

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«КУБАНСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ
имени И.Т. ТРУБИЛИНА»

Юридический факультет
Иностранных языков



УТВЕРЖДЕНО:
Декан, Руководитель подразделения
Куемжиева С.А.
(протокол от 26.04.2024 № 9)

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)
«ИНОСТРАННЫЙ ЯЗЫК. АНГЛИЙСКИЙ ЯЗЫК»**

Уровень высшего образования: бакалавриат

Направление подготовки: 40.03.01 Юриспруденция

Направленность (профиль) подготовки: Государственно-правовой

Квалификация (степень) выпускника: бакалавр

Форма обучения: очная

Год набора: 2024

Срок получения образования: 4 года

Объем:
в зачетных единицах: 3 з.е.
в академических часах: 108 ак.ч.

2024

Разработчики:

Старший преподаватель, кафедра иностранных языков
Криворучко И.С.

Рабочая программа дисциплины (модуля) составлена в соответствии с требованиями ФГОС ВО по направлению подготовки Направление подготовки: 40.03.01 Юриспруденция, утвержденного приказом Минобрнауки России от 19.07.2022 №1011, с учетом трудовых функций профессиональных стандартов: "Специалист в сфере предупреждения коррупционных правонарушений", утвержден приказом Минтруда России от 08.08.2022 № 472н.

Согласование и утверждение

№	Подразделение или коллегиальный орган	Ответственное лицо	ФИО	Виза	Дата, протокол (при наличии)
1	Иностранных языков	Заведующий кафедрой, руководитель подразделения, реализующего ОП	Непшекуева Т.С.	Согласовано	22.04.2024, № 8
2	Юридический факультет	Председатель методической комиссии/совета	Сапфирова А.А.	Согласовано	25.04.2024, № 7
3	Юридический факультет	Руководитель образовательной программы	Очаковский В.А.	Согласовано	17.05.2024

1. Цель и задачи освоения дисциплины (модуля)

Цель освоения дисциплины - является формирование комплекса знаний умений и навыков, необходимых для повышения исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной, научной, культурной и бытовой сфер деятельности, при общении с зарубежными партнерами, а также для дальнейшего самообразования.

Задачи изучения дисциплины:

- - формирование способности выбирать на государственном и иностранном (-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами;;
- - формирование способности использовать информационно- коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (- ых) языках;;
- - формирование способности вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках;;
- - формирование умения использовать диалогическое общение для сотрудничества в академической коммуникации общения;;
- - формирование способности выполнять перевод профессиональных текстов с иностранного (- ых) на государственный язык и обратно..

2. Планируемые результаты обучения по дисциплине (модулю), соотнесенные с планируемыми результатами освоения образовательной программы

Компетенции, индикаторы и результаты обучения

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

УК-4.1 Выбирает на государственном и иностранном (-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами.

Знать:

УК-4.1/Зн1

Уметь:

УК-4.1/Ум1

Владеть:

УК-4.1/Нв1

УК-4.2 Использует информационно- коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (- ых) языках.

Знать:

УК-4.2/Зн1

Уметь:

УК-4.2/Ум1

Владеть:

УК-4.2/Нв1

УК-4.3 Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках

Знать:

УК-4.3/Зн1

Уметь:

УК-4.3/Ум1

Владеть:

УК-4.3/Нв1

УК-4.4 Демонстрирует интегративные умения использовать диалогическое общение для сотрудничества в академической коммуникации общения:

- внимательно слушая и пытаясь понять суть идей других, даже если они противоречат собственным воззрениям;
- уважая высказывания других как в плане содержания, так и в плане формы;
- критикуя аргументированно и конструктивно, не задевая чувств других;
- адаптируя речь и язык жестов к ситуациям взаимодействия.

Знать:

УК-4.4/Зн1

Уметь:

УК-4.4/Ум1

Владеть:

УК-4.4/Нв1

УК-4.5 Демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно

Знать:

УК-4.5/Зн1

Уметь:

УК-4.5/Ум1

Владеть:

УК-4.5/Нв1

3. Место дисциплины в структуре ОП

Дисциплина (модуль) «Иностранный язык» относится к обязательной части образовательной программы и изучается в семестре(ах): 1.

В процессе изучения дисциплины студент готовится к видам профессиональной деятельности и решению профессиональных задач, предусмотренных ФГОС ВО и образовательной программой.

4. Объем дисциплины и виды учебной работы

Период	/доемкость сы)	/доемкость ЭТ)	ая работа всего)	я контактная (часы)	ые занятия сы)	ые занятия сы)	ьная работа сы)	ая аттестация сы)
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обучения	Общая труд (час)	Общая труд (ЗЕ)	Контакт (часы,	Внеаудиторная работа	Лабораторная (час)	Лекционные (час)	Самостоятельная (час)	Промежуточные (час)
Первый семестр	108	3	37	3	30	4	17	Экзамен (54)
Всего	108	3	37	3	30	4	17	54

5. Содержание дисциплины

5.1. Разделы, темы дисциплины и виды занятий

(часы промежуточной аттестации не указываются)

Наименование раздела, темы	Всего	Внеаудиторная контактная работа	Лабораторные занятия	Лекционные занятия	Самостоятельная работа	Планируемые результаты обучения, соответствующие результатам освоения программы
Раздел 1. Grammar	8			4	4	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-4.5
Тема 1.1. Части речи	4			2	2	
Тема 1.2. Времена в английском языке	4			2	2	
Раздел 2. English for Legal Students	43		30		13	УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-4.5
Тема 2.1. The First Laws: Laws of Babylon.	4		4			
Тема 2.2. The First Laws: Ancient Greece and Rome.	4		2		2	
Тема 2.3. The Foundation of British Law	4		2		2	
Тема 2.4. The European Law: Napoleon's Code	4		2		2	
Тема 2.5. The Study of Crime.	4		2		2	
Тема 2.6. The Causes of Crime	7		4		3	
Тема 2.7. Punishment. Treatment of Criminals. Capital Punishment	4		4			
Тема 2.8. Police Forces	4		4			
Тема 2.9. Police Powers.	4		4			
Тема 2.10. Police Technology in the USA	4		2		2	
Раздел 3. Промежуточная аттестация	3	3				УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-4.5
Тема 3.1. Экзамен	3	3				
Итого	54	3	30	4	17	

5.2. Содержание разделов, тем дисциплин

Раздел 1. Grammar

(Очная: Лекционные занятия - 4ч.; Самостоятельная работа - 4ч.; Очно-заочная: Лекционные занятия - 2ч.; Самостоятельная работа - 16ч.)

Тема 1.1. Части речи

(Очная: Лекционные занятия - 2ч.; Самостоятельная работа - 2ч.; Очно-заочная: Лекционные занятия - 2ч.; Самостоятельная работа - 6ч.)

Имя существительное

Артикли

Местоимения

Глагол

Прилагательное

Наречие

Тема 1.2. Времена в английском языке

(Очная: Лекционные занятия - 2ч.; Самостоятельная работа - 2ч.; Очно-заочная: Самостоятельная работа - 10ч.)

Времена действительного залога. Образование и употребление.

Раздел 2. English for Legal Students

(Очная: Лабораторные занятия - 30ч.; Самостоятельная работа - 13ч.; Очно-заочная: Лабораторные занятия - 20ч.; Самостоятельная работа - 40ч.)

Тема 2.1. The First Laws: Laws of Babylon.

(Очная: Лабораторные занятия - 4ч.; Очно-заочная: Лабораторные занятия - 2ч.; Самостоятельная работа - 4ч.)

1. Hammurabi's code?
2. The principle "an eye for an eye and tooth for a tooth"?

Тема 2.2. The First Laws: Ancient Greece and Rome.

(Очная: Лабораторные занятия - 2ч.; Самостоятельная работа - 2ч.; Очно-заочная: Лабораторные занятия - 2ч.; Самостоятельная работа - 4ч.)

1. The ancient Greek concept of law.
2. Solon's contribution to ancient law

Тема 2.3. The Foundation of British Law

(Очная: Лабораторные занятия - 2ч.; Самостоятельная работа - 2ч.; Очно-заочная: Лабораторные занятия - 2ч.; Самостоятельная работа - 4ч.)

