant, supplying an illegal plant, and possessing an illegal plant. This means that you could be charged with drug cultivation if you have done any one of these three things. Cultivation includes things like watering or fertilizing the plants, even if they're not on your property and they don't belong to you. So for example if you agree to help look after a friend's marijuana plants by watering them regularly. You can also be charged with drug cultivation if you give someone else an illegal plant, or if you give them the seeds or spores to grow the plants. Finally you could be charged with drug cultivation where you knowingly have illegal plants on your property, even if you don't own them. For example when police find marijuana plants growing in your house.

1. Read and translate into Russian (without a dictionary):

offence, illegal, knowingly, include, to supply – supplying, to possess – possessing, watering, property, like (adv) (crime like murder), regularly, magic mushrooms.

2. Read and translate into Russian (use dictionary if necessary):

to charge with – to be charged with, to refer to..., Drug Misuse and Trafficking Act, Section, to belong, to look after, plant, to grow, to own.

3. Read and study the following words:

fertilizing ['fɜ:təlaɪzɪŋ] – внесение удобрений

seeds – семена

spores [spɔːz] – споры

4. Watch the video “Drug Cultivation” and catch its meaning.

5. Watch the video one more time and decide are these statements true or false. Correct the false ones.

No	Statement	True / False
1.	Drug cultivation is an offence under section 24 of the Drug Misuse and Trafficking Act.	
2.	Drug cultivation refers to the growing and maintenance of any illegal plant, usually the cannabis plant or magic mushrooms.	
3.	There are 2 different types of drug cultivation.	
4.	You could be charged with drug cultivation if you agree to help look after a friend's marijuana plants by watering them regularly.	
5.	You could be charged with drug cultivation where you knowingly have illegal plants on your property, only if you own them.	

6. Summarize the information answering the questions:

1. Is drug cultivation an offence in Canada?
2. What is drug cultivation?
3. How many types of drug cultivation are there? What are they?

Работа с аудио/видеофрагментом «What is Drug Possession?»

<https://sydneydruglawyers.com.au/drug...>

Sydney Drug Lawyers are a team of experienced and highly respected Drug Lawyers with offices located opposite Sydney's Downing Centre Court within the Sydney CBD.

Audio Script:

Drug possession refers to situations where drugs are in your custody or control, and where they are intended for your own personal use. This is different to the charge of supply, which involves the distribution of drugs to other people, and can result in harsher penalties. Situations where you may be charged with drug possession include where you know you've got your drugs in your home, or in your car, or where you were carrying them in your pocket, on your body, or in your belongings, or where you've stashed them, or gotten rid of them after being seen by police. You don't actually have to own the drugs to be charged with

possession. It is enough that you knew, or should have known that you had them. That means that drug possession can include situations where you're just holding onto drugs for someone else. However, drug possession won't include situations where you weren't aware and could not reasonably have been aware the drugs had been planted on you, or where you realised that drugs had been planted on you and you took immediate steps to get rid of them... .

1. Read and translate into Russian (without a dictionary):

to refer (to), to own – own use, to intend, for personal use, to charge (with) – to be charged with – a charge, to supply, penalty, plant (n) – to plant – to be planted, pocket.

2. Read and translate into Russian (use dictionary if necessary):

to stash, to take immediate steps, to be aware, reasonably.

3. Read and study the following word expression:

to get rid of smth. = to remove something that you do not want any longer, to free oneself of (something or someone unpleasant or undesirable).

4. Watch the video “Drug Possession” and catch its meaning.

5. Watch the video one more time and decide are this statements true or false. Correct the false ones.

No	Statement	True / False
1.	Drug possession refers to situations where drugs are in your control, and where they are intended for your own personal use.	
2.	You have to own the drugs to be charged with possession.	
3.	Drug possession can involve the distribution of drugs to other people.	
4.	Drug possession can include situations where you're just holding drugs for someone else.	
5.	Drug possession includes situations where you weren't aware and could not reasonably have been aware the drugs had been planted on you.	

6. Summarize the information answering the questions:

1. Is drug possession an offence in Canada?
2. What is drug possession?

В качестве заключительного этапа работы по теме рекомендуется проведение ролевой игры.

