

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ КАЗЕННОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«УФИМСКИЙ ЮРИДИЧЕСКИЙ ИНСТИТУТ
МИНИСТЕРСТВА ВНУТРЕННИХ ДЕЛ РОССИЙСКОЙ ФЕДЕРАЦИИ»

Ю. В. Массальская, Г. Ф. Гизатова, Л. И. Ихсанова

ФОРМИРОВАНИЕ НАВЫКОВ ЧТЕНИЯ И ПЕРЕВОДА НА
ПРАКТИЧЕСКИХ ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ У
ОБУЧАЮЩИХСЯ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ
МВД РОССИИ

Учебно-практическое пособие

Уфа 2021

УДК 811.111'25'271.2(075.8+076.5)

ББК 81.432.1-553-8я73-5

МЗ1

*Рекомендовано к опубликованию
редакционно-издательским советом Уфимского ЮИ МВД России*

Рецензенты:

кандидат педагогических наук О. А. Ступина
(Краснодарский университет МВД России);

кандидат филологических наук, доцент В. Н. Шашкова
(Орловский юридический институт МВД России им. В.В. Лукьянова)

Массальская, Ю. В.

МЗ1 Формирование навыков чтения и перевода на практических занятиях по английскому языку у обучающихся образовательных организаций МВД России : учебно-практическое пособие / Ю. В. Массальская, Г. Ф. Гизатова, Л. И. Ихсанова. – Уфа : Уфимский ЮИ МВД России, 2021. – 32 с. – Текст : непосредственный.

Представлены тексты для чтения и перевода, послетекстовые задания, направленные на формирование навыков чтения и перевода у обучающихся образовательных организаций МВД России.

Предназначено для обучающихся образовательных организаций МВД России.

УДК 811.111'25'271.2(075.8+076.5)

ББК 81.432.1-553-8я73-5

© Массальская Ю. В., 2021

© Гизатова Г. Ф., 2021

© Ихсанова Л. И., 2021

© Уфимский ЮИ МВД России, 2021

СОДЕРЖАНИЕ

ПРЕДИСЛОВИЕ.....	4
PART I. READING TEXTS.....	5
Text 1. Super-Terrorism.....	5
Text 2. The Judicial System of the Russian Federation.....	6
Text 3. The History of Scotland Yard.....	7
Text 4. The History of Europol.....	7
Text 5. The USA.....	9
Text 6. Capital Punishment in the United States.....	11
Text 7. Great Britain.....	13
Text 8. The Russian Federation.....	15
Text 9. Zapatista.....	16
Text 10. Education in Great Britain: Higher Education.....	17
Text 11. The Law System.....	19
Text 12. Profession of a Lawyer.....	21
PART II. EXERCISES FOR TEXTS.....	22
Text 1. Super-Terrorism.....	22
Text 2. The Judicial System of the Russian Federation.....	22
Text 3. The History of Scotland Yard.....	23
Text 4. The History of Europol.....	24
Text 5. The USA.....	24
Text 6. Capital Punishment in the United States.....	25
Text 7. Great Britain.....	26
Text 8. The Russian Federation.....	27
Text 9. Zapatista.....	27
Text 10. Education in Great Britain: Higher Education.....	28
Text 11. The Law System.....	29
Text 12. Profession of a Lawyer.....	29
СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ.....	31

ПРЕДИСЛОВИЕ

Настоящее учебно-практическое пособие предназначено для работы на занятии обучающихся образовательных организаций МВД России по дисциплине «Иностранный язык» (английский язык). В пособии собран текстовый материал на английском языке для развития навыков чтения и перевода иноязычной литературы.

Учебно-практическое пособие состоит из двух частей.

В первой части содержатся тексты различной тематики:

1) общекультурные тексты, в основе которых лежат принципы получения и передачи языковой информации; осознание культурного развития человека и его роли в социуме;

2) лингвострановедческие тексты содержат материал, в котором отражены культурные и национальные особенности людей, культура страны изучаемого языка и способы наиболее эффективного овладения языком как средством общения;

3) общеюридические тексты о юридическом образовании, преступлениях, их видах и методах борьбы с ними.

Во второй части представлены упражнения к текстам.

Учебно-практическое пособие предназначено для работы на занятии по дисциплине «Иностранный язык» обучающихся образовательных организаций МВД России.

PART I. READING TEXTS

Text 1. Super-Terrorism

Terrorism has always been a serious issue, but the days when it involved a small-scale bombing and assassinations could be over. The future of terrorism is far more alarming. Fears of serious terrorism are wrongly centered. People always panic about the possibility of terrorists getting hold of nuclear weapons, but in fact the technology is very difficult to access. Another worry people always have concerns the possibility of our water supplies being poisoned. This is also impossible, as anti-bacterial filter systems in reservoirs have been carefully designed to make poisons ineffective. The real threats are cheaper, more direct and far more effective. The advancement of technology perfectly suits the purposes of terrorism: why bother trying to create your own nuclear weapons when you can blow up a nuclear power station instead? One major factor that has made terrorism so much more effective has been the alarming rise in “suicide terrorism” cases, such as the Hamas bombing in Israel, opening up endless possibilities for terrorists. One scenario has them hijacking a passenger jet and crashing it into a nuclear power plant – a prospect so alarming that the designers of one nuclear plant in America actually crashed a light aircraft into their own reactor to see how well it could withstand the impact. The damage was minimal, but nobody has ever tried the experiment in a Boeing 737 travelling at 600 mph! It is certainly a terrifying possibility because, while a fission reactor cannot explode like a bomb, it can experience what is known as “meltdown”. This is when highly radioactive core melts under intense heat and burns through the ground and into the water table below, causing widespread nuclear contamination. Biological warfare is another frightening prospect, especially as biological weapons are cheap to make, and therefore attractive to terrorist organizations. The effects are potentially devastating. One detailed American study looked at the test case of a small boat spraying anthrax spores into a light south-easterly breeze from southern tip of Manhattan island. Anthrax is an airborne disease which is almost fatal to humans. The terrorists could also be long gone by the time the anthrax symptoms were identified in the victims. Chemical weapons are also cheap, and easy to get hold of. Once again technology has potentially aided the terrorists: air conditioning systems could provide the perfect way of distributing dangerous gas extremely quick through a building. A mock chemical attack by the security services on the air conditioning systems of the White House and Capitol Hill in the late 1970’s proved alarmingly successful. Had it been real, the President and the Congress would have been killed. Gas has been used in a terrorist attack. In 1995 religious fanatics released deadly sarin gas in the Tokyo subway. Twelve people died and more than 5,500 were injured, suffering temporary or even permanent blindness.

