

**АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ ВЫСШЕГО  
ОБРАЗОВАНИЯ «РОССИЙСКИЙ НОВЫЙ УНИВЕРСИТЕТ»**

**КАМЕНСКИЙ ФИЛИАЛ  
АНО ВО «РОССИЙСКИЙ НОВЫЙ УНИВЕРСИТЕТ»**

**Кафедра юриспруденции**

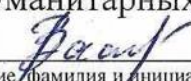
**РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ**

**«Иностранный язык» (английский)**

по подготовке бакалавров  
Направление подготовки: 40.03.01 Юриспруденция  
Направленность (профиль): Гражданско-правовой  
для заочной и очно-заочной форм обучения

Рабочая программа рассмотрена и утверждена на заседании  
кафедры общеправовых и гуманитарных дисциплин

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## 1. НАИМЕНОВАНИЕ И ЦЕЛЬ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Целью освоения дисциплины «Иностранный язык» является приобретение студентами уровня коммуникативной и языковой компетенции, который позволит использовать иностранный язык практически в профессиональной деятельности для перевода различных источников информации, необходимых специалисту в области юриспруденции, а также достаточно уверенного общения в профессиональной сфере, самостоятельной работы со специальной литературой на английском языке с целью получения необходимой информации.

Рабочая программа составлена на основе ФГОС ВО по направлению подготовки 030900 ЮРИСПРУДЕНЦИЯ (КВАЛИФИКАЦИЯ (СТЕПЕНЬ) "БАКАЛАВР"), утвержденного МИНИСТЕРСТВОМ ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ ПРИКАЗ от 1 декабря 2016 г. N 1511.

## 2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОП БАКАЛАВРИАТА

Учебная дисциплина «Иностранный язык» входит в базовую часть блока 1 дисциплин (модулей) и изучается очно-заочной и заочной форм обучения.

Учебная дисциплина содержательно и логически связана с другими учебными дисциплинами, изучаемыми студентами. Содержание курса базируется на знаниях и умениях, полученных при изучении учебных дисциплин: «Русский язык и культура речи», «Иностранный язык», изучаемых на предыдущей ступени образования.

При проведении учебных занятий по учебной дисциплине «Иностранный язык» развитие у обучающихся навыков командной работы, межличностной коммуникации, принятия решений, лидерских качеств обеспечивается проведением групповых дискуссий, ролевых игр по изучаемым темам, анализом ситуаций и имитационных моделей.

Содержание тем разработано на основе результатов научных исследований, проводимых Университетом, в том числе с учетом региональных особенностей профессиональной деятельности выпускников и потребностей работодателей.

## 3. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК», СООТНЕСЕННЫЕ С ПЛАНИРУЕМЫМИ РЕЗУЛЬТАТАМИ ОСВОЕНИЯ ОП

В результате освоения дисциплины обучающийся должен овладеть следующими общекультурными и общепрофессиональными компетенциями:

*способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-5).*

*способностью владеть необходимыми навыками профессионального общения на иностранном языке (ОПК-7):*

Вид компетенции	В результате изучения учебной дисциплины обучающиеся должны		
	знать:	уметь:	владеть:
<b>Студенты должны обладать</b>			
<i>Общекультурная компетенция:</i>			
Способность к коммуникации в устной письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-5)	значения и функции основных частей речи; ОК-5-31 технику переводов изученных грамматических форм; ОК-5-32 историю и культуру страны изучаемого иностранного языка; ОК-5-33 общую лексику иностранного языка (не менее 1800) лексических единиц, из них не менее 900 активно; ОК-5-34 основные принципы композиционного построения, произнесения речи; ОК-5-35	выстраивать собственную коммуникацию на иностранном языке в устной форме; ОК-5-У1 понимать смысл основных частей монолога и диалога; ОК-5-У2 воспринимать на слух основное содержание аутентичных текстов; ОК-5-У3 воспроизводить текст по ключевым словам и по плану; ОК-5-У4 различать содержание различного типа текстов на	базовым словарным запасом, чтобы передать значение предложений, относящихся к обыденным ситуациям; ОК-5-В1 английским языком на базовом уровне, позволяющем осуществлять основные виды речевой деятельности; ОК-5-В2 базовыми навыками письма и общения на английском языке, в обыденных ситуациях, используя простые структуры языка; ОК-5-В3 способностью к деловым коммуникациям в

	<p>основные фонетические, лексические и грамматические явления изучаемого иностранного языка; ОК-5-36 употребительную лексику общего языка и базовую терминологию в своей профессиональной области; ОК-5-37 основные нормы речевого этикета (решлики-клише, наиболее распространенная оценочная лексика) ОК-5-38</p>	<p>иностранном языке; ОК-5-У5 использовать основные лексико-грамматические средства в коммуникативных ситуациях бытового общения; ОК-5-У6 самостоятельно находить информацию о странах изучаемого языка из различных источников (периодические издания, Интернет, справочная, учебная, художественная литература); ОК-5-У7 осуществлять устное и письменное иноязычное общение в соответствии со своей сферой деятельности; ОК-5-У8</p>	<p>профессиональной сфере; ОК-5-В4 навыками устного аргументированного изложения собственной точки зрения; ОК-5-В5 основными навыками извлечения главной и второстепенной информации из текстов на иностранном языке; ОК-5-В6 страноведческими, культурологическими знаниями для ведения беседы на заданную тему; ОК-5-В7 базовыми навыками разговорной речи; ОК-5-В8</p>
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Вид компетенции	В результате изучения учебной дисциплины обучающиеся должны		
	знать:	уметь:	владеть:
<b>Студенты должны обладать</b>			
<i>Общепрофессиональная компетенция:</i>			
<p>Способность владеть необходимыми навыками профессионального общения на иностранном языке (ОПК-7).</p>	<p>употребительную лексику общего языка и базовую терминологию в своей профессиональной области; ОПК-7-31 основные фонетические, лексические и грамматические явления изучаемого иностранного языка; ОПК-7-32 основные нормы речевого этикета (решлики-клише, наиболее распространенная оценочная лексика); ОПК-7-33 употребительную лексику общего языка и базовую терминологию в своей профессиональной области; ОПК-7-34 общую лексику иностранного языка (не менее 1800) лексических единиц, из них не менее 900 активно; ОПК-7-35 историю и культуру страны изучаемого иностранного языка; ОПК-7-36 технику переводов изученных грамматических форм; ОПК-7-37 значения и функции основных частей речи; ОПК-7-38</p>	<p>выстраивать собственную коммуникацию на иностранном языке в устной форме; ОПК-7-У1 понимать смысл основных частей монолога и диалога; ОПК-7-У2 воспроизводить текст по ключевым словам и по плану; ОПК-7-У3 воспринимать на слух основное содержание аутентичных текстов; ОПК-7-У4 воспринимать на слух основное содержание аутентичных текстов; ОПК-7-У5 использовать на практике приобретенные учебные умения, в том числе определенные приемы иностранной речи; ОПК-7-У6 различать содержание различного типа текстов на иностранном языке; ОПК-7-У7 осуществлять устное и письменное иноязычное общение в соответствии со своей сферой деятельности; ОПК-7-У8</p>	<p>способностью к деловым коммуникациям в профессиональной сфере; ОПК-7-В1 английским языком на базовом уровне, позволяющем осуществлять основные виды речевой деятельности; ОПК-7-В2 навыками извлечения необходимой информации из оригинального текста на иностранном языке по проблемам юриспруденции; ОПК-7-В3 способностью к деловым коммуникациям в профессиональной сфере; ОПК-7-В4 навыками устного аргументированного изложения собственной точки зрения; ОПК-7-В5 основными навыками извлечения главной и второстепенной информации из текстов на иностранном языке; ОПК-7-В6 страноведческими, культурологическими знаниями для ведения беседы на заданную тему; ОПК-7-В7 базовыми навыками разговорной речи; ОПК-7-В8</p>

**4. ОБЪЕМ ДИСЦИПЛИНЫ В ЗАЧЕТНЫХ ЕДИНИЦАХ С УКАЗАНИЕМ КОЛИЧЕСТВА АКАДЕМИЧЕСКИХ ЧАСОВ, ВЫДЕЛЕННЫХ НА КОНТАКТНУЮ РАБОТУ ОБУЧАЮЩИХСЯ С ПРЕПОДАВАТЕЛЕМ (ПО ВИДАМ УЧЕБНЫХ ЗАНЯТИЙ) И НА САМОСТОЯТЕЛЬНУЮ РАБОТУ ОБУЧАЮЩИХСЯ**

Дисциплина предполагает изучение 14 тем. Общая трудоемкость дисциплины составляет 4 зачетные единицы (144 часа). Изучение дисциплины заканчивается экзаменом.

### Общий объем учебной дисциплины (модуля)

№	Форма обучения	Семестр/сессия, курс	Общая трудоемкость		В том числе контактная работа с преподавателем							Сам. работа	Контроль	
			В з.е.	В часах	Все го	Л	ПР	Сем	Кор	Конс	Экз			
1	Заочная	1 курс	4	144	20		16			1,6	2	0,4	117,4	6,6
2	Очно-заочная	1 курс	4	144	19		15			1,6	2	0,4	91,4	33,6

### Распределение учебного времени по темам и видам учебных занятий

#### Заочная форма обучения

№	Наименование разделов, тем учебных занятий	Всего часов	Контактная работа с преподавателем						Самост. работа	Контроль	Формируемые результаты обучения
			Всего	Лекции	ПР	Сем.	Кор	Конс			
1	Грамматика: Вводно-корректирующий курс. Особенности фонетического строя (произношения) Глаголы to Be, to Have. Структура предложения. Тема: Рассказ о себе. Моя семья	14	2		2						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
2	Грамматика: Определённый и неопределённый артикли. Образование множественного числа существительных. Притяжательный падеж существительных. Тема: Мой рабочий день.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
3	Грамматика: Степени сравнения прилагательных и наречий. Типы вопросов. Порядок слов в английском предложении. Безличные и неопределённо-личные предложения. Тема: Учеба в университете	10	2		2						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
4	Грамматика: Неопределённые местоимения и их производные. Местоимения little и few и местоимённые выражения a little и a few.оборот there is/ are. Тема: Свободное время.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8

5	Грамматика: Времена группы Simple. Правильные и неправильные глаголы. Тема: Город, в котором я живу.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
6	Грамматика: Времена группы. Progressive. Тема: Мой близкий друг.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
7	Грамматика: Времена группы Perfect Тема: Отпуск.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
8	Грамматика: Страдательный залог. Тема: Планы на будущее.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
9	Грамматика: Модальные глаголы и их эквиваленты. Тема: Увлечения, хобби.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
10	Грамматика: Прямая и косвенная речь. Тема: Времена года. Мое любимое время года.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
11	Грамматика: Вопросы и просьбы в косвенной речи. Правило согласования времен. Тема: Современные технологии.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
12	Грамматика: Условные предложения. Типы условных предложений. Тема: Глобальные проблемы в современном мире.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
13	Грамматика: Сослагательное наклонение. Тема: Профессии. Мой выбор профессии.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
14	Грамматика: Инфинитив. Формы инфинитива. Герундий. Формы Герундия. Причастия. Complex Object Тема: Известные личности.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
	Промежуточная аттестация (Зачет)		4			1,6	2	0,4			

Итого	144	20	16	1,6	2	0,4	117,4	6,6
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Очно-заочная форма обучения

