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МИНИСТЕРСТВА ВНУТРЕННИХ ДЕЛ РОССИЙСКОЙ ФЕДЕРАЦИИ»

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**РАЗВИТИЕ НАВЫКОВ УСТНОЙ РЕЧИ  
В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ  
СОТРУДНИКОВ ОРГАНОВ ВНУТРЕННИХ ДЕЛ  
(СОВРЕМЕННЫЕ НАПРАВЛЕНИЯ  
НАУЧНО-МЕТОДОЛОГИЧЕСКОГО ПОДХОДА)**

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В15 Развитие навыков устной речи в процессе обучения иностранному языку сотрудников органов внутренних дел (современные направления научно-методологического подхода) : учебное пособие / Э. К. Валиахметова, Г. Х. Бикбулатова, Л. Ф. Нафикова. – Уфа : Уфимский ЮИ МВД России, 2021. – 40 с. – Текст : непосредственный.

В учебном пособии с учетом современных направлений научно-методологического подхода систематизировано изложены теоретический и практический материалы, направленные на формирование речевой культуры и коммуникативной компетенции у сотрудников органов внутренних дел.

Учебное пособие предназначено для обучающихся образовательных организаций МВД России.

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## ВВЕДЕНИЕ

Профессионально ориентированный подход к преподаванию иностранного языка в институтах, предусматривающий формирование способности обучающихся к общению в конкретных профессиональных, деловых, научных сферах и ситуациях с учетом особенностей профессионального мышления, приобретает особую актуальность. Целью обучения иностранному языку является формирование у слушателей иноязычной компетенции, т. е. способности ко всем видам речевой деятельности<sup>1</sup>.

Иностранный язык является условием формирования поликультурной личности<sup>2</sup>. В последнее время образовательные организации Министерства внутренних дел Российской Федерации уделяют большое внимание языковой подготовке сотрудников полиции, что обусловлено большим количеством факторов, основными из которых считаются множественные общественно-политические, финансовые, спортивные события интернационального масштаба, не так давно проводившиеся в Российской Федерации. Сотрудник полиции несет ответственность не только за предоставление защиты и обеспечение общественного порядка, но и за формирование атмосферы доброжелательности во взаимодействии с иностранными гражданами, с которыми ему зачастую приходится контактировать. Не менее важно также уметь налаживать контакт с иностранными коллегами, работающими в той же сфере<sup>3</sup>.

Формирование интернациональных контактов, оказание помощи иностранцам, обеспечение общественного порядка и социальной защищенности в период международных событий, таких как Олимпийские игры, Чемпионат мира по футболу FIFA 2018 в Российской Федерации и, кроме того, прием зарубежных делегаций подразумевает необходимость владения нормами межкультурной коммуникации будущими полицейскими. «Основными источниками приобретения межкультурной компетенции являются понимание своей культуры, стилей общения, практика межличностного общения, практика восприятия действительности, а кроме того, владение разговорной речью. Из вышеперечисленных источников создается сложная совокупность коммуникативных познаний, умений, элементов межкультурного профессионализма в первую очередь сотрудника поли-

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<sup>1</sup> Алексеева Л. Е. Методика обучения профессионально ориентированному иностранному языку. Курс лекций : методическое пособие – СПб, 2007. – С. 136–187.

<sup>2</sup> Гальскова, Н. Д. Теория обучения иностранным языкам. Лингводидактика и методика : учебное пособие – М. : Издательский центр «Академия», 2007. – С. 336.

<sup>3</sup> Левина О. М. Речевая манипуляция межкультурного иноязычного образования : понятия // Филологические науки. Вопросы теории и практики. – Тамбов : Грамота, 2018. – № 7(85). – С. 77.

ции, что подразумевает глобальность и системность познаний – гуманитарных, научных, общепрофессиональных, специализированных. Именно по этой причине на сегодняшний день понимание и владение иностранным языком получило особенную важность»<sup>1</sup>.

Процесс изучения иностранного языка содержит в себе не только исследование языковых общепризнанных традиций и законов, но и познание культуры языка. Изучение иностранного языка в неязыковых образовательных учреждениях проходит с определенными трудностями, так как на дисциплину отводится очень малое количество часов.

Иностранный язык не только обязательный элемент подготовки специалиста, он также является фактором общего культурного развития личности. Возросший интерес к изучению иностранных языков в последнее время связан с возросшими требованиями к уровню языковой подготовки выпускников вузов. Перед преподавателями иностранных языков стоит сложная задача: подготовить в короткий срок специалиста, свободно владеющего иностранным языком. Для того чтобы научить студентов за ограниченный период времени каким-то основам языка, например, говорить и понимать речь носителей языка, необходимо сочетание традиционных и инновационных методов.

Рассматривая иностранный язык как средство формирования профессиональной компетенции будущего специалиста, Гальскова Н. Д. отмечает, что при изучении профессионально ориентированного языкового материала устанавливается двусторонняя связь между желанием студента приобрести специальные знания и успешностью овладения языком<sup>2</sup>.

Для успешного решения широкого спектра практических профессиональных задач специалист должен обладать очень высоким уровнем иноязычной коммуникативной компетенции. При этом владение профессиональной лексикой играет очень важную, часто решающую роль в успешной коммуникации в профессиональной сфере. Без эффективных учебных материалов, отражающих специфику специальности, достижение требуемого уровня языковой подготовки не представляется возможным.

В данном пособии рассматриваются основные подходы к отбору и организации профессионально ориентированного лексического материала и текстов, предназначенных для его презентации. Работа содержит результаты обсуждения некоторых трудностей, связанных с достижением запланированного результата обучения, и предлагает возможные пути их преодоления.

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<sup>1</sup> Нечаев Н. Н. Речевое действие и коммуникативные нормы : освоение межкультурной коммуникации с позиций деятельностного подхода // Язык и культура. – 2016. – № 2 (34). – С. 133–156.

<sup>2</sup> Гальскова Н. Д. Теория обучения иностранным языкам. Лингводидактика и методика : учебное пособие – М. : Издательский центр «Академия», 2007. – С. 336.

## ГЛАВА 1. ОТБОР И ОРГАНИЗАЦИЯ УЧЕБНОГО МАТЕРИАЛА

В методике преподавания профессионально ориентированного иностранного языка наиболее актуальными сегодня являются вопросы, связанные с работой над теоретическим материалом и лексическими средствами профессионально ориентированной направленности, которые представляют эффективный учебный материал.

На начальном этапе работы над теоретическим и практическим материалом по теме «Лексические средства профессионально ориентированного английского языка» и создания учебных материалов приходится решать следующие вопросы:

1. Какой объём словарного запаса необходим будущему специалисту для осуществления общения в профессиональной сфере? Какие сферы, темы, функции, понятия он охватывает в терминах общеевропейских компетенций?

2. Какой степени точности в употреблении лексики должны достичь обучающиеся, а также какого объёма и диапазона словарного запаса?

3. Какой объём лексического материала обучающиеся могут усвоить на данном этапе обучения? В данном случае принимаются во внимание исходный уровень владения иностранным языком и конкретные условия обучения (например, объём учебного времени, комплектация групп и др.).

4. По каким принципам будут отбираться тексты для учебного пособия, как будет организован отобранный материал?

Следующие факторы (определяются в результате процедуры анализа потребностей обучающихся и анализа учебной ситуации) могут являться исходными данными для решения задачи определения размера и диапазона формируемого словарного запаса:

- виды речевой деятельности, характерные для работы специалиста в данной области;
- практические профессиональные задачи, которые ему придётся решать на всех ступенях его будущей карьеры;
- темы, типы текстов и виды дискурса, с которыми он может столкнуться;
- в каких других сферах общения, кроме профессиональной, ему придётся действовать;
- уровень развития коммуникативных компетенций, в частности, их лексической составляющей, необходимый обучающимся для осуществления эффективного общения в конкретных сферах и ситуациях;
- исходный уровень языковой подготовки обучающихся (заметим, что здесь мы говорим о среднем уровне выпускников школ, т. е. о том, каких студентов мы ожидаем увидеть на первом курсе);
- особенности учебной ситуации (объём учебного времени, наполняемость групп и др.).

Существуют и другие факторы, принимаемые во внимание при отборе содержания обучения. В данном контексте следует отметить значимую роль, которую играют ожидания и профессиональные интересы обучающихся, содержание других учебных дисциплин данной специальности, а также интересы будущих работодателей.

