

Частное образовательное учреждение высшего образования  
«Ростовский институт защиты предпринимателя» (РИЗП)

---

Утверждаю  
Ректор института  
\_\_\_\_\_ А.А. Паршина

**УЧЕБНО-МЕТОДИЧЕСКИЕ УКАЗАНИЯ**  
**по организации самостоятельной работы**  
**студентов и проведению**  
**практических (семинарских) занятий**  
**ДИСЦИПЛИНЫ (МОДУЛЯ)**

**Иностранный язык**

\_\_\_\_\_ (наименование дисциплины (модуля))

Специальность	40.02.02 Правоохранительная деятельность
Форма обучения	очная/заочная

Ростов-на-Дону

Данные методические указания предназначены для студентов 2-4 курсов, обучающихся по специальности 40.02.02 Правоохранительная деятельность.

Цель издания – способствовать в выполнении самостоятельной работы студентов, овладении специальной лексикой, навыками чтения и говорения, обучению перевода специальных текстов с английского языка на русский.

В фокусе внимания настоящей работы находятся все темы, которые изучаются на 2 и 3 курсах юридической специальности по дисциплине «Английский язык».

Каждый урок включает в себя текст с заданиями. Студентам предлагается ответить на ряд контрольных вопросов, проверяющих степень усвоения материала текста. Серия упражнений направлена на активизацию новой лексики.

# GREAT BRITAIN

## The United Kingdom of Great Britain and Northern Ireland.

The official name of GB is the United Kingdom of GB and Northern Ireland. It occupies the territory of the British Isles. The BI lie to the north-west of Europe and consists of two main islands: GB and Ireland. Their total area is over 244.000 square km. The British Isles are separated from the continent by the North Sea, the English Channel and the strait of Dover which is 18 miles wide. The western coast of GB is washed by the Atlantic ocean and the Irish Sea. GB is one of the world's smaller countries. Its population is over 57 millions. Four of every five people are urban. But in spite of all the territory of GB is small, the country has a wide variety of scenery. GB is made of three countries: England, Scotland and Wales. Everyone in Britain speaks English, but in some parts of Scotland and Wales people speak different languages as well. GB with NI forms the UK of GB and NI.

The capital of the UK is London, in England. **England** is the largest of three countries which make up GB. The north and the West of England are mountainous, but the rest of the territory is a vast plain. The Lake District in Northern England with its lakes, mountains and valleys is favorite holiday resort. The national symbol of England is a red rose. The capital of England is London. Its economic, political and cultural center. It is one of the largest cities in the world and one of the world's most important ports. It is situated upon both banks of the river Thames. But while the Thames is the deepest and the most important one, the Severn is the largest river.

**Wales** is the smallest land of the UK, but it is noted for its picturesque mountains with the highest peaks of GB rivers, waterfalls and lakes. Cardiff is the capital and the largest city in Wales and its also an important industrial center and port. The national symbol of Wales is a leek or a daffodil.

**Scotland** is a land which is known for its beauty. The north of Scotland is mountainous and is called the Highlands. This is the region of mountains and rivers, small towns and villages. The highest of mountains is Ben Nevis. The best known between the lakes is Loch Ness where as some people think a large monster lives. The capital of Scotland is Edinburg and the great industrial center is Glasgow. The national symbol of Scotland is a thistle.

GB's largest island neighbor is **Ireland**. This is mainly occupied by the independent Republic of Ireland. Many small islands are also linked with the UK. Most of the land is hilly, though the mountains are not very high. The capital of NI is Belfast. The national symbol of Ireland is a shamrock.

The mountains, the Atlantic ocean and the warm waters of the Gulf Stream influence the climate of the British isles. The summers are usually cool and rainy. And there is much rain and fog in autumn and in winter. That's why GB is a very damp country.

The flag of the UK is known as the Union Jack. It is made up of 3 crosses: the cross of St. George, St. Andrew and St. Patrick.

Nowadays the UK is a highly developed industrial power. It is one of the most powerful countries in Europe.

### **Tasks to the text.**

#### *Answer the questions:*

1. What is the official name of GB ?
2. What seas and oceans separate British Isles from the continent?
3. What languages are spoken in GB?
4. Which country is the smallest one?
5. Why the flag of GB is called “the Union Jack”?