How can incidents like this be avoided? “We have carried intensive work over the last few years to install surveillance equipment in our stations”, said a London underground spokesman. “We also carefully train staff to recognize unusual smells and to evacuate stations speedily”. Likewise, nuclear specialists say that power stations are extremely well protected against terrorists, containing emergency systems which immediately shut down power at the first sign of trouble.

Terrorism works by acting directly on the public through intimidation. What makes it so interesting to us is the fact that, unlike many political activities, we are directly affected by it. Unfortunately, there is very little we can do about it except place our faith in the government, and hope that the measures taken to prevent terrorism are successful. But if we allow ourselves to be intimidated by it, then it has already worked.

Text 2. The Judicial System of the Russian Federation

The existing judicial system of the Russian Federation was formed and is being developed as a result of a judicial reform carried out in Russia from the beginning of the 90s with the purpose to create and maintain the judicial power in the state mechanism as an independent branch of power, free from political and ideological bias, independent in its activities from the executive and legislative branches of power.

In the area of justice, special attention is given to implementation of the principle of rule of law, in particular, independence of judges, access to justice and right to fair trial. The Constitution of the Russian Federation of 1993 became the main legal basis for the introduction of the judicial reform. For the first time the Constitution contained a Chapter “Judicial Power” according to which the state power in the Russian Federation should be exercised on the basis of its division into legislative, executive and judicial powers, and all these branches of power should be independent.

The structure of the judicial system of the Russian Federation and the sphere of activities of its various parts are determined by the Constitution and federal constitutional laws. According to the Constitution of the Russian Federation only the courts can enforce justice in the Russian Federation. Judicial power enforces justice by means of constitutional, civil, administrative and criminal proceedings. It is forbidden to establish extraordinary courts.

The qualifying judicial board is a key body for preparing and making decisions on appointing, reappointing and ending the terms of judges, as well as for rating their performance. The judicial board mainly consists of representatives of the judiciary; it is also mandatory that a representative of the president of the Russian Federation should be on the board. Apart from the functions of selecting the membership of the community of judges, the qualifying judicial board has to supervise the judges' activities. If a judicial

board receives complaints about a judge's activity, the judge could be subject to a disciplinary penalty or suspended from his duties.

Text 3. The History of Scotland Yard

The task of organizing and designing the “New Police” was placed in the hands of Colonel Charles Rowan and Sir Richard Mayne. They occupied a private house at 4, Whitehall Palace, the back of which opened on to a courtyard, which has been the site of a residence owned by the Kings of Scotland and known as ‘Scotland Yard’. Since the place was used as a police station, the headquarters of the Metropolitan Police became known as Scotland Yard.

These headquarters were removed in 1890 to premises on the Victoria Embankment and became known as “New Scotland Yard”; but in 1967 a further removal took place to the present site at Victoria Street, which is also known as “New Scotland Yard”.

At first the new police force faced little cooperation from the public. But gradually the police force won the trust of public. In 1878 Scotland Yard set up its Criminal Investigation Department. Subsequently it was built up into the efficient investigative force.

The area controlled by the London Metropolitan Police includes all of the Greater London with the exception of the City. Their duties are the detection and prevention of crime, the preservation of public order, the supervision of road traffic and the organization of civil defense in case of emergency.

The administrative head of Scotland Yard is the commissioner, who is appointed by the Crown. Below the commissioner are a deputy commissioner and four assistant commissioners, each of the latter being in charge of one of Scotland Yard’s four departments. The CID deals with all aspects of criminal investigation and contains the criminal record office, fingerprint and photography sections, the company fraud squad, the flying squad, the metropolitan police laboratory, and the detective-training school.

Scotland Yard keeps files on all known criminals in the United Kingdom. It is also responsible for maintaining links between British law enforcement agencies and Interpol. The help of Scotland Yard is often sought by police in other parts of England.

Text 4. The History of Europol

Europol is the European Union law enforcement organisation that handles criminal intelligence. Its aim is to improve the effectiveness and co-operation between the competent authorities of the Member States in preventing and combating serious international organised crime and terrorism. The creation of Europol arose in 1989 out of an ambitious idea from Germany to set up a police

office with broad powers. The germ of a European police office, the Europol “Drugs” Unit, was created by ministerial agreement on 29 October 1993 in Copenhagen, and has been in operation since January 1994 but it began its activities on 1 July 1999.

Europol's action is well defined. The Office may not intervene unless a form of crime provided by the Convention is present. Europol supports the law enforcement activities of the Member States mainly against: illicit drug trafficking; illicit immigration networks; terrorism; forgery of money (counterfeiting of the Euro) and other means of payment; trafficking in human beings including child pornography; illicit vehicle trafficking; money-laundering. In addition, other main priorities for Europol include crimes against persons, financial crime and cyber crime. All of these apply where an organised criminal structure is involved and two or more Member States are affected.

Europol is composed of:

1) a central unit divided into services. These departments correspond to the different criminal phenomena within the Europol mandate: fight against counterfeiting, illegal immigration, trafficking of narcotic drugs, and so on. Europol also has an information analysis unit.

The director is the head of the central unit. The Director of Europol is appointed by the EU Council of Ministers. The last election took place in 2005, when Mr. Max-Peter Ratzel was selected for the position for a period of four years. The principal duties of the director are to carry out the day-to-day administration, the budget, and the decisions of the administrative council. The duties also include acting as the legal representative of Europol.

2) a platform of Europol liaison officers (ELO). These are liaison officers who represent their Member State within the Office. They ensure, within the Office, the connection between national authorities and Europol agents.

3) Europol national units, whose principal task is to serve as relay in the transmission of information and requests for information between the national authorities and Europol.

There are two organs whose mission is to supervise the central unit and the exchange structure:

1) the first is the administrative council in which a delegate of each Member State participates, they are in essence higher police officials. It meets two to three times a year.

2) the second is the Council of Ministers, which is responsible for taking certain important decisions regarding the future of the Office.

Europol serves four functions:

1) it serves as centre for coordinating information exchange. It also serves as centre for collecting, analyzing, and managing the information.

2) it carries out strategic analyses with Member States. Europol draws up: information bulletins reporting on different cases and describing new modus operandi; catalogues. On terrorism, Europol has created different catalogues

related to national laws, the relevant services and centres of excellence. It has also drawn up a glossary of terrorist groups; manuals for national police services that contain a range of recommendations.

3) it provides advice and, in cooperation with the European Police College, organizes training sessions in different fields for representatives of Member State and third country police forces.

4) it provides a stimulus for police cooperation. It organizes seminars and manages networks of national experts.

