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**МЕТОДИЧЕСКИЕ УКАЗАНИЯ
ПО САМОСТОЯТЕЛЬНОЙ РАБОТЕ**
учебной дисциплины

ОГСЭ. 03 ИНОСТРАННЫЙ ЯЗЫК

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1. ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа учащихся (СРУ) может рассматриваться как организационная форма обучения - система педагогических условий, обеспечивающих управление учебной деятельностью или деятельность учащихся по освоению общих и профессиональных компетенций, знаний и умений учебной и научной деятельности без посторонней помощи.

В учебном процессе выделяют два вида самостоятельной работы: аудиторная, внеаудиторная.

Аудиторная самостоятельная работа по учебной дисциплине и профессиональному модулю выполняется на учебных занятиях под непосредственным руководством преподавателя и по его заданию.

Внеаудиторная самостоятельная работа выполняется учащимся по заданию преподавателя, но без его непосредственного участия.

Самостоятельная работа учащихся проводится с целью:

- систематизации и закрепления полученных теоретических знаний и практических умений студентов;
- углубления и расширения теоретических знаний;
- формирования умений использовать нормативную, правовую, справочную документацию и специальную литературу;
- развития познавательных способностей и активности учащихся: творческой инициативы, самостоятельности, ответственности и организованности;
- формирования самостоятельности мышления, способностей к саморазвитию, самосовершенствованию и самореализации;
- развития исследовательских умений;
- формирования общих и профессиональных компетенций.

2. ПЛАНИРОВАНИЕ ВНЕАУДИТОРНОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Преподавателем учебной дисциплины эмпирически определяются затраты времени на самостоятельное выполнение конкретного содержания учебного задания: на основании наблюдений за выполнением учащимися аудиторной самостоятельной работы, опроса студентов о затратах времени на то или иное задание, хронометража собственных затрат на решение той или иной задачи с внесением поправочного коэффициента из расчета уровня знаний и умений учащихся.

При разработке рабочей программы по учебной дисциплине или профессиональному модулю при планировании содержания внеаудиторной самостоятельной работы преподавателей устанавливается содержание и объем теоретической учебной информации или практических заданий, которые выносятся на внеаудиторную самостоятельную работу, определяются формы и методы контроля результатов.

Содержание внеаудиторной самостоятельной работы определяется в соответствии с рекомендуемыми видами заданий согласно примерной программы учебной дисциплины или профессионального модуля.

Видами заданий для внеаудиторной самостоятельной работы могут быть:

- *для овладения знаниями:* компетентностно-ориентированное задание, чтение текста (учебника, первоисточника, дополнительной литературы): составление плана текста; графическое изображение структуры текста; конспектирование текста; реферирование текста; выписки из текста; работа со словарями и справочниками, ознакомление с нормативными документами; учебно-исследовательская работа; использование аудио- и видеозаписей, компьютерной техники и Интернета и др.;

- *для закрепления и систематизации знаний:* компетентностно-ориентированное задание, работа с конспектом лекции (обработка текста); повторная работа над учебным материалом (учебника, первоисточника, дополнительной литературы, аудио- и видеозаписей); составление плана и тезисов ответа; составление таблиц для систематизации учебного материала; изучение нормативных материалов; ответы на контрольные вопросы; аналитическая обработка текста (аннотирование, рецензирование, реферирование, контент-анализ и др.); подготовка сообщений к выступлению на семинаре, конференции; подготовка рефератов, докладов; составление библиографии, тематических кроссвордов; тестирование и др.;

- *для формирования компетенций:* компетентностно-ориентированное задание, решение задач и упражнений по образцу; решение вариативных задачи упражнений; выполнение чертежей, схем; выполнение расчетно-графических работ; решение ситуационных педагогических задач; подготовка к деловым играм; проектирование и моделирование разных видов и компонентов профессиональной деятельности; подготовка курсовых работ; опытно-экспериментальная работа; упражнения на тренажере; упражнения спортивно-оздоровительного характера; рефлексивный анализ профессиональных умений с использованием аудио- и видеотехники и др.

Виды заданий для внеаудиторной самостоятельной работы, их содержание и характер могут иметь вариативный и дифференцированный характер, учитывать специфику специальности, изучаемой дисциплины, индивидуальные особенности студента.

При предъявлении видов заданий на внеаудиторную самостоятельную работу рекомендуется использовать дифференцированный подход к студентам. Перед выполнением студентами внеаудиторной самостоятельной работы преподаватель проводит инструктаж по выполнению задания, который включает цель задания, его содержание, сроки выполнения, ориентировочный объем работы, основные требования к результатам работы, критерии оценки. В процессе инструктажа преподаватель предупреждает учащихся о возможных типичных ошибках, встречающихся при выполнении задания.

Инструктаж проводится преподавателем за счет объема времени, отведенного на изучение дисциплины.