### **Political System**

The United Kingdom is a constitutional monarchy. This means that it has a monarch (a king or a queen) as its Head of State. The monarch has very little power and can only reign with the support of Parliament. Parliament consists of two chambers known as the House of Commons and the House of Lords. Parliament and the monarch have different roles in the government of the country, and they only meet together on symbolic occasions such as the coronation of a new monarch or the opening of Parliament. In reality, the House of Commons is the only one of the three which has true power. It is here that new bills are introduced and debated. If the majority of the members are in favor of a bill it goes to the House of Lords to be debated and finally to the monarch to be signed. Only then does it become law. Although a bill must be supported by all three bodies, the House of Lords only has limited powers, and the monarch has not refused to sign one since the modern political system began over 200 years ago. The House of Commons is made up of 650 elected members, known as Members of Parliament (abbreviated to MPs), each of whom represents an area (or constituency) of the United Kingdom. They are elected either at a general election, or at a by-election following the death or retirement of an MP. The election campaign usually lasts about three weeks. Everyone over the age of 18 can vote in an election, which is decided on a simple majority - the candidate with the most votes wins. Under this system, an MP who wins by a small number of votes may have more votes against him (that is, for the other candidates) than for him. This is a very simple system, but many people think that it is unfair because the wishes of those who voted for the unsuccessful candidates are not represented at all. Parliamentary elections must be held every five years at the latest, but the Prime Minister can decide on the exact date within those five years. The British democratic system depends on political parties, and there has been a party system of some kind since the 17th century. The political parties choose candidates in elections (there are sometimes independent candidates, but they are rarely elected). The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The largest minority party

becomes the Opposition. In doing so it accepts the right of the majority party to run the country, while the majority party accepts the right of the minority party to criticize it. Without this agreement between the political parties, the British parliamentary system would break down. The Prime Minister chooses about twenty MPs from his or her party to become Cabinet Ministers. Each minister is responsible for a particular area of government, and for a Civil Service department. For example, the Minister of Defence is responsible for defence policy and the armed forces, the Chancellor of the Exchequer for financial policy, and the Home Secretary for, among other things, law and order and immigration. The powers of the monarch are not defined precisely. Theoretically every act of government is done in the Queen's name -every letter sent out by a government department is marked "on her Majesty's service" - and she appoints all the ministers, including the prime minister. In reality, everything is done on the advice of the elected government, and the monarch takes no part in the decision - making process.

### **Tasks to the text.**

1. Divide the text into logical parts.
2. Make a short report or a dialogue about the life in modern GB.
3. Speak about:
  - geographical position of GB;
  - English science and culture;
  - well-known Britons;
  - London's sights;

# THE USA

## 1. Read the text:

### The United States of America

The United States of America **occupy** a large territory. The USA **is situated** in the central and southern part of Northern America. It **is washed** by the Atlantic Ocean in the east and by the Pacific Ocean in the west. It **stretches from** Canada in the north to Mexico, the **Gulf** of Mexico, and the Gulf of California in the south.

In size, the USA is the fourth among the **nations** after Russia, Canada and China. It has many islands in the Pacific Ocean and Puerto Rico and the Virgin Islands in the Atlantic. It has **military** bases all over the world.

The USA is **divided** into three areas: Eastern area-a **highland**, where the Appalachian **Mountains** are situated, Central area – a **plain**, and Western area which is mountainous and **includes** the Cordilleras and the Rocky Mountains. The highest **peak** in the Appalachian Mountains is 2,037 metres high. The highest peak of the Cordilleras in the USA is 4,418 metres high. The Appalachian Mountains are very old. The Rocky Mountains are **considered** to be young.

The north-eastern part of the USA is the region of the five Great Lakes (Lake Superior, Huron, Michigan, Erie, and Ontario) which are **connected** by **channels** cut by **rapids**. The greatest of these rapids is the Niagara Falls. The St. Lawrence River joins the water of the five lakes to the Atlantic Ocean. In the west of the USA there is another lake called the Great Salt Lake.

The **main** rivers of the USA are the Mississippi (it is the second largest river in the world after the Nile); the Missouri, the Yukon, the Colorado, the Columbia, the St. Lawrence, and the Hudson.

### Washington, D.C.

Washington, D.C. is the capital of the USA. It stands on the River Potomac. George Washington chose it to be the nation's capital on December 1, 1800. The district is named after Columbus who **discovered** America in 1492.

Washington, D.C. is one of the most beautiful and **unusual** cities in the USA. No building in the city may be more than 40 meters tall.

Washington, D.C. is the seat of **federal government** and there is the White House, the official **residence** of the President. President John Adams and his wife were the first to live there. It was in November 1800. The White House is the oldest building in Washington, D.C. It has the most famous address in the United States – 1600 Pennsylvania Avenue. There are 3 floors and 132 rooms in the White House. The rooms for **public function** are on the first floor. The President and the First Family use the second and the third floor.

The United States Capitol is the tallest building in Washington, D.C. and the most famous building in the USA because this is where the **laws** are made.

Washington, D.C. doesn't belong to any state. It is a city and a district – the District of Columbia (D.C.). The state of Washington is in the north-west of the USA. Washington, D.C. is on the East Coast.

**Tasks to the text:**

***Answer the questions:***

What is the capital of the USA?

2. Where is it?
3. When did it become the nation's capital?
4. Who is it named after?
5. Why is it the most unusual city?
6. Who was the first President to live in the White House?
7. Describe the White House.
8. Where are laws made? What else do you know about the US Capitol?
9. What is the difference between Washington, D.C. and the state of Washington?

Make up 5 - 6 true or false statements to the text above.

**The Make-up of the Congress**

***3. What do you know about?:***

1. the US President?
2. the House of Representatives?
3. the Senate?
4. the Congress?
5. the branches of the US government?