1. The Magna Carta
2. The Bill of Rights

Тема 2.4. The European Law: Napoleon's Code

(Очная: Лабораторные занятия - 2ч.; Самостоятельная работа - 2ч.; Очно-заочная: Лабораторные занятия - 2ч.; Самостоятельная работа - 4ч.)

1. The benefits of Napoleon's Code for the ordinary people
2. Countries throughout the world which still use the elements of Napoleon's code

Тема 2.5. The Study of Crime.

(Очная: Лабораторные занятия - 2ч.; Самостоятельная работа - 2ч.; Очно-заочная: Лабораторные занятия - 2ч.; Самостоятельная работа - 4ч.)

- 1.Steps that society take to cope with crime
2. Methods and techniques applied in criminology

Тема 2.6. The Causes of Crime

(Очная: Лабораторные занятия - 4ч.; Самостоятельная работа - 3ч.; Очно-заочная: Лабораторные занятия - 2ч.; Самостоятельная работа - 4ч.)

1. Criminological theories
2. The relationship between the mental and emotional state of a person and his or her inclinations to crime
3. The latest views on the causes of crime

Тема 2.7. Punishment. Treatment of Criminals. Capital Punishment

(Очная: Лабораторные занятия - 4ч.; Очно-заочная: Лабораторные занятия - 2ч.; Самостоятельная работа - 4ч.)

1. Most common punishments in the East
2. The modern approach to the treatment of criminals
3. The most effective means of crime prevention
4. Capital punishment in ancient societies
5. The attitudes towards capital punishment
6. The treatment the problem of death penalty

Тема 2.8. Police Forces

(Очная: Лабораторные занятия - 4ч.; Очно-заочная: Лабораторные занятия - 2ч.; Самостоятельная работа - 4ч.)

1. The History of Police Forces.
2. The basic police mission
3. The Organization of Police Forces
4. The Metropolitan Police Force as the model for other police forces in Britain and abroad

Тема 2.9. Police Powers.

(Очная: Лабораторные занятия - 4ч.; Очно-заочная: Лабораторные занятия - 2ч.; Самостоятельная работа - 4ч.)

1. The main police powers in England and Wales
2. The arrestable offences
3. The rights of the arrested person
4. The “right to silence”
5. The Metropolitan Police’s duties
6. The main principle of the Force’s relationship with the public

Тема 2.10. Police Technology in the USA

(Очная: Лабораторные занятия - 2ч.; Самостоятельная работа - 2ч.; Очно-заочная: Лабораторные занятия - 2ч.; Самостоятельная работа - 4ч.)

1. The current trends in police work in the USA
2. Technological advances in law-and-order campaign

Раздел 3. Промежуточная аттестация

(Очная: Внеаудиторная контактная работа - 3ч.; Очно-заочная: Внеаудиторная контактная работа - 3ч.)

Тема 3.1. Экзамен

(Очная: Внеаудиторная контактная работа - 3ч.; Очно-заочная: Внеаудиторная контактная работа - 3ч.)

1. Письменный перевод текста со словарем объемом 1200 знаков (время подготовки 45 минут).
2. Пересказ и перевод текста без словаря объемом 900 знаков (время подготовки 10-15 минут).
3. Беседа с преподавателем по пройденной тематике.

6. Оценочные материалы текущего контроля

Раздел 1. Grammar

Форма контроля/оценочное средство: Задача

Вопросы/Задания:

1. Put the words in the correct order to make a sentence.

Make, knows, the, of, everyone, sure, the, and, time, the, date, meeting.

2. Put the words in the correct order to make a sentence.

They, the, in, us, send, agenda, advance.

3. Put the words in the correct order to make a sentence.

They, don't, speak, English, they?

4. Put the words in the correct order to make a sentence.

Didn't, your, him, business, you, give, card?

5. Read the text and determine what grammatical tense is being discussed

It is formed using the infinitive of the semantic verb without the particle TO. In the 3rd person singular. In number, the verb takes the ending -s (-es). The interrogative form is formed using the auxiliary verb DO with all persons except the 3rd person singular. numbers with which DOES is used and forms of the infinitive

(without TO) semantic verb, and the auxiliary verb is placed before the subject

Cases of use:

1. Usual, regular, repeated action, condition.
2. Sequence of usual actions.
3. Well-known truth.
4. Often used with adverbs usually, sometimes, generally, often, rarely, never, always, every day, etc.
5. Scheduled action.

6. Read the text and determine what grammatical tense is being discussed

It is formed by using the auxiliary verb have / has and Past Participle (the third form of the semantic verb: V3).

Cases of use:

1. The action began sometime in the past and is still ongoing.
2. The action ended during a period of time that is still ongoing.
3. Action describes the experience experienced up to the present moment.
4. If the action occurred in the past, but the result is present.

Marker words are just, ever, never, already, yet, recently, lately.

7. Read the text and determine what grammatical tense is being discussed

It is formed using the auxiliary verb to be in the present tense (am, is, are) and the present participle form of the semantic verb.

Cases of use:

1. Action at the moment of speech (now, at the moment)
2. Action in the present period of time (at present)

3. A frequently repeated action that causes dissatisfaction or irritation
4. Planned action in the near future
5. Developing action, tendency

8. Choose the correct option and justify your choice

... ice-cream is made of milk and sugar.

- A an
- B the
- C a
- D –

Раздел 2. English for Legal Students

Форма контроля/оценочное средство: Задача

Вопросы/Задания:

1. Match the words with their definitions.

1. retribution
2. punishment
3. wrong-doer

a. one that does wrong; especially: one who transgresses moral laws

b. a punishment given to someone who has committed a crime as a way of paying back for what they did wrong. It can also mean getting what one deserves, either as a reward or a punishment

c. the imposition of an undesirable or unpleasant outcome upon a group or individual, meted out by an authority—in contexts ranging from child discipline to criminal law—as a response and deterrent to a particular action or behaviour that is deemed undesirable or unacceptable.

2. Match the words with their definitions.

1. guilt
2. conviction
3. life sentence

a. a criminal sentence in which someone is sent to prison for life, usually for a very serious crime

b. the verdict reached by a court of law finding a defendant guilty of a crime

c. an emotion that occurs when a person feels that they have violated a moral standard

3. Match the words with their definitions.

1. premeditated murder
2. non-custodial sentences
3. probation order

a. often seen as the most serious form of murder, as it indicates a deliberate decision to harm someone else

b. a court order setting out the terms of a conditional release of a prisoner

c. those that do not include imprisonment, such as discharges, fines and community orders

4. Insert the appropriate concept

... an action against, not necessarily violating any private right and punishable by the State.

5. Insert the appropriate concept
... is a person who breaks the law and engages in illegal activity.

6. Insert the appropriate concept
... is a dynamic force that shapes societies, protects individual rights, and establishes the foundation for justice.

7. Choose the correct option and justify your choice
I'm not sure which ...
A countries does the river flow through
B through countries does this river flow
C countries this river flows through
D does this river countries flow through

8. Choose the correct option and justify your choice
We haven't had a nice summer for ages, ... we?
A hadn't we
B have
C had
D didn't

Раздел 3. Промежуточная аттестация

Форма контроля/оценочное средство:

Вопросы/Задания:

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7. Оценочные материалы промежуточной аттестации

Первый семестр, Экзамен

Контролируемые ИДК: УК-4.1 УК-4.2 УК-4.3 УК-4.4 УК-4.5

Вопросы/Задания:

1. What spheres of human life were covered by Hammurabi's code?
2. How do you understand the principle "an eye for an eye and tooth for a tooth"?
3. What does the ancient Greek concept of law comprise?
4. What was Solon's contribution to ancient law?
5. What provisions did the Magna Carta contain?
6. Who enjoyed the rights granted by the Magna Carta?
7. What civil rights were protected by the Bill of Rights?
8. What were the benefits of Napoleon's Code for the ordinary people?
9. Which countries throughout the world still use the elements of Napoleon's code?