Во время обучения профессионально ориентированному иностранному языку базовый академический словарь, по мнению некоторых авторов, должен быть приоритетным по отношению к другим категориям, имеющим более высокую степень специализации.

В этом разделе будут рассмотрены некоторые из принципов, учёт которых на стадии отбора учебного материала будет способствовать оптимизации обучения лексике.

### **1.1. Отбор и организация учебного материала по тематическому принципу**

Тематический принцип отбора и организации учебного материала представляется наиболее оптимальным в контексте обучения студентов профессионально ориентированному языку в неязыковых вузах ввиду относительной простоты его практической реализации, прозрачности целей и соответствия культурологическим ожиданиям обучающихся. В основе программ тематического типа лежат темы, подлежащие усвоению в период обучения.

В рамках отобранных тем выделяются и отрабатываются лексико-грамматические средства передачи терминов и концепций, содержащихся в отобранных текстах.

Для обеспечения эффективного учебного процесса учебные программы содержательного типа должны базироваться на следующих трёх фундаментальных принципах интерактивного подхода:

1) основное внимание обучающихся должно фокусироваться на содержании и цели общения. Лингвистическая форма при этом усваивается автоматически;

2) принцип продвижения от более простого к более сложному, от знакомого к новому;

3) принцип внутренней мотивации.

При отборе тем рекомендуется учитывать профессиональные интересы обучающихся. В идеале они должны перекликаться не только с темами, включёнными в специальные дисциплины, но и с темами докладов на студенческих конференциях, курсовых и будущих дипломных работ, сферами деятельности обучающихся. На это направлены:

- упражнения на формирование лексических навыков;
- упражнения для тренировки активного лексического минимума:

- а) условно-речевые упражнения: имитативные; подстановочные; трансформационные; репродуктивные;
- б) языковые (подробный анализ формы слова);
- в) речевые (составление рассказов, диалогов по ситуации, описание картинок);
- упражнения для тренировки пассивного лексического минимума:
- а) упражнения, развивающие языковую догадку: по аналогии со звучанием на родном языке; по составляющим компонентам; по известному окружению (контексту);
- б) упражнения для обучения пользованию словарем.

## **1.2. Развитие профессионально значимых навыков и умений обучающихся**

Прагматический аспект.

Одним из требований, предъявляемых в настоящее время к профессионально ориентированным учебным материалам, является их ориентация на развитие коммуникативных навыков, которые необходимы специалисту для решения практических профессиональных задач (ведение деловой корреспонденции, общение по телефону, участие в переговорах и презентациях и т. д.).

При этом цели обучения включают развитие лингвистических, стратегических и социокультурных составляющих коммуникативных компетенций.

Учебная деятельность, направленная на достижение этих целей, должна осуществляться на базе профессионально ориентированного материала.

1. Ознакомительное чтение, дискуссия. Студентам предлагается прочитать формулировку миссии программы ENERGY STAR. После этого они должны обсудить её цель, направления деятельности и эффективность, отвечая на ряд вопросов.

2. Ознакомительное чтение пресс-релизов. Задача: выбрать для каждого соответствующее резюме из нескольких предложенных вариантов.

3. Творческое задание: формулировка заголовков для будущих статей на основе пресс-релизов.

4. Обсуждение стилистических особенностей текстов пресс-релизов, принципов отбора и логики изложения информации в данном виде текста.

5. Письмо. Тренировка определённых особенностей дискурса в тексте данного типа, навыков выявления главной и второстепенной информации, планирования, структурирования текста. Составление текста пресс-релиза на основе заданных фактов, представленных в сжатом виде.

6. Навыки формулирования основной идеи текста в сжатом виде. Составление резюме текста.



Разработка заданий такого типа требует достаточно кропотливой работы, связанной с просмотром, отбором, обработкой достаточно большого количества аутентичных текстов, разработкой инструкций к заданиям.

Однако результат оправдывает затраченные усилия, так как такие задания способствуют формированию не только лингвистических навыков, но и специфических профессиональных умений. И, что немаловажно, они дают возможность обучающимся узнать что-то новое о профессии.

Необходимо подчеркнуть, что учебные пособия, разработанные для обучающихся определенных специальностей, со временем теряют свою актуальность и требуют обновления посредством включения новой дополнительной информации. Этим объясняется подбор и комплектация учебного материала данного пособия на основе аутентичных текстов, содержащих фактическую информацию, отражающую текущую ситуацию в той или иной сфере общественной жизни в стране и в мире. Как показывает практика, профессионально ориентированные термины, используемые в языке профессионалов, рассматриваются как средства передачи определённой информации, не допускающие искажения информативной составляющей передаваемых сведений. Принимая во внимание то, что подобная терминология может меняться, необходима работа по её регулярному обновлению и дополнению.

Таким образом, возникает необходимость в работе по обновлению и корректировке информативной части лексико-грамматических заданий пособия. Кроме того, может меняться сфера интересов обучающихся. Зачастую проблемы, которые активно обсуждаются сегодня, через несколько лет отойдут на второй план. Это также свидетельствует о необходимости пересмотра ряда тем, ситуаций, а также текстов, а значит и лексического наполнения учебного материала.

Данное пособие по курсу профессионально ориентированного иностранного языка, ориентировано преимущественно на базовый академический или/и базовый деловой словарь, основанный на определённых навыках и умениях обучающихся.

## ГЛАВА 2. ЛЕКСИЧЕСКИЕ СРЕДСТВА ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО АНГЛИЙСКОГО ЯЗЫКА

В ходе освоения иностранного языка происходит целенаправленное моделирование ситуаций межкультурной коммуникации, задающих возможности, границы и правила общения на иностранном языке.<sup>1</sup>

В данном разделе представлены упражнения для последовательного формирования речевых лексических навыков и развития речевой лексической компетенции с учетом требований коммуникативного, личностно-деятельностного, когнитивного и тезаурусно-целевого подходов.

### 2.1. Активная лексика по теме «Crime»

accuse (to charge with a fault or offense) – обвинять

arrest (take into police control ) – арестовать, задержать

assailant (person who assaults or attacks) – противник, нападающая сторона

at large (on the loose) (not caught, running free) – не пойман, находящийся в бегах

armed and dangerous (is carrying a weapon and has a violent background) – вооружен и опасен

back-up (police that are called into support or help) – подкрепление

bail (large amount of money that someone pays as a promise to appear in court) – залог

baton (night stick) (heavy stick that police use for controlling crowds or defending themselves) – дубинка

book someone (register someone as a criminal) – регистрировать

break into (enter a residence, car, or business illegally) – врываться

burglar (a person who breaks into a home or business and steals items) – домушник

cell (individual room in a jail/prison) – камера для задержанных

convict (a person who is doing (or supposed to be doing) jail time) – осужденный

cop/copper (police officer) – полицейский, коп

criminal record (a file that lists all of the crimes a person has committed) – уголовное прошлое

crime scene(the place where a crime happened) – место преступления

commit a crime (to do something illegal) – совершить преступление

cruiser (police car ) – патрульная машина

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<sup>1</sup> Походзей Г. В. Развитие иноязычной межкультурной компетенции студентов неязыковых специальностей в системе профессионально-ориентированного языкового образования : монография / Г. В. Походзей, Н. Н. Сергеева. – Екатеринбург : Урал .гос. пед. ун-т, 2014. – С. 214.