№	Наименование разделов, тем учебных занятий	Всего часов	Контактная работа с преподавателем						Самост. работа	Контроль	Формируемые результаты обучения
			Всего	Лекции	ПР	Сем.	Кор	Конс			
1	Грамматика: Вводно-коррективный курс. Особенности фонетического строя (произношения) Глаголы to Be, to Have. Структура предложения. Тема: Рассказ о себе. Моя семья	14	2		2						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
2	Грамматика: Определённый и неопределённый артикли. Образование множественного числа существительных. Притяжательный падеж существительных. Тема: Мой рабочий день.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
3	Грамматика: Степени сравнения прилагательных и наречий. Типы вопросов. Порядок слов в английской предложении. Безличные и неопределённо-личные предложения. Тема: Учеба в университете	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
4	Грамматика: Неопределённые местоимения и их производные. Местоимения little и few и местоимённые выражения a little и a few. оборот there is/ are. Тема: Свободное время.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
5	Грамматика: Времена группы Simple. Правильные и неправильные глаголы. Тема: Город, в котором я живу.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
6	Грамматика: Времена группы Progressive. Тема: Мой близкий друг.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8

7	Грамматика: Времена группы Perfect Тема: Отпуск.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
8	Грамматика: Страдательный залог. Тема: Планы на будущее.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
9	Грамматика: Модальные глаголы и их эквиваленты. Тема: Увлечения, хобби.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
10	Грамматика: Прямая и косвенная речь. Тема: Времена года. Мое любимое время года.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
11	Грамматика: Вопросы и просьбы в косвенной речи. Правило согласования времен. Тема: Современные технологии.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
12	Грамматика: Условные предложения. Типы условных предложений. Тема: Глобальные проблемы в современном мире.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
13	Грамматика: Сослагательное наклонение. Тема: Профессии. Мой выбор профессии.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
14	Грамматика: Инфинитив. Формы инфинитива. Герундий. Формы Герундия. Причастия. Complex Object Тема: Известные личности.	10	1		1						ОК-5-31-38 ОК-5-У1-У8 ОК-5-В1-В8 ОПК-7-31-38 ОПК-7-У1-У8 ОПК-7-В1-В8
	Промежуточная аттестация (Зачет)		4			1,6	2	0,4			
	Итого	144	19		15	1,6	2	0,4	91,4	33,6	

## РАЗДЕЛ 5. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ, СТРУКТУРИРОВАННОЕ ПО ТЕМАМ

**Тема 1.** Грамматика: Вводно-коррективный курс.

Особенности фонетического строя (произношения) Глаголы to be, to have. Структура предложения. Тема: Рассказ о себе. Моя Семья

Литература: Основная: 1, 2, 3. Дополнительная: 3.

**Тема 2.** Грамматика: Определённый и неопределённый артикли. Образование множественного числа существительных. Притяжательный падеж существительных. Тема: Мой рабочий день.

Литература: Основная: 1, 2, 3. Дополнительная: 3, 4

**Тема 3.** Грамматика: Степени сравнения прилагательных и наречий. Типы вопросов. Порядок слов в английском предложении. Безличные и неопределённо-личные предложения. Тема: Учеба в университете.

Литература: Основная: 1, 2, 3. Дополнительная: 3, 4.

**Тема 4.** Грамматика: Неопределённые местоимения и их производные. Местоимения little и few и местоимённые выражения, a little и a few. оборот there is/ are. Тема: Свободное время.

Литература: Основная: 1, 2, 3. Дополнительная: 3.

**Тема 5.** Грамматика: Времена группы Simple. Правильные и неправильные глаголы. Тема: Город, в котором я живу.

Литература: Основная: 1, 2, 3. Дополнительная: 3.

**Тема 6.** Грамматика: Времена группы Progressive. Тема: Мой близкий друг.

Литература: Основная: 1, 2, 3. Дополнительная: 3.

**Тема 7.** Грамматика: Времена группы Perfect. Тема: Отпуск.

Литература: Основная: 1, 2, 3. Дополнительная: 3, 4.

**Тема 8.** Грамматика: Страдательный залог. Тема: Планы на будущее.

Литература: Основная: 1, 2, 3. Дополнительная: 1, 2, 3.

**Тема 9.** Грамматика: Модальные глаголы и их эквиваленты. Тема: Увлечения, хобби.

Литература: Основная: 1, 2, 3. Дополнительная: 2, 3.

**Тема 10.** Грамматика: Прямая и косвенная речь. Тема: Времена года. Моё любимое время года.

Литература: Основная: 1, 2, 3. Дополнительная: 2, 3.

**Тема 11.** Грамматика: Вопросы и просьбы в косвенной речи. Правило согласования времен. Тема: Современные технологии.

Литература: Основная: 1, 2, 3. Дополнительная: 3.

**Тема 12.** Грамматика: Условные предложения. Типы условных предложений. Тема: Глобальные проблемы в современном мире.

Литература: Основная: 1, 2, 3. Дополнительная: 3, 4.



**Тема 13.** Грамматика: Сослагательное наклонение. Тема: Профессии. Мой выбор профессии.

Литература: Основная: 1, 2, 3. Дополнительная: 3, 4.

**Тема 14.** Инфинитив. Формы инфинитива. Герундий. Формы Герундия. Причастия. Complex Object. Тема: Известные личности.

Литература: Основная: 1, 2, 3. Дополнительная: 3, 4.

## **6. ПЕРЕЧЕНЬ УЧЕБНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ**

Основные категории учебной дисциплины для самостоятельного изучения:

Одной из основных форм обучения иностранному языку является самостоятельная работа. Различаются 2 вида самостоятельной работы:

- 1) самостоятельная работа во время аудиторных занятий;
- 2) самостоятельная работа внеаудиторная.

Самостоятельная работа студентов во время аудиторных занятий осуществляется под руководством преподавателя, однако определенный отрезок времени группа выполняет задания без его прямого участия.

Методика самостоятельной работы на иностранном языке в аудитории направлена в основном на то, чтобы студент, усвоив предъявляемый ему материал, сумел вывести его в речь.

Образцами могут служить следующие задания:

- 1) задания по карточкам после прослушивания текста;
- 2) составление диалогов по прослушанному/прочитанному тексту;
- 3) подготовка сообщений с лексикой по изучаемой теме.

К самостоятельной работе студентов в аудитории относятся также контрольные работы (промежуточные и итоговые) по изучаемым темам.

Контроль дает возможность студентам не только отчетываться в усвоении пройденного материала, но и систематизировать полученные знания. Небольшие письменные контрольные работы (длительностью 10–15 мин.) проводятся регулярно.

Большие лексико-грамматические контрольные работы проводятся при завершении работы над темой. В качестве контрольных работ такого рода могут служить переводы с английского языка на русский, с русского на английский, тестовые задания в пределах изученного материала.

Самостоятельная внеаудиторная работа студентов является управляемой и целенаправленной. Задания предусматривают работу с обязательной и дополнительной учебной литературой, а также использование Интернет-ресурсов.

Необходимым элементом самостоятельной работы студентов является умение привлекать дополнительную литературу, которая обеспечивает получение ими языкового и информационного материала.

Самостоятельная работа студентов носит систематический характер. Результаты контролируются преподавателем и учитываются при аттестации студента. Проводятся тестирования, заслушиваются и обсуждаются сообщения по изученным темам, обсуждается внеаудиторное чтение студентов, проверка письменных работ, презентации, ролевые игры, пресс-конференции, круглые столы и т.д.

Самостоятельную работу можно рассматривать как цель, форму и метод обучения. Одной из конечных целей обучения иностранному языку в вузе является формирование у будущих специалистов:

- умения самостоятельно пользоваться иностранным языком в своей профессиональной деятельности;

- умения самостоятельно совершенствовать свои знания в области иностранного языка.

6.1.Задания для приобретения, закрепления и углубления знаний		
ОК-5- Способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	Компонент компетенции	Задания
	ОК-5-31	Устный опрос
	ОК-5-32	Выполнение практического задания
	ОК-5-33	Работа с текстом
	ОК-5-34	Ответы на вопросы, беседа
	ОК-5-35	Ответы на вопросы, обсуждение
	ОК-5-36	Подготовка докладов
	ОК-5-37	Диалог, дискуссия
ОК-5-38	Выполнение практического задания	
6.2. Задания, направленные на формирование умений		
ОК-5- Способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	Компонент компетенции	Задания
	ОК-5-У1	Доклад
	ОК-5-У2	Тест
	ОК-5-У3	Работа с текстом, перевод
	ОК-5-У4	Устный опрос
	ОК-5-У5	Подготовка докладов
	ОК-5-У6	Работа с текстом
	ОК-5-У7	Дискуссия
ОК-5-У8	Глоссарий, обсуждение	
6.3. Задания, направленные на формирование навыков, владений		
ОК-5- Способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	Компонент компетенции	Задания
	ОК-5-В1	Обсуждение
	ОК-5-В2	Выполнение практического задания
	ОК-5-В3	Ответы на вопросы
	ОК-5-В4	Обсуждение
	ОК-5-В5	Ответы на вопросы
	ОК-5-В6	Подготовка докладов
	ОК-5-В7	Презентация
ОК-5-В8	Работа с текстом	

6.4.Задания для приобретения, закрепления и углубления знаний		
ОПК-7 - способностью владеть необходимыми навыками профессионального общения на иностранном языке	Компонент компетенции	Задания
	ОПК-7-31	Глоссарий
	ОПК-7-32	Выполнение практического задания
	ОПК-7-33	Перевод
	ОПК-7-34	Выполнение практического задания
	ОПК-7-35	Работа с терминами
	ОПК-7-36	Работа с терминами
ОПК-7-37	Работа с текстом	

	ОПК-7 – 38	Выполнение практического задания
<b>6.5. Задания, направленные на формирование умений</b>		
	Компонент компетенции	Задания
<b>ОПК-7</b> - способностью владеть необходимыми навыками профессионального общения на иностранном языке	ОПК-7-У1	Выполнение грамматического задания
	ОПК-7-У2	Глоссарий, работа в парах
	ОПК-7-У3	Презентация
	ОПК-7-У4	Обсуждение
	ОПК-7-У5	Работа в мини-группах
	ОПК-7-У6	Выполнение практического задания
	ОПК-7-У7	Выполнение грамматического задания
	ОПК-7-У8	Обсуждение
<b>6.6. Задания, направленные на формирование навыков, владений</b>		
	Компонент компетенции	Задания
<b>ОПК-7</b> - способностью владеть необходимыми навыками профессионального общения на иностранном языке	ОПК-7-В1	Ответы на вопросы
	ОПК-7-В2	Доклад
	ОПК-7-В3	Презентация
	ОПК-7-В4	Работа с текстом
	ОПК-7-В5	Глоссарий
	ОПК-7-В6	Работа с текстом
	ОПК-7-В7	Презентация
	ОПК-7-В8	Творческое задание