The functions of Europol and Interpol look similar but what is the difference between these two organizations? Interpol and Europol are structured differently and therefore provide different possibilities for international law enforcement co-operation. Interpol is a network of police agencies in countries worldwide, whereas Europol mainly supports the EU Member States. Interpol and Europol have different but related roles in the fight against organized crime and therefore there is no competition between the organisations. To enhance international law enforcement co-operation a co-operation agreement was signed between the two organisations in 2001.

Text 5. The USA

The history of the USA dates back only to the 15th century. In the 15th century there was no USA at all. The present territory of the USA was divided among some countries.

In the 15th — 16th centuries some territory of the USA belonged to Great Britain (northern and western lands); southern parts (California, Florida, New Mexico, Texas) belonged to Spain, then — to Mexico; the central part, the territory was called Louisiana — to France; Alaska was possessed by Russia; some territories remained to be under Indians control.

In 18th century there were only thirteen Britain's American colonies and they broke with Great Britain in 1776 and later were recognized as the new nation of the United States of America, following the Treaty of Paris in 1783.

During the 19th and 20th centuries, 37 new states were added to the original 13 as the nation expanded their frontiers across the North American continent and acquired a number of overseas possessions.

There were three most dramatic experiences in the nation's history: the Civil War (1861-1865), the Great Depression of the 1930s and Vietnam War of the 1960s — 70s.

After its victories in World Wars I and II and the end of the Cold War in 1991, the USA remains the world's most powerful state. The economy is marked by steady growth, low unemployment and inflation, and great advances in technology.

Nowadays USA is world's third-largest country by size (after Russia and Canada) and by population (after China and India). It is about half the size of Russia or lightly larger than China or Brazil.

There are fifty states in the United States of America. Two of these states, Alaska and Hawaii, are not connected to the other states. The US is washed by the Pacific Ocean in the west, by the Atlantic Ocean in the east, by the Caribbean Sea and the Gulf of Mexico in the south. There are Great Lakes in the north.

More than 250 million people live in the United States. The United States is a young country. Its written history is only a few hundred years old. It is sometimes called the "New World". Over the last 400 years millions of people have come to start a new life in this "New World".

The people of the United States are a mixture of many different nationalities. These different people brought to their new land a wonderful mixture of customs and traditions. The German brought Christmas trees. The Irish brought St. Patrick's Day celebrations. The Scots brought Halloween.

The US government has three branches. The 1st branch is the Congress. The Congress is a meeting of representatives from all states. The people elect those representatives. The Congress makes the laws that everybody must obey. The Congress meets in the US Capitol in Washington, D.C. The Congress is divided into two parts, the Senate and the House of Representatives. Every state, no matter how large or small, sends two people to the Senate. These people are called senators. There are one hundred senators in the Senate. A senator's term is six years. Each state also sends people to the House of Representatives. They are called congressmen or congresswomen. The number of congressmen from each state depends on the number of people who live in the state. All in all there are 425 congressmen in the House of Representatives. A representative's term is two years. The Constitution gives many powers to the Congress. One important power of the Congress is the power to declare war.

The 2nd branch of government is the President and his helpers. They carry out the laws that the Congress makes. The President signs bills and then they become law. The Vice President and members of the Cabinet help the President to make decisions. The US President is Commander in Chief of the country's armed forces. A person who wants to become President must be at least 35 years old and must live in the United States for at least 14 years before becoming President. The President's term is four years and one can be President for one or two terms, but not longer.

The 3rd branch of government is the Supreme Court. It is made up of nine judges - the most important judges in the land. They have to make sure that the President and the Congress follow the Constitution. Americans are very proud of their Constitution. It was written more than 200 years ago and it is still working!

The American flag is often called "The Stars and Stripes", it is also called "Old Glory". It represents the growth of the nation.

It has 13 horizontal stripes, 7 red and 6 white which stand for the original 13 states. In the top left hand corner there are 50 white stars on a blue background: one star for each state. The national anthem of the United States is "The Star Spangled Banner".

The words written during the Anglo-American war of 1812-1814 and set to the music of an old song. Every state has its own flag, its own emblem and its own anthem too.

The eagle became the national emblem of the country in 1782. It has an olive branch (a symbol of peace) and arrows (a symbol of strength). You can see the eagle on the back of a dollar bill.

The Statue of Liberty is the symbol of American democracy. It stands on Liberty Island in New York. It is one of the first things people see when they arrive in New York by sea. This National Monument was a present from France to the USA.

France gave the statue to America in 1884 as a symbol of friendship. Liberty carries the torch of freedom - in her right hand. In her left hand she is holding a tablet with the inscription "July 4, 1776" - American Independence Day.

Text 6. Capital Punishment in the United States

Capital punishment (also called the *death penalty*) in the United States is limited under the Eighth Amendment to the United States Constitution, and, in practice, is used almost exclusively for aggravated murders committed by mentally competent adults.

Capital punishment was a penalty for many felonies under English common law, and was enforced in all the American colonies prior to the Declaration of Independence. It is currently a legal sentence in 32 states, and in the federal civilian and military legal systems. Thirty-four states have performed executions in the modern era. Since capital punishment was reinstated in 1976, Texas has performed the most executions, and Oklahoma has had (through mid-2011) the highest per capita execution rate.

The methods of execution and the crimes subject to the penalty vary by state, and have changed over time. Since 2007, six states have abolished the death penalty.

History

The United States first legalized and used lethal injection as a method of execution.

The first recorded death sentence in the British North American colonies was carried out in 1608 on Captain George Kendall, who was hanged at the Jamestown colony for allegedly spying for the Spanish government.

During the American War of Independence, British Major John André was hanged by the Continental Army at Tappan, New York on October 2, 1780, after being convicted of espionage.

The *Espy file*, compiled by M. Watt Espy and John Ortiz Smykla, lists 15,269 people executed in the United States and its predecessor colonies between 1608 and 1991. From 1930 to 2002, 4,661 executions were carried out in the U.S, about two-thirds of them in the first 20 years. Additionally, the United States Army executed 135 soldiers between 1916 and 2012.

The largest single execution in United States history was the hanging of 38 Dakota people convicted of murder and rape during the brutal Dakota War of 1862. They were executed simultaneously on December 26, 1862, in Mankato, Minnesota. A single blow from an axe cut the rope that held the large four-sided platform, and the prisoners (except for one whose rope had broken and who had to be re-hanged) fell to their deaths. The second-largest mass execution was also a hanging: the execution of 13 African-American soldiers for taking part in the Houston Riot of 1917. The largest non-military mass execution occurred in one of the original thirteen colonies in 1723, when 26 convicted pirates were hanged in Newport, Rhode Island by order of the Admiralty Court.