10. What steps can society take to cope with crime?
11. What methods and techniques are applied in criminology?
12. How did criminological theories develop in the 20th century?
13. What is the relationship between the mental and emotional state of a person and his or her inclinations to crime?
14. What are the latest views on the causes of crime?
15. What punishments were most common in the East?
16. What does the modern approach to the treatment of criminals owe to?
17. What are the most effective means of crime prevention?
18. Why was capital punishment imposed so frequently in ancient societies?
19. How have the attitudes towards capital punishment changed in Britain since the abolition of death penalty in 1965?
20. How have Americans treated the problem of death penalty?
21. What is the basic police mission?
22. Why did the Metropolitan Police Force become the model for other police forces in Britain and abroad?
23. Who was the founder of the British police?
24. What is the major difference in police organization between Britain and some other countries?
25. What is the name of London's police headquarters?
26. In what situations can policemen carry arms?
27. What are the duties of traffic wardens?
28. What are the main police powers in England and Wales?
29. What are the arrestable offences?
30. What document is necessary to carry out an arrest?
31. When can a person be arrested without a warrant?
32. What rights does the arrested person have?

33. What does the right of silence consist of?
34. What can a person do in case of unlawful detention?
35. What happens to a person after he or she has been charged?
36. What is "New Scotland Yard" and where is it currently located?
37. What are the Metropolitan Police's duties?
38. What is the main principle of the Force's relationship with the public?
39. What are the current trends in police work in the USA?
40. What technological advances have been made in law-and-order campaign?
41. Translate the text using a dictionary

Card 1

Crime Prevention

In the past four years the Government has placed greater emphasis on crime prevention. Some 12 government departments have been brought together in a ministerial group to deal with crime prevention strategies. These include efforts to improve security on housing estates; to ensure that architects, planners and designers make new dwellings less easy to burgle; and to understand the root causes of crime. The Government is also seeking action by the European Community to encourage car manufacturers to design their products in such a way as to make it difficult for criminals to steal vehicles or their contents.

In 1986 five local projects were set up with support from the Home Office to see how crime and the fear of crime could be reduced through coordinated action by local government, private businesses, the police and voluntary agencies. As part of the Government's safer cities program, these successful projects are being extended on the same basis to some other urban areas. The establishment of local crime prevention panels has been encouraged and there are nearly 56,000 neighborhood watch-schemes, some of them have succeeded in reducing crimes such as burglary. In 1988 Crime Concern, a national independent voluntary body, was formed to support local crime prevention activity and to promote best practices in it.

In Northern Ireland there is separate, statutory provision in certain circumstances for compensation from public funds for criminal injuries, and for malicious damage to property including the resulting losses of profits.

42. Translate the text using a dictionary

Act 1988 the courts' powers to make compensation orders are to be extended and the Criminal Injuries Compensation Scheme will be established on a statutory basis: this means that victims of violent crime will be entitled - for the first time - to compensation as of right.

In Northern Ireland there is separate, statutory provision in certain circumstances for compensation from public funds for criminal injuries, and for malicious damage to property including the resulting losses of profits.

There has been a rapid growth in the number of locally run victim support schemes, which offer practical help to the victims of crime on a voluntary basis. The Government provides financial assistance, both to local schemes and to a national association.

In 1986 five local projects were set up with support from the Home Office to see how crime and the fear of crime could be reduced through coordinated action by local government, private businesses,

the police and voluntary agencies.

43. Translate the text using a dictionary

Card 3

Measures to Combat Terrorism

The security forces in Northern Ireland are subject to the law and can be prosecuted for criminal offences. An independent commission deals with complaints made against police officers.

The Criminal Jurisdiction Act 1975 makes it possible to try in Northern Ireland a person accused of certain offences committed in the Irish Republic. It also enables evidence to be obtained in Northern Ireland for the trial of offences in the Irish Republic. Reciprocal legislation is in force in the Irish Republic. One of the aims of the Anglo-Irish Agreement signed in November 1985 is to improve security cooperation in combating terrorism. The accession of the Irish Government to the European Convention on the Suppression of Terrorism in 1986 is expected to increase the prospects of securing extradition from the Republic of people accused or convicted of terrorist crimes in Britain.

Britain attaches importance to international action to combat terrorism and plays an active part in the work of a group of European Community ministers which facilitates the confidential exchange of information and intelligence about terrorism affecting member countries. Britain believes that there should be no concessions to terrorist demands and that international cooperation should take place on tracking down and arresting terrorists and on impeding the movement of international terrorists from one country to another.

44. Translate the text using a dictionary

Card 4

Central Authorities

The Home Secretary and the Secretaries of State for Scotland and Northern Ireland approve the appointment of chief, deputy and assistant chief constables, and may require a police authority to retire a chief constable in the interests of efficiency, call for a report from a chief constable on matters relating to local policing or institute a local inquiry. They can make regulations covering such matters as police ranks, qualifications for appointment, promotion and retirement, discipline, hours of duty, leave, pay, allowances and uniform. Some of these regulations are first negotiable within the Police Negotiating Board for the United Kingdom, which has an independent chairman and representatives of the police authorities, police staff associations and the home departments. Matters of a non-negotiable kind and general questions are discussed by the Police Advisory Boards. All police forces (except the Metropolitan Police Force, for which the Home Secretary is directly responsible) are subject to inspection by inspectors of constabulary reporting to the appropriate Secretary of State. Inspectors maintain close touch with the forces they inspect and have advisory functions.

Each of Britain's 52 police forces is responsible for law enforcement in its area, but there is constant cooperation among them.

Outside London most counties (regions in Scotland) have their own police forces, though in the interests of efficiency several have combined forces. The policing of London is in the hands of the Metropolitan Police Force, with headquarters at New Scotland Yard, and the City of London force.

45. Translate the text using a dictionary

Card 5

Charging

As soon as there is a sufficient evidence to charge a person, the police must decide on an appropriate method of dealing with him or her. As an alternative to charging immediately, they can, for example,

decide to defer charging, to caution, to deal with the matter by summons or to take no further action and release the person with or without bail. When an immediate charge is appropriate, the person may continue to be held in custody if the name or address furnished is considered suspect. If there are grounds for believing that detention is necessary to prevent harm to people or property, or if there is a risk that the person would otherwise fail to appear in court, the immediate charge could be interfered by the administration of justice. When no such considerations apply, the person must be released with or without bail depending on the circumstances of the case. When a person is detained after charge, there is a provision in the Act for him or her to be brought before a Magistrates' court quickly. This will usually be no later than the following day.

Under the Prosecution of Offences Act 1985 there is a provision for statutory time limits on the period from arrest to the beginning of a trial in England and Wales. Time limits are in force in 13 English counties and throughout Wales and are to be phased in elsewhere with the aim of their being in force throughout England by the end of 1990. The limits are 56 days from first appearance before Magistrates to summary trial or 70 days to committal for trial in the Crown Court. The limit is 112 days from committal to taking of the plea in the case of the Crown Court.

46. Translate the text using a dictionary

Card 6

Magistrates' Courts

Every person charged with an offence is summoned to appear before a local Magistrates' court, which may impose a fine up to a general of 2,000 or twelve months' imprisonment, though for some specified offences the laws prescribe maximum penalties below these limits. With 98 per cent of cases the Magistrates on the bench decide on guilt or innocence, and if necessary, what penalty to impose. With more serious cases the Magistrates can decide only to send them for trial in a Crown Court. A person accused before a Magistrates' court may demand to be sent for trial before a Crown Court in some of the more serious cases, with which, in general, the magistrates could have dealt themselves.

A Magistrates' court normally consists of three Justices of the Peace. The JPs are ordinary but worthy citizens who have been appointed to their positions by the Lord Chancellor on the advice of local appointing committees. JPs have no formal qualifications. They are chosen merely for their good reputation, often with the support of political parties or approved voluntary bodies. Once appointed, they are expected to attend courses of instruction about their work. There are 28,000 JPs in England. Each of them works in the court on about 30-50 days a year. Magistrates must as a rule sit in open court to which the public and the media are admitted. A court normally consists of three lay Magistrates known as justices of the peace. They are advised on points of law and procedures by a legally qualified clerk or a qualified assistant.

47. Translate the text using a dictionary

Card 7

Appeals

A person convicted by a magistrates' court may appeal to the Crown Court against the sentence imposed if he has pleaded guilty; or against the conviction or sentence imposed if he has not pleaded guilty. Where the appeal is on a point or procedure of law, either the prosecutor or the defendant may appeal from the Magistrates' court to the High Court. Appeals from the Crown Court, either against conviction or against sentence, are made to the Court of Appeal (Criminal Division). The House of Lords is the final appeal court for all cases, from either the High Court or the Court of Appeal. Before a case can go to the Lords, the court hearing the previous appeal must certify that it involves a

point of law of general public importance and either that court or the Lords must grant leave for the appeal to be heard. The nine Lords of Appeal are the judges who deal with Lords appeals.