## 7. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)

### 7.1. Средства оценивания для текущего контроля изучаемых тем

№ п/п	Наименование разделов, тем учебных занятий	Средства текущего контроля
1.	Грамматика: Вводно-коррективный курс. Особенности фонетического строя (произношения). Глаголы to be, to have. Структура предложения. Тема: Рассказ о себе. Моя Семья.	Выполнение практических заданий ОК-5-31; ОПК-7-31; ОК-5-У1; ОПК-7-У1; ОК-5-В1; ОПК-7-В1;
2.	Грамматика: Определенный и неопределенный артикли. Образование множественного числа существительных. Притяжательный падеж существительных. Тема: Мой рабочий день	Выполнение практических заданий ОК-5-32; ОПК-7-32; ОК-5-У2; ОПК-7-У2; ОК-5-В2; ОПК-7-В2;
3.	Грамматика: Степени сравнения прилагательных и наречий. Типы вопросов. Порядок слов в английском предложении. Безличные и неопределенно-личные предложения. Тема: Учеба в университете.	Выполнение практических заданий ОК-5-33; ОПК-7-33; ОК-5-У3; ОПК-7-У3; ОК-5-В3; ОПК-7-В3;
4.	Грамматика: Неопределенные местоимения и их производные. Местоимения little и few и местоименные выражения a little и a few. оборот there is/ are. Тема: Свободное время.	Выполнение практических заданий ОК-5-34; ОПК-7-34; ОК-5-У4; ОПК-7-У4; ОК-5-В4; ОПК-7-В4;
5.	Грамматика: Времена группы Simple. Правильные и неправильные глаголы. Тема: Город, в котором я живу.	Выполнение практических заданий ОК-5-35; ОПК-7-35; ОК-5-У5; ОПК-7-У5; ОК-5-В5; ОПК-7-В5
6.	Грамматика: Времена группы Progressive. Тема: Мой близкий друг.	Выполнение практических заданий ОК-5-36; ОПК-7-36; ОК-5-У6; ОПК-7-У6; ОК-5-В6; ОПК-7-В6

7.	Грамматика: Времена группы Perfect Тема: Отпуск.	Выполнение практических заданий ОК-5-37;ОПК-7-37; ОК-5-У7; ОПК-7-У7; ОК-5-В7;ОПК-7-В7
8.	Грамматика: Страдательный залог. Тема: Планы на будущее.	Выполнение практических заданий ОК-5-38;ОПК-7-38; ОК-5-У8; ОПК-7-У8; ОК-5-В8;ОПК-7-В8
9.	Грамматика: Модальные глаголы и их эквиваленты. Тема: Увлечения, хобби.	Выполнение практических заданий ОК-5-31;ОПК-7-31; ОК-5-У1;ОПК-7-У1; ОК-5- В1;ОПК-7-В1
10.	Грамматика: Прямая и косвенная речь. Тема: Времена года. Мое любимое время года.	Выполнение практических заданий ОК-5-32;ОПК-7-32; ОК-5-У2;ОПК-7-У2;ОК-5- В2;ОПК-7-В2
11.	Грамматика: Вопросы и просьбы в косвенной речи. Правило согласования времен. Тема: Современные технологии.	Выполнение практических заданий ОК-5-33;ОПК-7-33; ОК-5-У3; ОПК-7-У3; ОК-5-В3;ОК-5-В3;ОПК-7-В3
12.	Грамматика: Условные предложения. Типы условных предложений. Тема: Глобальные проблемы в современном мире.	Выполнение практических заданий ОК-5-34;ОПК-7-34; ОК-5-У4; ОПК-7-У4; ОК-5-В4;ОПК-7-В4
13.	Грамматика: Сослагательное наклонение. Тема: Профессии. Мой выбор профессии.	Выполнение практических заданий ОК-5-35;ОПК-7-35; ОК-5-У5; ОПК-7-У5;ОК-5-В5;ОПК-7-В5
14.	Инфинитив. Формы инфинитива. Герундий. Формы Герундия. Причастия. Complex Object. Тема: Известные личности.	Выполнение практических заданий ОК-5-36;ОПК-7-36; ОК-5-У6;ОК-5-У6; ОПК-7-У6; ОК-5-В6;ОПК-7-В6

## 7.2. ФОС для текущего контроля

### ОК-5-31 (устный опрос)

1. What impression do you try to give to the people you deal with in business? What impression do you try not to give?

*I try to be:* pleasant, sincere, efficient, friendly, confident, calm, honest, skilful, intelligent, nice, helpful, polite. But the most important thing is a nice smile and friendly eye contact.

*I try not to be:* sleepy, unclear, lazy, dishonest, clumsy, stupid, prejudiced, inefficient, nasty, unhelpful, off-hand, rude.

### ОК-5-32 Match the questions and answers (выполнение практического задания)

Where were you born? What do you do?	A year ago.
Are you married?	Three times a week. In Thailand.
Why are you learning English? When did you start learning English?	Because I need it for my job.
How often do you have English classes?	I'm a teacher. No, I'm single.

### ОК-5-33

#### Работа с текстом

#### 1. Translate the text

Roberto came from Acapulco to New York ten years ago. At first he missed everything - the sunshine, the food, his girlfriend. But now he has a successful business with his three brothers and his sister. They run a soccer store in New Brunswick. Roberto's girlfriend is now his wife, and they have two children who go to American schools.

When asked why he came to the US, Roberto says without hesitation, 'Because I want to work hard and be successful.' He certainly works hard. He's at the store all day,

then works as a driver in the evening. That's why I like America,' he says. 'You can be what you want.'

'When I first came here, I didn't speak the language, and it was winter, it was so cold! There was snow! Now nearly all my family are here, not only in New York, but also in California, and in Texas. We meet about once a month and have a huge Mexican meal that takes about five hours! We're all happy here.'

## 2. Answer the questions

- 1 What do the people have in common?
- 2 Are they all happy living in the US?
- 3 Who has other members of their family living there?
- 4 Do they all have children?
- 5 Who married someone from their own country?

### OK-5-34

#### ОТВЕТЫ НА ВОПРОСЫ, беседа

**1. You have read a lot of Wh-questions in the interview. Below is a list of answers to Wh- questions. Write a question which focuses on the given information in each answer. The first one has been done for you.**

- 1) When did you start working for Compass? I started working for them three years ago.
- 2) I got my secretarial qualification in 1983.
- 3) I left my last job because I wanted to move to London.
- 4) I travelled to work by bus.
- 5) I worked for the Managing Director, George Tebbit.
- 6) I lived there for three years.
- 7) The meeting lasted three hours.
- 8) I studied typing and shorthand.
- 9) I usually typed about ten letters a day.
- 10) I worked at EXPO.

### OK-5-35

#### Answer the questions:

1. What is a form of criminal trials like in the United Kingdom?
2. What are the rights of the person in custody?
3. What is the procedure like in England, Wales and Northern Ireland during the preparation of the case? (The prosecution and the defence).
4. In what way is the defendant treated in case the jury decides that the defendant's mental state renders him or her unfit to be tried?
5. How are normally criminal trials held?
6. May witnesses be legally compelled to attend the court?
7. What does the Criminal Justice Act 1987 provide in England, Wales and Northern Ireland?
8. What is the role of the judge in jury trials?
9. Who decides in jury trials whether the defendant is guilty or not?
10. How is the verdict reached by the jury in England and Wales?
10. In what way does the jury reach a verdict in Scotland?
11. Has the prosecution a right of appeal in case of an alternative verdict of acquittal?
12. Has the defendant a right of appeal to the appropriate court in the event of a 'guilty' verdict?
13. What is foreseen by the Contempt of Court Act 1981?
15. What can you say about the procedure of electing the jury?
16. What kind of people is liable for jury service?
14. What persons are ineligible for jury service?

### OK-5-36

Сделайте доклад по теме: **The Legal Heritage of Greece and Rome**. OK-5-37

*Прочитайте статьи Конституции России и обсудите по-английски в парах в форме диалога права обвиняемого (the accused).*

#### Article 49

1. The accused shall not be obliged to prove his (her) innocence.
2. Irremovable doubts about the guilt of a person shall be interpreted in favour of the accused.

#### Article 50

1. Nobody may be convicted twice for one and the same crime.
2. In administering justice it shall not be permitted to use evidence received through violating federal law.
3. Any person convicted of a crime shall have the right to appeal against the verdict to a higher court in accordance with the procedure established by federal law, as well as to request pardon or mitigation of the punishment.

#### Article 51

1. Nobody shall be obliged to testify against himself, his (her) spouse or close relatives, the range of whom shall be determined by federal law.
2. Federal law may establish other cases where the obligation to give evidence may be lifted.

### OK-5-38

**Выполните практическое задание:**

Windsor (21)... (to lie) twenty-one miles from London. If you (22)...(to go) there by train, it (23)...(to take) you an hour. Windsor (24)...(to be) famous for its ancient castle and beautiful countryside. For 800 years Windsor Castle (25)...(to be) the residence of the British Royal Family. The Castle (26)...(to start) by William the Conqueror in the 11<sup>th</sup> century. The surrounding countryside (27)...(to change) little since the time when Chaucer (28)...(to stand) there, looking at the country beneath. The most important feature of the Castle (29)...(to be) the Round Tower which can (30)...(to see) from far away.

### OK-5-Y1

Сделайте доклад по теме «Общение»

**1. Read and translate the text and match the headings to the paragraphs.**

- A HISTORY OF COMMUNICATION
- HOW WE COMMUNICATE
- COMMUNICATION TODAY
- DIFFERENCES BETWEEN
- PEOPLE AND ANIMALS

We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile!), the fax, and e-mail. Television, film, painting, and photography can also communicate ideas.

Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language - about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. And we have a sense of past and future, not just present.

Communication technologies were very important in the development of all the great ancient societies:

- Around 2900 BC, paper and hieroglyphics transformed Egyptian life.
  - The ancient Greeks loved the spoken word. They were very good at public speaking, drama, and philosophy.
  - The Romans developed a unique system of government that depended on the Roman alphabet.
  - In the 14th century, the printing press helped develop new ways of thinking across Europe. Radio, film, and television have had a huge influence on society in the last hundred years.
- And now we have the Internet, which is infinite. But what is this doing to us? We can give and get a lot of information very quickly. But there is so much information that it is difficult to know what is important and what isn't. Modern media is changing our world every minute of every day.

## OK-5-Y2

### Test

I. Выберите правильный вариант:

- 1) She says that American hotel managers ... a very difficult job now.  
a) have b) have had c) will have d) has
- 2) The receptionist told Mrs. Benson that her son ... for the past 24 hours.  
a) hadn't been seen b) wasn't seen c) hasn't been seen d) isn't seen
- 3) When they came and found what ... by the burglars they got angry.  
a) had been done b) has been done c) is been done d) have been done
- 4) She said that she ... and could not work any more.  
a) was tired b) is tired c) has been tired d) will be tired
- 5) She asked me what holidays ...  
a) I liked b) do I like c) did I like d) have I like
- 6) He wanted to know which bus ....  
a) he should take b) should he take c) he takes d) does he take
- 7) Nick wondered how much further ....  
a) they should walk b) should they walk c) will they walk d) they walk
- 8) Jill asked the policemen ... her with the further news.  
a) to phone b) to be phoned c) will phone d) would phone
- 9) The driver was requested ...  
a) not to drive b) don't drive c) hasn't to drive d) isn't driving
- 10) The doctor asked how long ... the medicine.  
a) I had been taking b) had I been taking c) did I take d) I took
- 11) The teacher asked when ....  
a) we would be ready to answer b) would we be ready to answer c) we'll be ready to answer d) will we be ready to answer
- 12) She asks me when ... graduate from the university.  
a) I will b) I would c) will I d) would I
- 13) Mrs. Simpson told her son ... go out.  
a) not to b) don't go c) doesn't go d) didn't go
- 14) I ask you ...  
a) where the phone-book is where is b) where is the phone-book c) the phone-book where d) the phone book where is
- 15) Tom said that he ... to Disneyland.  
a) had never been b) has never been c) was never d) was never been
- 16) Mrs Black told us ...