(in) custody (under police control ) – под арестом  
 culprit (a person who is responsible for a crime or other misdeed) – преступник  
 DUI/DWI (Driving Under the Influence/Driving while Intoxicated) – вождение в нетрезвом виде  
 detective (police officer responsible for solving crime) – детектив  
 do time (receive punishment for a crime by spending time in jail) – отбывать срок  
 domestic dispute (argument/trouble in the home (often leads to violence) – ссора на бытовой почве  
 escape (get away from a holding place) – сбежать  
 evidence (the information which is used in a court of law to try to prove something) – доказательство  
 felony (a major crime (e.g. murder) – тяжкое преступление  
 fine (money that a person pays for breaking a law) – штраф  
 fingerprints (marks left by fingers that identify a person) – отпечатки пальцев  
 firearms (weapons that shoot ) – огнестрельное оружие  
 gang (a group of people often associated with crime and drugs) – преступная группировка, шайка  
 guilty (responsible for a crime, deserving of punishment) – виновный  
 handcuffs (metal rings that attach to wrists to keep criminals (or the accused) from escaping) – наручники  
 innocent (not responsible for the crime) – невинный  
 intruder (a person who enters a home or business illegally) – лицо, совершающее незаконное вторжение  
 investigation (the action of investigating something or someone) – расследование  
 jail (prison) (a place where criminals are confined) – тюрьма  
 Misdemeanor (punishment is usually a fine or less than one year in jail) – правонарушение  
 noise complaint (a call to the police to complain of disturbing noise (usually music or a party) – жалоба  
 partner (another officer that a policeman drives and works with) – напарник  
 patrol (on patrol) observe and protect an area) – патруль  
 perpetrator (person who committed the crime) – преступник  
 pickpocket (a thief who steals from people's pockets in transit or in crowds) – карманный вор  
 pistol (a hand held firearm) – пистолет  
 pursuit (the act of searching for) – преследовать  
 radar (radio wave transmission that helps the police track cars and map crime scenes) – радар  
 robbery (taking something that does not belong to you, often with force) – ограбление  
 speeding ticket (a fine given to a driver who gets caught driving beyond the

speed limit) – штраф за превышение скорости  
 steal (to take something that does not belong to you) – красть  
 street crime (crime such as drugs and prostitution) – уличные преступления  
 suspect (one that is suspected) – подозреваемый  
 thief (somebody who steals) – вор  
 victim (one that is injured, destroyed, or sacrificed under any of various conditions) – жертва  
 walkie-talkie (hand held radio each partner carries) – переносная рация  
 wanted (being searched for by police) – разыскиваемый полицией  
 witness (to see something happen) – свидетель  
 young offender (juvenile delinquent) – a minor who commits a crime несовершеннолетний преступник

### Exercise 1.

#### Match the words:

- |   |                        |
|---|------------------------|
| 1) a minor who commits a crime (usually under age of 18)            | a) perpetrator         |
| 2) a person who committed the crime                                 | b) fine                |
| 3) the place where a crime happened                                 | c) pickpocket          |
| 4) being searched for by police                                     | d) wanted              |
| 5) taking something that does not belong to you, often with force.  | e) robbery-theft;      |
| 6) a thief who steals from people's pockets in transit or in crowds | f) jail (prison)       |
| 7) a place where criminals are confined                             | g) felony              |
| 8) money that a person pays for breaking a law                      | h) fingerprints        |
| 9) a major crime (e.g. murder)                                      | i) firearms            |
| 10) marks left by fingers that identify a person                    | j) gang                |
| 11) weapons that shoot  | k) guilty              |
| 12) a group of people often associated with crime and drugs         | l) crime scene         |
| 13) responsible for a crime, deserving of punishment                | m) juvenile delinquent |

### Exercise 2.

#### Translate from English into Russian:

- To take into police control –  
 A person who assaults or attacks –  
 Not caught, running free –  
 Is carrying a weapon and has a violent background –  
 Police that are called into support or help –  
 Large amount of money that someone pays as a promise to appear in court –

A heavy stick that police use for controlling crowds or defending themselves –  
 To register someone as a criminal –  
 To enter a residence, car, or business illegally –  
 A person who breaks into a home or business and steals items –  
 An individual room in a jail/prison –  
 A person who is doing (or supposed to be doing) jailtime –  
 A file that lists all of the crimes a person has committed –  
 The place where a crime happened –  
 Under police control –  
 Driving Under the Influence/Driving while Intoxicated –  
 Receive punishment for a crime by spending time in jail –  
 Argument/trouble in the home, often leads to violence –  
 To get away from a holding place –  
 A major crime (e.g. murder) –  
 Money that a person pays for breaking a law –  
 Marks left by fingers that identify a person –  
 Weapons that shoot –  
 A group of people often associated with crime and drugs –  
 Responsible for a crime, deserving of punishment –  
 Metal rings that attach to wrists to keep criminals (or the accused) from escaping) –  
 Not responsible for the crime –  
 A person who enters a home or business illegally –  
 A place where criminals are confined –  
 Punishment is usually a fine or less than one year in jail –  
 A call to the police to complain of disturbing noise (usually music or a party) –  
 Another officer that a policeman drives and works with –  
 The person who committed the crime –  
 A thief who steals from people's pockets in transit or in crowds –  
 A hand held firearm –  
 The act of searching for –  
 Radio wave transmission that helps police track cars and map crime scenes –  
 Taking something that does not belong to you, often with force –  
 A fine given to a driver who gets caught driving beyond the speed limit–  
 To take something that does not belong to you –  
 A crime such as drugs and prostitution –  
 Somebody who steals –  
 A hand held radio each partner carries –  
 Being searched for by police –  
 To see something happen –  
 A minor who commits a crime (usually underage of 18) –

### Exercise 3.

#### Translate from Russian into English:

Арестовать, противник, нападающая сторона, не пойман, находящийся в бегах, вооружен и опасен, подкрепление, залог, дубинка, зарегистрировать—врываться, домушник, камера для задержанных, уголовное прошлое, под арестом, отбывать срок, ссора на бытовой почве, сбежать, тяжкое преступление, штраф, отпечатки пальцев, огнестрельное оружие, преступная группировка, преступник, карманный вор, преследовать, ограбление, штраф за превышение скорости, красть, преступление, вор, свидетель несовершеннолетний преступник.

### Exercise 4.

#### Complete the following text with words and phrases from the box.

Walkie talkie, plain clothes, detective, uniform, policeman, police force, rank, join

Alexander is now old enough and tall enough to \_\_\_\_\_ the \_\_\_\_\_. At first, of course, he'll be an ordinary \_\_\_\_\_ of the lowest \_\_\_\_\_. He'll wear a \_\_\_\_\_ and go out in the streets keeping in touch with the police station with his \_\_\_\_\_. Then he'd like to be a \_\_\_\_\_ in \_\_\_\_\_ investigating serious crimes.

### Exercise 5.

#### Read and translate the police bulletin.

Crime: armed robbery

Location: Avenue Street

Date: September 22, 2018

The public's assistance is required in identifying the person or persons responsible for an armed robbery on the southwest corner of the Avenue Street. The suspect jumped in front of the victim, pulled a knife from his jacket and said: "Give me your bag or you are stuck!" The victim handed it over and the suspect fled the scene of the crime. The suspect is described as a white male, 20-25 years old, medium build, moustache, green eyes, short ginger hair, aquiline nose. He was wearing a black baseball cap with Nike logo, a dark blue jacket, blue jeans and white sneakers. This man is armed and therefore dangerous. If you can identify the man or have any information on this or any crime, contact the local Police Department? And you may be eligible for a cash reward.

### Exercise 6.

Imagine that a crime has taken place. Look at sentences 1–13 (which explain what happens next) and rearrange the letters in bold to make words and expressions. The first letter of each word / expression is in the correct place. Note that one word is used twice, but with a different meaning.

### ***Criminal procedure***

1. Once the crime has been **cedmitomt**, it is **rotpeder** to the police by the **vitmic**.
2. The police arrive at the **sneec** of the crime to **itsanetiveg** what has happened.
3. They look for important **cesul** and other **ecdnevie** (for example, fingerprints or a genetic profile) that will help them to identify the **crupitl**.
4. If they have a **stupsce** who doesn't have a good **iblia**, they will then **arep-nhedp** him.
5. When he is **artsrede**, the police will **conutia** him (in other words, they warn him that anything hesays might be used later in court).
6. He is then taken to the police station, where he is **iewervinted** by the **iigengstatinvoerfsicf**.
7. He is allowed to have a **sitocirol** present if he wants.
8. If he wants **lagleratprstionneee** at this stage, but cannot afford it, the police must provide it.
9. If, at the end of the interview, the police believe that they have the right man, they **ceragh** him with the crime.
10. A **stemnttae** is prepared, which is signed by all parties present.
11. The **asceducu** is then either **redseale** on bali (in other words, he is allowed to leave the police station and go home in exchange for a financial 'deposit', on condition that he promises to appear in court when required: if he doesn't appear in court, he will lose this deposit and a **twrraan** will be issued for his arrest), or he is **rdaeedmnin cysodut** and locked in a cell to prevent him from running away.
12. More questioning will probably follow: the police need as much **pofor** as possible (anything that is **assdblimie** in court will help them to get a **cinonctivo**), and they may also be interested in any **apcosmiccel** who may have helped their man.
13. The police will also want to talk to any **wisestsen** who were present when the crime took place.