# CONSTITUTIONAL LAW OF THE US AND THE UK

## The branches of the US government

The American system of government is established by the United States Constitution, which provides for three separate but equal branches of government--legislative, executive, and judicial. Together, these branches make, execute, and interpret the laws that govern our country. Because each branch has both individual and shared powers, no one branch has more authority than the other two, and each is accountable to the others. This "checks and balances" system means that the balance of power in our government remains steady.

Under the Constitution, the federal government is divided into three branches.

**The legislative power** is vested in Congress and made up of two houses: the Senate and the House of Representative. There are 435 members in the House of Representative and 100 senators. Each state elects two members of the 100-member Senate.

**The executive branch** is headed by the President, who proposes bills to Congress, enforces federal laws, serves as commander-in-chief of the Armed Forces and with the approval of the Senate, makes treaties. President can veto a bill unless Congress by a two-thirds vote shall overrule him.

The vice President, elected from the same political party as the President, acts as chairman of the Senate, and in the event of the death of the President, assumes the Presidency.

**The judicial branch** is made up of Federal District Courts, 11 Federal Courts and the Supreme Court. Federal judges are appointed by the President for life. Federal courts decide cases involving federal law, conflicts between citizens of different states. The Supreme court may rule the law to be unconstitutional.

Now about the elections. The President is chosen in nation-wide elections every 4 years together with the Vice-President.

Constitution has been amended 26 times. The Bill of Rights guarantee individual liberties: freedom of word, religion and so on. Later amendments abolish slavery, grant the vote to women and allow citizens to vote at age 18.

## The system of government in Great Britain

In theory, the constitution has three branches: Parliament, which makes laws, the government, which "executes" laws, i.e. puts them into effect, and the law courts, which interpret laws. Although the Queen is officially head of all three branches, she has little direct power.

Parliament has two parts: the House of Commons and the House of Lords. Members of the House of Commons are elected by the voters of 650 constituencies. They are known as MPs, or Members of



Parliament. The Prime Minister, or leader of the Government, also an MP, usually the leader of the political party with a majority in the House of Commons.

The Prime Minister is advised by a Cabinet of about twenty other ministers. The Cabinet includes the ministers in charge of major government departments or ministries. Departments and ministries are run by civil servants, who are permanent officials. Even if the Government changes after an election, the same civil servants are employed.

The House of Lords consists of the Lords Temporal and Lords Spiritual. The Lords Spiritual are the Archbishops of York and Canterbury, together with twenty-four senior bishops of the Church of England. The Lords Temporal consist of hereditary peers who have inherited their titles; life peers who are appointed by the Queen on the advice of the Government for various services to the nation; and the Lords of Appeal (Law Lords) who become life peers on their judicial appointments. The latter serve the House of Lords as the ultimate court of appeal. This appeal court consists of some nine Law Lords who hold senior judicial office. They are presided over by the Lord Chancellor and they form a quorum of three to five when they hear appeal cases.

### **Tasks to the text.**

Compare types and structure of British government and the US government.

Make the table of types of the governments.

# POLICE WORK IN GREAT BRITAIN, THE USA

## LAW AND ORDER

### the British Police

How much do you know about the British police? Before you read the article, decide for yourself whether the following statements are true or false.

1. There is one police force in Britain, organized by the central government.
2. Some British police officers do not wear a uniform.
3. All British police officers carry guns.

#### 1. Read the article below and then answer the questions at the end:

The British police officer, sometimes called the “bobby” after Sir Robert Peel, the founder of the police force – is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen and policewomen are to be seen in towns and cities keeping law and order, either walking in the streets (“**pounding the beat**”) or driving in cars (known as “**panda cars**” **because of their distinctive markings**). **The police have regular meetings with social workers, community readers and health officers.** They visit schools and talk to children. In some districts primary schools have “adopted” police officers who take on a school as their special responsibility. They play with the children and talk to them and try to show them that the police are their friends to whom they can go if they are in trouble.

Few people realize that the police in Britain are organized very differently from many other countries.

Most countries, for example, have a national police force which is controlled by the central government. Britain has no national police force, although police policy is governed by the central government’s **Home Office**. Instead, there is a separate police force for each of the 52 areas into which the country is divided. Each has a police authority – a committee of local county counselors and magistrates.

The forces co-operate with each other, but it is unusual for members of one force to operate in another area unless they are asked to give assistance. This sometimes happens when there has been a very serious crime. A Chief Constable, who is the most senior police officer of a force, may sometimes ask for the assistance of London’s police force, based at New Scotland Yard known simply as “the Yard”.

In most countries, the police **carry guns**. The British police generally do not carry firearms, except in Northern Ireland. They aren’t armed to avoid street gunfights in which innocent people might get killed. In the Metropolitan Police Force (London) over 16 per cent are trained to use firearms, but in Avon and Somerset, only 4 per cent. The average is about 10 per cent – well below that of any other police force in the world. A few police men are regularly armed, for instance, those who guard

politicians and diplomats or who patrol airports. In certain circumstances specially trained police officers can be armed, but only with the signed permission of a magistrate.