- a) to clear up the table                  b) clear up the table    c) that we clear up the table  
d) we cleared the table
- 17)                  The man asked me if ... the car accident.  
a) had seen                  b) have seen    c) had saw    d) was seen
- 18)                  I asked her ... to Italy.  
a) if she had ever been                  b) had she ever been    c) if she has ever been  
d) has she ever been
- 19)                  Ann told her mother that she ... buy a birthday present for her friend.  
a) was going to                  b) is going to c) was going d) is going
- 20)                  The professor asked the students ... a grammar textbook.  
a) if they had    b) did they have                  c) if they have d) do they have
- 21)                  The manager ordered the workers ... inside.  
a) not to smoke                  b) don't smoke    c) no smoking d) not smoke
- 22)                  He told me that I ... pay anything.  
a) wouldn't                  b) hadn't    c) didn't    d) won't
- 23)                  Steve asks me if I ... lend him my dictionary.  
a) will b) would                  c) have d) can
- 24)                  She told us that she ... the film.  
a) had already seen                  b) has already seen    c) sees d) will see
- 25)                  I have already told you that I ... to tired to go anywhere tonight.  
a) am    b) was c) have been                  d) had been

II. Выберите правильный вариант преобразования прямой речи в косвенную:

- 26)                  "I haven't done my homework," she says.  
a)                  She says she hasn't done her homework  
b)                  She says she hadn't done her homework  
c)                  She says she didn't do her homework  
d)                  She says she doesn't do her homework
- 27)                  "I haven't got any money," he'll tell you.  
a)                  He'll tell you he hasn't got any money.  
b)                  He'll tell you he hadn't got any money.  
c)                  He'll tell you he doesn't got any money.  
d)                  He'll tell you he didn't got any money.
- 28)                  "I want to go home," he's told me.  
a)                  He's told me he wants to go home.  
b)                  He's told me he wanted to go home.  
c)                  He told me he wants to go home.  
d)                  He's told me he want to go home.
- 29)                  "My name's Van," he said.  
a)                  He said his name was Van.  
b)                  He said his name is Van.  
c)                  He said his name has Van.  
d) He said his name had been Van.
- 30)                  "We'll see them soon," she said.  
a) She said we would see them soon.  
b) She said we will see them soon.  
c) She said we would saw them soon.  
d) She said we had seen them soon.
- 31)                  "What's your name?" Sue asked the young man.  
a) Sue asked the young man what his name was.  
b) Sue asked the young man what his name is.  
c) Sue asked the young man what is his name.



- d) Sue asked the young man his name was what.
- 32) "When does the train leave?" I asked.
- I asked when the train left.
  - I asked when does the train leave.
  - I asked when the train was left.
  - I asked when did the train leave.
- 33) "Who did you see at the lecture?" my mother asked.
- My mother wanted to know who I had seen at the lecture.
  - My mother wanted to know who I saw at the lecture.
  - My mother wanted to know who did I see at the lecture.
  - My mother wanted to know who had I seen at the lecture.
- 34) "Why did you take my book?" John asked me.
- John wanted to know why I had taken his book.
  - John wanted to know why had I taken his book.
  - John wanted to know why I took his book.
  - John wanted to know why did I take his book.
- 35) "Why won't you let me in?" he shouted.
- He demanded to know why she wouldn't let him in.
  - He demanded to know why wouldn't she let him in.
  - He demanded to know why she won't let him in.
  - He demanded to know why won't she let him in.
- 36) "Do you like Benny Hill?" she asked.
- She asked if I liked Benny Hill.
  - She asked if I like Benny Hill.
  - She asked did I like Benny Hill.
  - She asked do I like Benny Hill.
- 37) "Are you enjoying yourself?" he asked.
- He asked if I was enjoying myself.
  - He asked was I enjoying myself.
  - He asked if was I enjoying myself.
  - He asked if I am enjoying myself.
- 38) "Have your son seen the film before?" she asked me.
- She asked me if my son had seen the film before.
  - She asked me if my son has seen the film before.
  - She asked me had my son seen the film before.
  - She asked me has my son seen the film before.
- 39) "Are you hungry, children?" Jane asked.
- Jane asked if the children were hungry.
  - Jane asked were the children hungry.
  - Jane asked if the children are hungry.
  - Jane asked are the children hungry.
- 40) "Does your friend live in London?" Dan asked.
- Dan asked if my friend lived in London.
  - Dan asked if my friend lives in London.
  - Dan asked does my friend live in London.
  - Dan asked did my friend live in London.
- 41) "Do you know who broke the window?" the teacher asked.
- The teacher asked if we knew who had broken the window.
  - The teacher asked did if we know who broke the window.
  - The teacher asked if we knew who broke the window.
  - The teacher asked if we know who broke the window.
- 42) "Go on!" he told the boy.

- a) He told the boy to go on.  
 b) He told the boy go on.  
 c) He told the boy would go on.  
 d) He told the boy went on.
- 43) "Sit down, Mary," the doctor said.  
 a) The doctor told Mary to sit down.  
 b) The doctor told Mary sit down.  
 c) The doctor told Mary would sit down.  
 d) The doctor told if Mary sit down.
- 44) "Don't be late, Denny," Denny's father said.  
 a) Denny's father told him not to be late.  
 b) Denny's father told him not be late.  
 c) Denny's father told him don't to be late.  
 d) Denny's father told him don't be late.
- 45) "Don't shoot!" the officer ordered the soldiers.  
 a) The officer ordered the soldiers not to shoot.  
 b) The officer ordered the soldiers don't to shoot.  
 c) The officer ordered the soldiers not shoot.  
 d) The officer ordered the soldiers did not shoot.
- 46) "Leave the key on the desk, please," the receptionist asked us.  
 a) The receptionist asked us to leave the key on the desk.  
 b) The receptionist asked us leave the key on the desk.  
 c) The receptionist asked we leave the key on the desk.  
 d) The receptionist asked do we us leave the key on the desk.
- 47) "Don't go near the dog," she told him.  
 a) She warned him not to go near the dog.  
 b) She warned him not go near the dog.  
 c) She warned him don't go near the dog.  
 d) She warned he did not go near the dog.
- 48) "I'm sorry, I'm late," Julia said.  
 a) Julia apologized for being late.  
 b) Julia said she is late.  
 c) Julia promised she was late.  
 d) Julia apologized for to be late.
- 49) "I'll phone every week," she said.  
 a) She promised to phone every week.  
 b) She said to phone every week.  
 c) She asked to phone every week.  
 d) She told to phone every week.
- 50) "Thanks a lot, you helped me so much," Jack said.  
 a) Jack thanked us for our help.  
 b) Jack said thanks a lot.  
 c) Jacked told us thanks a lot.  
 d) Jack speak us thanks a lot.

### OK-5-Y3

#### Работа с текстом (перевод) Lawmaking procedure

#### Text 1. HOW LAWS ARE MADE IN THE UK.

Once MPs take their seats in parliament their most important job is to make **legislation**. Every year, parliament **passes** about a hundred **laws** directly, by making Acts of Parliament.

New legislation in Britain usually starts in the House of Lords. Any new law can be passed only when it has completed a number of stages in the House of Commons and in the House of Lords. Before a Bill can go through all its stages in parliament it has to be written down, or **drafted**. The Bill has to be exact, so that no misunderstandings can occur and so it can be understood by as many people as possible.

**First and second readings.** In the days before printing, the only way MPs could find out what a Bill contained was by having the contents read out to them. Therefore the next stages within parliament are known as "readings", although now MPs do have a printed copy! The first reading lets MPs know that the Bill is coming up for discussion. There is no voting at this stage. The second reading explains the purpose of the Bill, and the House has to vote on it. If the House votes for the Bill, it proceeds to the Committee stage.

**The Committee stage.** This involves a small group - or committee - of about 18 MPs looking in detail at the Bill and suggesting amendments. This stage is present because of time limits in the House of Commons.

**The Report stage.** Now the House of Commons is told what the Committee decided.

**Third reading.** The Bill then goes to the third reading, which gives the House of Commons a chance to look again at the Bill as a whole.

**Consideration by the House of Lords.** Once it has passed its third reading, the Bill is carried to the House of Lords. This second chamber can be very useful; a different group of people can often see something in a different way. The House of Lords has the time to examine Bills and make amendments.

As in the Commons, the Bill goes through a number of stages. The first reading introduces the Bill, the second reading explains it in more detail, then it goes to the Committee stage. The Committee stage is different in that it is conducted in the chamber of the House itself, not in a committee room. Any Lord who is interested in the Bill can take part in the discussion. This stage is followed by the Report stage and then the third reading, where the Lords get their last chance to look at the Bill as a whole.

**The Royal Assent.** If the Bill passes this process, it is automatically given the Royal Assent. However, if the Lords have made any changes to the Bill, it is taken back to the House of Commons. If the House of Commons does not agree with the changes, they send a note to the Lords explaining the reasons. A Bill may go **to and fro** until an agreement can be reached. If the two Houses are unable to agree, the Commons can reintroduce the Bill the following year when the Lords have to accept it, so a compromise is usually reached quite early on. The whole process, from first reading to Royal Assent can take from a few days up to 11 months.

#### **OK-5-Y4**

##### **Устный опрос**

##### **1. What are some of the problems of being a teenager?**

- drugs
- violence in the streets
- they don't have enough money
- their parents don't give them enough attention
- they worry about how they look
- they have no interests or ambitions
- their parents want them to do well in life
- they're too old to be children, but too young to be adults

#### **OK-5-Y5**

Сделайте доклад по теме: Система государственного устройства Великобритании.  
Выборы в Великобритании.

OK-5-Y6

*Прочитайте и переведите текст.*

TEXT 1.

### THE STATE BODY STRUCTURE

Russia is a democratic federative law-governed state with a republican form of government. The population of Russia is about 140 million people and the territory is 17 million square kilometers. The Russian Federation consists of 89 constituent entities (republics, krais, and oblasts, cities of federal significance, autonomous oblasts and autonomous okrugs, which have equal rights). The authorities of the constituent entities have the right to pass laws independently from the federal government. These laws are valid on the territory of the appropriate federate division, but they cannot contradict the federal laws. In case of conflicts between federal and local authorities, the President uses consensual procedures to resolve the problem. In the event a consensus is not reached, the dispute is transferred to the appropriate court for its resolution. The Russian President has the right to suspend acts passed by local executive authorities in case that these acts conflict with federal laws of Russia, its international commitments, or if they violate the human and civil rights and freedoms until the issue is resolved by appropriate court.

State power in Russia is carried out by dividing power into three independent branches: legislative, executive and judicial. Legislative power belongs to the Federal Assembly (the Parliament). Executive power belongs to the central and local governments. Judicial power is provided by appropriate judicial system and by civil, administrative and criminal legislation.

The President is the head of the state and determines the basic objectives of the internal and external policy of the state. He is elected for four years on the basis of universal, equal and direct right to vote by secret ballot for all eligible citizens. One and the same person cannot serve as President for more than two terms in succession. The President stops performing his duties ahead of time if he resigns, because of impeachment, or if he cannot continue to carry out his duties due to poor health. Elections of a new President are to take place within three months and in the meantime his duties are acted upon by the Chairman of the Government of the Russian Federation.