РОЛЕВАЯ ИГРА: «BORDER CONTROL OPERATION»

Методические комментарии к проведению ролевой игры «Border Control Operation»

Общие принципы и преимущества проведения ролевой игры в курсе ESP для иностранных слушателей

Данная ролевая игра напрямую связывает изучение языка с будущей профессиональной деятельностью обучающихся. Предложенные диалоги не являются абстрактными, а представляют собой смоделированную реальность, что полностью соответствует принципам преподавания ESP и существенно повышает мотивацию иностранных слушателей к изучению дисциплины.

Игра вынуждает слушателей использовать язык спонтанно, для решения конкретной задачи, а не просто заучивать слова. Происходит формирование коммуникативной иноязычной компетенции: развиваются навыки беглой речи (*fluency*), даже если иногда в ущерб абсолютной грамматической точности (*accuracy*). Игра комплексно развивает все виды речевой деятельности: говорение (диалоги, построение вопросов и команд на английском языке), аудирование (понимание вопросов и ответов партнеров по игре), чтение (внимательное прочтение карточки с информацией о предлагаемой роли), а также (опосредованно) письмо (написание протокола, обсуждение написания протокола).

Этапы проведения игры

Подготовительный этап

Введение в тему (*Warming-Up*): необходимо провести повторение лексики и ключевых вопросов по теме. Данная работа снимает первоначальный языковой барьер, активизирует активный и пассивный словарный запас и настраивает слушателей на тему игры. Рекомендуется в качестве визуальной опоры использовать доску с ключевыми фразами, к которым слушатели могут обращаться взглядом во время игры.

Распределение ролей сопровождается раздачей карточек (*Role Cards*), каждая из которых: дает четкую установку и цель для каждого слушателя; содержит подсказки по поведению (комментарии психологического состояния роли: *nervous, calm*), что помогает слабым обучающимся войти в роль, предоставляет конкретные фразы, которые можно использовать. Такого рода карточки минимизируют время участия преподавателя в игре (*talk time*) и передают инициативу самим слушателям. Рекомендуется заранее готовить сильных обучающихся к роли сотрудников правоохранительных органов, так как у них самая сложная задача: вести диалог и импровизировать. Более скромным студентам можно дать роль пассажира, где меньше реплик.

Этап проведения игры

Во время самой игры роль преподавателя меняется с роли ведущего на помощника и стороннего наблюдателя.

На данном этапе преподавателю нужно не вмешиваться в процесс игры и дать слушателям возможность проиграть сценарий от начала до конца, даже если они делают ошибки или испытывают затруднения при выражении своих мыслей на английском языке. Конечно, для аргументированных комментариев во время этапа обсуждения преподавателю рекомендуется наблюдать и делать заметки. Рекомендуется записывать языковые ошибки (грамматические, лексические, произношение), успешные моменты (сложные, интересные речевые обороты (для того, чтобы можно было в последствии похвалить слушателей), а также «поведенческие моменты», т. е. насколько убедительно обучающиеся сыграли свои роли, использовали ли при этом невербальную коммуникацию (жесты, позы, взгляд и т. п.).

Вместе с тем, если обучающиеся не могут продолжить диалог, преподаватель может помочь, используя косвенные подсказки: «*What could you ask next, Officer?*» или «*Driver, how do you feel? Maybe you can say you are nervous?*»

Этап постигрового обсуждения

Рефлексия, во время которой происходит осознанное усвоение материала является важным этапом игры.

Необходимо помнить методический принцип: сначала – похвала, потом – коррекция. Начните с положительных моментов. «*Well done! That was very realistic! I liked how Officer 1 was very professional...*» и т. д.

Рекомендуется обсуждать содержание и язык отдельно. Оценку эффективности действий можно проводить с помощью тех же вопросов, что и в сценарии (например, *What did the officers do well?*), что направлено на профессиональную рефлексия и заставляет слушателей думать на английском в своем профессиональном поле.

После обсуждения содержания следует перейти к языковым и речевым ошибкам. Для создания ситуации психологического комфорта не следует называть конкретные имена. Лучше употребить обобщенные фразы: «*I heard a very good attempt. I just heard one little thing we can improve. We say «to suspect someone OF something», not «in something».* Можно записать 3–4 самые частые ошибки на доску и поработать над ними вместе.