All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training. Today it is part of the training of every police officer to learn something about the background of the immigrant communities, but in many places there is still hostility and suspicion between the police and black immigrants. This is partly because of the high unemployment rate of immigrants. They have nowhere to go and nothing to do, and so wander about the streets together in groups. Many of them have problems at home, and they often live in very poor housing. When the police see them together on the streets, they tend to expect trouble, and often stop and question these young people, who are angered by this interference with their freedom as citizens. The relationship between the police and the non-whites may improve as more uniformed officers patrol their districts on foot. In addition, since the considerable rise in pay, many more people are applying for work with the police force.

Like the army, there are a number of **ranks**: after the **Chief Constable** comes **the Assistant Chief Constable, Chief Superintendent, Chief Inspector, Inspector, Sergeant and Constable**. Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables – members of the public who work for the police voluntarily for a few hours a week. Each police force has its own **Criminal Investigation Department (CID)**. Members of CID are detectives, and they do not wear uniforms. Their job is to make sure that drivers **obey** the parking regulations. They have no other **powers** – it is the police who are responsible for controlling offenses like speeding, careless driving and drunken driving.

The duties of the police are varied from assisting at accidents to safeguarding public order and dealing with **lost property**. One of their main functions is, of course, apprehending criminals and would be **criminals**.

## **Tasks to the text.**

**Translate the underlined words from the text with the dictionary.**

**Write the outline of the text.**

NEW SCOTLAND YARD, the headquarters of the London Metropolitan Police and, by association, a name often used to denote that force.

The London police force was created by an act introduced in Parliament in 1829 by the home secretary, Sir Robert Peel (hence the nicknames "bobbies" and "peelers" for policemen). This police force replaced the Bow Street Police, a small body of paid police in London who had been organized in the mid-18th century by the novelist and **magistrate** Henry Fielding. The original **headquarters** of the new London police force were at 4 Whitehall Place, with an entrance in Great Scotland Yard, from

which the name originates. (Scotland Yard was so named because it stood on the site of a medieval palace that had housed Scottish royalty when the latter were in London on visits.)

At first the new police force, like their Bow Street **predecessors**, **encountered** little cooperation from the public, and when Scotland Yard stationed its first **plain clothes** police agents on duty in 1842, there was a public outcry against these "spies." The police force had gradually won the **trust** of the London public by the time Scotland Yard set up its Criminal Investigation Department (CID) in 1878, however. The CID was a small force of **plainclothes** detectives who **gathered information on** criminal activities. The CID was subsequently built up into the efficient **investigative force** that it now constitutes. It presently **employs** more than 1,000 detectives.

By the late 19th century, the London police headquarters at Scotland Yard had grown increasingly **overcrowded**, and so in 1890 a new headquarters building was completed on the Thames Embankment and named New Scotland Yard. In 1967 the **headquarters** were moved to a new building off Victoria Street (10 Broadway), also called New Scotland Yard.

The area supervised by the London Metropolitan Police includes all of Greater London with the exception of the City of London, which has its own separate **police force**. The Metropolitan Police's duties are the **detection** and **prevention of crime**, **the preservation of public order**, **the supervision of road traffic** and the licensing of public vehicles, 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 on the recommendation of the **home secretary**. Beneath 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; **administration**, **traffic and transport**, **criminal investigation**(the CID), and **police recruitment and training**. The CID deals with all aspects of **criminal investigation** and comprises the criminal record office, fingerprint and photography sections, the company **fraud squad**, a highly mobile police unit known as the **flying squad**, the metropolitan police laboratory, and the **detective-training school**.

Scotland Yard keeps **extensive files** on all known criminals in the United Kingdom. It also has a special branch of police who guard visiting **dignitaries**, **royalty**, and **statesmen**. Finally, Scotland Yard is responsible for maintaining links between British **law-enforcement agencies** and Interpol. Although Scotland Yard's responsibility is limited to metropolitan London, its assistance is often sought by police in other parts of England, particularly **with regard to** difficult cases. The Yard also assists in the training of **police personnel** in the countries of the Commonwealth.

#### **Task to the text:**

1. Read, translate the text with the dictionary and divide it into logical parts.
2. Make a brief outline of the text.

Retell the story with the help of words and the plan you've written out.

# CRIMINAL JUSTICE PROCESS

**Read and translate the text, paying attention to the underlined words.**

## CRIMINAL JUSTICE PROCESS IN THE USA

Basically, the steps in the criminal court processes are as follows: arrest and booking, arraignment, trial and appeals (if any).

A person who comes into contact with the **criminal courts** must initially be arrested. The arrest may take place with or without using a **warrant** (e.g. when an offense takes place in the presence of the officer, or when there is probable or reasonable cause to believe that a felony or **misdemeanor** has been **committed**. A **felony** is a serious offense punishable by death or imprisonment. A misdemeanor is a less serious offense punishable by a fine or up to one year in jail, or both). Even after an arrest the suspect may be released without being prosecuted for a variety of reasons: mistaken identity, lack of proper evidence, etc.