Самостоятельная работа может осуществляться индивидуально или группами учащихся в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности уровня умений учащихся.

Отчет по самостоятельной работе учащихся может осуществляться как в печатном, так и в электронном виде (на CD диске).

3. КОНТРОЛЬ РЕЗУЛЬТАТОВ ВНЕАУДИТОРНОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Контроль результатов внеаудиторной самостоятельной работы студентов может осуществляться в пределах времени, отведенного на обязательные учебные занятия по дисциплине и внеаудиторную самостоятельную работу учащихся по дисциплине, может проходить в письменной, устной или смешанной форме, с представлением продукта деятельности учащегося.

В качестве форм и методов контроля внеаудиторной самостоятельной работы учащихся могут быть использованы, *зачеты, тестирование, самоотчеты, контрольные работы, защита творческих работ и др., которые могут осуществляться на учебном занятии или вне его (например, оценки за реферат).*

Критериями оценки результатов внеаудиторной самостоятельной работы учащегося являются:

- уровень освоения учащимся учебного материала;
- умение учащегося использовать теоретические знания при выполнении практических задач;
- сформированность общих и профессиональных компетенций;
- обоснованность и четкость изложения ответа;
- оформление материала в соответствии с требованиями.

МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ

СООБЩЕНИЕ

По содержанию сообщение может быть информационным или методическим. Информационное сообщение – это теоретические материалы по определенной теме, расширяющие знания в области психологии, педагогики, других дисциплин. Методическое сообщение отражает практикоориентированную информацию о различных инновационных, эффективных, нестандартных, результативных аспектах конкретной дисциплины.

РЕФЕРАТ

Реферат (от латинского – сообщая) – краткое изложение в письменном виде содержания научного труда (трудов), литературы по теме. Это самостоятельная научно-исследовательская работа, где раскрывается суть

исследуемой проблемы, изложение материала носит проблемно-тематический характер, показываются различные точки зрения, а также собственные взгляды на проблему. Содержание реферата должно быть логичным.

Критерии оценки реферата:

- соответствие теме;
- глубина проработки материала;
- правильность и полнота использования источников;
- оформление реферата.

ДОКЛАД

Доклад – вид самостоятельной работы учащихся, используется в учебных и внеклассных занятиях, способствует формированию навыков исследовательской работы, расширяет познавательные интересы, приучает практически мыслить. При написании доклада по заданной теме следует составить план, подобрать основные источники. Работая с источниками, попытаться систематизировать полученные сведения, сделать выводы и обобщения. В настоящее время в учебных заведениях доклады содержательно практически ничем не отличаются от рефератов. Структура и оформление доклада такое же, как в реферате.

Оформление титульного листа методической работы

На титульном листе посередине его записывается вид работы, ниже на 10 мм – её название строчными буквами, справа в нижнем углу - фамилия автора разработки, группа. В нижней части титульного листа посередине указывается год написания разработки.

Темы самостоятельной работы

| № раздела (темы) | Вопросы, выносимые на самостоятельноеизучение | Количество часов |
|------------------|--|------------------|
| | | ОФО |
| 1. | Высшее образование в России, Великобритании, США. | 20 |
| 2. | Преступление и наказание. | 22 |
| 3. | Гражданская позиция. Содействие сотрудникам полиции. | 26 |
| 4. | Предотвращение и раскрытие преступлений. | 17 |
| Всего | | 85 |

Практические задания

Тексты для чтения/перевода

My family

My name is Emma. I have just finished a school. I live with my family. It isn't large, my brother, my father and I. My father is a businessman. He is the manager of a small firm. He is very serious man and he is always busy. Sometimes he works even at weekends. He is very ambitious and has strong will. He is only 42 and I'm sure, he has a wonderful future. My mother is 40, but she looks much

younger. To my mind she is very beautiful. She is an economist and works in one of commercial banks. She works 5 days a week and is off on Saturdays and Sundays. By character my mother is very energetic and talkative. She always has a lot of things to do about the house. My parents have been married for about 20 years. They have much in common: they watch the same films, read the same books and news-papers, but they have different views on education and music. They are hard-working people. So I try to help mother with housework. I always wash dishes, I sometimes go shopping and from time to time I tidy our flat. All of us like to spend our week-ends in the country. We usually go to the country house to see my grandparents. They are pensioners. I like them very much because they always try to listen to my opinion, though they don't always agree with what I say. We are deeply attached to each other and we get on very well. I also have many other relatives: uncles, aunts, cousins. We are happy when we are together. In the evenings when we all get together after work and study, we like to talk about different things or watch TV. We are really good and happy family because we respect each other.

Education in Great Britain: Higher Education

There is a considerable choice of post-school education in Britain. In addition to universities, there are also polytechnics and a series of different types of assisted colleges, such as colleges of technology, art, etc, which tend to provide more work-orientated courses than universities. Some of these courses are part-time, with the students being released by their employers for one day a week or longer periods.