Для развития письменной речи можно предложить «brainstorm the report», при котором слушатели вместе восстанавливают ход событий и ключевые детали, которые необходимо занести в протокол.

Предложенный ниже сценарий может быть адаптирован под уровень владения английским языком конкретной группы.

Для слабых (*Pre-Intermediate*) групп рекомендуется увеличить время на подготовку; дать еще больше опорных фраз прямо в карточках, вплоть

до мини-диалогов. Преподаватель может ненадолго взять на себя одну из ролей (например, старшего офицера), чтобы направлять диалог.

Для сильных (*Intermediate+*) групп рекомендуется добавить неожиданные моменты. Например, дать тайную инструкцию Пассажиру: «*Try to bribe the officer. Offer him money to let you go*». Усложните лексику: введите больше юридических терминов (например, «*probable cause*», «*contraband*», «*circumstantial evidence*»), а также сократите время на подготовку, чтобы стимулировать спонтанность устной иноязычной речи.

При подготовке ролевой игры необходимо предусмотреть потенциальные риски и заранее продумать возможности их купирования. Самыми распространенными являются неоправданное молчание участников игры, смех, смущение и использование родного языка. Если слушатели замирают, преподаватель может задать наводящий вопрос от лица наблюдателя: «*Officer, are you going to ask for documents?*». Важно создать атмосферу, где ошибки – это нормально. Преподаватель должен своим отношением показать, что это учебная ситуация, а не экзамен. Чтобы избежать перехода на русский либо родной язык иностранных слушателей, рекомендуется договориться о правиле "*English Only*", и мягко напоминать о нем во время игры.

В предложенном ниже сценарии использование таджикского языка пассажиром специально предусмотрено как реалистичный элемент, который необходимо потом объяснить на английском.

Role-Play Scenario: "Border Control Operation"

Topic: Combating Drug Trafficking (Борьба с наркопреступлениями)

Time: 30-40 minutes

Objective: To practice professional communication in English in a simulated law enforcement scenario related to drug interdiction, focusing on questioning, evidence handling, and reporting.

1. Warming-Up (5 minutes)

Teacher's Introduction:

"Today, we are at a border checkpoint. A car has been stopped for a routine check. Our goal is to conduct a professional inspection, identify any suspicious activity, and proceed according to the law. Remember your roles, use the vocabulary we learned, and be polite but firm."

Key Vocabulary Review (на доске):

to pull over / to stop a vehicle – остановить транспортное средство

routine check – плановая проверка

border crossing – пересечение границы

to inspect documents – проверять документы

to search the vehicle – досматривать транспортное средство

trunk / boot – багажник

suspicious – подозрительный

to suspect – подозревать
to arrest – арестовать
to detain – задерживать
to seize evidence – изымать вещественные доказательства
narcotics / drugs – наркотики
smuggling – контрабанда
to read rights – зачитать права

2. Scenario Setup

Situation:

A car with foreign license plates is crossing the border from Country A to Russia. Two police officers (Border Guards) are conducting routine checks. They decide to inspect one vehicle more thoroughly.

3. Characters and Roles

Officer 1: Senior police officer. Takes the lead in communication, asks most questions, and makes decisions.

Officer 2: Junior police officer. Assists with the search, takes notes, handles the documents.

Driver: The driver of the car. He is nervous and his story has some inconsistencies. He is hiding something.

Passenger: Sits in the car. Seems calm but is actually the one orchestrating the smuggling attempt.

(Раздайте слушателям карточки с их ролями и инструкциями)

4. Role Cards

Card A: Officer 1 and Officer 2

Your goal: Conduct a professional check. Find the hidden drugs. Be courteous but observant.

Instructions:

Stop the car politely.

Greet the driver and ask for documents (passport, driver's license, vehicle registration).

Ask standard questions: "What is the purpose of your visit?", "Where are you coming from?", "Where are you going?".

If answers are suspicious, ask to step out of the vehicle.

Politely ask to open the trunk for inspection.

During the search, you find a small package hidden inside the spare tire.

Detain the driver and the passenger. Calmly inform them they are suspected of drug smuggling.

Read them their rights: "You have the right to remain silent. Anything you say can be used against you in court. You have the right to an attorney."

Secure the evidence.