The Attorney-General may seek the opinion of the Court of Appeal on a point of law which has arisen in a case where a person tried on indictment is acquitted. The court has power to refer the point to the House of Lords. Under a provision of the Criminal Justice Act 1988, which has not yet been implemented, the Attorney-General would be empowered, where he considered that a sentence passed by the Crown Court was over-lenient, to refer the case to the Court of Appeal, which would be able, if it thought fit, to increase the sentence within the statutory maximum laid down by Parliament for the offence.

48. Translate the text using a dictionary

Card 8

Courts in Scotland

In Scotland the High Court of Judiciary tries such crimes as murder, treason and rape. The Sheriff Court is concerned with less serious offences and the District Court with minor offences. Criminal cases are heard either under solemn procedure, when proceedings are taken on indictment and the judge sits with a jury of 15 members, or under summary procedure, when the judge sits without a jury. All cases in the High Court and the more serious ones in Sheriff Courts are tried by a judge and jury. Summary procedure is used in the less serious cases in the Sheriff Courts, and in all cases in the District Courts. District Courts are the administrative responsibility of the district and the islands local government authorities. The judges are lay Justices of the Peace and the local authorities may appoint up to one quarter of their elected members to be ex-officio justices. In Glasgow there are four stipendiary Magistrates who are full-time salaried lawyers and have equivalent criminal jurisdiction to a sheriff sitting under summary procedure. Children under 16 who have committed an offence or are, for other reasons specified in statute, considered to need compulsory care may be brought before a children's hearing comprising three members of the local community. All appeals are dealt with by the High Court in Edinburgh. In both solemn and summary procedure, an appeal may be brought against conviction, or sentence, or both. The Court may authorize a retrial if it sets aside a conviction.

49. Translate the text using a dictionary

Card 9

Coroner's Courts

Coroners investigate violent and unnatural deaths or sudden deaths where the cause is unknown. Deaths may be reported to the local coroner (who is either medically or legally qualified, or both) by doctors, the police, the registrar, various public authorities or members of the public. If the death is sudden and the cause is unknown, the coroner need not hold an inquest. After a postmortem examination has been made, he or she is satisfied that the death was due to natural causes. Where there is reason to believe that the deceased died a violent or unnatural death or died in prison or in other specified circumstances, the coroner must hold an inquest. It is the duty of the coroner's court to establish how, when and where the deceased died. A coroner may sit alone, or in certain circumstances, with a jury. In Scotland the local procurator inquires privately into all sudden and suspicious deaths and may report the findings to the Crown Office. In a minority of cases a fatal accident inquiry may be held before the Sheriff. For certain categories (such as deaths in custody) a fatal accident inquiry is mandatory. In addition, the Lord Advocate has discretion to instruct an inquiry in the public interest in cases where the circumstances give rise to public concern.

In summary proceedings the prosecutor may appeal on a point of law against acquittal or sentence. The Lord Advocate may seek the opinion of the High Court on a point of law which has arisen in a case where a person tried on indictment is acquitted. The acquittal in the original case is not affected.

50. Translate the text using a dictionary

three lay people drawn from a panel for each region or islands area, determines in an informal setting whether compulsory measures of care are required and, if so, the form they should take. An official 'reporter' decides whether a child should come before a hearing. If the grounds for referral are not accepted by the child or parents, or if for any reason the child is not capable of understanding the explanation of the grounds, the case goes to the Sheriff for proof. If he finds the grounds established, the Sheriff remits the case to the 'reporter' to arrange a hearing. The Sheriff also decides appeals against any decision of a children's hearing.

In Scotland the High Court of Judiciary tries such crimes as murder, treason and rape. The Sheriff Court is concerned with less serious offences and the District Court with minor offences.

51. Translate the text using a dictionary

Card 11

Civil Courts in Scotland

The main Civil Courts are the Sheriff Courts and the Court of Session. The civil jurisdiction of the Sheriff Court extends to most kinds of action and is normally unlimited by the value of the case. Much of the work is done by the Sheriff, against whose decisions an appeal may be made to the Sheriff Principal or directly to the Court of Session.

The Court of Session sits only in Edinburgh, and in general has jurisdiction to deal with all kinds of action. The main exception is an action exclusive to the Sheriff Court, where the value claimed is less than a set amount. It is divided into two parts: the Outer House, a court of first instance, and the Inner House, mainly an appeal court. The Inner House is divided into two divisions of equal status, each consisting of four judges. The first division is presided by the Lord President and the second division is presided by the Lord Justice Clerk. Appeals to the Inner House may be made from the Outer House and from the Sheriff Court. From the Inner House an appeal may go to the House of Lords. The judges of the Court of Session are the same as those of the High Court of Judiciary. The Lord President of the Court of Session holds the office of Lord Justice General in the High Court of Judiciary.

The Scottish Land Court is a special court, which deals exclusively with matters concerning agriculture. Its chairman has the status and tenure of a judge of the Court of Session and its other members are lay specialists in agriculture.

52. Translate the text using a dictionary

Card 12

Police Technology in the USA

Requests for police services are generally transmitted to headquarters by telephone and then by radio to officers in the field. Police have long operated on the theory that fast response time results in more arrests and less risk or injury to victims. The current trend is toward handling calls by priority, with emergency response reserved for cases involving an injured party or those in which a reasonable chance exists to prevent a crime or make an arrest at the scene. Modern computer-assisted dispatching systems permit automatic selection of the nearest officer in service. In some cities, officers can receive messages displayed on computer terminals in their cars, without voice communication from headquarters. An officer, for example, can key in the license number of a suspect car and receive an immediate response from the computer as to the status of the car and the owner's identity.

An increasing number of agencies are now using computers to link crime patterns with certain suspects. Fingerprints found at crime scenes can be electronically compared with fingerprint files.

In recent years technological advances have been made in such areas as voice identification, use of the scanning electron microscope, and blood testing which is an important tool because only 2

persons in 70,000 have identical blood characteristics. Some of the new laboratory techniques, although highly effective, are extremely expensive, so their use is limited to the most challenging cases.

53. Translate the text using a dictionary

Card 13

Prisoners' Rights

The idea that a prisoner has rights that may be protected by actions in the courts has been developed in Europe and the United States. In England, in the absence of a written constitution, prisoners resorting to the courts have relied on the general principles of administrative law, which require fair procedures by disciplinary bodies. Although many actions brought by prisoners have been unsuccessful, prison disciplinary procedures have been improved as a result of such litigation.

In the U.S. actions brought under the provisions of the U.S. Constitution (notably the Eighth and the Fourteenth amendments) establish that prisoners are entitled to the protection of the Constitution. Early U.S. court decisions ruled that prisoners had forfeited all of the rights enjoyed by free citizens. Eventually, the courts recognized certain rights and legal remedies available to prisoners, who may now file their own suits, have direct access to the federal courts, and file writs of Habeas Corpus and mandamus. Under Habeas Corpus the prisoner may request release, transfer, or another remedy for some aspect of confinement. Mandamus is a command issue by a court directing a prison administrator to carry out a legal responsibility, to provide a sick prisoner with medical care, for example, or to restore to the prisoner rights that have been illegally denied. Prisoners have sought remedies for many problems, including relief from unreasonable searches, release from solitary confinement, and the procuring of withheld mail. Recent decisions have indicated, however, that the courts are now willing to limit legal writs by prisoners in deference to the security requirements of the prison.

54. Translate the text using a dictionary

Card 14

ALTERNATIVES TO PRISON

Fine

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

Probation

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

55. Translate the text using a dictionary

Card 15

Prison

Young Offenders

In Britain, young offenders are held in reformatories, which are designed for the treatment, training and social rehabilitation of youth. School-age delinquents are kept in residential training schools, and young offenders between the ages of 16 and 25 who have been convicted of a criminal act serve in special facilities. The most famous of these is the Borstal institution.