### **Exercise 7.**

#### **Choose the correct variant:**

1. Attacker (synonym)  
a) assailant      b) burglar      c) robber
2. Свидетель  
a) accused of      b) to be guilty      c) witness
3. Escape  
a) вырваться на свободу      b) освобожденный      c) побег
4. If you try to escape we will have to restrain you with ...  
a) fingerprints      b) handcuffs      c) hands
5. Заявить о преступлении  
a) to report a crime      b) to replace a crime      c) write down a statement
6. Kidnapper

- a) насильник b) похититель c) нянька
7. Заявить о преступлении  
a) to commit a crime b) to report a crime c) to examine a crime scene
8. Three teenagers have been ordered to do 120 hours of ...  
a) community service b) criminal record c) general works
9. Преступник  
a) crime b) robber c) criminal
10. Culprit  
a) обвиняемый b) свидетель c) нападающий
11. Давать показания  
a) identify b) testify c) defy
12. Взять кого-либо под стражу  
a) break into b) take in custody c) take smb into custody
13. Вор  
a) steal b) robbery c) thief
14. Вооруженное нападение  
a) smuggling b) hijacking c) armed robbery
15. We don't allow anyone with a ... into our country.  
a) criminal record b) criminal past c) records
16. Карманное воровство  
a) pocket robbery b) pick pocketing c) pocket
17. Ограбление (банка)  
a) burglary b) robbery c) theft
18. You can get charged a large ... for speeding in a school zone.  
a) fine b) thief c) mark
19. Угон транспорта  
a) mugging b) smuggling c) hijacking
20. Hooliganism (синоним)  
a) smuggling b) vandalism c) mugging
21. How does he look ...?  
a) – b) like c) at
22. Has he any ... marks?  
a) different b) distinction c) distinctive
23. Attack (синоним)  
a) thief b) raid c) robber
24. To fill in ...  
a) a report b) phone c) the information
25. Show ..., please!  
a) a policeman b) a driver's license c) a foreigner

### Exercise 8.

**Read and reproduce the following dialogues:**

1. Policeman: Sorry, what country are you from?



Foreigner: I am from England.  
Policeman: What town have you come from?  
Foreigner: I have come from London.  
Policeman: Please, show me your passport.  
Foreigner: Here you are.  
Policeman: Thank you.

2. Policeman: Let me introduce myself. I am captain of police Ivanov. Will you show me your identity papers?  
Foreigner: Here you are.  
Policeman: What is the purpose of your visit to Russia?  
Foreigner: I have come here as a tourist. I am fan of hockey.  
Policeman: Do you know the rules for foreigners staying in Russia?  
Foreigner: Certainly.

3. Policeman: Lieutenant Petrov, please, can I look at your driver's license?  
Foreigner: Here you are. What's the problem?  
Policeman: Just checking papers. Please, show me your identity papers.  
Foreigner: Here you are.  
Policeman: Thank you. Is your car insured?  
Foreigner: Yes, here is my insurance policy.  
Policeman: You may drive on.

4. Policeman: Ladies and gentlemen, keep quiet please.  
Foreigner: You see, we are fans and our team has won the match.  
Policeman: My congratulations. But it's already late. You mustn't outside sing loudly.  
Foreigner: Everything is all right.

5. Policeman: You've violated the peace.  
Foreigner: I'm not to blame.  
Policeman: There's the sign here that it is not allowed to enter the beach in a drunken state.  
Foreigner: I'm not drunken.  
Policeman: I must take you for a medical examination.

6. Policeman: Excuse me, sir, you can't park your car here.  
Foreigner: Really? Where can I park my car then?  
Policeman: The parking area is over there.  
Foreigner: Thank you. And where is a petrol station?  
Policeman: It's just round the corner, to the right.

7. Policeman: Are there any injured?

Foreigner: Yes, the driver is in bad condition.

Policeman: Will you call on ambulance and a patrol car, please.

Foreigner: The ambulance is on the way here. What's the phone number of the police?

Policeman: It's 02.

Foreigner: I'll call them.

8. Policeman: Excuse me, sir?

Foreigner: Yes?

Policeman: It is prohibited to smoke here.

Foreigner: Oh, really? But it's only the lounge of the stadium! Nobody's against.

Policeman: Are you drunk? It's prohibited to be at the stadium in a drunken state.

Foreigner: Hey I'm not drunk! Just a couple of beers.

Policeman: Please, follow me. I must take you to the police station.

9. Policeman: Will you show me your packet?

Foreigner: Here you are.

Policeman: You have two bottles of wine in your packet. It's prohibited to use alcohol and to enter the stadium in a drunken state.

Foreigner: Really? Excuse me, I didn't know.

10. Policeman: Now, Miss Dexter. You saw the bank robbery, didn't you?

Witness: Yes, I did.

Policeman: You saw a man, didn't you?

Witness: That's right. I saw him when he went into the bank and when he came out.

Policeman: Now, look around the court ... can you see that man?

Witness: Yes, he's the man I saw.

Policeman: He wasn't alone when he went into the bank, was he?

Witness: No, he was with a woman.

Policeman: Now, look around the court again ... can you see that woman?

Witness: Yes, there! She's the woman I saw.

Policeman: I see. Miss Dexter. Now look at the man and woman again.

This is very important. Are you absolutely sure about them?

Witness: Absolutely sure. They're the people I saw.

Policeman: Now, Miss Dexter. What was the man wearing when he went into the bank?

Witness: I don't remember everything ... but I remember his hat and his bag.

Policeman: Look at the hat on the table. Is that the hat?

Witness: Yes, that's the hat he was wearing.  
 Policeman: ... and the bag?  
 Witness: Yes, that's the bag he was carrying.  
 Policeman: Do you remember anything about the woman?  
 Witness: Yes. She was wearing a blonde wig and black platform shoes.  
 Policeman: How do you know it was a wig?  
 Witness: Because it fell off when she was running to the car.  
 Policeman: Look at the wig on the table. Is that the wig?  
 Witness: Yes, that's the wig she was wearing.  
 Policeman: ... and the shoes ... look at the shoes.  
 Witness: Yes, they're the shoes she was wearing.  
 Policeman: Thank you, Miss Dexter.

### **Exercise 9.**

#### **Choose the right word in the dialogue.**

1. Police officer: So, what did you (manage/help) to see?  
 Man: Well, I saw three people went round the side of the house: a girl, a little boy and an older boy.  
 Police officer: How did they (get/got) into the house?  
 Man: The older boy (slept/stood) in the corner – at the kitchen window. He opened it a bit – don't know how. The girl picked the smaller (boy/toy) up and got onto the big lad's shoulders and he put him through.  
 Police officer: He could go and (close/open) the door, yeah?  
 Man: Oh, yes. Then I saw them outside...  
 Police officer: How much (later/latter) was this?  
 Man: Only moments – two or three (hours/minutes) at the most. The girl was taking bags from the younger boy. The older boy took the (bags/balloons), put them in the car and they rode off. I was really shocked – I mean, the little one couldn't have been more than nine.

1. Detective: Now, Mr. Briggs... where were you yesterday?  
 Man: Yesterday? What time?  
 Detective: At two o'clock. Where (were/was) you at two o'clock?  
 Man: I was at home.  
 Detective: You weren't at home, you were in central London.  
 Man: No, I wasn't! I was (at/in) home! Ask my girlfriend! She was (with/to) me!  
 Detective: Well, we're going to speak to her later. Where is she now?  
 Man: Oh... I don't know...  
 Detective: OK,... now, where were you (on/in) February 16<sup>th</sup>?  
 Man: February 16<sup>th</sup>?  
 Detective: Yes it was a Tuesday.  
 Man: I (can't/mustn't) remember.  
 Detective: You were in Manchester.

Man: Oh no, I wasn't.

Detective: Oh yes, you were.

Man: Oh no, I wasn't... I was in jail in February.

Detective: Oh!

3. Police officer: Now Mr. Snow... what can you remember (about/ around) the attack?

Man: Well, I was working (late/early) yesterday evening...

Police officer: What time did you leave your office?

Man: About nine o'clock.

Police officer: Are you sure?

Man: Oh yes... I (looked/look) at my watch.

Police officer: What did you do then?

Man: Well, I locked the door... I was walking to my car, when somebody hit me on the head.

Police officer: Did you (see/saw) the attacker?

Man: No he was wearing a stocking over his head.

Police officer: Tell me, Mr. Snow... how did you break your leg?