Virtually all students on full-time courses receive grants or loans from the Government which cover their tuition fees and everyday expenses (accommodation, food, books, etc). Universities in Britain enjoy complete academic freedom, choosing their own staff and deciding which students to admit, what and how to teach, and which degrees to award (first degrees are called Bachelor degrees). They are mainly government-funded, except for the totally independent University of Buckingham. There is no automatic admission to university, as there are only a limited number of places (around 100,000) available each year. Candidates are accepted on the basis of their A-level results. Virtually all degree courses are full-time and most last three years (medical and veterinary courses last five or six years). Students who obtain their Bachelor degree (graduates) can apply to take a further degree course, usually involving a mixture of exam courses and research. There are two different types of post-graduate courses — the master's degree (MA or MSc), which takes one or two years, and the higher degree of Doctor of Philosophy (PhD), which takes two or three years.

Baxter Slate

Baxter Slate is a policeman. He is 23 years old. He was born in California. Now Baxter works at the Los Angeles Police department. He is a patrol officer. What is his duty? His duty is to make uniform patrol in the district and to help detectives with their follow-up investigations. Sometimes Baxter works on the daywatch and other times on the nightwatch. Baxter likes to do police work. He

wants to become a captain, so he takes police sciences classes at night school twice a week.

Baxter is married. His wife Clara is 2 years younger than her husband. She is a college graduate but she doesn't work at present. Clara looks after her children, a boy of 3 and a girl of 1,5. Clara thinks that in future she will get a job and work as an economist.

Baxter's father was also a policeman. He graduated from a police Academy, then worked as a police inspector.

Service – An Important Job and a Rewarding Experience

The right to trial by a jury of our fellow citizens is one of our most important rights and is guaranteed by the Constitution of the United States. By serving on a Jury, then you are helping to guarantee one of our most important freedoms.

Your job as a juror is to listen to all the evidence presented at trial and to «decide the facts» – that is, to decide what really happened. The judge, on the other hand, «decides the law» – that is, makes decisions on legal issues that come up during the trial. For example, the judge decides whether you and the other jurors may hear certain evidence or whether one lawyer may ask a witness a certain question. You should not try to decide these legal issues, sometimes you will even be asked to leave the courtroom while they are being decided. Both your job and that of the judge must be done well. In order to do your job you do not need any special knowledge or ability. It is enough that you keep an open mind, concentrate on the evidence being presented, use your common sense, and be fair and honest. Finally, you shouldn't be influenced by sympathy or prejudice: it is vital to be impartial with regard to all people and all ideas.

Many jurors find that it is exciting to learn about this most important system «from the inside», and challenging to deal fairly and thoroughly with the cases they hear. We hope that you, too, find your experience as a juror to be interesting and satisfying.

Young Shoplifters

Is shoplifting a serious problem?

Store owners lose almost \$10 billion a year to shoplifters. As a result, they must charge higher prices. So, you and your family are paying for the things shoplifters take. There is no typical shoplifter-people of every sex, age, race, and socioeconomic background steal from stores. But a large percentage of shoplifters are teenagers. About 25 percent of all the people who get caught shoplifting are between the ages of 13 and 17.

Why do teens shoplift? Experts at Shoplifters Anonymous say that teens shoplift because they:

- a) think the stores don't need the money ;
- b) think they won't get caught;
- c) can't stop themselves when they want something;
- d) feel pressure from shoplifting friends;

e)are angry, frustrated, or sad. Unfortunately, shoplifting can easily become an addiction. Some shoplifters say that they feel high when they steal. Because they feel good, they keep shoplifting. It's a habit that's hard to stop.

What should I do if my friend shoplifts?

Talk to your friend, but don't judge. Explain that you are worried. Help him or her find help. There are many programs for shoplifting such as telephone hot lines, programs in hospitals, and community health services. If your friend won't stop shoplifting, don't shop with him or her. If the police catch your friend, they will think that you are a shoplifter, too. Although this «guilt by association» may not be fair, it happens.

Holiday Stress Is Worse for Kleptomaniacs

Although the holidays are stressful for many people, kleptomaniacs have an even greater problem than most of us. They are afraid to go shopping because they have a compulsion to steal. Large crowds make holiday shopping time difficult for store owners, too. As stores become more crowded, store detectives have a harder time watching the customers. The president of the state's store owners' association, Larry Mason, says that there is also an increased problem with shoplifting. «During the holiday season, we have more shoppers, more sales, and more shoplifting-the problem is worse because of the number of sales.»