Women prisoners

Women are usually held in smaller prisons with special program recreational opportunities offered to reflect stereotyped female roles, with emphasis on housekeeping, sewing and typing skills. Women prisoners do not wear prison uniform and there is a clothing allowance to help pay for clothes while in prison. Some prisons provide mother and baby units, which enable babies to remain with the mother where that is found to be in the best interests of the child. In addition to the usual visiting arrangement several prisons allow extended visits to enable women to spend the whole day with their children in an informal atmosphere.

Life-sentence prisoners

Since capital punishment has been abolished in Britain, the severest penalty for the atrocious crimes, such as murder, is life imprisonment. Those serving life sentences for the murder of police and prison officers, terrorist murders, murder by firearms in the cause of robbery and the sexual or sadistic murder of children are normally detained for at least twenty years. Life sentences for offences other than murders can be reduced up to nine years.

On release, all life-sentence prisoners on license for the rest of their lives and are subject to recall should their behavior suggest that they might again be a danger to the public.

56. Translate the text without a dictionary

Card 1

CAPITAL PUNISHMENT: FOR AND AGAINST

Capital punishment used to be a major deterrent. It made the violent robber think twice before pulling the trigger. It gave the cold-blooded poisoner something to ponder about while he was shaking up or serving his arsenic cocktail. It prevented unarmed policemen from being mowed down while pursuing their duty by killers armed with automatic weapons. Above all, it protected the most vulnerable members of society, young children, from brutal sex-maniacs. It is horrifying to think that the criminal can literally get away with murder. We all know that 'life sentence' does not mean what it says. After ten years or so of 'good conduct', the most desperate villain is free to return to society where he will live very comfortably, thank you, on the proceeds of his crime, or he will go on committing offences until he is caught again. People are always willing to hold liberal views at the expense of others. It's always fashionable to pose as the defender of the underdog, so long as you, personally, remain unaffected. Did the defenders of crime, one wonders, in their desire for fair-play, consult the victims before they suspended capital punishment? Hardly ever. You see, they couldn't, because all the victims were dead.

57. Translate the text without a dictionary

Card 2

"Let the Body Be Brought..."

In Britain, the United States and many other English-speaking countries, the law of Habeas Corpus guarantees that nobody can be held in prison without trial. Habeas Corpus became a law because of a wild party held in 1621 at the London home of a notoriously rowdy lady, Alice Robinson. When a constable appeared and asked her and her guests to quiet down, Mrs. Robinson allegedly swore at him so violently that he arrested her, and a local justice of the peace committed her to jail.

When she was finally brought to trial, Mrs. Robinson's story of her treatment in prison caused an outcry. She had been put on a punishment diet of bread and water, forced to sleep on the bare earth, stripped, and given 50 lashes. Such treatment was barbaric even by the harsh standards of the time;

what made it worse was that Mrs. Robinson was pregnant.

Public anger was so great that she was acquitted, the constable who had arrested her without a warrant was himself sent to prison, and the justice of the peace was severely reprimanded. And the case, along with other similar cases, led to the passing of the Habeas Corpus Act in Britain in 1679.

58. Translate the text without a dictionary

Card 3

THE CAUSES OF CRIME (I)

Since the 18th century, various scientific theories have been advanced to explain crime. One of the first efforts to explain crime on scientific, rather than theological, grounds was made at the end of the 18th century by the German physician and anatomist Franz Joseph Gall, who tried to establish relationships between skull structure and criminal proclivities. This theory, popular during the 19th century, is now discredited and has been abandoned. A more sophisticated theory — a biological one — was developed late in the 19 century by the Italian criminologist Cesare Lombroso, who asserted that crimes were committed by persons who were born with certain recognizable hereditary physical traits. Lombroso's theory was disproved early in the 20 century by the British criminologist Charles Goring. Goring's comparative study of jailed criminals and law-abiding persons established that so-called criminal types, with innate dispositions to crime, do not exist. Recent scientific studies have tended to confirm Goring's findings. Some investigators still hold, however, that specific abnormalities of the brain and of the endocrine system contribute to a person's inclination toward criminal activity.

59. Translate the text without a dictionary

Card 4

CAPITAL PUNISHMENT: HISTORY (I)

Efforts to abolish the death penalty did not gather momentum until the end of the 18th century. In Europe, a short treatise, *On Crimes and Punishments*, by the Italian jurist Cesare Beccaria, inspired influential thinkers such as the French philosopher Voltaire to oppose torture, flogging, and the death penalty.

The abolition of capital punishment in England in November 1965 was welcomed by most people with humane and progressive ideas. To them it seemed a departure from feudalism, from the cruel pre-Christian spirit of revenge: an eye for an eye and a tooth for a tooth. Many of these people think differently now. Since the abolition of capital punishment crime, and especially murder, has been on increase throughout Britain. Today, therefore, public opinion in Britain has changed. People, also in Parliament, who before stated that capital punishment was not a deterrent to murder, because there have always been murders in all countries with or without the law of execution, now feel that killing the assassin is the lesser of two evils. Capital punishment, they think, may not be the ideal answer, but it is better than nothing, especially when, as in England, a sentence of life imprisonment only lasts eight or nine years.

60. Translate the text without a dictionary

Card 5

CRIME OF PASSION

Bernard Lewis, a thirty-six-old man, while preparing dinner became involved in an argument with his drunken wife. In a fit of a rage Lewis, using the kitchen knife with which he had been preparing the meal, stabbed and killed his wife. He immediately called for assistance, and readily confessed when the first patrolman appeared on the scene with the ambulance attendant. He pleaded guilty to manslaughter. The probation department's investigation indicated that Lewis was a rigid individual who never drank, worked regularly, and had no previous criminal record. His thirty-year-old deceased wife, and mother of three children, was a 'fine girl' when sober but was frequently drunk and on a number of occasions when intoxicated had left their small children unattended. After due consideration of the background of the offence and especially of the plight of the three motherless

youngsters, the judge placed Lewis on probation so that he could work, support and take care of the children. On probation Lewis adjusted well, worked regularly, appeared to be devoted to the children, and a few years later was discharged as 'improved' from probation.

61. Translate the text without a dictionary

Card 6

CAPITAL PUNISHMENT: HISTORY (II)

Capital punishment is a legal infliction of the death penalty, in modern law, corporal punishment in its most severe form. The usual alternative to the death penalty is long-term or life imprisonment.

The earliest historical records contain evidence of capital punishment. It was mentioned in the Code of Hammurabi. The Bible prescribed death as the penalty for more than 30 different crimes, ranging from murder to fornication. The Draconian Code of ancient Greece imposed capital punishment for every offence.

In England, during the reign of William the Conqueror, the death penalty was not used, although the results of interrogation and torture were often fatal. By the end of the 15th century English law recognized six major crimes: treason, murder, larceny, burglary, rape, and arson. By 1800, more than 200 capital crimes were recognized, and as a result, 1000 or more persons were sentenced to death each year (although most sentences were commuted by royal pardon). In early American colonies the death penalty was commonly authorized for a wide variety of crimes. Blacks, whether slave or free, were threatened with death for many crimes that were punished less severely when committed by whites.

62. Translate the text without a dictionary

Card 7

TREATMENT OF CRIMINALS (I)

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

63. Translate the text without a dictionary

THE BILL OF RIGHTS

The Bill of Rights provided the foundation on which the government rested after the Revolution of 1688. The Revolution settlement made monarchy clearly conditional on the will of Parliament and provided a freedom from arbitrary government of which most Englishmen were notably proud during the 18th century.

The main purpose of the act was unequivocally to declare illegal various practices of James II. Among such practices proscribed were the royal prerogative of dispensing with the law in certain cases, the complete suspension of laws without the consent of Parliament, and the levying of taxes and the maintenance of a standing army in peacetime without specific parliamentary authorization. A number of clauses sought to eliminate royal interference in parliamentary matters, stressing that elections must be free and that members of Parliament must have complete freedom of speech. Certain forms of interference in the course of justice were also proscribed. The act also dealt with the proximate succession to the throne, provided the heirs were Protestants. It is the constitutional paper of great importance, which prevented the sovereign from abusing his authority.