The President appoints, with the consent of the State Duma, the Chairman of the Government of the Russian Federation, chairs the meetings of the government, and adopts the decisions on the resignation of the government. The President nominates to the State Duma a candidate for appointment to the post of the Chairman of the Central Bank, presents to the Federation Council candidates for the posts of the Constitutional and Supreme Court justices, Supreme Arbitrage Court justices, and a candidate for the post of Prosecutor General. The President forms and heads the Security Council. He is the Supreme Commander-in-Chief of the Armed Forces of the Russian Federation and appoints and dismisses the supreme commanders of the Armed Forces. He appoints diplomatic representatives for approval by the Parliament. He confers supreme military and supreme special titles and honorary titles of the state. He has the right to show mercy and to decide on issues of citizenship. He has the right to introduce the state of emergency throughout the country or in a particular territory within the Russian Federation. The President has the right to dissolve the State Duma, to announce elections ahead of time and to pass the decision to conduct a referendum on federal issues.

### OK-5-Y7 DISCUSSION

1. What is your opinion concerning the death penalty? Give your pros and cons. (Make up a dialogue on the suggested topic).
2. Is the capital punishment human?
3. What are the reasons for the capital punishment to your mind?

4. What do you know about the new criminal code in Russia? Is there the death penalty or just life imprisonment?
5. Where is the capital punishment carried out by hanging? What is your viewpoint on the fact?
6. What forms of the capital punishment are mentioned in the text? Are they normal to your mind and in what cases?
7. How a criminal must be punished for murder?
8. What is your opinion on the idea that if a person has deprived another person of life he should be executed?
9. A criminal is sentenced by a judge or the jury. Does he become a victim of someone's subjective view?
10. Write down a composition on the topic "The Capital Punishment: For and Against"

**OK-5-Y8**

Глоссарий, обсуждение

**How do you understand the following quotations from the Bill of Rights:**

to prohibit the free exercise of religion; to abridge the freedom of speech, or of the press; to infringe the right (to bear arms; to assemble, etc); to construe to deny or disparage other laws or rules retained by the people; according to the rules of the common law; due process of law; ascertained by the law, to be put in jeopardy, to issue a warrant upon probable case; indictment of the Grand Jury; oath of affirmation; to be a witness against himself; to be deprived of life, liberty, property.

**OK-5-B1**

**DEBATE**

**Criminality — Inborn or Acquired?**

*Divide into two groups — pro and con, and conduct a debate on the origins of criminality.*

*Appoint the 'Chair' of the debate who will give the floor to the speakers of both teams.*

*Use the active vocabulary from the Unit.*

**OK-5-B2**

**Complete the following sentences with the words and phrases from the box.**

- |              |                    |              |
|--------------|--------------------|--------------|
| Arrested     | in custody         | defense      |
| solicitor    | evidence           | barrister    |
| verdict      | proof              | witness      |
| fine         | charged            | testimony    |
| juvenile     | sentenced          | arson        |
| delinquent   |                    |              |
| ball         | Magistrate's Court | burglary     |
| prosecution  | probation          | imprisonment |
| commit       | embezzlement       | ent          |
| shop-lifting | Crown Court        |              |

1. The number of young people who \_\_\_\_\_ crimes has risen sharply in

recent years.

2. Another house was broken into last week. This is the third \_\_\_\_\_ in the area in the past month.

3. The judge \_\_\_\_\_ him to seven years' \_\_\_\_\_ for armed robbery.

4. After 12 hours, the Jury finally reached its \_\_\_\_\_: the prisoner was guilty.

5. Although the police suspected that he had been involved in the robbery, since they had no definite \_\_\_\_\_ there was nothing they could do about it.

6. He parked his car in the wrong place and had to pay a 20 pounds parking \_\_\_\_\_.

7. This is the fourth fire in the area recently. The police suspect \_\_\_\_\_.

8. The shop decided to install closed-circuit television in an effort to combat the problem of \_\_\_\_\_.

9. He was \_\_\_\_\_ by the police outside a pub in Soho and \_\_\_\_\_ with murder.

10. There are two criminal courts in Britain - the \_\_\_\_\_ for minor offences and the \_\_\_\_\_ for more serious ones.

11. A \_\_\_\_\_ is a young person who breaks the law.

12. A \_\_\_\_\_ is someone who sees a crime being committed.

13. The lawyer who prepares the case for his or her client prior to appearing in court is called a \_\_\_\_\_. The lawyer who actually presents the case in court is called a \_\_\_\_\_.

14. The sum of money left with a court of law so that a prisoner may be set free until his or her trial comes up is called \_\_\_\_\_.

15. The bank manager admitted taking 250,000 pounds of the bank's money during the previous 5 years. He was found guilty of \_\_\_\_\_.

16. The witness held the Bible in her right hand and said: "I swear by Almighty God that the \_\_\_\_\_ I shall give, shall be the truth, the whole truth, and nothing but the truth".

17. The formal statement made by a witness in court is called a \_\_\_\_\_.

18. If a person is \_\_\_\_\_, this means that he or she is put in prison before his or her trial comes up.

19. Since it was his first offence, he was not sent to prison but put on for 6 months.

20. At a trial, the barrister who speaks for the accused is called the Counsel for the \_\_\_\_\_, while the barrister who speaks against him is called the Counsel for the \_\_\_\_\_.

### OK-5-B3

*Answer the following questions:*

- 1) Why do you think Hammurabi decided to have his laws carved into a pillar?
- 2) Why was the pillar set up in a temple?
- 3) What spheres of human life were covered by Hammurabi's code? Explain the choice.
- 4) How do you understand the principle "an eye for an eye and a tooth for a tooth"?
- 5) In your opinion, were punishments always fair?
- 6) Why do you think people of different ranks were treated differently by Hammurabi's code?

### OK-5-B4

### DEBATE

**All criminals are perverse people!**

*Prepare your arguments for or against the statement above.  
Use the active vocabulary from the Unit.  
Divide into two groups -- pro and con, and conduct a debate.  
Appoint the 'Chair' of the debate who will give the floor to  
the speakers of both teams.*

#### OK-5-B5

*Answer the following questions.*

- A. What are the four major rights enjoyed by the accused? Are they the same in the USA and Russia?
- B. When is a presentment or indictment of a Grand Jury necessary?
- C. What does the Bill of Rights prescribe with regard to the size of fines and bail?
- D. If you were to write the Constitution of your country, would you include Amendment II in it?
- E. Suppose a secret informer tells law-enforcement officers that you have committed a crime. You are arrested. You don't know who the person is. Which Amendment protects your right to challenge the accusation?
- F. You have been tried and found innocent. What right does the Fifth Amendment guarantee you?
- G. If you were to write a constitution of an independent country, which of the ideas contained in the Bill of Rights you would include in it?
- H. When a defendant says he/she is "taking the fifth", what exactly does it mean?

#### OK-5-B6

**Сделайте доклад по теме: Criminal Law in the USA, Great Britain and Russia.**

#### OK-5-B7

**Сделайте презентации по теме: Types of legal profession in Great Britain, the USA and the Russian Federation.**

#### OK-5-B8

*Read the text. Why are there two levels of federal courts?*

##### **The Judicial System of the USA**

Article II of the US Constitution says that "the judicial power of the United States, shall be vested in the supreme court, and in such inferior courts as the Congress may from time to time establish". The Framers of the Constitution had written only a very general guideline and given the first Congress the task of organising a system of federal courts. Congress did this by passing a law known as the Judiciary Act of 1789. It established two levels of federal courts below the Supreme Court.

The first level included a federal district court in each state. These federal courts were responsible for the first hearing or trial of most cases involving the Constitution and federal laws. The second level was a system of appellate courts. These were courts where decisions made by federal district court in each state could be reviewed for errors of law. From these appellate courts, cases could be appealed to the Supreme Court, the highest court in the federal system. In addition, each state within the United States has

established a system of courts, including a state supreme court, to deal with civil, criminal and appellate proceedings. They are organised in much the same way today as it was when the nation was founded. There are also county and city courts. Even many of the smallest villages, those in which only a few hundred people live, have a local judge, called a "justice of the peace", who handles minor legal matters.

There are separate military courts for members of the armed forces and other specialised courts to handle matters ranging from tax questions to immigration violations. With so much potential for conflict within a free society, it is no surprise that there are more than 542, 000 lawyers in the United States and hundreds of thousands of court workers.

### ОИК-7-31

Mind the difference between the words **LAWFUL** and **LEGAL**.

**LAWFUL** — acting within the law; keeping the law; permitted by law; legitimate (adj)

**LEGAL** — pertaining to law; required by law

Divide the words which can be used with **LAWFUL** and **LEGAL** into two columns and use them in sentences of your own. Translate the word combinations into Russian:

1. practice, 2. person, 3. profession, 4. costs, 5. money, 6. trade, 7. decision, 8. advice,
9. authority, 10. obligation, 11. acts, 12. age, 13. ethics, 14. owner, 15. history, 16. wife,
17. procedure, 18. department.

LAWFUL	LEGAL

### ОИК-7-32

Match the legal terms with their definitions. Learn them.

**authority, court, govern, judge, law enforcement agency, legal action, legal system, legislation, rule, the judiciary, tribunal**

1. A body appointed to make a judgement or inquiry.
2. A country's body of judges.
3. An act or acts passed by a law-making body.
4. Behaviour recognized by a community as binding or enforceable by authority.
5. Legal proceedings.
6. An official body that has authority to try criminals, resolve disputes, make other legal decisions.
7. An organization responsible for enforcing the law, especially the police.
8. A senior official in a court of law.
9. The body or system of rules recognized by a community that are enforceable by established process.
10. The control resulting from following a community's system of rules;
11. Members of the legal profession.
12. To rule a society and control the behaviour of its members.

### ОИК-7-33

Translate from Russian into English.

Если вы решили стать юристом, то вам необходимо быть терпеливым и трудолюбивым. Одной университетской степени недостаточно. Вы должны сдать множество профессиональных экзаменов и приобрести опыт. Очень важно решить,



в какой области права вы хотите специализироваться. Кого-то интересует адвокатская практика. Это дает право представлять интересы клиентов в суде. Соллиситер обычно имеет дело с менее серьезными преступлениями, делами о разводе, дает советы по составлению завещания и возврату долгов. Но никакие экзамены не помогут вам стать прокурором округа в США. Эти юристы обладают достаточной свободой действий и решают вопросы о преследовании того или иного правонарушителя судебным порядком.

### ОПК-7-34

*Complete each sentence with a word made from the word given.*

1. \_\_\_\_\_ Barristers are experts in the \_\_\_\_\_ of the Law. (interpret)
2. \_\_\_\_\_ In the USA the Justice Department is \_\_\_\_\_ for the faithful execution of the laws under the President's authority. (respond)
3. \_\_\_\_\_ The main administrators of federal law \_\_\_\_\_ are the ninety-four U.S. attorneys. (force)
4. U. S. attorneys have considerable discretion, which makes them political figures. (power)
5. It can be said that a barrister spends most of his time either in a courtroom or preparing his \_\_\_\_\_ for the court. (argue)
6. \_\_\_\_\_ Many problems are dealt with by a solicitor. (exclude)
7. \_\_\_\_\_ In court, barristers wear wigs and gowns in keeping with the extreme \_\_\_\_\_ of the proceedings. (formal)
8. \_\_\_\_\_ Federal magistrate judges hold hearings on a \_\_\_\_\_ of motions. (vary)

### ОПК-7-35

*Прочитайте значения понятия "state", данные различными словарями и выберите наиболее точное на Ваш взгляд.*

- The political organization constituting the base of civil government; (Webster's New World Dictionary).
- The power or authority represented by a body of people politically organized under one government; (Webster's New World Dictionary).
- A politically organized body of people usually occupying a definite territory; (Webster's New Collegiate Dictionary).
- Organized political community with its apparatus of government. (Oxford Advanced Learner's Dictionary of Current English).