People shoplift for a variety of reasons. Some steal for profit and sell the merchandise afterwards. Others simply pick up an item because they don't have enough money-they can't afford to buy it. Others are addicted to shoplifting. Mason says that «there is no» average shoplifter. «There are shoplifting grandmothers, doctors, teachers, and even movie stars. Last year, actress Winona Ryder was caught shoplifting:» In the same way, shoplifters might steal just about any kind of merchandise. Clothing, DVDs, and jewelry are at risk, but large items like skis and stereo equipment are also in danger. Store-owner groups say that more than \$15 billion worth of merchandise walks out of store doors every year. And that's pricey news for customers since decreases in store profits mean increases in prices. According to one store-owner group, between three and five percent of the price of an item pays for security and stolen merchandise.

Five years ago, Terry Schulman formed CASA (Kleptomaniacs and Shoplifters Anonymous). He says his own addiction became so bad that he stole something every day. «The addictive-compulsive shoplifter, like myself and most of the people who come to the group, shoplift as a way to cope with life;» Schulman says. CASA is a support group. Some people come because they have to-a judge has told them that they must. However, most people come because they want to get better. Many people at a recent CASA meeting were worried about the holidays. They said that the stress of the holidays and the need to shop increased the chance that they might steal.

As they left, Schulman smiled and said to them, «Keep coming back-that's the key phrase. Just keep coming back.»

Felony and Misdemeanour

Most legal systems find it necessary to divide into categories for various purposes connected with the procedure of the courts – determining, for instance, which kind of court may deal with which kind of offence. The common law originally divided crimes into two categories – felonies (the graver crimes, generally punishable with death, which resulted in forfeiture of the perpetrator's land and goods to the crown) and misdemeanours (for which the common law provided fines or imprisonment).

There were many differences in the procedure of the courts according to whether the charge was felony or misdemeanour, and other matters that depended on the distinction included the power of the police to arrest a suspect on suspicion that he had committed an offense, since to arrest a suspect was generally permissible in felony, but not in misdemeanour. [Suspect is someone who is thought to be guilty of a crime].

By the early 19th century it had become clear that the growth of the law had rendered this classification obsolete and in many cases inconsistent with the gravity of the offenses concerned, for example, theft was a felony, irrespective of the amount stolen or obtaining by fraud was always a misdemeanour.

Efforts to abolish the distinction in English law did not succeed until 1967, when the distinction was replaced by that between arrestable offenses and other offenses. [Arrestable offenses are ones punishable with five years' imprisonment or more]. The traditional classification between felony and misdemeanour has been retained in many U.S. jurisdictions and is used as the basis of determining the court that will hear the case.

Murder

In English tradition murder was defined as the willful killing with malice aforethought of a human creature in being, the death occurring within a year and a day of the injury.

The old English rule extended this concept to include not only intentional or deliberate killings but also accidental killings in the course of some other serious crime (such as robbery or rape). This rule, the felony murder rule, was adopted in many other jurisdictions, although it has often produced harsh results when death has been caused accidentally in the course of what was intended to be a minor crime.

Similar problems have arisen in many U.S. jurisdictions, some of which distinguish between different degrees of murder – first-degree murder may require proof of premeditation over and above the normal requirement of intention. By the way, murder and manslaughter are not mentioned in the Koran and are subject in Islamic countries to customary law as amended by Shari`ah. [Manslaughter is the crime of the killing someone illegally but not deliberately. Shari`ah is a system of religious laws followed by Muslims].

Virtually all systems treat murder as a crime of the utmost gravity, providing in some cases the death penalty or a special form of sentence, such as a life sentence. A high proportion of murders in all societies is committed spontaneously

by persons acquainted with the deceased, often a member of the same family, as a result of quarrels or provocation.

Arson

In common law, arson consisted of setting fire to the dwelling of another person. In English law any kind of damage deliberately caused by fire – even setting fire to rubbish – is now arson, but generally setting fire to a building is necessary.

The gravity of the crime may depend on the extent to which life is endangered – the law may distinguish between arson endangering life, or arson of occupied buildings, and other forms of arson, but most systems consider the crime a serious one. The motivation of those who commit arson differs – arson may be committed as an act of revenge against an employer or by a jealous lover, for example, or by persons who find excitement in fires or have pathological impulses to set fires.

Pathological behaviour or feelings happen regularly, are unreasonable, and impossible to control. Pupils out of resentment or simple vandalism sometimes set schools on fire. [Resentment is a feeling of anger because something has happened that you think is unfair. Vandalism is the crime of deliberately damaging things, especially public property].

Some arson is more rationally motivated – a burglar may set fire to a house to conceal the evidence of his crime, as may an employee who is anxious to conceal accounts from an auditor. [Burglar is someone who gets into houses, shops etc. to

steal things. Auditor is someone whose job is to officially examine a company's financial records.] Another phenomenon is setting fire to premises belonging to the fire setter in order to make a fraudulent insurance claim.