Abolition

The District of Columbia and the following 18 U.S. states currently do not have an enforceable death penalty statute (the year it was abolished is in parentheses): Alaska (1957), Connecticut (2012), Hawaii (1957), Illinois (2011), Iowa (1965), Maine (1887), Maryland (2013), Massachusetts (1984), Michigan (1846), Minnesota (1911), New Jersey (2007), New Mexico (2009), New York (2007), North Dakota (1973), Rhode Island (1984), Vermont (1964), West Virginia (1965), Wisconsin (1853).

Notes:

1. In these states, the death penalty is enforceable for offenses committed before the repeal; that is, abolition was not retroactive.
2. Death penalty statute struck down by court ruling.
3. Vermont retains capital punishment for treason.

The current law in Arkansas was overturned on separation of powers issues, but the death penalty was not ruled unconstitutional.

New Mexico may yet execute two condemned inmates sentenced prior to abolition. Connecticut may also execute eleven inmates sentenced before abolition. In Illinois, where recent abolition legislation took effect on July 1, 2011, all former death row inmates have been moved to regular jail cells. In Maryland, the repeal of the death penalty is prospective in nature, as was the case in New Mexico and Connecticut. However, Gov. Martin O'Malley can commute the remaining five death sentences to life without parole, though he has yet to decide if he is going to. O'Malley plans to look into it on a "case by case basis."

As of 1995, the United States Supreme Court ruled the televised executions of prisoners unconstitutional.

Only four of the above states have legislatively abolished the death penalty in the so-called "modern era of capital punishment" (that is, post-*Gregg v. Georgia*), and only two have attained *de facto* abolition through their state judiciaries; the remainder either abolished capital punishment before the moratorium was lifted, or had statutes that were struck down and did not reinstate the death penalty.

In 2007, New Jersey became the first state to repeal the death penalty in the modern system of capital punishment, followed by New Mexico in 2009 (though not retroactively, permitting the future execution of two inmates on the state's death row), and Illinois in 2011 (with the Governor commuting the death sentences of all death row inmates). However, in states with a large death row population and regular executions, including Texas, the death penalty remains strongly in the landscape and is unlikely to end any time soon.

Four states in the modern era, Nebraska in 2008, New York and Kansas in 2004, and Massachusetts in 1984, had their statutes ruled unconstitutional by state courts. The death rows of New York and Massachusetts were disestablished. Of the four states, only Nebraska has performed executions since the constitutionality of capital punishment was affirmed by the Supreme Court in 1976, the four states having done so last in 1997, 1963, 1965, and 1947, respectively. In New York and Massachusetts attempts to restore the death penalty were unsuccessful, while Kansas successfully appealed *State v. Kleypas*, the Kansas Supreme Court decision that declared the state's death penalty statute unconstitutional, to the U.S. Supreme Court – and death sentences continue to be sought. New York had previously abolished the death penalty temporarily, in 1860. Nebraska has performed three executions since 1976, all in the 1990s; its statute has been ineffective since February 8, 2008, when the method used, electrocution, was ruled unconstitutional by the Nebraska Supreme Court. However, Nebraska since enacted a bill providing executions by lethal injection.

Text 7. Great Britain

The UK is a constitutional monarchy. In law, Head of the State is Queen. In practice, Queen reigns, but does not rule. The country is ruled by the elected government with the Prime Minister at the head. The British Parliament consists of two chambers: the House of Lords and the House of Commons.

There are three main political parties in Great Britain: the Labour, the Conservative, and the Liberal parties.

Britain is rich in its historic places which link the present with the past. The oldest part of London is Lud Hill, where the city is originated. About a mile west of it there is Westminster Palace, where the king lived and the Parliament met, and there is also Westminster Abbey, the coronation church. Liverpool, the

"city of ships", is England's second greatest port, ranking after London. The most interesting sight in the Liverpool is the docks. They occupy a river frontage of seven miles. The University of Liverpool, established in 1903, is noted for its School of Tropical Medicine. And in the music world Liverpool is a well-known name, for it's the home town of "The Beatles".

Stratford-on-Avon lies 93 miles north-west of London. Shakespeare was born here in 1564 and here he died in 1616. Cambridge and Oxford Universities are famous centers of learning. Stonehenge is a prehistoric monument, presumably built by Druids, members of an order of priests in ancient Britain. Tintagel Castle is King Arthur's reputed birthplace. Canterbury Cathedral is the seat of the Archbishop of Canterbury, head of the Church of England. The British Museum is the largest and richest museum in the world. It was founded in 1753 and contains one of the world's richest collections of antiquities. The Egyptian Galleries contain human and animal mummies. Some parts of Athens' Parthenon are in the Greek section. Madam Tussaud's Museum is an exhibition of hundreds of life-size wax models of famous people of yesterday and today. The collection was started by Madam Tussaud, a French modeler in wax, in the 18th century. Here you can meet Marilyn Monroe, Elton John, Picasso, the Royal Family, the Beatles and many others: writers, movie stars, singers, politicians, sportsmen, etc.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross on a white background is the cross of the 1st George, the patron saint of England. The white diagonal cross on a blue background is the cross of St. Andrew, the patron saint of Scotland, The red diagonal cross on a white background is the cross of St. Patrick, the patron saint of Ireland.

The Welsh flag, called the Welsh dragon, represents a red dragon on a white and green background.

St. George's Day falls on 23 April and is regarded as England's national day. On this day some patriotic Englishmen wear a rose pinned to their jackets'. A red rose is the national emblem of England from the time of the Wars of the Roses (15th century). St. Andrew's Day (the 30th of November) is regarded as Scotland's national day. On this day some Scotsmen wear a thistle in their buttonhole. As a national emblem of Scotland, thistle apparently first used in the 15th century as a symbol of defense. The Order of the Thistle is one of the highest orders of knighthood. It was founded in 1687, and is mainly given to Scottish noblemen (limited to 16 in number).

St. Patrick's Day (the 17th of March) is considered as a national day in Northern Ireland and an official bank holiday there. The national emblem of Ireland is shamrock. According to legend, it was the plant chosen by St. Patrick to illustrate the Christian doctrine of the Trinity to the Irish.

St. David's Day (the 1st of March) is the church festival of St. David, a 6th-century monk and bishop, the patron saint of Wales. The day is regarded as

the national holiday of Wales, although it is not an official bank holiday. On this day, however, many Welshmen wear either a yellow daffodil or a leek pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales.

Text 8. The Russian Federation

The Russian Federation is the largest country in the world. It occupies about one-seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometers.

The country is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belorussia, the Ukraine. It also has a sea-border with the USA.

There's hardly a country in the world where such a variety of scenery and vegetation can be found. We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east.