64. Translate the text without a dictionary

Card 9

TREATMENT OF CRIMINALS (II)

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

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

65. Translate the text without a dictionary

Card 10

CRIMINOLOGY

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

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

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

66. Translate the text without a dictionary

Card 11

THE CAUSES OF CRIME (II)

Many prominent criminologists of the 19th century, particularly those associated with the Socialist movement, attributed crime mainly to the influence of poverty. They pointed out that persons who are unable to provide adequately for themselves and their families through normal legal channels are frequently driven to theft, burglary, prostitution, and other offences. The incidence of crime especially tends to rise in times of widespread unemployment. Present-day criminologists take a broader and deeper view; they place the blame for most crimes on the whole range of environmental conditions associated with poverty. The living conditions of the poor, particularly of those in slums, are characterized by overcrowding, lack of privacy, inadequate play space and recreational facilities, and poor sanitation. Such conditions engender feelings of deprivation and hopelessness and are conducive to crime as a means of escape. The feeling is encouraged by the example set by those who have escaped to what appears to be the better way of life made possible by crime.

67. Translate the text without a dictionary

THE MAGNA CARTA

Earlier kings of England had issued charters, making promises to their barons. But these were granted by, not exacted from the king and were very generally phrased. Later the tension between the Kings and the nobility increased. Since 1199 John's barons had to be promised their rights. It is, therefore, not surprising that Stephen Langton, archbishop of Canterbury, directed baronial unrest into a demand for a solemn grant of liberties by the king. The document known as the Articles of the Barons was at last agreed upon and became the text from which the final version of the charter was drafted and sealed by John on June 15, 1215.

The Magna Carta established the principle of limited government, in which the power of the monarch, or government, was limited, not absolute. This document provided for protection against unjust punishment and the loss of life, liberty, and property except according to law. It stipulated that no citizen could be punished or kept in prison without a fair trial. Under the Magna Carta, the king agreed that certain taxes could not be levied without popular consent.

68. Translate the text without a dictionary

THE LEGAL HERITAGE OF GREECE AND ROME

The ancient Greeks were among the first to develop a concept of law that separated everyday law from religious beliefs. Before the Greeks most civilizations attributed their laws to their gods or goddesses. Instead, the Greeks believed that laws were made by the people for the people.

In the seventh century B.C., Draco drew up Greece's first written code of laws. Under Draco's code death was the punishment for most offenses. Thus, the term draconian usually applies to extremely harsh measures.

Several decades passed before Solon — poet, military hero, and ultimately Athens' lawgiver — devised a new code of laws. Trial by jury, an ancient Greek tradition was retained, but enslaving debtors was prohibited as were most of the harsh punishments of Draco's code. Under Solon's law citizens of Athens were eligible to serve in the assembly and courts were established in which they could appeal government decisions.

69. Translate the text without a dictionary

FROM THE HISTORY OF POLICE FORCES (I)

Police forces developed throughout the centuries, taking various forms. In France during the 17th century King Louis XIV maintained a small central police organization consisting of some 40 inspectors who, with the help of numerous paid informants, supplied the government with details about the conduct of private individuals. The king could then exercise the kind of justice he saw fit. This system continued during the reigns of Louis XV and Louis XVI. After the French Revolution, two separate police bodies were set up, one to handle ordinary duties and the other to deal with political crimes.

In 1663 the city of London began paying watchmen (generally old men who were unable to find other work) to guard the streets at night. Until the end of the 18th century, the watchmen — as inefficient as they were — along with a few constables, remained the only form of policing in the city.

The inability of watchmen and constables to curb lawlessness, particularly in London, led to a demand for a more effective force to deal with criminals and to protect the population.

70. Translate the text without a dictionary

CAPITAL PUNISHMENT: HISTORY (III)

The classic moral arguments in favor of the death penalty have been biblical and call for retribution. "Whosoever sheds man's blood, by man shall his blood be shed" has usually been interpreted as a divine warrant for putting the murderer to death. "Let the punishment fit the crime" is its secular counterpart; both statements imply that the murderer deserves to die.

The chief objection to capital punishment has been that it is always used unfairly, in at least three major ways. First, women are rarely sentenced to death and executed, even though 20 per cent of all homicides in recent years have been committed by women. Second, a disproportionate number of non-whites are sentenced to death and executed. Third, poor and friendless defendants, those with inexperienced or court-appointed attorney, are most likely to be sentenced to death and executed. DEFENDERS of the death penalty, however, have insisted that, because none of the laws of capital punishment causes sexist, racist, or class bias in its use, these kinds of discrimination are not a sufficient reason for abolishing the death penalty. OPPONENTS have replied that the death penalty can be the result of a mistake in practice and that it is impossible to administer fairly.

8. Материально-техническое и учебно-методическое обеспечение дисциплины

8.1. Перечень основной и дополнительной учебной литературы

Основная литература

1. АРАКЕЛЯН Н.С. Английский язык: учеб. пособие / АРАКЕЛЯН Н.С., Сейранова К.М., Нецадим Е.Г.. - Краснодар: КубГАУ, 2018. - 159 с. - Текст: непосредственный.

2. Лебедева, А.А. Английский язык для юристов. Предпринимательское право. Перевод контрактов: Учебное пособие для студентов вузов, обучающихся по специальности "Юриспруденция" / А.А. Лебедева. - 1 - Москва: Издательство "ЮНИТИ-ДАНА", 2017. - 231 с. - 978-5-238-01928-4. - Текст: электронный. // Общество с ограниченной ответственностью «ЗНАНИУМ»: [сайт]. - URL: <https://znanium.com/cover/1028/1028692.jpg> (дата обращения: 20.02.2024). - Режим доступа: по подписке

3. КАРАМЫШЕВА С.Г. Иностранный язык (английский) для юристов: учеб. пособие / КАРАМЫШЕВА С.Г.. - Краснодар: КубГАУ, 2020. - 103 с. - 978-5-907373-04-4. - Текст: непосредственный.

Дополнительная литература

1. Попов, Е.Б. Перевод в сфере договорного права: английский язык для юристов: элективный курс: Учебное пособие / Е.Б. Попов. - 2 - Москва: ООО "Научно-издательский центр ИНФРА-М", 2016. - 162 с. - 978-5-16-104939-6. - Текст: электронный. // Общество с ограниченной ответственностью «ЗНАНИУМ»: [сайт]. - URL: <https://znanium.com/cover/0556/556451.jpg> (дата обращения: 20.02.2024). - Режим доступа: по подписке

2. Попов, Е.Б. The ABC of Legal English: Основы юридического английского языка: Учебное пособие / Е.Б. Попов. - 1 - Москва: ООО "Научно-издательский центр ИНФРА-М", 2022. - 85 с. - 978-5-16-110330-2. - Текст: электронный. // Общество с ограниченной ответственностью «ЗНАНИУМ»: [сайт]. - URL: <https://znanium.com/cover/1867/1867567.jpg> (дата обращения: 20.02.2024). - Режим доступа: по подписке

3. Сидоренко, Т.В. Essential English for Law (английский язык для юристов): Учебное пособие / Т.В. Сидоренко, Н.М. Шагиева. - 1 - Москва: ООО "Научно-издательский центр ИНФРА-М", 2023. - 282 с. - 978-5-16-101427-1. - Текст: электронный. // Общество с ограниченной ответственностью «ЗНАНИУМ»: [сайт]. - URL: <https://znanium.com/cover/1915/1915345.jpg> (дата обращения: 20.02.2024). - Режим доступа: по подписке

8.2. Профессиональные базы данных и ресурсы «Интернет», к которым обеспечивается доступ обучающихся

Профессиональные базы данных

1. www.programs-gov.ru - Информационный сервер по материалам федеральных целевых программ

Ресурсы «Интернет»

1. <https://znanium.com/>
- Znanium.com
2. <https://lingualeo.com/ru> - Lingualeo иностранные языки онлайн
3. www.longman.com - Официальный сайт издательства «Лонгман»
4. <http://www.iprbookshop.ru/> - Электронный библиотечный ресурс
5. <https://edu.kubsau.ru/> - Образовательный портал КубГАУ
6. <http://elibrary.ru/defaultx.asp> - Научная электронная библиотека

8.3. Программное обеспечение и информационно-справочные системы, используемые при осуществлении образовательного процесса по дисциплине

Информационные технологии, используемые при осуществлении образовательного процесса по дисциплине позволяют:

- обеспечить взаимодействие между участниками образовательного процесса, в том числе синхронное и (или) асинхронное взаимодействие посредством сети «Интернет»;
- фиксировать ход образовательного процесса, результатов промежуточной аттестации по дисциплине и результатов освоения образовательной программы;
- организовать процесс образования путем визуализации изучаемой информации посредством использования презентаций, учебных фильмов;
- контролировать результаты обучения на основе компьютерного тестирования.