Theft

Theft (or larceny) is probably the most common crime involving a criminal intent. The crime of grand larceny in some U.S. jurisdictions consists of stealing more than a specified amount. The traditional definition of theft specified the physical removal of an object that was capable of being stolen, without the consent of the owner and with the intention of depriving the owner of it forever.

In many legal systems the old definition has been found to be inadequate to deal with modern forms of property that may not be physical or tangible (a bank balance, for instance, or data stored on a computer), and more sophisticated definitions of theft have been adopted in modern legislation. The distinction that the common law made between theft (taking without consent) and fraud (obtaining with consent, as a result of deception) has been preserved in many modern laws, but the two crimes are rarely regarded as mutually exclusive, as they were in the past.

Burglary is the crime of breaking into a dwelling or into a building by night with intent to commit a felony or to steal things. The essence of burglary is normally the entry into a building with a criminal intent. Entry without the intent to commit a crime is merely a trespass, which is not criminal in many jurisdictions. Although the motivation of most burglars is theft, but it is possible, for instance, to commit burglary with intent to rape.

Organized Crime

In addition to that segment of the population made up of individual criminals acting independently or in small groups, there exists a so called underworld of criminal organizations engaged in offenses such as organized vice (drugs, prostitution, pornography, loan-sharking, gambling), cargo theft, fraud, robbery, kidnapping for ransom, and the demanding of “protection” payments. [Loan-sharking is lending money at extremely high rates of interest].

In the United States and Canada, the principal source of income for organized crime is the supply of goods and services that are illegal but for which there is continued public demand. Organized crime in the United States is a set of shifting coalitions between groups of gangsters, business people, politicians, and union leaders. Many of these people have legitimate jobs and sources of income.

In Britain groups of organized criminals have not developed in this way, principally because the supply and consumption of alcohol and opiates (a type of drug that contains opium and makes you want to sleep), gambling, and prostitution remain legal but partly regulated. This reduces the profitability of supplying such demands criminally. British crime organizations tend to be relatively short-term groups drawn together for specific projects, such as fraud and armed robbery, from a pool of professional criminals.

Crime syndicates in Australia deal with narcotics, cargo theft and racketeering. [Syndicate is a group of people or companies who join together in order to achieve a particular aim. Racketeering is a dishonest way of obtaining money, such as by threatening people].

In Japan, there are gangs that specialize in vice and extortion. In many Third World countries, apart from the drug trade, the principal form of organized crime is black-marketeering, including smuggling and corruption in the granting of licenses to import goods and to export foreign exchange. Armed robbery, cattle theft, and maritime piracy and fraud are organized crime activities in which politicians have less complicity.

White-Collar Crime

Crimes committed by business people, professionals, and politicians in the course of their occupation are known as “white-collar” crimes, after the typical attire of their perpetrators. Criminologists tend to restrict the term to those illegal actions intended by the perpetrators principally to further the aims of their organizations rather than to make money for themselves personally. Examples include conspiring with other corporations to fix prices of goods or services in order to make artificially high profits or to drive a particular competitor out of the market; bribing officials or falsifying reports of tests on pharmaceutical products to obtain manufacturing licenses; and constructing buildings or roads with cheap, defective materials.

The cost of corporate crime in the United States has been estimated at \$200,000,000,000 a year. Such crimes have a huge impact upon the safety of workers, consumers, and the environment, but they are seldom detected. Compared with crimes committed by juveniles or the poor, corporate crimes are very rarely

prosecuted in the criminal courts, and executives seldom go to jail, though companies may pay large fines.

The term white-collar crime is used in another sense, by the public and academics, to describe fraud and embezzlement. Rather than being crime “by the firm, for the firm,” this constitutes crime for profit by the individual against the organization, the public, or the government. The economic cost of white-collar crime in most industrial societies is thought to be much greater than the combined cost of larceny, burglary, auto theft, forgery, and robbery.

Terrorism

From the 1960s, international terrorist crimes, such as the hijacking of passenger aircraft, political assassinations and kidnapping, and urban bombings, constituted a growing phenomenon of increasing concern, especially to Western governments. Most terrorist groups are associated either with revolutionary movements (some Marxist organizations) or with nationalist movements.

Three categories of terrorist crime may be distinguished, not in legal terms, but by intention. Foremost is the use of violence and the threat of violence to create public fear. This may be done by marking random attacks to injure or kill anyone who happens to be in the vicinity when an attack takes place. Because such crimes deny, by virtue of their being directed at innocent bystanders, the unique worth of the individual, terrorism is said to be a form of crime that runs counter to all morality and so undermines the foundations of civilization. Another tactic generating fear is the abduction and assassination of heads of state and members of governments in order to make others afraid of taking positions of leadership and so to spread a sense of insecurity. Persons in responsible positions may be abducted or assassinated on the grounds that they are “representatives” of some institution or system to which their assailants are opposed.