After the arrest is made the suspect is booked. The booking card of **the law enforcement agency** contains information such as the date and time of arrest, **the charge** or crime for which the person was arrested, the name of the arrested person, the name of the arresting officer. Here the accused is photographed, fingerprinted, and temporarily released on **bail**, if possible. The record or booking card is permanently kept in the files of the police department. On important cases; the prosecutor may be present at the booking, but usually he will enter the case during the arraignment or initial appearance of the suspect before a **magistrate** or other judicial officer. Before turning to the prosecution of the suspect, it must be remembered that the investigative work of the police may continue even though the accused is involved with the **prosecution or court phases** of the criminal justice system.

At arraignment, summary trials can be held for petty offenses without further processing. During the initial appearance before a magistrate, judge or **justice of the peace**, the accused is to answer the charges against him. During the **arraignment procedure**, the charge may be dismissed by the court for a legal reason or the prosecutor may request to **have the charges dropped**. The initial appearance may also serve as the trial for minor offenses that have payment of a fine or a relatively short time in jail as punishment; Once **the judge finds a verdict of guilt**, the accused is sentenced to a jail or payment of a fine. The defendant may also be placed on probation for a specified length of time. If sentenced to jail, he may be granted parole.

The purpose of **preliminary hearing** in the lower court is to determine whether there is reasonable cause to believe that a felony was committed and whether there is reasonable cause to believe that the accused committed the crime. It is here that a preliminary testing of **the evidence takes place**. As a result the accused may be released because of having been arrested not for probable cause, or he may be placed on bail or moved back to **jail** until his case is **tried** by the **higher court**.

If there is a reasonable belief that a crime has been committed by the accused, the prosecutor is given **statutorily defined number** of days **to file formal charges** against the defendant. The charge is filed on the basis of information from citizen complaints and police investigations.

Then another arraignment is held. If the **defendant pleads guilty** a date for him to be sentenced **is set by the judge**. If the defendant pleads not guilty, he may request to have a jury trial or be tried by the court without a **jury**. At the trial if the **defendant is convicted**, a date for sentencing is set.

Before imposing the actual sentence an investigation by the probation officer takes place to assist the judge in deciding on a **penalty**. The defendant **may be fined, sentenced to jail**, or placed on probation. During this period the defendant can appeal his conviction. As a rule, the appeal stays the execution of the sentence. If the appeal is unsuccessful or the defendant decides not to appeal, the penalty is imposed.

The defendant is then involved in the corrections of the criminal justice system. It is here that rehabilitation of **offenders is supposed to occur**. This is the purpose of correctional establishments.

To reduce the risk of convicting an innocent person, there are **checks and reviews** at all stages of the criminal justice system.

### **Tasks to the text:**

#### **I. Find English equivalents in the text:**

уголовный процесс; обвинение; судебное разбирательство; обжалование; произвести арест; ордер; совершить тяжкое преступление; тюремное заключение; подозреваемый; правоохранительные органы; обвиняемый; снимать отпечатки пальцев; картотека; упрощенное судопроизводство; мелкие правонарушения; суд низшей инстанции; слушать дело; подвергать уголовному преследованию; признать себя виновным; суд присяжных; вынести приговор; определить наказание; осудить условно; передать на поруки; перевоспитать; исправительные учреждения.

#### **II. Learn these new words.**

*Make up your own sentences using the word combinations from the text.*

*Try to retell the story about the criminal justice process.*

## **PHYSICAL EVIDENCE**

**Classes of evidence.**

Evidence can be categorized according to its potential value as proof. Certain types of evidence can be individualized, or associated with a unique source, whereas other types cannot be **pinpointed** but can aid in identification because they fall into particular classes. Types of evidence that can be individualized are handwriting, typewriting, fingerprints, **footprints, tire marks**, impressions or casts of nonstandard items, striated markings on bullets, **tool marks**, objects with random fractures or tears, and substances that have undergone an alteration that makes them unique among others of the same class. Among evidence that only identifies a certain class are blood and other body fluids, narcotics, toxicological materials, **fibres, soils**, inks, and many kinds of materials produced in **batches**.

Examinations can be either "**unilateral**" or **comparative** in nature. Blood-typing and establishing the distance from which a weapon was fired are unilateral examinations, whereas studies of **handwriting** or spent **bullets** involve comparisons with other examples.

#### **Evidence and its examination.**

An investigation at the **scene of a crime**, particularly in crimes of violence, is the first phase of the laboratory function. Many **jurisdiction** have mobile crime laboratories, in which some of the regular laboratory tests can be performed by specially trained police personnel called evidence technicians.

**Crime sites** must be searched to locate pertinent physical evidence, which may range from **latent fingerprints** to **bloodstains** to pieces of a broken automobile headlight. Evidence must be marked for identification, preserved, and protectively packaged for transportation to the laboratory. In addition, records (written or photographic) must be made of each piece of evidence and its exact location with respect to the crime. The law requires that the "**chain of evidence**" remain unbroken and makes police accountable for every item of evidence from the time of its discovery to its ultimate **presentation in court**.