There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia.

There are over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers – the Ob, the Yenisei and the Lena — flow from the south to the north. The Amur in the Far East flows into the Pacific Ocean.

Russia is rich in beautiful lakes. The world's deepest lake (1,600 metres) is Lake Baikal. It's much smaller than the Baltic Sea, but there's much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

On the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is very rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral resources.

Russia is a parliamentary republic. The Head of State is the President. The legislative powers are exercised by the Duma.

The capital of Russia is Moscow. It's its largest political, scientific, cultural and industrial centre. It's one of the oldest Russian cities.

There are a lot of opportunities Russia to become one of the leading countries in the world. I'm sure that we, the younger generation, can do very much to make our country strong and powerful.

Text 9. Zapatista

Life in Latin American Countries is not easy. However, some individuals live worse than others. Some wake up to gun shots, others wake not knowing what the day have in store for them, others wake up without their children next to them, or worse waking up and your mother is not there. Some wake up every morning and not worry about these things, but the people in the state of Chiapas in Mexico do. The Indigenous people that reside in Southeast of Mexico wake up every day terrify and fear of the worse. Why is that? Because these people want to improve their living condition, they want to be recognized by the government, they want back, what was taken from them. They have started their uprising through the Zapatista. Characters that have come together as one because of a common belief, they have been able to give a «voice to the voice less».

The Indigenous people are humble people. In Mexico they reside in the jungle. As you may imagine living in the jungle is not easy. Their living conditions are not great, they do not have plumbing, running water to wash clothes, etc. Also, these people barely receive an elementary education. According to the book “Shadows of Tender Fury“, “The Letters and Communiques of Subcomandante Marcos and the Zapatista Army of National Liberation” seventy-two out of every one-hundred children do not finish the first grade. Many indigenous children do not attend school because they are out helping their parents.

Health, for the indigenous people is at its worse. They do not have nearby hospitals they can go to in case of emergency. Their people are dying from common diseases. Due to their poverty level the people are malnourish. «In the mountains and jungle 80 percent of people are hungry. Standard diet is coffee, corn, tortillas, and beans». The Indigenous people land is so rich, but sadly enough they do not benefit from the wealth of their land.

As a result these people have been able to express their demands to through the government. What they want is what we take for granted, an education for their young ones, better housing and better jobs and to sell their products at a reasonable price. The land of their ancestors that was stolen from them, they want back.

The reasons for the Zapatista movement came from the injustice of the Mexican government. The Zapatistas feel that the government has allowed

foreigners to come to their land and buy their wealth. At the expense of the habitants of the jungle the land they once called theirs has been sold. But they do not profit from economy of the lands. The government shares it among themselves. People lost their land when the government excluded Article 27 of the Constitution, that stated that the land belong to people. Because the government was bad, they took Article 27 out of the constitution. That how they were able to sell land. This is one main reason for the uprising. Other things that

play into facts are that government does not want to help the indigenous people, people ask for better living conditions.

The Zapatista have been able to get the attention of many people, such as the government, the military, and the media.

The government is the Zapatista's main target. The government is responsible for the movement. The government has violated the indigenous people human rights that are to be happy and live in a communal place. The government has ignored the demands that the Zapatista has requested. The Zapatista just ask from the government to be heard, to receive their land.

The military plays an important part in the movement. They are the ones that act for the government. They kill innocent women and children that live in the jungle. They have no mercy, they break families. The role of the military is to intimidate the peasants. Often it gets out of control and they kill people at the command of the government.

The media are the Zapatista's main source of communication with the outside world. They do not trust every source of media, because of fear of the words being misrepresented. They have selective media sources. For example, the *Tiempo*, a magazine that has published letter sent to them by Subcomandete Marcos, they trust them because they feel that their message would not get lost and people would be able to understand why they are fighting the war. They are aware that their message would create controversy, and receive mix messages, they want someone that would be able to control the tension. The Zapatista do not to interview because of fear of the government. They have to be careful who they can trust. They know the government can send someone to pretend to be a reporter and kill one of them, to avoid that they do not do interviews. Also, the Zapatista use the media to ask the outside world to view them and help the government come to understanding with them. They do not acquire any military help from outside country; they state that they know they have gain from previous war hero.

Overall, the Zapatista are a group of individuals with a common goal. They want government to understand their needs. As result these people do not show their faces, because their words and action speak louder than their faces. They are just looking to be treated as decent human being, to be given basic human rights, they just want a better life for themselves.

Text 10. Education in Great Britain: Higher Education

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

All British universities are private institutions. Students have to pay fees and living costs, but every student may obtain a personal grant from local authorities. If the parents do not earn much money, their children will receive a full grant which will cover all the expenses. Universities in Britain enjoy complete academic freedom, choosing their own staff and deciding which students to admit, what and how to teach, and which degrees to award (first degrees are called Bachelor degrees). They are mainly government-funded, except for the totally independent University of Buckingham.

There is no automatic admission to university, as there are only a limited number of places (around 100,000) available each year. Candidates are accepted on the basis of their A-level results in at least 2 subjects. However, good exam passes alone are not enough. Universities choose their students after interviews. Virtually all degree courses are full-time and most last three years (medical and veterinary courses last five or six years).

After three or four years the students will take their finals. The degrees are awarded at public degree ceremonies. Those who pass examinations successfully are given the Bachelor's degree: Bachelor of Arts for History or Bachelor of Science. Students who obtain their Bachelor degree (graduates) can apply to take a further degree course, usually involving a mixture of exam courses and research. The first postgraduate degree is Master of Arts, Master of Science. Doctor of Philosophy is the highest degree. It is given for some original research work which is an important contribution to knowledge.

Open Days are a chance for applicants to see the university, meet students and ask questions. All this will help you decide whether you have made the right choice.

The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol and Birmingham.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life.

The most famous universities in Britain are Oxford and Cambridge. They are the two oldest English universities and they both have a long and eventful history of their own. They are known for all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent. Only education elite go to Oxford and Cambridge. Cambridge University consists of a group of 32 independent colleges. The first students came to the city in 1209 and studied in the schools of the cathedral and monasteries.

The Scottish universities of St. Andrews, Glasgow, Aberdeen & Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years, the government set up 30 Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses for working students. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some Particular subjects.

Some of them who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There's an interesting form of studies which is called the Open University. The Open University was founded in 1969 and started its first course in 1971. About 120, 000 people have enrolled since then. It's intended for people who study in their own free time and who 'attend' lectures by watching TV and listening to the radio. Students study at home and then post them off to a tutor for marking. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities. Most courses take six years and students get a number of credits for each year's work.