A second category of terrorist crime is actual ruled by terror. It is common practice for leaders of terrorist organizations to enforce obedience and discipline by terrorizing their own members. A community whose collective interests the terrorist organizations claims to serve may be terrorized so that their cooperation, loyalty, and support are ensured.

Groups that come to power by this means usually continue to rule by terror. Third, crimes are committed by terrorist organizations in order to gain the means for their own support. Bank robbery, kidnapping for ransom, extortion, gambling rake-offs (profit skimming), illegal arms dealing, and drug trafficking are among the principal crimes of this nature. In the Middle East, hostages are frequently sold as capital assets by one terrorist group to another.

Suspect Identification by Fingerprints

Forensic science plays an important part in the investigation of serious crimes. One of the first significant developments was identification by fingerprints. [Identification is an act of identifying by official papers or cards, such as your passport, that prove who you are. To identify means to recognize and correctly name

someone or something. Fingerprint is a mark made by the pattern of lines at the end of a person's finger, which can be used by the police to help find criminals].

It was discovered in the 19th century that almost any contact between a finger and a surface left a latent mark. [Something that is latent is present but hidden, and may develop or become more noticeable in the future]. It was accepted in 1893 that no two individuals had the same fingerprints. Fingerprint evidence was accepted for the first time in an English court in 1902. Fingerprinting is now widely used as a means of identifying criminals. Most major police forces maintain collections of fingerprints taken from known criminals at the time of their conviction, for use in identifying these individuals should they commit later crimes. [Conviction is a decision in a court of law that someone is guilty of a crime].

Fingerprints found at the scene of the crime are matched with fingerprints in the collection. According to the British standard, if the sets of fingerprints share at least 16 characteristics, it is considered that they are from the same person.

Criminal Procedure in England

All criminal cases brought to trial in England begin in the magistrates' court. Magistrates' court is the lowest court of law, which deals with less serious crimes, such as, minor traffic violations, public-health nuisances, petty theft or assault. There are several hundred such courts in England and Wales. The police investigation is normally completed by the time the case comes before the magistrates' court for the first time. The magistrates themselves are for the most part laypeople (usually unpaid) chosen for their experience and knowledge of society. All are appointed by the central government on the advice of a committee, known as the Lord Lieutenant's Advisory Committee, for the particular county in which they are to sit. Magistrates, who are required to sit on an average of at least 14 days each year, develop considerable experience in their work, but they cannot be considered professionals.

In large cities there are professional, legally qualified magistrates, known as stipendiary magistrates. The stipendiary magistrate can sit on his own, but lay magistrates may sit only as a bench of two or more. Lay magistrates are permanently attended by a legally qualified clerk to advise them on matters of law. Law clerk is also responsible for the administrative functions of the court. The system of lay magistrates has existed in England and Wales since about 1360. The limit of sentence imposed by a magistrates' court is six months imprisonment or a fine not to exceed £400. Appeals from a magistrates' court go to the High Court or the Crown Court. The magistrates' court also sits as a juvenile court hearing cases involving care of children under 14 and dealing with children aged 14-17 with the exception, in both age groups, of homicide cases.

Criminal Procedure in the United States

Criminal procedure in the United States follows a pattern derived from English traditions and principles, but with many variations. The lay magistrates play an insignificant role, if any, in the U.S. system, and the prosecutor (the district attorney) is a key courtroom figure. He determines the charges, which in turn may

well determine whether the accused appears before a lower court (dealing with misdemeanours) or a higher court (dealing with felonies). The accused is offered bail in almost every case, but he is not released unless he is able to deposit with the court a certain sum, often posted on his behalf by a bailman who charges a proportion of the amount of the bail. [Bail is money left with a court of law to prove that a prisoner will return when their trial]. The role of the examining magistrates in English criminal procedure may be played in the United States by the grand jury whose task it is to examine the evidence produced by the prosecutor and, if warranted, to return an indictment. [Indictment is an official written statement charging someone with a criminal offence]. The deliberations and proceedings before the grand jury are normally conducted in private.

When the case is brought before the trial court, it is often settled on the basis of a plea bargain made between the prosecutor and the defense lawyer, by which the accused pleads guilty to some of the charges and the prosecutor recommends a sentence that has been agreed upon beforehand. [Plea bargaining is the practice of agreeing to admit in a court that one is guilty of a small crime, in exchange for not being charged with a more serious crime].

Prisons

The idea of imprisonment as a form of punishment is relatively modern. Until the late 18th century, prisons were used primarily for the confinement of debtors who could not pay, of accused persons waiting to be tried, and of those convicted persons waiting for their sentences – death or transportation. Since the late 18th century, with the decline of capital punishment (death penalty), the prison has come to be used also as a place of punishment. With the abolition of transportation, the prison has become the principal sanction for most serious crimes.