Certain laboratory procedures and tests are carried out in the field when time is limited or when there is a possibility that the evidence might be disturbed. Among such procedures or tests are dusting for fingerprints, **making casts of footprints** and automobile tracks, making **blood tests**, and collecting **specimens** of organic and inorganic materials from the **environment**.

### **Forensic science**

**Forensic science** has come to play an increasingly important part in the investigation of serious crimes. One of the first significant developments was **identification** by fingerprints. It was discovered in the 19th century that almost any contact between a finger and a fixed surface left a latent mark that could be exposed by a variety of procedures, the most common being the use of a fine powder. It was accepted in 1893, by the Troup Committee established by the Home Secretary, that no two individuals had the same fingerprints, and this proposition has never been seriously refuted. Fingerprint evidence was accepted for the first time in an English court in 1902.

The original purpose of recording and collecting fingerprints was to establish and **to make** readily **available** the criminal record of particular **offenders**, but fingerprinting is now widely used as a means of identifying the **perpetrators** of particular **offenses**. Most major police forces **maintain collections** of fingerprints taken from known criminals at the time of their **conviction**, for use in identifying these individuals should they commit later crimes. Fingerprints (which may be incomplete) found at the **scene of the crime** are matched with fingerprints in the collection. According to the British standard, if the **sets of fingerprints** share at least 16 characteristics, it is considered virtually certain that they are from the same person. Searching fingerprint collections had historically been a time-consuming manual task, based on various systems of classification, but systems for **electronic storage** and rapid searching of fingerprint collections were developed and implemented in the 1980s.

A broad **range** of other **scientific techniques** is available to law enforcement agencies attempting to identify suspects or to establish beyond doubt the connection between a suspect and the crime in question. Examples include the **analysis of bloodstains** and traces of other body fluids (such as semen or spittle) that may indicate some of the characteristics of the offender. **Fibres** can be analyzed by microscopy or chemical analysis to show, for instance, that fibres found **on the victim** or at the scene of the crime are similar to those in the clothing of the suspect. **Hair samples**, and particularly skin cells attached to hair roots, can be compared chemically and genetically to those of the **suspect**. Many inorganic substances, such as glass, paper, and paint, can **yield** considerable information under microscopic or chemical analysis. Examination of a document in question may reveal it to be a **forgery**, **on the evidence** that the paper on which it is written was manufactured by a technique not **available** at the time to which it allegedly dates. The refractive index of even small particles of glass may be measured to show that a given item or fragment of glass was part of a particular batch manufactured at a particular time and place. Such information may help to **identify** the kind of automobile involved in a **hit-and-run accident**. Computer networks allow investigators to search increasingly large **bodies of data** on material **samples**, but the creation of the necessary **data bases** is a lengthy process.

## **Tasks to the text:**

### ***I. Answer the questions:***

1. What was the first system of identification?

When was the first fingerprint classification worked out?

Why is fingerprinting the best means of identification?

Is forgery of fingerprints possible?

How can a forged fingerprint be detected?

***Translate the underlined words and make up your own sentences with these words.***



# Fingerprints

**Fingerprints** found at the scene of a crime can be evidence connecting an individual with a crime. Fingerprints can be either visible or latent. **Visible prints**-formed by dirt or blood, for example- or three-dimensional prints formed in soft matrices, can be photographed directly. **Latent fingerprints**, which are not ordinarily visible, can be brought out by **dusting techniques** when the surface is hard and by **chemical techniques** when the surface is porous. In dusting for fingerprints, a fine powder of contrasting colour is applied with a fine brush. The powder clings to the residual oils and fats in the print and the excess powder is removed with the brush. On porous surfaces such as paper, fuming iodine, silver nitrate, or ninhydrin solutions are used to develop the latent fingerprints. The most effective developer of latent fingerprints is ninhydrin, which can reveal prints that are several years old.

Fingerprints are identified on the basis of agreements in a significant number of individualities, commonly known as "points." These are the **bifurcations**, ending **ridges**, and **dots** in the fingerprint pattern. If sufficient points are found with spatial relationship to other points, a basis exists for identifying a fingerprint. It was formerly considered necessary to have 12 points to identify a fingerprint, but in current practice, a lesser number is often used. **Palm** prints and **footprints** are identified in the same manner as fingerprints.

## Tasks to the text:

Divide text into logical parts.

Give the name to each part.

Give the contents of each part in 1-3 phrases.

Give the summary of the whole text.

## MY FUTURE PROFESSION

### Legal professions in GB

**Solicitors.** There are about 50000 solicitors, a number which is rapidly increasing, and they make up by far the largest branch of the legal profession in England and Wales. They are found in every town, where they deal with all the day-to-day work of preparing legal documents for buying and

selling houses, making wills, etc. Solicitors also work on court cases for their clients, prepare cases for barristers to present in the higher courts, and may represent their client in a Magistrates court.