Man: Well, when they were pulling me into the ambulance, they dropped me!

4. Police officer: Sir (can/may) you testify?

Man: Yes, I can. I'm a witness.

Police officer: Will you show me your identity papers?

Man: Here you are.

Police officer: (Had/can) you ever seen the criminal before?

Man: No, I had never seen him before.

Police officer: What (does/do) he look like?

Man: He is old, short and fat.

Police officer: What was he dressed in?

Man: He was dressed in a coat and trousers.

Police officer: What is the color of his coat?

Man: His coat is grey.

Police officer: Has he any distinctive marks?

Man: Yes, ha (has/have) moustache. He is lame in the right leg.

Police officer: Thank you for the information. Sign here, please.

Man: Not at all.

5. Police officer: What did you see?

Man: I saw three men go into the bank.

Police officer: Where (were/are) you standing, when you saw them?

Man: Opposite the bank.

Police officer: How long were they (in/at) the bank?

Man: About ten minutes.

Police officer: Why were you still opposite the bank, ten minutes later?

Man: I was waiting for my girlfriend.

Police officer: Did you see the men come out?

Man: Yes, one of them (had/have) a bag. I saw one of them put a gun away.

Police officer: Have you seen these men before?

Man: I've seen one of them before.

Police officer: What's (his/her) name?

Man: David Spencer.

Police officer: Can you come to the police station with us, please?

Man: What for?

Police officer: To look at some photographs that will help us identify the other two.

## **2.2. Активная лексика по теме «Types of crime»**

abduction/kidnapping (taking a person to a secret location using force) – похищение

armed robbery (using a weapon to steal) – вооруженное ограбление

arson (setting fire to a place on purpose) – поджог

Assault (hurting another person physically) – нанесение телесных повреждений

attempted murder (trying to kill someone (but failing)) – покушение с целью убийства

burglary (breaking and entering going into another person's home or business with force) – кража со взломом

child abuse (injuring a child on purpose) – жестокое обращение с ребенком

domestic violence (physical assault that occur within the home) – домашнее насилие

drug trafficking (trading illegal drugs) – наркотрафик

drunk driving (driving after having too much alcohol) – вождение в нетрезвом виде

fraud(lying or cheating for business or monetary purposes) – мошенничество

hijacking(holding people in transit hostage (usually on a plane)) – похищение (самолета)

murder/homicide(taking someone's life through violence) – убийство

shoplifting(stealing merchandise from a store) – магазинная кража

smuggling(bringing products into a country secretly and illegally) –контрабанда

speeding (driving beyond the speed limit) – превышение скорости

terrorism(acts of crime against a group (political/religious)or another country) – терроризм

theft(stealing) – кража

torture(extremely cruel and unfair treatment (often towards prisoners)) – издевательство

vandalism (damaging public or private property (for example with spray paint)) – вандализм

white collar crime (breaking the law in business) – злоупотребление должностными полномочиями

### 2.3. Активная лексика по теме «Types of punishment»

traffic ticket (speeding, parking) leaves marks on driving record/involves paying a fine) – штраф ГИБДД

license suspension (drunk driving) driving rights are removed for a certain period of time – временное лишение водительских прав

fine (hunting out of season) pay money as punishment for minor/petty crime – штраф

house arrest(a young offender who is waiting to go to court) – remain in one's home for a certain period of time) домашний арест

community service(a youth that steals a car for the first time) do volunteer work such as teaching children about crime or cleaning up garbage) – общественные работы

jail time (man who assaults his wife) spend a certain amount of months or years blocked away from society) – тюремное заключение

life in prison(a woman who commits homicide) spend the rest of one's life in prison with no chance of going back into society) – пожизненное заключение под стражу

corporal punishment (physical punishment) – телесное наказание

capital punishment (the legally authorized killing of someone) – смертная казнь

#### Exercise 1.

**Look at the list of the crimes below. Place them in the appropriate columns according to how serious they may be.**

1. A man or a woman murders his/her partner.
2. A man drives his car when he is drunk.
3. A woman steals food from a shop.
4. A man drives a car without a driving license or any other driving documents.
5. A woman begs money in the street.
6. A man or a woman seriously assaults his/her partner.
7. A man hits his wife when he is angry.
8. A man has a knife and threatens to injure people in a street.
9. A woman drops litter in a street.
10. A man plays a stereo very loud and the music annoys everyone in the rooms nearby.

Very serious crime	Serious offence	An offence

## Exercise 2.

**Decide on a sentence for each crime. What do you think?**

### **Punishment**

1. A fine of 100
2. 30 years in prison
3. 6 months in prison
4. Death penalty
5. 8 years in prison
6. Prison for life
7. A fine of 50
8. Community service
9. Must not drive a car for 1 year
10. A formal caution

- a) a husband assaults his wife and his three frightened children see the assault;
- b) a student with no money steals a textbook from a bookshop;
- c) a person sells some drugs to a teenager;
- d) a man is driving a car but he has no driving documents;
- e) somebody gets on a bus and assaults the driver and five passengers;
- f) a wife shouts and swears very loudly at her husband because she is angry or frustrated. They are in a public place and many people see them quarreling ;
- g) a mother and father go shopping and leave a five-year-old child at home. The child is scared and walks the streets looking for his mom and dad;
- h) a man is driving his car and he is drunk.

**What crime are they?**

**Fill in the table, a crime and a possible punishment**

crime	possible punishment

## Exercise 3.

**Translate from English into Russian.**

Stealing merchandise from a store.

Breaking and entering going into another person's home or business with force.

Injuring a child on purpose.

Physical assault that occur within the home.  
Trading illegal drugs.  
Driving after having too much alcohol .  
Lying or cheating for business or monetary purposes.  
Taking a person to a secret location using force.  
Using a weapon to steal.  
Setting fire to a place on purpose.  
Hurting another person physically.  
Trying to kill someone (but failing).  
Holding people in transit hostage (usually on a plane).  
Taking someone's life through violence.  
Bringing products into a country secretly and illegally.  
Driving beyond the speed limit.  
Acts of crime against a group (political/religious) or another country.  
Extremely cruel and unfair treatment (often towards prisoners).  
Damaging public or private property (for example with spray paint).  
Breaking the law in business.

#### **Exercise 4.**

##### **Translate from Russian into English.**

Штраф ГИБДД, временное лишение водительских прав, штраф, домашний арест, общественные работы, тюремное заключение, пожизненное заключение под стражу.

#### **Exercise 5.**

##### **Study the selection of newspaper article covering shop-lifting case.**

Sarah Dexter, the well-known TV personality, was found dead in her flat in California this morning after taking an overdose of sleeping pills. The tragedy occurred less than a month after she had appeared in court on a charge of shop-lifting in a department store. It was claimed that she had taken goods worth 10\$ when she was arrested outside the store. She was sentenced to a fine of 200\$ and was given a two-week suspended sentence. Mrs. Dexter was for many years a well-loved personality on a popular programme, but for these last several years had withdrawn from public life and was living by herself. Friends say that they did not think she was unhappy, but that she may have been a little bored after such an active public life. It was of course a great shock when she was arrested for shop-lifting. Local feeling was that the magistrates had been far too severe, feeling that can only grow after this tragic incident.



## **Exercise 6.**

**Read and translate the text.**

### **Crime and Punishment**

If we look into history we shall find that laws are conventions between men in a state of freedom. By justice we understand nothing more than the bond which is necessary to keep the interest of individuals united, without which men would return to their original state of barbarity. All punishments which exceed the necessity of preserving this bond are unjust in their nature.

The result of any punishment should be no other than prevention a criminal from doing further injury to society, and prevention others from committing the like offence. Therefore there ought to be chosen such punishments and such modes of inflicting them that make the strongest and most lasting impressions on the minds of others, with the least torment to the body of the criminal.

The torture of a criminal during the course of his trial is a cruelty consecrated by custom in most nations. It is used with an intent either to make him confess in his crime, or to explain some contradiction into which he had been led during his examination, or discover his accomplices, or for some kind of metaphysical and incomprehensible purgation of infamy, or, finally, in order to discover other crimes of which he is not accused of, but of which he may be guilty.

No man can be judged a criminal until he is found guilty; nor can society take from him the public protection until it has been proved that he has violated the conditions on which it was granted. In the eye of the law, every man is innocent until his crime has been proved. Crimes are more effectually prevented by the certainty than the severity of punishment.