Concern over prison conditions has not diminished over the years. Problems of security and the protection of prisoners from violence on the part of other prisoners have been compounded by the difficulties arising from overcrowding, as prison populations in most countries continue to grow. The people who make up the populations of most prison systems have many characteristics in common. The populations of most prison systems are predominantly male – in England males outnumber females by 28 to 1 (although the number of women in prison is rising at a higher rate than the number of men) – and relatively young – nearly 70 percent of those in custody are under the age of 30. [To be in custody means to be kept in prison by the police until you go to court, because the police think you are guilty].

Most offenders in prison have a number of previous convictions; the offenses they have committed are most commonly burglary, theft, violence, or robbery. A similar picture is revealed by U.S. statistics; the most common offences for which prisoners are in custody are burglary and robbery. [Burglary is the crime of getting into a building to steal things. Violence is behaviour that is intended to hurt other people physically. Robbery is the crime of stealing things from a bank, shop etc, especially using violence].

The procurators office

The Procurators Office is an organ of the state that exercises supervisory power to ensure the execution of law by all ministries, organizations, institutions, all persons in office and citizens of the state.

The procurator has the right, and it is his duty, to appeal against all decisions and actions of state organs and officials which he considers to be unlawful. Every citizen has the right to complain to the procurator concerning any violation of the law. When a breach of law contains the elements of a crime it is the duty of the procurator to bring the guilty person to trial.

The procurator supervises the investigation of cases conducted by the Militia, state security organs and other organs.

The Procurators Office institutes criminal cases and investigates criminal cases escalates the circumstances under which crimes were committed, collects evidence against the criminal and their accomplices and sees to it that other investigating bodies act within the law.

During the hearing of cases the procurator maintains the prosecution before the court in the name of the state. It is his duty to prove the charges against the accused and to propose the penalty to be imposed on the guilty person. If he is of the opinion that the accused is not guilty, it is his duty to withdraw the charge.

The procurator has the right to lodge protests with higher judicial organs against the sentences and decisions of courts which he finds illegal.

Criminal law

Criminal law is a system of legal rules approved by higher organs of state power and defining the general principles of criminal responsibility, individual types of crimes and the punishment applied to criminal. The task of criminal law is to protect the social and state system, existing law and order against criminal encroachments. The state combats crime and other antisocial acts above all by persuasion and by extensive educational work.

Combating crime, criminal law helps to strengthen the state.

Criminal laws, like all other of the state, are obligatory for all citizens. Criminal laws determine general principles of combating crime as well the corpus delicti of crimes and the punishment applied to persons who have committed these crimes.

Only the highest organ of state power may enact criminal laws. No other organ has the right to approve or amend criminal laws.

Criminal law usually takes the form of a criminal code, which consists of a general and a special part.

The General Part determines the general principles of criminal responsibility, for each crime. It defines the grounds for criminal responsibility, the scope of criminal law, the general (main) elements of a crime, the responsibility for a completed or incompleting crime, and for complicity in crime, it sets forth the purposes of punishment, lists penalties, establishes the procedure of their application, release from punishment and so on.

The Special Part defines the types of crime and prescribes the penalties.

Темы рефератов (докладов, презентаций)

1. Составление документов, деловых писем, контрактов.
2. Принципы и правила планирования времени, рабочего дня специалиста.
3. Формы социальной поддержки. Условия жизни беднейших слоев населения Англии.
4. Отношения между полами, семейные отношения, отношения между представителями разных поколений, социальные отношения, межконфессиональные отношения, расовые отношения.
5. Участие в дискуссии – «Важность изучения иностранного языка для профессионального роста и карьеры».
6. Адвокаты, поверенные, судьи, коронеры, прокурор, барристеры. Их права

Задания для контрольной работы

Задание 1. Переведите на русский язык и подчеркните инфинитив.

1. I called every morning to see if there was any news.
2. We stopped to have a smoke.
3. He came here to speak to me, not to you.
4. The taxi was waiting at the door to take them to the station.
5. We had better stop to rest a little.
6. You shouldn't let her open the window, it's cold.
7. Not to answer the call the boss switched off the phone.
8. To catch a train we need to hurry up.
9. The children came out to play volleyball.
10. He was too upset to speak.

Задание 2. Переведите на русский язык, обращая внимание на герундий.

1. Repairing cars is his business.
2. It goes without saying. (Proverb)
3. Have you finished writing?
4. Taking a cold shower in the morning is very healthy.
5. I like skiing, but my sister prefers skating.
6. Avoid making mistakes if you can.
7. It looks like raining.
8. My watch wants repairing.
9. Thank you for coming.
10. I had no hope of getting an answer before the end of the month.

Задание 3. Раскройте скобки, поставьте сказуемое в форме Present Simple.

1. My cousin (to work) at a bank.
2. We (to have) only one day off. It is Sunday.
3. I (to attend) lectures and seminars every day.
4. My family (to live) in Moscow.
5. They (to like) to spend weekends in the country.