### ОПК-7-36

*Изучите словарные определения термина "system" и выберите наиболее точное на Ваш взгляд.*

- A set of rules or principles, classified or arranged in a regular, orderly form; (Webster's New Collegiate Dictionary).
- A form of social, economic or political organization or practice; (Webster's New Collegiate Dictionary).
- Ordered set of ideas, theories, principles put together on the site. (Oxford Advanced Learner's Dictionary of Current English).

*Read the texts. Make notes of their main points. Be ready to discuss them.*

## TEXT 1

### The Law and Consumers

Anyone who buys goods or services, whether an individual shopper or a large business, is a consumer. However, consumer law is mostly concerned with the rights of private individuals. Consumer rights are not a new concept. Pre-industrial societies throughout the world have imposed punishments on traders who overcharge or otherwise deceive their customers, even if they make honest mistakes. Bakers in Medieval England were so worried about the laws against selling underweight bread that they developed the custom of adding an extra roll free to a batch of twelve. Even today the expression "a baker's dozen" means thirteen of something, not twelve.

For many years, consumer law was characterized by the legal expression *caveat emptor*,

which means "let the buyer beware". In other words, consumers had to look out for unfair and misleading sales practices before buying or otherwise be prepared to suffer the consequences. Once consumers bought something, they were stuck with the purchase, even if they got less than they bargained for.

In the last thirty years, consumer law has grown at an unprecedented rate and is often studied as a branch of law in its own right. The principles of contract and tort are particularly relevant to consumer matters, but in addition to these, new legislation is passed every year to clarify the law and deal with specific problems. For example, consumers now have a right to be correctly informed, and sellers must avoid sales and advertising practices that mislead, deceive, or are unfair to consumers.

A lot of consumer law is basic contract law. The consumer must show that he had a contract with the supplier of goods or services, show that the supplier is in breach of this agreement, and convince the supplier that he would have a good chance of winning if he took the case to court. Contracts between businesses are usually full of detailed agreements about who should supply what, when, where and at what price, but everyday transactions involving private individuals are more informal. Very little is written down or even spoken, and the consumer must show that a contract has been implied by law. To help him there are consumer laws implying certain terms into consumer agreements.

In English law, for example, the 1979 Sale of Goods Act implies a term that the seller has a right to sell. This protects the honest buyer from a seller who had no right to sell goods because they had been stolen. Another implied term is that goods correspond to any description given to the buyer. Another is that they be of "merchantable quality" — but this only applies if the seller is in business. When buying from a private seller the buyer may have to rely on express terms about quality. The 1982 Supply of Goods and Services Act implies similar terms regarding services. It also implies that services be provided with reasonable care at a reasonable cost and within a reasonable time. In deciding what is reasonable an English court will refer to a similar previous cases. However, the most important guideline is usually common sense in the context of the transaction in question.

Where goods are concerned, the implied terms are conditions. This means that the buyer has the right to discharge the contract — to refuse the goods — if the terms are breached. He may also be entitled to damages. But where services are concerned, the implied terms are intermediate stipulations. This means that the consumer may only refuse the services if this is reasonable in the circumstances. The court may decide that he must accept work which has been done, but award him damages where the work has been done badly or too slowly or at too high a cost.

A difficult problem in consumer law is deciding who is responsible when goods are lost in delivery or delivered late. If no express agreement has been made about this, the Sale of Goods Act provides complicated rules. In general, the buyer has no responsibility until the time he takes possession of the goods. If goods arrive late he may be able to discharge the contract (refuse delivery) if he can show that time was of the essence (of vital importance). Sometimes this is implied by the nature of the transaction — for example, a contract to deliver fresh food or newspapers. In other cases, the consumer may make time of the essence by specifying a time for delivery.

Another difficult problem is that of exemption clauses. These are warnings to the consumer by the supplier that no responsibility will be accepted in the case of loss, damage or injury. For example, dry-cleaning businesses often have notices on a wall or on the back of tickets refusing responsibility for damage to clothes. Parking lots have signs saying that customers park at their own risk. Sports clubs warn that they are not liable if members injure themselves using their equipment. The law about exemption clauses varies from country to country, but in general it is important for the consumer to know that not all such clauses are valid. In Britain and the United States, for example, a party trying to avoid responsibility must show that the exemption clause was part of the contract with the customer and that it covered the problem in question.

The clause is more likely to be part of the contract if it is in a document signed by the customer or was written in a place all customers could read it.

1. Define the term 'consumer'.
2. Comment on consumer rights throughout the world many years ago.
3. Explain the sentence: "A lot of consumer law is basic contract law".
4. Do consumers have any rights and responsibilities? What are they? Give your examples.
5. Do sellers have any rights and responsibilities? What are they? Give your examples.
6. Comment on exemption clauses. Give your examples.

### OIK-7-38

Supply the sentences with missing words given below.

**court, complaint, range, research, be accustomed, right, demand, profit, consumer, institution, discontent, standard**

Not surprisingly, <sup>1)</sup> \_\_\_\_\_ law has grown most quickly in wealthier industrialized countries where people <sup>2)</sup> \_\_\_\_\_ to asserting their rights and have a wide <sup>3)</sup> \_\_\_\_\_ of information available to them. In Britain, the magazine *Which?* has been publishing independently <sup>4)</sup> \_\_\_\_\_ information about products, services and legal <sup>5)</sup> \_\_\_\_\_ for thirty years, and popular television programs discuss consumer <sup>6)</sup> \_\_\_\_\_. If a <sup>7)</sup> \_\_\_\_\_ consumer is forced to take legal action, there are judicial <sup>8)</sup> \_\_\_\_\_ which enable him or her to do this without spending a lot of money. In developing countries where manufacturers often have low <sup>9)</sup> \_\_\_\_\_ margins, consumers often have to accept lower <sup>10)</sup> \_\_\_\_\_ unless they are rich or have important friends. But there are changes here, too. The Chinese government, for example, has responded to a growing <sup>11)</sup> \_\_\_\_\_ for better quality goods by setting up special <sup>12)</sup> \_\_\_\_\_ to deal with complaints.

### OIK-7-Y1

Put questions to the following statements.

1. The solicitor prepares the case and the evidence. (General, Who, What)
2. The solicitor deals with petty crimes and some matrimonial matters. (Who, What, Alternative)

3. In County Court solicitors wear black gowns over their ordinary clothes. (General, Where)
4. Solicitors have the right of audience in lower courts. (Who, Where, General)
5. The number of solicitors is increasing in the country. (Alternative).
6. Barristers work in chambers. (Disjunctive, Who, Where)
7. Barristers belong to the institutions called the Inns of Court. (Who, What)
8. Barristers specialize in arguing cases in front of a judge. (Who, What, Where)
9. Barristers have the right to be heard even in the highest court. (Who, What, Where, Indirect question)

### **OPIK-7-Y2**

**Look at the adjectives below. Give Russian equivalents. Decide with your partner which of them you can use to describe yourself, your nearest, close and distant relatives.**

Active, calm, capable, careful, charming, cheerful, clever, efficient, hard-working, helpful, intelligent, interesting, kind, lively, loyal, open-minded, nice, patient, polite, practical, punctual, serious, sincere, sympathetic, tactful, trustworthy, wise, witty, selfish, generous, creative, careless, lazy, charismatic, non talkative, tolerant.

### **OPIK-7-Y3**

**Prepare a short presentation on one of these topics:**

- My ideal place to live
- My room
- The house of the future

### **OPIK-7-Y4**

**So, what's your daily routine? Here are some tips for taking control of your life. Chose three points you think the most important. Why do you think so?**

1. Make a list of all the things you want or need to accomplish in your weekly life.
2. Now look at your list and see which ones need to be done every day. Those might include (a housekeeping routine, emails, phone calls etc.).
3. Plan out your daily routine (a morning routine and an end-of-the-day routine).
4. Don't schedule every minute of your day, but have certain set times each day when you do these daily tasks.
5. If somebody in your class is more successful than you, it's probably because he/she works harder than you do.
6. Nobody suddenly discovers anything. Things are made slowly and in pain.
7. You are responsible for your own experience.
8. There are stereotypical responsibilities of mother/ father/ husband/ wife/ the children in the family.

### **OPIK-7-Y5**

**A group of foreign students is planning to visit Russia as a part of a cultural and educational exchange program. You have volunteered to help by preparing an information sheet, to be distributed to them on their arrival.**

You should include:

- Brief details about Russia;
- Sights and places of cultural interest;
- Any other information that you think would be useful for the visiting group.

### **OPIK-7-Y6**

Put the underlined nouns into the plural if possible, and make all the necessary changes in the sentences.

1. A policeman doesn't consider this crime to be serious.
2. That woman was ready to put her neighbour in jail.
3. Family violence is a complex social problem.
4. A thief broke Brown's Camera Centre last night and stole photographic equipment worth £ 1,500.
5. Police (*say, says*) that a thief appeared to know exactly what he was looking for.
6. Evidence from a criminal trial is not necessary admissible as evidence in a civil action.
7. Suspicion is a feeling that something is wrong or dangerous.
8. There isn't enough evidence to prove this suspect guilty.
9. A man should take legal advice before a divorce proceeding.
10. Money is the source of all evil on the earth.
11. The jury returns only one verdict – Guilty or Not Guilty.
12. That affair requires experience and hard work.

### ОПК-7-Y7

Use the proper degree of comparison.

1. The imperfect laws are (*good*) than none.
2. There are far (*many*) good people in the world than (*bad*), but there are enough of the bad to make law necessary in the interest of everyone.
3. Even if we were as (*good*) as we ought to be, laws would still be necessary.
4. According to the seventeenth-century philosopher Thomas Hobbes (1588 – 1679), preserving life was (*important*) function of law.
5. (*Most/Most of*) countries have special rules for young defendants.
6. In many countries, such as Japan and the USA, (*high*) juridical decisions are made by the Supreme Court.
7. The Supreme Court members are appointed from the (*low*) courts by the government.
8. If you want to make a will, (*good*) man to advise you is a solicitor.
9. The Supreme Court is (*high*) and the district (*city*) people's courts are (*low*) in the judicial system of Russia.

### ОПК-7-Y8

Выразите согласие или несогласие со следующими утверждениями.

1. The system of the U.S. courts is rather complicated.
2. Generally, there are two principal groups of courts in the USA.
3. They are federal courts and legislative courts.
4. Constitutional courts together with legislative courts form the system of federal courts in America.
5. The Supreme Court is a court of inferior jurisdiction.
6. The Tax Court is the final judicial arbiter of federal constitutional question.
7. Judges of constitutional courts are appointed for 4 years.
8. Each American state has its own independent system of court

### ОПК-7-B1

Answer the following questions.

What are the four major rights enjoyed by the accused? Are they the same in the USA and Russia?

When is a presentment or indictment of a Grand Jury necessary?

What does the Bill of Rights prescribe with regard to the size of fines and bail?

If you were to write the Constitution of your country, would you include Amendment II in it? Suppose a secret informer tells law-enforcement officers that you have committed a

crime. You are arrested. You don't know who the person is. Which Amendment protects your right to challenge the accusation?

You have been tried and found innocent. What right does the Fifth Amendment guarantee you? If you were to write a constitution of an independent country, which of the ideas contained in the Bill of Rights you would include in it?

When a defendant says he/she is "taking the fifth", what exactly does it mean?