**Barristers.** There are about 5000 barristers who defend or prosecute in the higher courts. Although solicitor and barristers work together on cases, barristers specialize in representing clients in court and the training and career structures for the two types of lawyer are quite separate. In court, barristers wear wigs and gowns in keeping with the extreme formality of the proceedings. The highest level of barristers have the title QC (Queens Counsel).

**Judges.** There are a few hundred judges, trained as barristers, who preside in more serious cases. There is no separate training for judges.

**Jury.** A jury consist of twelve people (Jurors), who are ordinary people chosen at random from the Electoral Register (the list of people who can vote in elections). The jury listen to the evidence given in court in certain criminal cases and decide whether the defendant is guilty or innocent. If the person is found guilty, the punishment is passed by the presiding judge. Juries are rarely used in civil cases.

**Magistrates.** There are about 30000 magistrates (Justices of the Peace or JPs), who judge cases in the lower courts. There are usually unpaid and have no formal legal qualifications, but they are respectable people who are given some training.

**Coroners.** Coroners have medical or legal training (or both ), and inquire into violent or unnatural deaths.

**Clerks of the court.** Clerks look after administrative and legal matters in the courtroom.

### **Tasks to the text:**

*Compare legal professions in Russia and Great Britain.*

*Write the topic about your future profession.*

## **JOB HUNTING**

### *Glossary*

Application-заявление

Employment, occupation - занятие, должность

Career - карьера

Job market - рынок труда

Training - обучение

Vocational training- профессиональное обучение

On- the-job- training обучение без отрыва от работы

Advertisement - реклама

Experience -опыт

Requirement- требование

Job interview -собеседование при приеме на работу

Promotion - продвижение по службе

Calling for - призвание, талант

Leave (finish) school -закончить школу

Get training in - получит профессиональную подготовку

Enter a university (a college)- поступить в ...

Take a course in- изучать что-либо

Employ -нанимать на работу

Work full-time- работа на полный рабочий день

Work part-time -работа на неполный рабочий день

Train for a job- обучаться какой-либо профессии

Trainee- ученик

Qualify for (a job) -получить квалификацию для работы

Join a firm (company)- поступить на работу в фирму (компанию)

Study medicine (law,...)- изучать медицину (право, т.д)

Do smth for a living -зарабатывать на жизнь

Have a calling for- иметь призвание к ...

**Exercise 1.** Match the profession and its duties (responsibilities). Think of some more job descriptions and let your mates guess the profession.

1.I write a lot. Sometimes I take photos too. I work for a newspaper.

2.I have lots of books at home. I sit in front of many people. I work in education.

3.I do many things: I write, type, copy, use the phone, work with the computer. I work in an office.

4.I have to carry many things. My job has to do with food and drinks. I work in a restaurant or a café.

Jobs: secretary, teacher, waiter, journalist.

**Exercise 2.** What profession is it?

*It is a person who...*

- 1.Repairs water-pipes 10. Flies airplanes
- 2.Builds houses 11. Designs houses
- 3.Grows food in his field 12. Repairs cars
- 4.Sells meet 13. Sells vegetables
- 5.Looks after sick people 14. Works in an office and deals with
- 6.Grows flowers and trees filing, correspondence, etc
- 7.Writes articles for newspapers 15. Treats domestic animals
- 8.Writes novels and stories 16. Drives cars
- 9.Looks after people’s teeth 17. Plays the piano

**Exercise 3.** Match the professional skills and character traits. More than 1 answer is possible.

**Skills:** decorating, designing, filing, nursing, cleaning, typing, helping people, building things, making crafts, organizing, speaking, talking to people, putting in order.

**Character traits :** creative, organized, punctual, dependable, responsible, thoughtful, neat, clever, talented, hardworking, intelligent, tactful, patient, skillful, efficient, ambitious, artistic, logical.

**Exercise 4.** Sometimes you don’t know what occupation you are interested in or if you can cope with the profession you like. There are 5 professional types. Look at the chart and say what profession you can be good at. Prove it, using word combinations from exercise 3.

Profession types	Personal qualities	Deals with	Professions
“Man – technology”	Technical thinking, good memory, clever, skillful, logical, organized, hard-working	Machines, devices, meters, instruments, machine-tools, etc.	Turner, driver, builder, engineer, pilot, cosmonaut, designer, mechanic, fitter
“Man – nature”	Good eye memory, neat, patient, observant, rational	Plants, animals, nature environment	Gardener, farmer, veterinary, chemist, geologist, forester, agronomist
“Man – man”	Communicative, sympathetic, well-wishing, tactful, dependable, friendly	People	Teacher, doctor, nurse, manager, salesman, waiter, secretary,

			trainer, policeman, inspector
<b>“Man -image”</b>	Artistic, creative, talented, observant, good eye memory, imaginative	Works of art and their elements	Painter, sculptor, musician, architect, designer, composer, writer, jeweler, hair stylist, artist, actor.
<b>“Man – sign system”</b>	Good at Maths, intelligent, logical, careful, organized, punctual	Figures, words, formulas, symbols, music, drawings	Interpreter, translator, printer, accountant, programmer, economist, cashier, stenographer, typist, corrector, telephone-operator.