The more cruel the punishments become, the more hardened and insensible people turn to be. All severity is superfluous, and therefore tyrannical.

The death penalty is pernicious to society, it is the example of barbarity. If the passions, or the necessity of war, have taught men to shed blood of their fellow creatures, the laws, which are intended to moderate the ferocity of mankind, should not increase it by examples of barbarity. It is even more horrible that this punishment is usually attended with formal pageantry. Isn't it absurd, that the laws, which detest and punish homicide, should, in order to prevent murder, publicly commit murder themselves?

It is better to prevent crimes than to punish them. This should be the fundamental principle of any good legislation.

## **Exercise 7.**

**Translate into English.**

Конечной целью наказания является не что иное, как предотвращение нанесения преступником нового вреда обществу.

Наконец, для того, чтобы обнаружить и другие преступления, по которым его не обвиняли, но в которых он может быть виновным.

Ни один человек не может быть осужденным, пока он не был признан виновным.

Вся жестокость является лишней и, следовательно, тиранической.

Смертная казнь является пагубной для общества, она дает пример варварства.

Лучше не допускать совершения преступлений, чем наказывать за них.

С точки зрения закона, каждый человек невиновен, пока преступление не было доказано.

### Exercise 8.

#### Translate into Russian.

All punishments which exceed the necessity of preserving this bond are unjust in their nature.

The torture of a criminal during the course of his trial is a cruelty consecrated by custom in most nations.

Crimes are more effectually prevented by the certainty than the severity of punishment.

It is even more horrible that this punishment is usually attended with formal pageantry.

### Exercise 9.

#### Check your knowledge of punishment and penalty vocabulary with this quiz.

##### *Punishments and penalties*

1. *Punish* is the verb and *punishment* is the noun, but what is the adjective form of the word? What are the verb and adjective forms of the noun *penalty*?

2. Choose the most appropriate word in **bold** in this sentence:

«The court ordered the defendant to pay **purgative** / **punishing** / **punitive** / **pugnacious** damages to the claimant for the emotional distress he had caused».

3. What do we call a punishment which is considered to be strong enough to stop someone from committing a crime? Is it: (a) a detergent (b) a deterrent (c) a detriment (d) a determinant

4. Some countries still have *corporal punishment* and some still have *capital punishment*. What happens to the people who receive these punishments?

5. Next week, the same man is stopped again, and the police discover that he has been drinking alcohol and has over twice the allowed limit of alcohol in his body. What will probably happen to him now?

6. The same young man has a long history of harassing and intimidating his neighbors, stealing from shops and damaging property. He receives an *ASBO* and is ordered to sign an *ABC*. What do you think these abbreviations stand for?

7. What kind of person would be sent to a *remand centre*?

8. *Prison* is a noun. What is the verb form of this word?

9. A woman is sentenced to 6 months in prison for theft, 4 months in prison for selling drugs, and 1 month in prison for refusing to pay her council tax. The judge tells her that these sentences will be *concurrent*, or *run concurrently*. What is the maximum length of time the woman will spend in prison?
10. True or false: If someone receives a *community service order*, they have to go to prison.

### Exercise 10.

**Look at these situations, then decide which crime has been, or is being, committed in each case.**

1. *TV Newsreader*: Police believe the fire was started deliberately at around 2 o'clock this morning when burning paper was pushed through the letterbox. They are appealing for witnesses to the event.
2. *Prosecutor*: Tell us in your own words exactly what happened.  
*Witness*: We were in the bar when a man walked up to the victim, pointed a gun at his head and said 'You're a dead man.' Then he pulled the trigger three times.
3. *Policeman*: You were going in excess of 60, and this is a 30 zone.  
*Man*: I think you're mistaken. I was well within the speed limit.
4. *Woman*: When I got home, I discovered that my back door had been broken open.  
*Police officer*: Had anything been stolen?  
*Woman*: Yes, my new laptop, £200 in cash.
5. *Police officer*: I'm sorry sir, but I have to report your actions to the proper authorities.  
*Man*: Look, officer, here's £50. Let's just pretend this didn't happen, eh?
6. *Extract from a newspaper article*: The two men were arrested and detained after police checks revealed that they had been distributing pornographic material over the Internet.
7. *Interviewing detective*: All right, Dagsy. We know you didn't do the Cornmarket Street bank job yourself, but we know that you were involved somehow.  
*Police suspect*: I was just driving the car Mr. Regan, honest. And I didn't know what the others were up to until they came back with bags of cash.
8. *TV newsreader*: The car bomb went off in a busy marketplace, injuring several shoppers.
9. *Radio newsreader*: The police raided a house in New Street this morning and recovered 250 illegal copies of the latest Harry Potter film, along with professional film copying equipment.
10. *Man reading newspaper*: I don't believe it. The Foreign Minister has been caught giving government secrets to another country!
11. *Political agitator*: Now is the time to rise up and overthrow the running dogs that call themselves our government. Death to the Prime Minister and his cronies! Death to the Royal Family! Death to the system that bleeds us dry and abandons us! *Unwashed anarchist hordes*: Hooray!

12. *Shop assistant*: I can't accept this £20 note, madam. It's a fake.

*Customer*: What? You mean it's counterfeit?

*Shop assistant*: I'm afraid so. Do you have any other means of payment?

13. *Extract from a newspaper article*: The investigation into the rail accident confirmed that it occurred because the rail company had failed to maintain the tracks properly over a five-year period. Eight people died when the train left the tracks and hit an embankment.

14. *Police officer*: Take your time and tell me what happened, dear.

*Pensioner*: The man who came to my door said he had come to read the electric meter, so I let him in. I went to the kitchen to make him a cup of tea. When I returned he had gone, and so had my television.

15. *TV newsreader*: A journalist working in the city disappeared this morning. Police later received a note from a militant faction claiming that they had taken him and were holding him hostage.

16. *Woman*: The graffiti around here is getting really bad. Last week somebody wrote «Chelsea are rubbish» on our garden wall.

*Man*: That's not good. It should say 'Chelsea are complete rubbish'.

17. *Man*: Look at this note, Cheri. It arrived in the post today. It says 'Leave £10,000 in cash in the bin by the bus stop, or I'll tell everyone your dirty secret'.

*Woman*: Don't worry about it, Tony. It's probably another little joke from him next door.

18. *Prosecuting lawyer*: Tell us again what happened on the night of the incident, Mr Williams. And let me remind you that you are still under oath.

*Defendant*: Like I told you, I was at home asleep, so I have no idea what happened.

*Prosecuting lawyer*: Don't lie, Mr Williams. We have video evidence that you were in the night club until 3am. And you were seen by several witnesses.

19. *Accountant*: We've audited these accounts very carefully, and they just don't add up.

*Office manager*: What exactly are you saying?

*Accountant*: I'm saying that someone in your office has been secretly helping themselves to company money.

20. *TV presenter*: A bank account was opened in a false name in the Bahamas, and the cash deposited there. The funds were then sent by telegraphic transfer to another account in Switzerland, and the Bahamas account was closed. It was at this stage that the Metropolitan Police called in Interpol.

#### **2.4. Активная лексика по теме «Information/security items that may appear on documentation»**

bar code (a series of thick and thin black lines that holds computerized information) – штриховой код

Date of birth (DOB) (date when the ID holder was born) – дата рождения

Date of Issue (date when documentation was created) – дата выпуска  
 Eye colour – цвет глаз  
 Fingerprint (markings of a person's thumb or finger tip) – отпечатки пальцев  
 Height (how tall a person is in centimetres or feet and inches) – рост  
 Hologram (a laser photograph which makes a picture or image look life-like) – голограмма  
 Magnetic stripe (a long black stripe found on the back of a card that can be swiped into a computer for information) магнитная полоса  
 Maiden name (a woman's surname before marriage) – девичья фамилия  
 Marital status (single, married, divorced (no longer married), separated, common law wife, common law husband) – семейное положение  
 National status (citizenship (native citizen, immigrant, landed immigrant, permanent resident, refugee) – статус гражданина  
 Photograph (recent picture of ID holder) – фотография  
 Place of birth (city, country where ID holder was born) – место рождения  
 Profession (current job (doctor, teacher, retired) – профессия  
 Serial number or PIN (Personal Identification Number) number that can be entered into government systems to find information about a person) серия и номер  
 Sex M (male), F (female) – пол  
 Signature (hand-written name of ID holder) – подпись  
 Valid until/expiry date the last date when an ID document can be used – действительный до

### Exercise 1.

#### Fill in the gaps.

Today, \_\_\_\_\_ is a major concern for police around the world. Many young people use \_\_\_\_\_ ID to access adult venues, such as concerts and nightclubs. As police find new ways to \_\_\_\_\_ fake ID (e.g. searching the Internet for \_\_\_\_\_ companies), new technology is created to help make fraudulent ID look \_\_\_\_\_. ID cards with security measures, such as magnetic stripes and barcodes help to prevent people from \_\_\_\_\_ fake ID. However, an even greater problem for police is the concern of \_\_\_\_\_. Some thieves make a profession out of stealing wallets, purses, or personal mail in order to sell new identities to criminals or \_\_\_\_\_. There is great \_\_\_\_\_ over whether or not all countries should opt for national ID cards. Some people do not think that the police should have access to such personal information, while others think it would help to prevent crime and illegal immigration.