#### **ОПК-7-B2**

**Сделайте доклад по теме: Criminal Law in the USA, Great Britain and Russia.**

#### **ОПК-7-B3**

**Сделайте презентации по теме: Types of legal profession in Great Britain, the USA and the Russian Federation.**

#### **ОПК-7-B4**

**Read the text. Why are there two levels of federal courts?**

##### **The Judicial System of the USA**

Article II of the US Constitution says that "the judicial power of the United States, shall be vested in the supreme court, and in such inferior courts as the Congress may from time to time establish". The Framers of the Constitution had written only a very general guideline and given the first Congress the task of organising a system of federal courts. Congress did this by passing a law known as the Judiciary Act of 1789. It established two levels of federal courts below the Supreme Court.

The first level included a federal district court in each state. These federal courts were responsible for the first hearing or trial of most cases involving the Constitution and federal laws. The second level was a system of appellate courts. These were courts where decisions made by federal district court in each state could be reviewed for errors of law. From these appellate courts, cases could be appealed to the Supreme Court, the highest court in the federal system. In addition, each state within the United States has established a system of courts, including a state supreme court, to deal with civil, criminal and appellate proceedings. They are organised in much the same way today as it was when the nation was founded. There are also county and city courts. Even many of the smallest villages, those in which only a few hundred people live, have a local judge, called a "justice of the peace", who handles minor legal matters.

There are separate military courts for members of the armed forces and other specialised courts to handle matters ranging from tax questions to immigration violations. With so much potential for conflict within a free society, it is no surprise that there are more than 542, 000 lawyers in the United States and hundreds of thousands of court workers.

**3. Answer the following questions.**

- 1) What are the federal courts responsible for?
- 2) What is the highest court in the federal system?
- 3) What matters are handled by justices of the peace?

#### **ОПК-7-B5**

**Объясните по-русски значение следующих слов и выражений.**

- the form of a contest;
- to grant legal aid from public funds;
- open court;
- to cross-examine witnesses;
- a preparatory open hearing;
- to reach a unanimous verdict;
- a simple majority of the jury (in Scotland);

- acquittal;
- potential members of a jury.

**ОИК-7-В6**

*Прочитайте и переведите текст.*

### **CRIMINAL COURTS IN GREAT BRITAIN**

In England and Wales the initial decision to begin criminal proceedings normally lies with the police. Once the police have brought a criminal charge, the papers are passed to the Crown Prosecution Service which decides whether the case should be accepted for prosecution in the courts or whether the proceedings should be discontinued. In Scotland public prosecutors (procurators fiscal) decide whether or not to bring proceedings. In Northern Ireland there is a Director of

Public Prosecutions. In England and Wales (and exceptionally in Scotland) a private person may institute criminal proceedings. Police may issue cautions, and in Scotland the procurator fiscal may warn, instead of prosecuting.

In April 1988 the Serious Fraud Office, a government department was established to investigate and prosecute the most serious and complex cases of fraud in England, Wales and Northern Ireland.

The Crown Prosecution Service was established in England and Wales by the Prosecution of Offences Act 1985. The Director of Public Prosecutions is the head of the Service, which is responsible for the prosecution of criminal offences in magistrates' courts and the Crown Court. The Service is divided into 31 areas with a locally based Chief Crown Prosecutor, heading each. He is appointed by the Director of Public Prosecutions. The Service provides lawyers to prosecute cases in the magistrates' courts and briefs barristers to appear in the Crown Court. Although the decision to prosecute is generally delegated to the Chief Crown Prosecutors, some cases are dealt with by the headquarters of the Service; these include cases of national importance, exceptional difficulty or great public concern and those which require that suggestions of local influence be avoided. Such cases might include terrorist offences, breaches of the Official Secrets Act, large-scale conspiracies to import drugs and the prosecution of police officers.

### **Scotland**

Discharging his duties through the Crown Office, the Lord Advocate is responsible for prosecutions in the High Court of Justiciary, sheriff courts and district courts. There is no general right of private prosecution; with a few minor exceptions crimes and offences may be prosecuted only by the Lord Advocate or his deputies or by the procurators fiscal, who are the Lord Advocate's local officials. The permanent adviser to the Lord Advocate on prosecution matters is the Crown Agent, who is head of the procurator fiscal service and is assisted in the Crown Office by a staff of legally qualified civil servants, all of whom have had experience as deputy procurators fiscal. Prosecutions in the High Court are prepared by procurators fiscal and Crown Office officials and prosecuted by the Lord Advocate, the Solicitor-General for Scotland (the Lord Advocate's ministerial deputy) and advocates deputy who are collectively known as Crown Counsel. Crimes prepared and tried before the sheriff and district courts, procurators fiscal prosecute them.

The police and other law enforcement agencies investigate crimes and offences and report to the procurator fiscal, who decides whether or not to prosecute, subject to the directions of Crown Counsel.

Under the Criminal Justice (Scotland) Act 1987 a procurator fiscal may make a conditional offer of fixed penalty to an alleged offender in respect of certain minor offences as an alternative to prosecution: the offender is not obliged to accept an offer but if he or she does so the prosecution loses the right to prosecute.

## Northern Ireland

The Director of Public Prosecutions for Northern Ireland, who is responsible to the Attorney General, prosecutes all offences tried on indictment, and may do so in summary cases of a serious nature. Other summary offences are prosecuted by the police.

### ОПК-7-В7

Сделайте презентацию по теме: *"Criminal Courts in Great Britain"*

### ОПК-7-В8

Напишите по-английски сочинение (10-12 предложений) на тему: "Суд присяжных", используя новую лексику.

### 7.3 ФОС для промежуточного контроля

**Промежуточный контроль** имеет форму зачета, который проводится в конце первого семестра и экзамена в конце второго семестра. Для получения зачета и допуска к экзамену в течение семестра необходимо сделать доклад по прочитанной внеаудиторной литературе по профилю «юриспруденция» (объем 20 тыс. печ. знаков в каждом семестре).

#### Содержание зачета.

1. Прочитать текст. Сформулировать 3-5 вопросов к тексту и передать его содержание (максимально близко к оригиналу).
2. Устно изложить общепознавательную тему (выбор по билетам).

#### Вопросы к зачету:

1. Автобиография.
2. Моя Семья.
3. Мой рабочий день.
4. Учеба в университете.
5. Свободное время.
6. Город, в котором я живу.
7. Мой близкий друг.
8. Отпуск.
9. Планы на будущее.

Задача на зачет	Знать	Уметь	Владеть
1. Чтение, обсуждение и пересказ	ОК-5-31, ОК-5-33, ОК-5-34, ОК-5-35, ОПК-7-31, ОПК-7-33, ОПК-7-34, ОПК-7-35	ОК-5-У2, ОК-5-У3, ОК-5-У4, ОК-5-5, ОПК-7-У2, ОПК-7-У3, ОПК-7-У4, ОПК-7-У5	ОК-5-В1, ОК-5-В3, ОК-5-В4, ОК-5-В5, ОПК-7-В1, ОПК-7-В3, ОПК-7-В4, ОПК-7-В5
2. Устное изложение темы	ОК-5-32, ОК-5-36, ОК-5-37, ОК-5-38, ОПК-7-32, ОПК-7-36, ОПК-7-37, ОПК-7-38	ОК-5-У1, ОК-5-У6, ОК-5-У7, ОК-5-У8, ОПК-7-У1, ОПК-7-У6, ОПК-7-У7, ОПК-7-У8	ОК-5-В2, ОК-5-В6, ОК-5-В7, ОК-5-В8, ОПК-7-В2, ОПК-7-В6, ОПК-7-В7, ОПК-7-В8

### Критерии оценки на зачете

Оценка	Характеристики ответа студента
Зачтено	<ul style="list-style-type: none"> <li>- студент усвоил учебный материал в полном объеме;</li> <li>- уверенно, логично, последовательно и грамотно читает, переводит и пересказывает тексты по специальности и пройденной тематике;</li> <li>- свободно, логично, грамотно рассуждает по пройденным темам;</li> <li>- если и допускает ошибки, то они не затрудняют понимание;</li> <li>- владеет пройденным лексическим материалом.</li> </ul>



<b>Не зачтено</b>	<ul style="list-style-type: none"> <li>- студент не усвоил значительной части пройденного учебного материала;</li> <li>- допускает существенные грамматические и лексические ошибки и неточности, затрудняющие понимание высказывания;</li> <li>- не может выполнить перевода и пересказа текста;</li> <li>- не может выполнить сообщение по пройденным темам;</li> <li>- не владеет необходимым словарным запасом.</li> </ul>
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### Содержание экзамена.

1. Сделать письменный перевод (со словарем) текста по юриспруденции 1800 печатных знаков с английского языка на русский язык. Время – 40 минут.
2. Устно изложить тему общесознавательного характера (выбор по билетам).
3. Пересказать на английском языке фабульный текст общего содержания.

### Вопросы к экзамену:

1. Увлечения. Хобби.
2. Времена года. Мое любимое время года.
3. Современные технологии.
4. Глобальные проблемы в современном мире.
5. Профессии. Мой выбор профессии.
6. Интересные личности.

Задание на экзамен	Знать	Уметь	Владеть
1. Чтение, обсуждение и пересказ	ОК-5-31, ОК-5-33, ОК-5-34, ОК-5-35, ОПК-7-31, ОПК-7-33, ОПК-7-34, ОПК-7-35	ОК-5-У2, ОК-5-У3, ОК-5-У4, ОК-5-У5, ОПК-7-У2, ОПК-7-У3, ОПК-7-У4, ОПК-7-У5,	ОК-5-В1, ОК-5-В3, ОК-5-В4, ОК-5-В5, ОПК-7-В1, ОПК-7-В3, ОПК-7-В4, ОПК-7-В5
2. Устное изложение темы	ОК-5-32, ОК-5-36, ОК-5-37, ОК-5-38, ОПК-7-32, ОПК-7-36, ОПК-7-37, ОПК-7-38	ОК-5-У1, ОК-5-У6, ОК-5-У7, ОК-5-У8, ОПК-7-У1, ОПК-7-У6, ОПК-7-У7, ОПК-7-У8,	ОК-5-В2, ОК-5-В6, ОК-5-В7, ОК-5-В8, ОПК-7-В2, ОПК-7-В6, ОПК-7-В7, ОПК-7-В8.

### Критерии оценки на экзамене

Оценка	Характеристики ответа студента
<b>Отлично</b>	<ul style="list-style-type: none"> <li>- студент глубоко и всесторонне усвоил учебный материал,</li> <li>- не совершает грамматических ошибок;</li> <li>- словарный запас усвоен в полном объеме;</li> <li>- студент в состоянии обсуждать пройденные темы.</li> </ul>
<b>Хорошо</b>	<ul style="list-style-type: none"> <li>- студент твердо усвоил учебный материал, но совершает незначительные грамматические и лексические ошибки;</li> <li>- студент в состоянии обсуждать пройденные темы.</li> </ul>
<b>Удовлетворительно</b>	<ul style="list-style-type: none"> <li>- студент усвоил учебный материал не в полном объеме, совершает существенные грамматические и лексические ошибки;</li> <li>- обсуждает пройденные темы с трудом.</li> </ul>
<b>Неудовлетворительно</b>	<ul style="list-style-type: none"> <li>- студент не усвоил значительной части пройденного учебного материала; совершает большое количество грамматических ошибок, словарный запас беден</li> <li>- студент не в состоянии обсуждать пройденные темы</li> </ul>

### ОБРАЗЦЫ ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»

Образец текста для перевода на экзамен:

#### **Punishment**

Criminal punishment is regarded as a measure of state compulsion applied to offenders by the courts in conformity with the law. In imposing penalties the court takes

into account the nature and degree of social danger of the crime committed, the character of the criminal and any circumstances mitigating or aggravating liability.