Text 11. The Law System

Law is a system of rules established by the state.

The main aim of law is to consolidate and safeguard the social and state system and its economic foundation. Civil law concerns disputes among citizens within a country, and public law concerns disputes between citizens and the state, or between one state and another.

The system of law in our country consists of different categories of law.

Constitutional Law is a leading category of the whole system of law. Its principal source is the country's Constitution. It deals with social structure, the state system, organization and the legal status of citizens. Constitutional laws may often be considered second order rulemaking or rules about making rules to exercise power. It governs the relationships between the judiciary, the legislature and the executive with the bodies under its authority. One of the key tasks of constitutions within this context is to indicate hierarchies and relationships of power. For example, in a unitary state, the constitution will vest

ultimate authority in one central administration and legislature, and judiciary, though there is often a delegation of power or authority to local or municipal authorities. When a constitution establishes a federal state, it will identify the several levels of government coexisting with exclusive or shared areas of jurisdiction over lawmaking, application and enforcement.

Administrative Law is closely connected with constitutional law but it deals with the legal forms of concrete executive and administrative activity of a government and ministries. As a body of law, administrative law deals with the decision-making of administrative units of government (for example, tribunals, boards or commissions) that are part of a national regulatory scheme in such areas as police law, international trade, manufacturing, the environment, taxation, broadcasting, immigration and transport. Administrative law expanded greatly during the twentieth century, as legislative bodies worldwide created more government agencies to regulate the increasingly complex social, economic and political spheres of human interaction.

Criminal Law defines the general principles of criminal responsibility, individual types of crimes and punishment applied to criminals. Criminal law takes the form of a criminal code. It regulates social conduct and proscribes threatening, harming, or otherwise endangering the health, safety, and moral welfare of people. It includes the punishment of people who violate these laws. Criminal law differs from civil law, whose emphasis is more on dispute resolution and victim compensation than on punishment.

International Law regulates relations between governments and also between private citizens of one country and those of another. Much of international law is consent-based governance. This means that a state member of the international community is not obliged to abide by this type of international law, unless it has expressly consented to a particular course of conduct. This is an issue of state sovereignty. However, other aspects of international law are not consent-based but still are obligatory upon state and non-state actors such as customary international law and peremptory norms.

Financial Law regulates the budget, taxation, state credits and other spheres of financial activity. Financial law applies only to those financial relationships that are of an organizational nature; those based on contracts are regulated by civil law. For example, financial law covers questions of the organization of banking and the system of accounts but does not apply to relationships between bank institutions and recipients of credit or between clients settling accounts.

The principal institutions of financial law are budget law, the legal regulation of state incomes and state expenditures, foreign-exchange legislation, and the legal bases of the organization of credit, accounting, and money circulation.

Civil Law is connected with relations in the economic sphere of life, with the relations involving property, its distribution and exchange. The right in property is central institution of civil law.

The rules of **Labor Law** include the legislation on the employment of industrial and office workers and regulate matters arising from employment relations. Collective Labour Law relates to the tripartite relationship between employee, employer and union. Individual Labour Law concerns employees' rights at work and through the contract for work. Employment standards are social norms (in some cases also technical standards) for the minimum socially acceptable conditions under which employees or contractors are allowed to work. Government agencies (such as the former U.S. Employment Standards Administration) enforce Labour Law (legislative, regulatory, or judicial).

Text 12. Profession of a Lawyer

A lawyer is a person learned in law. A lawyer is an individual who is licensed by the state to engage in the practice of law and advice clients on legal matters. Lawyers act as both advocates and advisors on behalf of their clients. The role of the lawyer varies significantly across legal jurisdictions, and therefore can be treated in only the most general terms. Lawyers' roles vary greatly, depending upon their practice environment and field of specialization. In most countries there is only one legal profession. This means that all the lawyers have roughly the same professional education leading to the same legal qualifications, and they are permitted to do all the legal work.

In England the system is different. Here the profession is divided into two types of lawyers, called solicitors and barristers. Solicitors and barristers are both qualified lawyers, but they have different legal training; they take different examinations to qualify; and once they have qualified, they usually do different types of legal work.

Many solicitors deal with a range of legal work: preparing cases to be tried in the civil or criminal courts; giving legal advice in the field of business and drawing up contracts; making all the legal arrangements for the buying and selling of land or houses; assisting employees and employers; making wills.

Barristers are mainly "courtroom lawyers" who actually conduct cases in court. Unlike solicitors, they have rights of audience (rights to appear) in any court of the land, and so barristers are those lawyers who appear in the more difficult cases in the higher courts.

PART II. EXERCISES FOR TEXTS

Text 1. Super-Terrorism

Exercise 1. Decide whether the statements are true or false:

1. The future of terrorism is extremely alarming.
2. People panic about the possibility of water supplies being poisoned.
3. "Suicide terrorism" has risen dramatically.
4. Chemical weapons are easy to get hold of.
5. Terrorism aims to intimidate the public.

Exercise 2. Fill in the gaps in the sentences.

1. Another worry people always have concerns the possibility of our _____ supplies being poisoned.
2. _____ warfare is another frightening prospect, especially as biological weapons are cheap to make, and therefore attractive to terrorist organizations.
3. Chemical weapons are also cheap, and _____ to get hold of.
4. Gas has been _____ in a terrorist attack.
5. Twelve people died and more than 5,500 were _____, suffering temporary or even permanent blindness.
6. "We also carefully train staff to recognize unusual smells and to _____ stations speedily".
7. Terrorism works by acting directly on the _____ through intimidation.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

ядерное оружие	водные ресурсы
угрожающий рост	противостоять удару
загрязнение	временная слепота
технические средства наблюдения	электростанция

Text 2. The Judicial System of the Russian Federation

Exercise 1. Answer the following questions:

1. What document became the main legal basis for the introduction of the judicial reform?
2. What is the structure of the judicial system of the Russian Federation determined by?
3. According to what document only the courts can enforce justice in the Russian Federation?
4. What is forbidden to establish?
5. What area of justice is special attention is given to?

Exercise 2. Fill in the gaps in the sentences.

1. The existing judicial system of the Russian Federation was formed and is being developed _____ of a judicial reform carried out in Russia from the beginning of the 90s.
2. In the area of justice, special attention is given to _____ of the principle of rule of law.
3. The Constitution of the Russian Federation of _____ became the main legal basis for the introduction of the judicial reform.
4. The structure of _____ the Russian Federation and the sphere of activities of its various parts are determined by the Constitution and federal constitutional laws.
5. According to the Constitution of the Russian Federation only _____ can enforce justice in the Russian Federation.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

особое внимание

запрещено

судебная реформа

судебная коллегия

политическая предвзятость

обязательный

независимый

дисциплинарное взыскание

Text 3. The History of Scotland Yard

Exercise 1. Answer the following questions:

1. Why did the headquarters of the Metropolitan Police become known as Scotland Yard?
2. When did Scotland Yard set up its Criminal Investigation Department?
3. What is the structure of the CID?
4. Who appoints the administrative head of Scotland Yard?