**Exercise 5.** Say why these young people decide on these professions. Match the 2 parts of the sentences. There is 1 extra.

1. I'd like to be a shop assistant in a boutique.
2. I'd like to be a stewardess.
3. I want to be a car mechanic.
4. I think an actor's job is interesting.
5. I want to be a fireman.
6. I'd like to be a nurse.

Because:

1. It is very exciting to make films.
2. It is very important to save people from fire.
3. I like clothes.
4. I can see the world.
5. I like working with people.
6. I am very interested in cars.

**Exercise 6.** Read the text and answer the questions.

### **Job Qualifications**

In our society work is almost a must for a person. So, even if you are rich, you have to work, if you want to be accepted by your friends, relatives and neighbors. That is why some unemployed persons make believe that they still have a job, they can't admit even to their family that they are out of work.

An unemployed person often feels unwanted and useless. If I could choose their job freely, this job would have to meet the following qualifications:

1. A person must like his job; the job must give satisfaction, and not only for the moment, but in the long run.
2. This job must be well-paid. Not to become a millionaire, of course, but not to reject certain luxury.
3. In this job I would like to work with other people and not only things. That doesn't mean that a job in research or production is excluded from my list – but I do not want to be isolated from other people.

To put it in a nutshell, a job that satisfies, that pairs fairly well and lets me work together with people.

### **Questions:**

1. Why does a person have to work?
2. What problems does an unemployed person have?
3. What are the most important job qualifications for this person?
4. What are the most important job qualifications for you?

### **A Letter of Application**

I am still at school but I finish it in June. So I'm looking for a job. I've got my own PC and I can use a word processor. I also finished driving courses and I studied English and Chinese in a language school. It's a pity, but I haven't got work experience. So I'm going to take a secretarial course and I want an office job, but I don't want to work for a large firm.

**Read and translate a letter of application and write that of your own.**

### **How to Write a resume?**

#### **Parts of a resume**

- 1) Personal Information (персональная информация)
- 2) Career Objective либо Objective (должность, на которую претендуете)
- 3) Education (образование)
- 4) Work Experience (опыт работы)
- 5) Skills (навыки)
- 6) Languages (знание языков)
- 7) References (рекомендации)

## **1. Personal Information:**

*Olga I. Petrova.*

Kiev, ul. Timoshenko, d. 34, kv. 217.

Phone: +38 (044) 123-45-67, cell: 8-050-123-45-67, e-mail: olga@mail.ru, Web: [www.petrova.com](http://www.petrova.com)

## **2. Objective**

a. Objective: Sales Manager.

b. Objective To contribute outstanding skills to achieving your company's goals as a sales manager.

## **3. Education**

Master of Science in Networking, Networking Faculty, Kiev State University, Kiev, Ukraine, 2003

## **4. Work Experience**

July 2002 – March 2005 Administrative Assistant, Sales Department, OOO "Roga i Kopyta",  
Moscow, Russia

- Arrangement of Director's business time;
- Business correspondence;
- Negotiations arrangement, contacts with foreign partners;
- Office work.

## **5. Skills**

*Skills: Microsoft Office (Word, Excel), IC, Outlook Express, Photoshop*

## **6) Languages**

native - родной язык;

fluent - свободно владеете;

working knowledge - можете читать и говорить, но не свободно;

basic knowledge - можете читать со словарем.

Пример:

*Languages: native Russian, fluent English, basic knowledge of German.*

## **7) References**

*Letters of Reference is available upon request from:*

*Kiev Municipal Administration*

*ul. Ivanova, d.5*

*Kiev, Ukraine 12345*

Olga Smirnov  
2300 West Fruitbridge Rd.  
Send Terre, Indiana 47811  
(521) 777 12 48

**CAREER OBJECTIVE:**

to obtain a position as an secretary with a large corporation.

**WORK EXPERIENCE:**

March 1995 Secretary, the Benlow Corporation.

to present 620 West Second street. Send Terre, Indiana.

Responsible for general running of the office of small private firms.

October 1993 to Receptionist, Dr. Mark O' Roum,

March 1995703 South Fulton Str., Bern, Indiana.

July 1991 to File Clerk, Ajax Insurance Company,

October 1993277 Westgage Ave. Berne, Indiana.

**EDUCATION:**

September 1989 to Judson Secretary School, Berne, Indiana.

July 1991 Courses in typing,. Filing, Gregg shorthand, and business machines operation.

Central High School, Berne, Indiana.Diploma, July 1989.

**SPECIAL SKILLS:**

typing — 70 w. p.m.

shorthand - 120 w. p. m.

Languages — French, Russian

**References**

Mrs. Olga Popova Mr. Alfred Snow

Associate chancellor An American Embassy Amur State University A personal Assistant of the  
891476538937 Ambassador