In the application of punishment, the state combines persuasion and compulsion. This is why attention is also given to preventive and educational measures.

Punishment is not merely a penalty for the crime committed. It also aims at reforming (correcting) and reeducating the convicted in the spirit of an honest approach to labour, observance of the laws, respect for the rules of society, and also at preventing further crime both on the part of those already convicted and on the part of other unreliable members of society.

Punishment brings the convicted person certain privations but it should not aim at causing physical suffering or at humiliating his human dignity. Criminal law holds that the struggle against crime can be won not by severe punishment, but, primarily, by efficiency in combating crime, swift detection and painstaking investigation, correct qualification of offences and just penalties. Criminal law is guided by the injunction: "What is important is not that a crime shall be severely punished, but that not a single crime shall pass undiscovered".

Образец текста для пересказа на экзамен:

### The perfect crime

Alice Jackson's husband, Henry, was a man of habit. So it was that at exactly six o'clock in the evening she was in the kitchen getting a beer for him out of the fridge and watching him walk up the path.

She was smiling. Today the routine was going to be different. It was their tenth wedding anniversary, and some friends were coming round for drinks at 8:00. There was a big ice statue of a couple kissing in the middle of the table in the living room, with twenty glasses waiting for the guests. Alice was looking forward to the evening.

She was very happy. She had a beautiful baby sleeping upstairs, a lovely home, and a husband who she adored.

Henry opened the door and came into the kitchen. She turned round to kiss him and give him his beer. 'Sit down,' Henry said. 'I've got something to say. Alice had no idea that in the next two minutes her whole life was going to change.

'I'm sorry' he said. 'And it's our anniversary, as well. But it's just that Kathy and I are in love. Bobby won't miss me, he's too young.' She didn't believe her ears. She was in a dream. 'I'll get ready for the party,' she said.

She walked into the living room. When she returned, Henry was standing with his back to her, drinking his beer. She was carrying something heavy. He turned. 'What on earth ... ?' These were Henry Jackson's last words. His wife hit him over the head. At first he didn't move, then he fell to the floor.

Suddenly Alice began to think very clearly. She took the ice statue back to the living room, and phoned the police. Then she turned up the central heating, and went upstairs to put on some make-up. The police came quickly. 'Is he all right?' she asked. 'He's dead.'

Alice screamed. 'No, no, not Henry! My Henry! Oh Henry!' Through her tears she told how she put the baby to bed, and came downstairs to find Henry on the kitchen floor. 'Burglars,' said Detective Parry. 'They took her into the living room.'

'Sit down, Mrs. Jackson. Sergeant Taylor, get Mrs. Jackson a drink. A brandy with some ice. Phew! It's hot in this room. I hope you understand, Mrs Jackson, that we have to search the house immediately. We must find the murder weapon.'

The room was getting hotter. Suddenly an arm fell off the ice statue onto the table. It was melting. Sergeant Taylor went to the statue and picked up the melting arm. He broke it into bits and put some into Alice's brandy.

'Phew! Can I have a glass of water, Mrs. Jackson? It's so hot in here.'

'I think we all need one,' said the detective. 'And with ice.' They were all very hot and thirsty. Alice's friends arrived. 'Poor Alice!' They cried, and they tried to comfort her. 'Oh, thank you,' sobbed Alice. 'Please ... stay and have a drink. Help yourselves.'

They all had drinks - gin and tonic, whisky - and they all had ice. The statue was now

nearly a pool of water on the floor, 'I wonder what the burglar hit him with,' said one guest. 'Who knows?' said another, taking a sip of her drink.

Alice heard this conversation, and smiled into her brandy.

## 8. ПЕРЕЧЕШЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ УЧЕБНОЙ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

### Основная литература:

1. Berezhneva Natalya English for Law Students, Part I [Электронный ресурс] : university Course / Berezhneva Natalya [и др.]. — Электрон. текстовые данные. — М. : Статут, 2015. — 347 с. — 978-5-8354-1166-5. — Режим доступа: <http://www.iprbookshop.ru/52108.html>
2. Berezhneva Natalya English for Law Students. University Course. Part II. Английский язык для студентов-юристов. Часть 2 [Электронный ресурс] / Berezhneva Natalya [и др.]. — Электрон. текстовые данные. — М. : Статут, 2016. — 672 с. — 978-5-8354-1138-2. — 978-5-8354-1138-2. — Режим доступа: <http://www.iprbookshop.ru/49034.html>
3. Паптюхова П.В. Практикум устной речи (английский язык) [Электронный ресурс] : учебное пособие / П.В. Паптюхова, И.С. Решетова. — Электрон. текстовые данные. — Ставрополь: Северо-Кавказский федеральный университет, 2016. — 214 с. — 2227-8397. — Режим доступа: <http://www.iprbookshop.ru/66092.html>
4. Золотова М.В. Английский язык для гуманитариев [Электронный ресурс] : учебник для студентов вузов, обучающихся по гуманитарно-социальным специальностям / М.В. Золотова [и др.]. — Электрон. текстовые данные. — М. : ЮНИТИ-ДАНА, 2015. — 368 с. — 978-5-238-02465-3. — Режим доступа: <http://www.iprbookshop.ru/52608.html>
5. Лебедева А.А. Английский для юристов [Электронный ресурс] : учебник для студентов вузов, обучающихся по специальности «Юриспруденция» / А.А. Лебедева [и др.]. — Электрон. текстовые данные. — М. : ЮНИТИ-ДАНА, 2015. — 375 с. — 978-5-238-02636-7. — Режим доступа: <http://www.iprbookshop.ru/34448.html>

### Дополнительная литература:

1. Бедрицкая Л.В. Деловой английский язык = English for Business Studies [Электронный ресурс] : учебное пособие / Л.В. Бедрицкая, Л.И. Василевская, Д.Л. Борисенко. — Электрон. текстовые данные. — Минск: ТетраСистемс, ТетраЛит, 2014. — 320 с. — 978-985-7081-34-9. — Режим доступа: <http://www.iprbookshop.ru/28071.html>
2. Галок И.В. Техника юридического перевода (английский язык) [Электронный ресурс] : учебно-практическое пособие / И.В. Галок, П.Б. Кондрачев, А.Г. Орлов. — Электрон. текстовые данные. — СПб. : Санкт-Петербургский юридический институт (филиал) Академии Генеральной прокуратуры РФ, 2014. — 109 с. — 2227-8397. — Режим доступа: <http://www.iprbookshop.ru/65534.html>
3. Лебедева А.А. Английский язык для юристов. Предпринимательское право. Перевод контрактов [Электронный ресурс] : учебное пособие для студентов вузов, обучающихся по специальности «Юриспруденция» / А.А. Лебедева. — Электрон. текстовые данные. — М. : ЮНИТИ-ДАНА, 2015. — 231 с. — 978-5-238-01928-4. — Режим доступа: <http://www.iprbookshop.ru/52437.html>
4. Попов Е.Б. Legal English. Quick Overview. Английский язык в сфере юриспруденции. Базовый курс [Электронный ресурс] : учебник для бакалавров (исправленное и дополненное издание) / Е.Б. Попов, Е.М. Феоктистова, Г.Р. Халопшева. — Электрон. текстовые данные. — Оренбург: Оренбургский институт (филиал) Московского государственного юридического

университета имени О.Е. Кутафина, 2017. — 315 с. — 978-5-4417-0439-7: — Режим доступа: <http://www.iprbookshop.ru/54493.html>

5. Попов Е.Б. Legal English. Specialties and Particulars. Английский язык для юристов. Книга вторая [Электронный ресурс]: углубленный курс / Е.Б. Попов. — Электрон. текстовые данные. — Оренбург: Оренбургский институт (филиал) Московского государственного юридического университета имени О.Е. Кутафина, 2015. — 262 с. — 2227-8397. — Режим доступа: <http://www.iprbookshop.ru/40209.html>

6. Попов Е.Б. Legal English. Specialties and Particulars. Английский язык для юристов. Книга первая [Электронный ресурс]: углубленный курс / Е.Б. Попов. — Электрон. текстовые данные. — Оренбург: Оренбургский институт (филиал) Московского государственного юридического университета имени О.Е. Кутафина, 2015. — 235 с. — 2227-8397. — Режим доступа: <http://www.iprbookshop.ru/30546.html>

### **9. ПЕРЕЧЕНЬ РЕСУРСОВ ИНФОРМАЦИОННО-ТЕЛЕКОММУНИКАЦИОННОЙ СЕТИ «ИНТЕРНЕТ», НЕОБХОДИМЫХ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ**

1. [www.englishtips.org](http://www.englishtips.org)
2. [www.oup.com/elt](http://www.oup.com/elt)
3. [http://www.cambridge.org/other\\_files/Flash\\_apps/inuse/EngGramTest/EngGramIndex.htm](http://www.cambridge.org/other_files/Flash_apps/inuse/EngGramTest/EngGramIndex.htm)
4. [www.cambridge.com](http://www.cambridge.com),
5. <http://onlinebooks.library.upenn.edu/>
6. [www.englishclub.com](http://www.englishclub.com)
7. <http://en.wikipedia.org>
8. <http://www.longman.ru/>
9. [www.loc.gov/law/help/russia.php](http://www.loc.gov/law/help/russia.php)
10. [www.russianlawonline.com](http://www.russianlawonline.com)

#### **Электронные словари и системы перевода**

1. [www.multitran.ru](http://www.multitran.ru)
2. [www.merriam-webster.com](http://www.merriam-webster.com)
3. <http://www.online-translator.com/> (prompt)
4. <http://www.prompt.ru/>
5. <https://translate.google.ru/>
6. <http://translate.yandex.ru/>
7. <http://lingvo.yandex.ru/>
8. <http://www.lingvo-online.ru/>
9. [http://slovari.yandex.ru/\(lingvo\)](http://slovari.yandex.ru/(lingvo))

### **10. ОБУЧЕНИЕ ИНВАЛИДОВ И ЛИЦ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ**

Изучение учебной дисциплины «Иностранный язык» обучающимися с ограниченными возможностями здоровья осуществляется в соответствии с Приказом Министерства образования и науки РФ от 9 ноября 2015 г. № 1309 «Об утверждении Порядка обеспечения условий доступности для инвалидов объектов и предоставляемых услуг в сфере образования, а также оказания им при этом необходимой помощи»,

«Методическими рекомендациями по организации образовательного процесса для инвалидов и лиц с ограниченными возможностями здоровья в образовательных организациях высшего образования, в том числе оснащённости образовательного

процесса» Министерства образования и науки РФ от 08.04.2014г. № АК-44/05вн, «Положением о порядке обучения студентов – инвалидов и лиц с ограниченными возможностями здоровья», утвержденным приказом ректора от 6 ноября 2015 года №60/о, «Положением о службе инклюзивного образования и психологической помощи» АНО ВО «Российский новый университет» от » от 20 мая 2016 года № 187/о.

Предоставление специальных технических средств обучения коллективного и индивидуального пользования, подбор и разработка учебных материалов для обучающихся с ограниченными возможностями здоровья производится преподавателями с учетом их индивидуальных психофизиологических особенностей и специфики приема-передачи учебной информации.

С обучающимися по индивидуальному плану и индивидуальному графику проводятся индивидуальные занятия и консультации.

Автор (составитель) к.филол. п. Колесник О. Г.

«01» сентября 2017 г.