Перечень лицензионного программного обеспечения:

- 1 Microsoft Windows - операционная система.
- 2 Microsoft Office (включает Word, Excel, Power Point) - пакет офисных приложений.

Перечень профессиональных баз данных и информационных справочных систем:

- 1 Гарант - правовая, <https://www.garant.ru/>
- 2 Консультант - правовая, <https://www.consultant.ru/>
- 3 Научная электронная библиотека eLibrary - универсальная, <https://elibrary.ru/>

Доступ к сети Интернет, доступ в электронную информационно-образовательную среду университета.

Перечень программного обеспечения

(обновление производится по мере появления новых версий программы)

1. Вебинар;
2. ПО "1С:Предприятие 8.3 ПРОФ. 1С:Предприятие. Облачная подсистема Фреш ";
3. ПО "1С:Предприятие 8 ПРОФ. 1С:Университет ПРОФ";
4. Microsoft Windows 7 Professional 64 bit;

Перечень информационно-справочных систем

(обновление выполняется еженедельно)

Не используется.

8.4. Специальные помещения, лаборатории и лабораторное оборудование

Университет располагает на праве собственности или ином законном основании материально-техническим обеспечением образовательной деятельности (помещениями и оборудованием) для реализации программы бакалавриата, специлитета, магистратуры по Блоку 1 "Дисциплины (модули)" и Блоку 3 "Государственная итоговая аттестация" в соответствии с учебным планом.

Каждый обучающийся в течение всего периода обучения обеспечен индивидуальным неограниченным доступом к электронной информационно-образовательной среде университета из любой точки, в которой имеется доступ к информационно-телекоммуникационной сети "Интернет", как на территории университета, так и вне его. Условия для функционирования электронной информационно-образовательной среды могут быть созданы с использованием ресурсов иных организаций.

Лекционный зал

2гд

Облучатель-рециркулятор воздуха 600 - 0 шт.

Учебная аудитория

628гл

видео DVD плеер MPEG4 Nexx портативный - 1 шт.
доска марк. PREMIUM LEGAMASTER 100×150 - 1 шт.
жалюзи вертикальные - 4 шт.
Магнитола CD/MP3,дека, FM тюнер - 1 шт.
парты - 1 шт.
стол 2 тумбовый - 1 шт.
СТОЛ ПРИСТАВНОЙ - 1 шт.
Тумба прикроватная - 1 шт.
Шкаф книжный - 1 шт.

308зоо

доска ДК11Э2010 - 1 шт.
доска интерактивная SMART 680 iv - 1 шт.
доска классная - 1 шт.
доска магнитно-маркерная - 1 шт.
доска марк. PREMIUM LEGAMASTER 100×150 - 1 шт.
жалюзи вертикальные - 1 шт.
Магнитола CD/MP3,дека, FM тюнер - 1 шт.
ноутбук HP ProBook 4530s 15.6" - 1 шт.
парты - 1 шт.
Сплит-система LS-H18KPA2/LU-H18KPA2 - 1 шт.
стелаж - 1 шт.
Шкаф для документов - 2 шт.
шкаф платяной - 1 шт.

350зоо

Доска классная - 1 шт.
доска марк. PREMIUM LEGAMASTER 100×150 - 1 шт.
Облучатель-рециркулятор воздуха 600 - 1 шт.
Парты - 15 шт.
стул твердый - 2 шт.
Шкаф книжный - 1 шт.
шкаф комбинированный - 1 шт.
шкаф плотяной - 1 шт.

420300

доска марк. PREMIUM LEGAMASTER 100×150 - 1 шт.

жалюзи - 2 шт.

Парты - 15 шт.

стол двухтумбовый - 1 шт.

Стул мягкий черный - 1 шт.

шкаф книжный - 3 шт.

шкаф комбинированный - 1 шт.

424300

Вешалка для одежды - 1 шт.

доска марк. PREMIUM LEGAMASTER 100×150 - 1 шт.

Магнитола CD/MP3,дека, FM тюнер - 1 шт.

парты - 9 шт.

стол однотоумбовый - 1 шт.

Стул мягкий черный - 1 шт.

стул твердый - 1 шт.

шкаф книжный - 1 шт.

шкаф комбинированный - 1 шт.

9. Методические указания по освоению дисциплины (модуля)

Учебная работа по направлению подготовки осуществляется в форме контактной работы с преподавателем, самостоятельной работы обучающегося, текущей и промежуточной аттестаций, иных формах, предлагаемых университетом. Учебный материал дисциплины структурирован и его изучение производится в тематической последовательности. Содержание методических указаний должно соответствовать требованиям Федерального государственного образовательного стандарта и учебных программ по дисциплине. Самостоятельная работа студентов может быть выполнена с помощью материалов, размещенных на портале поддержки Moodle.

Методические указания по формам работы

Лекционные занятия

Передача значительного объема систематизированной информации в устной форме достаточно большой аудитории. Дает возможность экономно и систематично излагать учебный материал. Обучающиеся изучают лекционный материал, размещенный на портале поддержки обучения Moodle.

Лабораторные занятия

Практическое освоение студентами научно-теоретических положений изучаемого предмета, овладение ими техникой экспериментирования в соответствующей отрасли науки. Лабораторные занятия проводятся с использованием методических указаний, размещенных на образовательном портале университета.

Описание возможностей изучения дисциплины лицами с ОВЗ и инвалидами

Для инвалидов и лиц с ОВЗ может изменяться объём дисциплины (модуля) в часах, выделенных на контактную работу обучающегося с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающегося (при этом не увеличивается количество зачётных единиц, выделенных на освоение дисциплины).

Фонды оценочных средств адаптируются к ограничениям здоровья и восприятия информации обучающимися.

Основные формы представления оценочных средств – в печатной форме или в форме электронного документа.

Формы контроля и оценки результатов обучения инвалидов и лиц с ОВЗ с нарушением зрения:

- устная проверка: дискуссии, тренинги, круглые столы, собеседования, устные коллоквиумы и др.;
- с использованием компьютера и специального ПО: работа с электронными образовательными ресурсами, тестирование, рефераты, курсовые проекты, дистанционные формы, если позволяет острота зрения - графические работы и др.;
- при возможности письменная проверка с использованием рельефно-точечной системы Брайля, увеличенного шрифта, использование специальных технических средств (тифлотехнических средств): контрольные, графические работы, тестирование, домашние задания, эссе, отчеты и др.

Формы контроля и оценки результатов обучения инвалидов и лиц с ОВЗ с нарушением слуха:

- письменная проверка: контрольные, графические работы, тестирование, домашние задания, эссе, письменные коллоквиумы, отчеты и др.;
- с использованием компьютера: работа с электронными образовательными ресурсами, тестирование, рефераты, курсовые проекты, графические работы, дистанционные формы и др.;
- при возможности устная проверка с использованием специальных технических средств (аудиосредств, средств коммуникации, звукоусиливающей аппаратуры и др.): дискуссии, тренинги, круглые столы, собеседования, устные коллоквиумы и др.

Формы контроля и оценки результатов обучения инвалидов и лиц с ОВЗ с нарушением опорно-двигательного аппарата:

- письменная проверка с использованием специальных технических средств (альтернативных средств ввода, управления компьютером и др.): контрольные, графические работы, тестирование, домашние задания, эссе, письменные коллоквиумы, отчеты и др.;
- устная проверка, с использованием специальных технических средств (средств коммуникаций): дискуссии, тренинги, круглые столы, собеседования, устные коллоквиумы и др.;
- с использованием компьютера и специального ПО (альтернативных средств ввода и управления компьютером и др.): работа с электронными образовательными ресурсами, тестирование, рефераты, курсовые проекты, графические работы, дистанционные формы предпочтительнее обучающимся, ограниченным в передвижении и др.