## Exercise 2.

### Match the words.

Bar code	дата рождения
Date of birth	штриховой код
Date of Issue	цвет глаз
Eye colour	дата выпуска
Fingerprint	рост
Height	отпечатки пальцев
Hologram	магнитная полоса
Magnetics tripe	голограмма
Maiden name	семейное положение
Marital status	девичья фамилия
National status	фотография
Photograph	статус гражданина
Place of birth	профессия
Profession	месторождения
Serial number or PIN	пол
Sex M (male), F (female)	серия и номер
Signature	действительный до
Valid until/expiry	date подпись

## Exercise 3.

### Translate from English into Russian:

A series of thick and thin black lines that holds computerized information.

Date when the ID holder was born.

Date when documentation was created.

Markings of a person's thumb or finger tip.

How tall a person is in centimetres or feet and inches.

A laser photograph which makes a picture or image look life-like.

A long black stripe found on the back of a card that can be swiped into a computer for information.

A woman's surname before marriage.

Single, married, divorced, separated, common law wife, common law husband.

Citizenship native citizen, immigrant, landed immigrant, permanent resident, refugee.

Recent picture of ID holder.

City, country where ID holder was born.

Current job (doctor, teacher, retired).

Number that can be entered into government systems to find information about a person.

Sex M (male), F (female).

Hand-written name of ID holder.

The last date when an ID document can be used.

#### **Exercise 4.**

##### **Translate from Russian into English.**

Штриховой код, дата рождения, дата выпуска, цвет глаз, отпечатки пальцев, рост, голограмма, магнитная полоса, девичья фамилия, семейное положение, статус гражданина, фотография, место рождения, профессия, серия и номер, пол, подпись, действительный до.

#### **Exercise 5.**

##### **Read and translate the following text.**

##### **Bank Robbery**

There was a bank robbery in central London yesterday. Just before closing time, a man entered the Branch of the National Westminster Bank. He was carrying a shotgun and wearing a stocking mask over his head. There were only a few customers in the bank at the time. He made them lie on the floor and forced the manager to put the money in a sack. As he was leaving, the security guard tried to ring the alarm. The robber shot him and the guard is now in St.Patrick's Hospital. Surgeons are trying to save his life. Last night the police arrested the robber. He is now trying to prove his alibi.

##### **Retell the story as if you were:**

a) a criminal; b) a detective investigating the case; c) one of the customers; d) the manager of the bank; e) one of the bank guards; f) one of the eye-witnesses, passing by the bank.

#### **Exercise 6.**

##### **Are you a good detective? In small groups solve the following brain teasers:**

1. The police stop a car. There are three people in the car: Ann, John and Mary. On the back seat there is a pistol. John says: "It's mine." Ann says: "It's hers." Mary says: "It's his." Nobody is telling the truth. Whose is the pistol?

2. Three brothers, Ben, Ken, and Sven had criminal records and were suspected of being responsible for three recent armed robberies. Questioning of the brothers by police, and statements by witnesses, revealed that: a) two of the brothers carried out the bank robbery; b) two of them broke into the factory; c) two of them raided the armored truck; d) the one who wasn't in on the armored truck job wasn't involved in the factory break-in; e) Sven wasn't at the factory break-in or the bank robbery. Who committed that?

3. Mary's mother, Mrs. Simpson, had four children. The first was Ann, the second was Alice and the third was Emily. What was the name of her fourth child?

## **Exercise 7.**

### **Read and translate the text.**

#### **Crime investigation**

Investigation means a search for the truth, for the criminal, for the witnesses who can help to conduct investigation and will present evidence of a crime in court.

No successful investigation is available without highly professional law enforcement officers who possess courage, intelligence, dedication, common sense, professional instinct and sleuthing abilities.

To conduct investigation successfully and to solve a crime quickly and accurately an investigator must do his best in performing his job. He is to combine theory and practice. He should know not only theoretical fundamentals of law enforcement but he should also be skilled in marksmanship, driving a patrol car, communicating with the public. An investigator often operates in plain clothes in his undercover work. He conducts surveillance of persons and penetrates the underworld.

An investigator is a person who collects facts to accomplish three aims: to identify and locate a criminal and to provide evidence of his guilt. Investigation is divided into three stages: a criminal is identified; a criminal is traced and located; the facts proving his guilt are gathered for court presentation.

At the first stage a criminal is identified as the `perpetrator of the criminal act. The identity of a criminal is discovered using confession and eyewitness testimony. Confession is an excellent means of identifying a criminal but it must be supported by other evidence. Eyewitness testimony is one of the most important sources of evidence. The ideal identification is made by several objective persons who know the appearance of the accused and who personally witnessed the commission of the crime.

Identification may be established by physical (direct) and circumstantial (indirect) evidence. Physical evidence usually involves the objects found at the crime scene. A perpetrator may leave some clue at the crime scene such as a weapon, tools, fingerprints, footprints. He may carry from the scene a trace in the form of glass, paint, hair or blood. Crimes of violence will leave the evidence of physical struggle.

At the second stage of the investigation a criminal is located. To locate and apprehend a criminal an investigator must know personally the offenders, their distinctive marks, their friends, relatives and close associates. He becomes familiar with the salient features of a criminal's modus operandi. An investigator uses informants and obtains confidential information from them.

The third and the most difficult stage of the investigation is collecting the facts necessary in the trial to prove the guilt of the accused and to present evidence in court.



### **Exercise 8.**

#### **Translate into English:**

проводить расследование;  
обладать сыскными способностями;  
раскрывать преступление быстро и точно (по горячим следам);  
делать все возможное;  
сочетать теорию и практику;  
теоретические основы правоприменения;  
установить личность преступника, виновного в совершении преступления;  
работать в штатской одежде;  
быть опытным водителем;  
проводить негласный надзор;  
внедряться в преступный мир;  
свидетельские показания очевидцев;  
прямые и косвенные доказательства;  
быть свидетелями совершения преступления;  
оставлять улики на месте происшествия;  
насильственные преступления;  
улики физической борьбы;  
установить местонахождение преступника;  
выслеживать преступника;  
задерживать (арестовывать) преступника;  
узнавать близких соучастников преступника;  
получать секретную информацию;  
доказать вину обвиняемого;  
внешность преступника;  
предоставить показания в суд.

### **Exercise 9.**

#### **Translate into Russian:**

1) to accomplish aims; 2) to present the evidence of a crime in court;  
3) theoretical fundamentals of law enforcement; 4) to be skilled in driving a car;  
5) to communicate with the public; 6) to trace and locate a criminal; 7) to be skilled in marksmanship; 8) to operate in plain clothes; 9) to penetrate the underworld; 10) to witness the commission of a crime; 11) to leave some clue at the crime scene; 12) to prove the guilt of the accused; 13) eyewitness testimony; 14) physical and circumstantial evidence; 15) crimes of violence; 16) the identity of a perpetrator; 17) to know personally offenders; 18) modus operandi; 19) to obtain confidential information; 20) to leave the evidence of physical struggle; 21) to present physical evidence in court.