Exercise 2. Fill in the gaps in the sentences.

1. Since the place was _____ as a police station, the headquarters of the Metropolitan Police became known as Scotland Yard.
2. But gradually the police force won the _____ of public.
3. Subsequently it was built up into the efficient _____ force.
4. Their _____ are the detection and prevention of crime, the preservation of _____ order, the supervision of road traffic and the organization of civil defense in _____ of emergency.
5. The administrative head of Scotland Yard is the commissioner, who is _____ by the Crown.
6. Scotland Yard keeps files on all known _____ in the United Kingdom.
7. It is also _____ for maintaining links between British law enforcement agencies and Interpol.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

известный как

штаб-квартира

столкнутся

доверие общественности

чрезвычайная ситуация

во главе

отпечаток пальца

правоохранительные органы

Text 4. The History of Europol

Exercise 1. Answer the following questions:

1. What is Europol?
2. What is the structure of this organization?
3. What are the main functions of this organization?
4. What is the difference between Europol and Interpol?

Exercise 2. Fill in the gaps in the sentences.

1. The creation of Europol arose in 1989 out of an ambitious idea from Germany to _____ a police office with broad powers.
2. The principal duties of the director are to carry out the _____ administration, the budget, and the decisions of the administrative council.
3. Its _____ is to improve the effectiveness and co-operation between the competent authorities of the Member States.
4. All of these apply where an _____ criminal structure is involved and two or more Member States are affected.
5. There are two organs whose mission is to _____ the central unit and the exchange structure.
6. The functions of Europol and Interpol look _____ but what is the difference between these two organizations?
7. Interpol is a _____ of police agencies in countries worldwide, whereas Europol mainly supports the EU Member States.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

незаконная перевозка наркотиков

подделка денег

отмывание денег

повседневное управление

сеть полицейских служб

организованная преступность

принимать решения

торговля людьми

Text 5. The USA

Exercise 1. Answer the following questions:

1. How many American colonies were there in the 18th century?

2. After its victories in World Wars I and II and the end of the Cold War in 1991, the USA remains the world's most powerful state, doesn't it?
3. Are there fifty states in the United States of America?
4. How do Americans call the flag? What does it represent?

Exercise 2. Fill in the gaps in the sentences.

1. The present territory of the USA was divided _____ some countries.
2. It is about half the _____ of Russia or lightly larger than China or Brazil.
3. The US is _____ by the Pacific Ocean in the west, by the Atlantic Ocean in the east, by the Caribbean Sea and the Gulf of Mexico in the south.
4. The people of the United States are a _____ of many different nationalities.
5. The US government has three _____.
6. The President _____ bills and then they become law.
7. It is one of the first things people see when they _____ in New York by sea.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

были признаны	расширила свои границы
обычай и традиции	объявлять войну
ветвь власти	означать
символ дружбы	надпись

Text 6. Capital Punishment in the United States

Exercise 1. Answer the following questions:

1. What is another word for death penalty?
2. For what crimes is capital punishment used?
3. For how many states death penalty is currently a legal sentence?
4. How many states have abolished death penalty since 2007?
5. Why was Captain George Kendall sentenced to death penalty?

Exercise 2. Fill in the gaps in the sentences.

1. Capital punishment in the United States is limited under the Eighth _____ to the United States Constitution, and, in practice, is used almost exclusively for _____ committed by mentally competent _____.
2. Thirty-four states have performed _____ in the modern era.
3. The methods of execution and the crimes subject to the penalty _____ by state, and have _____ over time.
4. Since 2007, six states have _____ the death penalty.
5. The United States first _____ and used lethal _____ as a method of execution.

6. New Mexico may yet execute two _____ inmates sentenced prior to abolition.
7. In 2007, New Jersey became the first state to _____ the death penalty in the modern system of capital punishment.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

смертная казнь	наказание за тяжкое преступление
приговаривать к тюремному заключению	казнь
шпионаж	отмена смертной казни
признавать виновным/невиновным	пожизненное тюремное заключение

Text 7. Great Britain

Exercise 1. Decide whether the statements are true or false:

1. The UK is a constitutional monarchy.
2. The British Parliament consists of two chambers: the House of Lords and the House of Commons.
3. Shakespeare was born in 1616.
4. Madam Tussaud's Museum is an exhibition of hundreds of life-size wax models of famous sport cars of yesterday and today.
5. The flag of the United Kingdom is made up of three crosses.

Exercise 2. Fill in the gaps in the sentences.

1. The British Isles are _____ from the European continent by the North Sea and the English Channel.
2. The Severn is the longest river, while the Thames is the _____ one.
3. Its _____ is over 57 million.
4. One of the _____ industries of the country is shipbuilding.
5. The British Parliament consists of two _____: the House of Lords and the House of Commons.
6. The University of Liverpool, _____ in 1903, is noted for its School of Tropical Medicine.
7. Madam Tussaud's Museum is an _____ of hundreds of life-size wax models of famous people of yesterday and today.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

квадратный километр	западное побережье
влиять на климат	высокоразвитый
навигационное оборудование	кораблестроение
в натуральную величину	был основан

Text 8. The Russian Federation

Exercise 1. Answer the following questions:

1. What is the total area of the Russian Federation?
2. How many seas wash the country?
3. What is the biggest Europe's river?
4. What is the climate in the middle of the country?

Exercise 2. Fill in the gaps in the sentences.

1. It occupies about one-seventh of the earth's _____.
2. In the _____ Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan.
3. It also has a _____ with the USA.
4. The water in the lake is so clear that if you look down you can _____ the stones on the bottom.
5. Russia is very rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral _____.
6. The legislative powers are _____ by the Duma.
7. I'm sure that we, the younger _____, can do very much to make our country strong and powerful.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

горные цепи	впадает в море
морская граница	на дне
полезные ископаемые	железная руда
поколение	возможности

Text 9. Zapatista

Exercise 1. Answer the following questions:

1. What is Zapatista?
2. Where do the indigenous people reside in?
3. What are their living conditions?
4. What is the main target of Zapatista?
5. What are the reasons for the Zapatista movement?

Exercise 2. Fill in the gaps in the sentences.

1. Because these people want to improve their _____, they want to be recognized by the government, they want back, what was taken from them.
2. They do not have _____ hospitals they can go to in case of _____.
3. Due to their _____ level the people are malnourish.