Card B: The Driver

Your goal: You are nervous. You are transporting drugs but don't want to get caught. You are doing this for money.

Instructions:

Be polite but slightly nervous (stutter, avoid eye contact).

Your story: You are visiting a "cousin" in Moscow for tourism. You don't remember the address well.

You insist the car is clean and you have nothing to hide.

When they find the package, act surprised. Say: "It's not mine! I don't know how that got there!"

Card C: The Passenger

Your goal: You are the smuggler. Stay calm and try to deceive the officers.
Instructions:

Appear calm and friendly.

Your story is the same as the driver's, but you are more confident.

If the driver starts to panic, try to calm him down in your native language (use a few words in Tajik to make it realistic, then switch back to English for the officers).

When confronted, deny everything. Say it must be a mistake or a setup.

5. Step-by-Step Flow of the Role-Play

Initiation: Officers signal the car to stop.

Officer 1: "Good afternoon. Border police routine check. Could you please turn off the engine and show me your passport and driver's license?"

Questioning: Officers ask basic questions. Driver and Passenger respond.

Officer 2: "What is the purpose of your visit to Russia?"

Driver: "We are... uh... tourists. Visiting family."

Officer 1: "Can you be more specific? Where exactly are you going?"

Escalation: Officers notice inconsistencies or nervous behavior.

Officer 1: "Sir, please step out of the vehicle. We need to inspect your trunk."

Search and Discovery: Officers search the car. Officer 2 "finds" the fake package.

Officer 2: "Sir, what is this package in the spare tire compartment?"

Driver: "I... I have no idea! It's not my car! I mean, it is, but..."

Detainment and Arrest: Officers take control of the situation.

Officer 1: "Please put your hands on the hood of the car. You are both detained on suspicion of attempting to smuggle narcotics. You have the right to remain silent..."

Conclusion: Officers secure the scene and evidence.

Officer 2 (to Officer 1): "I will secure the evidence and call for backup to transport the suspects."

6. Post-Role-Play Discussion (Debriefing) (10 minutes)

Teacher-led questions for the class:

"What did the officers do well?"

"Were the questions effective? What other questions could they ask?"

"How did the suspects behave? What were the signs of deception?"

"Was the procedure correct? Did they follow the law?"

"Let's brainstorm the report they will have to write. What key information must be included?" (e.g., time, date, location, suspects' details, evidence found, actions taken).

Внеаудиторная работа

Подготовка и написание эссе, проектная работа (презентация).

Рекомендуемые темы (проблемные вопросы):

1. The Global Scope of Drug Trafficking and Its Economic Implications.
2. Legal Frameworks for Combating Drug Crimes: A Comparative Analysis.
3. The Role of Law Enforcement in Disrupting Narcotics Networks.
4. The Impact of Drug Crimes on Public Health and Society.
5. International Cooperation in the Fight Against Transnational Drug Trafficking.
6. The Influence of Technology on Modern Drug Crimes and Enforcement.
7. Case Studies: Successful Initiatives in Combating Drug-Related Crimes.
8. Challenges Faced by Tajikistan in Fighting Drug-Related Crimes.
9. Legal Reforms Needed to Strengthen Anti-Drug Crime Measures in Tajikistan.

ЗАКЛЮЧЕНИЕ

Обучение иностранных слушателей английскому языку для специальных целей в образовательных организациях системы МВД России является важным и актуальным направлением подготовки кадров, обеспечивающим эффективное международное взаимодействие и профессиональное развитие сотрудников.

Представленные методические рекомендации направлены на формирование у слушателей целенаправленных языковых компетенций, владение которыми является необходимым для успешного освоения основной профессиональной образовательной программы высшего образования, а также успешного выполнения служебных задач в сфере правоохранительной деятельности. Использование современных педагогических подходов, адаптация учебного материала к специфике профессиональной деятельности, а также учет культурных и лингвистических особенностей иностранных слушателей способствуют повышению качества обучения и развитию коммуникативной компетенции. Реализация данных рекомендаций позволит повысить уровень владения английским языком среди иностранных специалистов, укрепить международное сотрудничество и обеспечить высокий профессиональный стандарт в системе МВД России.

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**ОБУЧЕНИЕ ИНОСТРАННЫХ СЛУШАТЕЛЕЙ
АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ
В ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ
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