### **Exercise 10.**

**Match the synonyms and translate into Russian:**

- |                  |                         |
|------------------|-------------------------|
| 1) courage       | a) perpetrator          |
| 2) surveillance  | b) arrest               |
| 3) guilt         | c) proof                |
| 4) evidence      | d) blame                |
| 5) criminal      | e) secret               |
| 6) identity      | f) judicial proceedings |
| 7) apprehension  | g) bravery              |
| 8) associate     | h) personality          |
| 9) trial         | i) accomplice           |
| 10) confidential | j) supervision          |

### **Exercise 11.**

**Match the antonyms and translate into Russian:**

- |                 |                 |
|-----------------|-----------------|
| 1) familiar     | a) cowardice    |
| 2) accusation   | b) public       |
| 3) courage      | c) least        |
| 4) guilt        | d) stupidity    |
| 5) personal     | e) indirect     |
| 6) difficult    | f) defense      |
| 7) intelligence | g) incompetence |
| 8) ability      | h) innocence    |
| 9) most         | i) easy         |
| 10) direct      | j) strange      |

### **Exercise 12.**

**Make up word combinations and translate into Russian:**

- |                     |                        |
|---------------------|------------------------|
| 1) to identify      | a) evidence in court   |
| 2) to witness       | b) a suspect           |
| 3) to obtain        | c) driving a car       |
| 4) to penetrate     | d) to the crime        |
| 5) to present       | e) the underworld      |
| 6) to be skilled in | f) information         |
| 7) to operate       | g) as a police officer |
| 8) to confess       | h) investigation       |
| 9) to work          | i) in plain clothes    |
| 10) to conduct      | j) a bank robbery      |

### **Exercise 13.**

**Discuss the following questions:**

1. What does an investigation mean?
2. What should an investigator do to solve a crime quickly and accurately?

3. What qualities should law enforcement officers possess?
4. Why does an investigator operate in plain clothes?
5. What stages of investigation do you know?
6. How is the identity of the criminal discovered?
7. How can an identification of the criminal be established?
8. What does physical evidence include?
9. How is a criminal established?
10. Why does an investigator use informants?

#### **Exercise 14.**

**Read and translate the text.**

#### **Terrorism**

Terrorism means violence against civilians to achieve political or ideological objectives by creating extreme fear. It is the use of force or violence against persons or property in violation of the criminal laws of the government for purposes of intimidation, coercion, or ransom. Terrorists use threats to create fear among the public in an effort to convince them that their government is powerless to stop acts of terrorism. Terrorists believe that if they can cause some sort of panic that they can force people to fear them and in turn, have power over them. It is also a way for the terrorists to get publicity for their causes or to force governments to do something.

Terrorist tactics include shootings, hijackings, kidnappings, bombings, holding hostages, stabbing attacks and suicide bombings. Other tactics are seen more unconventional and have only been used in a few instances, if at all. However, these unconventional tactics are perceived by government officials and experts as serious potential threats. Some types of unconventional terrorism tactics commonly recognized by terrorism experts are bioterrorism, agro terrorism, nuclear terrorism, and cyber terrorism.

Counter-terrorism (also spelled counterterrorism) incorporates the practice, military tactics, techniques, and strategy that government, military, law enforcement, business, and intelligence agencies use to combat or prevent terrorism. Counter-terrorism strategies include attempts to counter financing of terrorism.

#### **Exercise 15.**

**Translate into English:**

насилие в отношении гражданских лиц;  
сильный страх;  
применение силы;  
в целях запугивания, принуждения или выкупа;  
террористические акты;  
заставить людей бояться террористов;  
предать гласности (огласить) свои причины;

угоны самолетов;  
взрывы бомб;  
захват заложников;  
взрывы, совершенные террористами-смертниками.

### **Exercise 16.**

#### **Translate into Russian:**

to achieve political or ideological objectives;  
the use of force or violence against persons or property;  
violation of the criminal laws;  
for purposes of intimidation, coercion, or ransom;  
to stop acts of terrorism;  
to cause some sort of panic;  
to force people to fear terrorists;  
to get publicity for their causes;  
were used in a few instances;  
to be perceived by government officials and experts as serious potential threats;  
to combat or prevent terrorism;  
to counter financing of terrorism.

### **Exercise 17.**

#### **Match the synonyms and translate into Russian:**

- |                 |                           |
|-----------------|---------------------------|
| 1) intimidation | a) fright, horror, terror |
| 2) combat       | b) goal, purpose          |
| 3) fear         | c) reason, motive         |
| 4) attempt      | d) funding                |
| 5) objective    | e) assault                |
| 6) expert       | f) frightening            |
| 7) financing    | g) self-murder            |
| 8) suicide      | h) try                    |
| 9) cause        | i) specialist             |
| 10) attack      | j) fighting               |

### **Exercise 18.**

#### **Put the words in correct order to make questions:**

1. is, terrorism, what?
2. do, terrorists, use, why, threats?
3. terrorists, to get, try, do, publicity, why?
4. tactics, do, include, terrorists, what?
5. are, terrorism, what, unconventional, tactics, considered?
6. counter-terrorism, is, what?
7. incorporate, does, counter-terrorism, what?
8. terrorism, why, financing, necessary, it, to counter, is?

## **Exercise 19.**

### **Read and translate the text.**

#### **Police and Public Order**

In 1829 Sir Richard Mayne, one of the founders of Scotland Yard, wrote «The main object of an efficient police is the prevention of crime, detection, identification and punishment of offenders if a crime is committed. The police must direct their efforts to these ends. Therefore, every law enforcement officer must remember that it is his duty to protect and help members of the public».

The police have a wide range of activities. The main duties are: maintaining public order, criminal investigation and law enforcement.

Policemen protect state and public property and personal property of the citizens. The citizens must observe laws, government decrees and local ordinances, which regulate public order. The police are to see that people abide to traffic rules. They issue internal passports and control the internal passport system, take measures to ensure the safety of traffic and impose fines. The police officers have to maintain order in public places, provide first aid for people who involve in road accidents.

What is public order? This is not a question that is easy to answer. We may say that «public order» is essentially the absence of disorder – the quiet and orderly behavior of people in public place. It involves people behaving sensibly and rationally, and respecting others. The problem is that one person's exuberance on the street often constitutes an annoyance to another. Then there are problems of nuisances in the form of obstructions on a street or a roadway, or dangerous dogs, possibly even a runaway horse. The old time parish constables had to present offenders before magistrates for «nuisance» and they prosecuted people for riding horses, or driving wagons dangerously. The new police continued these old practices.

The police are often regarded as, primarily, crime fighters. But police officers take an oath to maintain «public order».

## ЗАКЛЮЧЕНИЕ

Изучение иностранных языков является одним из требований современной профессиональной подготовки сотрудников полиции. Для развития сотрудничества между полицейскими силами во всём мире, сотрудникам полиции необходимо использовать иностранные языки в целях эффективной коммуникации в борьбе с преступностью.

Роль лексики в овладении иностранным языком настолько же важна, как и роль грамматики. Именно лексика передает непосредственный предмет мысли. Владение словом является важнейшей предпосылкой говорения, но в репродуктивных видах речевой деятельности знание только значения слова недостаточно; для более четкой передачи мысли говорящего не меньшую роль выполняет владение правилами сочетаемости лексем и образование на их основе словосочетаний.

Актуальность данного учебного пособия заключается в том, что тематически отобранные аутентичные тексты содержат фактическую информацию и, как правило, отражают текущую ситуацию в той или иной сфере общественно-политической жизни страны. Целесообразность работы по созданию данного пособия обусловлена необходимостью выбора эффективных способов формирования коммуникативной компетенции обучающихся при обучении иностранному языку, а аутентичность в данном контексте, рассматривается не только как средство организации эффективного учебного процесса на основе аутентичного текстового материала, но и как способ создания аутентичной ситуативности. Профессионально ориентированные термины, используемые в учебных текстах и заданиях пособия, подобраны и откорректированы таким образом, чтобы они не теряли своей актуальности при употреблении в стандартных профессионально оправданных ситуациях.

В связи с тем, что для создания эффективного учебного пособия недостаточно просто найти определённое количество аутентичных текстов, отражающих целевую ситуацию сферы будущей профессиональной деятельности обучающихся, вопрос отбора и организации учебного материала связан с обработкой и организацией тематической актуальности специализированных текстов, поэтому в данном пособии основное внимание уделяется профессионально ориентированной терминологии как основному носителю профессионально значимой информации. Важно также то, что содержание учебных текстов и профессиональная терминология учебного пособия используются в качестве основы для разработки заданий с целью формирования коммуникативной компетенции обучающихся.

Принципы отбора и организации учебного материала, представленные в данном пособии, смогут помочь преподавателям при работе над профессионально ориентированной лексикой в процессе обучения профессионально ориентированному иностранному языку обучающихся образовательных организаций МВД России.

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