Адаптация процедуры проведения промежуточной аттестации для инвалидов и лиц с ОВЗ.

В ходе проведения промежуточной аттестации предусмотрено:

- предъявление обучающимся печатных и (или) электронных материалов в формах, адаптированных к ограничениям их здоровья;
- возможность пользоваться индивидуальными устройствами и средствами, позволяющими адаптировать материалы, осуществлять приём и передачу информации с учетом их индивидуальных особенностей;
- увеличение продолжительности проведения аттестации;
- возможность присутствия ассистента и оказания им необходимой помощи (занять рабочее место, передвигаться, прочесть и оформить задание, общаться с преподавателем).

Формы промежуточной аттестации для инвалидов и лиц с ОВЗ должны учитывать индивидуальные и психофизические особенности обучающегося/обучающихся по АОПОП ВО (устно, письменно на бумаге, письменно на компьютере, в форме тестирования и т.п.).

Специальные условия, обеспечиваемые в процессе преподавания дисциплины студентам с нарушениями зрения:

- предоставление образовательного контента в текстовом электронном формате, позволяющем переводить плоскостную информацию в аудиальную или тактильную форму;
- возможность использовать индивидуальные устройства и средства, позволяющие адаптировать материалы, осуществлять приём и передачу информации с учетом индивидуальных особенностей и состояния здоровья студента;
- предоставление возможности предкурсового ознакомления с содержанием учебной

дисциплины и материалом по курсу за счёт размещения информации на корпоративном образовательном портале;

- использование чёткого и увеличенного по размеру шрифта и графических объектов в мультимедийных презентациях;
- использование инструментов «лупа», «прожектор» при работе с интерактивной доской;
- озвучивание визуальной информации, представленной обучающимся в ходе занятий;
- обеспечение раздаточным материалом, дублирующим информацию, выводимую на экран;
- наличие подписей и описания у всех используемых в процессе обучения рисунков и иных графических объектов, что даёт возможность перевести письменный текст в аудиальный;
- обеспечение особого речевого режима преподавания: лекции читаются громко, разборчиво, отчётливо, с паузами между смысловыми блоками информации, обеспечивается интонирование, повторение, акцентирование, профилактика рассеивания внимания;
- минимизация внешнего шума и обеспечение спокойной аудиальной обстановки;
- возможность вести запись учебной информации студентами в удобной для них форме (аудиально, аудиовизуально, на ноутбуке, в виде пометок в заранее подготовленном тексте);
- увеличение доли методов социальной стимуляции (обращение внимания, апелляция к ограничениям по времени, контактные виды работ, групповые задания и др.) на практических и лабораторных занятиях;
- минимизирование заданий, требующих активного использования зрительной памяти и зрительного внимания;
- применение поэтапной системы контроля, более частый контроль выполнения заданий для самостоятельной работы.

Специальные условия, обеспечиваемые в процессе преподавания дисциплины студентам с нарушениями опорно-двигательного аппарата (маломобильные студенты, студенты, имеющие трудности передвижения и патологию верхних конечностей):

- возможность использовать специальное программное обеспечение и специальное оборудование и позволяющее компенсировать двигательное нарушение (коляски, ходунки, трости и др.);
- предоставление возможности предкурсового ознакомления с содержанием учебной дисциплины и материалом по курсу за счёт размещения информации на корпоративном образовательном портале;
- применение дополнительных средств активизации процессов запоминания и повторения;
- опора на определенные и точные понятия;
- использование для иллюстрации конкретных примеров;
- применение вопросов для мониторинга понимания;
- разделение изучаемого материала на небольшие логические блоки;
- увеличение доли конкретного материала и соблюдение принципа от простого к сложному при объяснении материала;
- наличие чёткой системы и алгоритма организации самостоятельных работ и проверки заданий с обязательной корректировкой и комментариями;
- увеличение доли методов социальной стимуляции (обращение внимания, апелляция к ограничениям по времени, контактные виды работ, групповые задания др.);
- обеспечение беспрепятственного доступа в помещения, а также пребывания в них;
- наличие возможности использовать индивидуальные устройства и средства, позволяющие обеспечить реализацию эргономических принципов и комфортное пребывание на месте в течение всего периода учёбы (подставки, специальные подушки и др.).

Специальные условия, обеспечиваемые в процессе преподавания дисциплины студентам с нарушениями слуха (глухие, слабослышащие, позднооглохшие):

- предоставление образовательного контента в текстовом электронном формате, позволяющем переводить аудиальную форму лекции в плоскпечатную информацию;
- наличие возможности использовать индивидуальные звукоусиливающие устройства и сурдотехнические средства, позволяющие осуществлять приём и передачу информации; осуществлять взаимобратный перевод текстовых и аудиофайлов (блокнот для речевого ввода), а также запись и воспроизведение зрительной информации;
- наличие системы заданий, обеспечивающих систематизацию вербального материала, его

схематизацию, перевод в таблицы, схемы, опорные тексты, глоссарий;

- наличие наглядного сопровождения изучаемого материала (структурно-логические схемы, таблицы, графики, концентрирующие и обобщающие информацию, опорные конспекты, раздаточный материал);

- наличие чёткой системы и алгоритма организации самостоятельных работ и проверки заданий с обязательной корректировкой и комментариями;

- обеспечение практики опережающего чтения, когда студенты заранее знакомятся с материалом и выделяют незнакомые и непонятные слова и фрагменты;

- особый речевой режим работы (отказ от длинных фраз и сложных предложений, хорошая артикуляция; четкость изложения, отсутствие лишних слов; повторение фраз без изменения слов и порядка их следования; обеспечение зрительного контакта во время говорения и чуть более медленного темпа речи, использование естественных жестов и мимики);

- чёткое соблюдение алгоритма занятия и заданий для самостоятельной работы (называние темы, постановка цели, сообщение и запись плана, выделение основных понятий и методов их изучения, указание видов деятельности студентов и способов проверки усвоения материала, словарная работа);

- соблюдение требований к предъявляемым учебным текстам (разбивка текста на части; выделение опорных смысловых пунктов; использование наглядных средств);

- минимизация внешних шумов;

- предоставление возможности соотносить вербальный и графический материал; комплексное использование письменных и устных средств коммуникации при работе в группе;

- сочетание на занятиях всех видов речевой деятельности (говорения, слушания, чтения, письма, зрительного восприятия с лица говорящего).

Специальные условия, обеспечиваемые в процессе преподавания дисциплины студентам с прочими видами нарушений (ДЦП с нарушениями речи, заболевания эндокринной, центральной нервной и сердечно-сосудистой систем, онкологические заболевания):

- наличие возможности использовать индивидуальные устройства и средства, позволяющие осуществлять приём и передачу информации;

- наличие системы заданий, обеспечивающих систематизацию вербального материала, его схематизацию, перевод в таблицы, схемы, опорные тексты, глоссарий;

- наличие наглядного сопровождения изучаемого материала;

- наличие чёткой системы и алгоритма организации самостоятельных работ и проверки заданий с обязательной корректировкой и комментариями;

- обеспечение практики опережающего чтения, когда студенты заранее знакомятся с материалом и выделяют незнакомые и непонятные слова и фрагменты;

- предоставление возможности соотносить вербальный и графический материал; комплексное использование письменных и устных средств коммуникации при работе в группе;

- сочетание на занятиях всех видов речевой деятельности (говорения, слушания, чтения, письма, зрительного восприятия с лица говорящего);

- предоставление образовательного контента в текстовом электронном формате;

- предоставление возможности предкурсового ознакомления с содержанием учебной дисциплины и материалом по курсу за счёт размещения информации на корпоративном образовательном портале;

- возможность вести запись учебной информации студентами в удобной для них форме (аудиально, аудиовизуально, в виде пометок в заранее подготовленном тексте);

- применение поэтапной системы контроля, более частый контроль выполнения заданий для самостоятельной работы;

- стимулирование выработки у студентов навыков самоорганизации и самоконтроля;

- наличие пауз для отдыха и смены видов деятельности по ходу занятия.

10. Методические рекомендации по освоению дисциплины (модуля)

Дисциплина "Иностранный язык" ведется в соответствии с календарным учебным планом и расписанием занятий по неделям. Темы проведения занятий определяются тематическим

планом рабочей программы дисциплины.