4. The reasons for the Zapatista movement came from the _____ of the Mexican government.
5. The government has _____ the indigenous people human rights that are to be happy and live in a communal place.
6. Also, the Zapatista use the media to ask the _____ world to view them and help the government come to understanding with them.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

просыпаться	иметь в запасе
улучшить условия проживания	бедные люди
требования	восстание
разумная цена	ближайшие больницы

Text 10. Education in Great Britain: Higher Education

Exercise 1. Answer the following questions:

1. Do students have to pay fees and living costs?
2. Where are the degrees awarded?
3. What are Open Days?
4. What is the Open University?

Exercise 2. Fill in the gaps in the sentences.

1. Some of these courses are _____, with the students being released by their _____ for one day a week or longer periods.
2. Students have to pay _____ and living costs, but every student may _____ a personal grant from local authorities.
3. They are mainly government-funded, except for the totally _____ University of Buckingham.
4. After three or four years the students will take their _____.
5. Open Days are a chance for _____ to see the university, meet students and ask questions.
6. About 120,000 people have _____ since then.
7. Students study at home and then post them off to a _____ for marking.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

расходы на проживание	зарабатывать много денег
покрывать расходы	обладать свободой
финансируемые правительством	сдавать экзамены
сделать правильный выбор	посещать лекции

Text 11. The Law System

Exercise 1. Answer the following questions:

1. What is law?
2. What is the principal source of Constitutional Law?
3. What is the central institution of Civil Law?
4. What form does Criminal Law take?
5. What rules does Labour Law include?

Exercise 2. Fill in the gaps in the sentences.

1. We distinguish private or _____ law and _____ law.
2. Its principal _____ is the country's Constitution.
3. Criminal law takes the form of a criminal _____.
4. It includes the punishment of people who _____ these laws.
5. Financial _____ applies only to those financial relationships that are of an organizational nature.
6. The right in _____ is central institution of civil law.
7. Individual Labour Law concerns _____ rights at work and through the contract for work.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

главная цель	споры
иметь дело с	под руководством
налогообложение	уголовный кодекс
суверенитет государства	гражданское право

Text 12. Profession of a Lawyer

Exercise 1. Answer the following questions:

1. Who is a lawyer?
2. How does the role of a lawyer vary?
3. On behalf of whom do lawyers act?
4. Who is permitted to do all the legal work?
5. In what country is the profession of lawyers divided into two types, called solicitors and barristers?

Exercise 2. Fill in the gaps in the sentences.

1. A lawyer is an individual who _____ to engage in the practice of law and advice clients on legal matters.
2. The role of the lawyer varies significantly across _____.
3. Lawyers' roles vary greatly, depending upon their practice environment and _____.

4. Solicitors and barristers are both _____, but they have different legal training.

5. Barristers are mainly “courtroom lawyers” who actually conduct _____.

Exercise 3. Find in the text the English equivalents for the following words and expressions:

правовые вопросы

разделена

профессиональное образование

вести дела

от лица своих клиентов

юридическое оформление сделки

разрешается

право выступать в суде

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. Английский язык для юристов. English in law : учебник и практикум для среднего профессионального образования / С. Ю. Рубцова, В. В. Шарова, Т. А. Винникова, О. В. Пржигодзкая ; под общей редакцией С. Ю. Рубцовой. – Москва : Издательство Юрайт, 2019. – 213 с. – (Профессиональное образование). – ISBN 978-5-534-05084-4. – Текст : электронный // ЭБС Юрайт [сайт]. – URL: <https://biblio-online.ru/bcode/438179>.

2. Английский язык для юристов (b1–b2) : учебник и практикум для среднего профессионального образования / И. И. Чиронова [и др.] ; под общей редакцией И. И. Чироновой. – 2-е изд., перераб. и доп. – Москва : Издательство Юрайт, 2019. – 399 с. – (Профессиональное образование). – ISBN 978-5-534-11887-2. – Текст : электронный // ЭБС Юрайт [сайт]. – URL: <https://biblio-online.ru/bcode/446366>.

3. Английский язык для юристов (b1–b2) : учебник и практикум для академического бакалавриата / И. И. Чиронова [и др.] ; под общей редакцией И. И. Чироновой. – 2-е изд., перераб. и доп. – Москва : Издательство Юрайт, 2019. – 399 с. – (Бакалавр. Академический курс). – ISBN 978-5-534-11886-5. – Текст : электронный // ЭБС Юрайт [сайт]. – URL: <https://biblio-online.ru/bcode/446365>.

4. Английский язык для юристов : учебник для бакалавриата и специалитета / М. А. Югова, Е. В. Тросклер, С. В. Павлова, Н. В. Садыкова ; под редакцией М. А. Юговой. – Москва : Издательство Юрайт, 2019. – 471 с. – (Бакалавр и специалист). – ISBN 978-5-534-05404-0. – Текст : электронный // ЭБС Юрайт [сайт]. – URL: <https://biblio-online.ru/bcode/433158>.

5. Кошеварова Ю. А. Speaking focus (фразы и диалоги английского языка) : сборник диалогов-ситуаций по английскому языку для курсантов очной формы обучения УЮИ МВД России / Ю. А. Кошеварова, Е. В. Попова. – Уфа : УЮИ МВД России, 2014. – 70 с.

6. Массальская Ю. В. Английский язык для самостоятельной работы слушателей факультета заочного обучения: учеб. пособие / Ю. В. Массальская, О. А. Безземельная. – Уфа : Уфимский ЮИ МВД России, 2015. – 74 с. – Библиогр.: с. 73. – ISBN 978-5-7247-0779-2.

Учебное издание

Массальская Юлия Владимировна
(кандидат филологических наук, доцент)
Гизатова Гульнара Фанзиловна
(кандидат филологических наук, доцент)
Ихсанова Лина Ильгизовна

**ФОРМИРОВАНИЕ НАВЫКОВ ЧТЕНИЯ И ПЕРЕВОДА НА
ПРАКТИЧЕСКИХ ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ У
ОБУЧАЮЩИХСЯ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ
МВД РОССИИ**

Учебно-практическое пособие

Редактор

Подписано в печать	2021	
Гарнитура Times		Формат 60x80 ¹ / ₁₆
Уч.-изд. л. 1,8	Заказ №	Усл. печ. л. 2,0
Тираж экз.		

*Редакционно-издательский отдел
Уфимского юридического института МВД России
450103, г. Уфа, ул. Муксинова, 2*

*Отпечатано в группе полиграфической и оперативной печати
Уфимского юридического института МВД России
450103, г. Уфа, ул. Муксинова, 2*