Задание 4. Напишите отрицательное предложение (Present Simple).

1. My mother (like)pot-flowers.
2. They (come)to see their relatives on Sunday.
3. Paul (play)hockey and football.
4. Usually my sister (make)breakfast.
5. We (want) to move to another city.

Задание 5. Make up definitions from the following words and expressions (Составьте определения из нижеприведённых слов и выражений).

1. A statutory tort / a tort / to define in a statute.
2. A settlor / a person / to own some property / to create a trust.
3. A remedy / the means / to enforce a right / to compensate / an injury.
4. A consumer / a person / to buy goods and services.
5. A contract / an agreement / to make between two or more parties / to be binding in law.

Задание 6. Supply English equivalents using active vocabulary and non-finite forms of the verb (infinitive, gerund, participles 1 and 2) (Переведите на английский язык, используя активную лексику и неличные формы глаголов (инфинитив, герундий, причастия 1 и 2):

1. Мы обязаны заключить с ними новый договор, так как старый уже недействителен.
2. При заключении договора были допущены ошибки.
3. Сторона, возбуждающая гражданское дело, называется истцом.
4. Выслушав потерпевшего, судья начал допрос свидетелей.
5. Правонарушения, совершённые против общества, являются преступлениями.

Задание 7. Раскройте скобки, употребляя глаголы в прошедшем времени.

1. There isn't a cloud in the sky, but it (be) cloudy in the morning.
2. Mrs. Clay usually finishes her work at half past three, but she (finish) it later yesterday afternoon.
3. Every day I help Mom about the house, but last week I was very busy with my exam. So I (not / help) her much.
4. Tom isn't playing tennis tomorrow afternoon, he (not / play) tennis yesterday.
5. We generally have lunch at 12.30, but yesterday we (have lunch) later.
6. Now my brother smokes a lot, but he (not/ smoke) before.
7. The Frasers live hi a four-room apartment, but last year they (live) in a small house in the country.
8. I don't eat meat at all, but the other day I visited my friends and (eat) pork there.
9. My Dad always goes to work by car, but last week he (go) to work on foot.
10. The weather is nice today, but it (be) bad yesterday.
11. We rarely watch television, but last week we (watch) a lot of interesting programmes.
12. - Do you often see Tom? - Not often, but I (see) him at the party the other day.

13. I (get) to the market myself last time, but now I don't remember how to get there.

Задание 8 . Задайте разделительный вопрос.

1. He can play golf well,... ?

A . . . , doesn't he?

B ... , can he?

C .. . , can't he?

2. You are the new secretary,... ?

A . . . , aren't you?

B . . . , are you?

C , don'tyou?

3. Mr. Evans is speaking over the phone,...?

A . . . , is he?

B ... , isn't he?

C . . . , doesn't you?

Задание 9. Задайте вопросы к подлежащему.

1. Mary played tennis.

2. Mark likes pasta

3. She will go to the park.

4. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Основная литература:

1. Макарова, Е. А. Английский язык для юристов и сотрудников правоохранительных органов (А1-В1): учебное пособие для среднего профессионального образования / Е. А. Макарова. — Москва : Издательство Юрайт, 2022. — 161 с. — (Профессиональное образование). — ISBN 978-5-534-09805-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/491275>

2. Евсюкова, Е. Н. Английский язык. Reading and Discussion : учебное пособие для среднего профессионального образования / Е. Н. Евсюкова, Г. Л. Рутковская, О. И. Тараненко. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 147 с. — (Профессиональное образование). — ISBN 978-5-534-07997-5. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/493003>

Дополнительная литература:

1. Невзорова, Г. Д. Английский язык. Грамматика : учебное пособие для среднего профессионального образования / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 213 с. — (Профессиональное образование). — ISBN 978-5-534-09886-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. —

URL: <https://urait.ru/bcode/491346>

2. Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1 : учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 264 с. — (Профессиональное образование). — ISBN 978-5-534-09890-7. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/491127>

3. Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 2 : учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 254 с. — (Профессиональное образование). — ISBN 978-5-534-09927-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/491128>

Интернет-источники:

1. Огромный выбор конспектов лабораторных и практических работ, инструкционные и технологические карты почти на все основные темы курса <http://www.metod-kopilka.ru/page-2-1.html>

2. Электронная библиотечная система (ЭБС) «Университетская библиотека ONLINE» <https://urait.ru/>

3. Компьютерная справочная правовая система «Консультант Плюс» <http://www.consultant.ru/>

4. Онлайн-словарь Lingvo - Lingvo Live <https://www.lingvolive.com>

5. Macmillan Dictionary с возможностью прослушать произношение слов <https://www.macmillandictionary.com/dictionary>

6. Энциклопедия «Британника» <https://www.britannica.com>

7. Онлайн-словарь современного английского языка Longman <https://www.ldoceonline.com>