МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

федеральное государственное бюджетное образовательное учреждение

высшего образования

«Забайкальский государственный университет»

(ФГБОУ ВО «ЗабГУ»)

Гуманитарно-технический колледж

Секция «Правоведение»

**УЧЕБНЫЕ МАТЕРИАЛЫ**

**для студентов заочной формы обучения**

**по дисциплине «Иностранный язык»**

для специальности 40.02.01 Право и организация социального обеспечения базовой подготовки

код и наименование направления подготовки (специальности)

Общая трудоемкость дисциплины – 154 ч

Форма текущего контроля в семестре – контрольная работа

Форма промежуточного контроля в семестре –

контрольная работа – 1 семестр;

дифференцированный зачет - 6 семестр.

**Краткое содержание курса**

Grammar:

Существительное. Артикль. Местоимения. Числительные. Предлоги и союзы. Прилагательные, степени сравнения, сравнительные конструкции. Глаголы *to be,*  *to have* в Present, Past, Future Simple. Оборот *there + be.* Система видовременных форм в английском языке. Действительный залог. Страдательный залог. Косвенная речь. Согласование времен. Модальные глаголы

Topics:

Legal Profession. Lawyers’ work. What is Law. Kinds of Law: Criminal Law, Civil Law, Family Law, Labour Law, etc. Government System in the UK, the USA, Russia. Crimes. Police Forces.

Translation Practice

Speaking Practice

**Форма текущего контроля – контрольная работа**

**Контрольная работа**

Каждый студент в соответствии с учебным планом выполняет письменную контрольную работу. Контрольная работа – это один из видов проверки знаний студента, который показывает, на каком уровне он владеет материалом по научной дисциплине, а также может объяснять и использовать полученные знания.

**Оформление письменной контрольной работы согласно МИ 4.2-5/47-01-2013**[Общие треб](https://docviewer.yandex.ru/r.xml?sk=12e56f1b336fdc2c1b8887cc9fcd60c3&url=http%3A%2F%2Fzabgu.ru%2Ffiles%2Fhtml_document%2Fpdf_files%2Ffixed%2FNormativny%2527e_dokumenty%2527_i_obrazcy%2527_zayavlenij%2FObshhie_trebovaniya_k_postroeniyu_i_oformleniyu_uchebnoj_tekstovoj_dokumentacii.pdf%22+%5Ct+%22_blank)ования к построению и оформлению учебной текстовой документации.

**Варианты контрольной работы выбираются по последней цифре номера зачетной книжки (1-4 сем).**

Студенты номера зачетных книжек, которых, оканчиваются на цифры 0, 1, 2, 3 выполняют вариант №1,

Студенты номера зачетных книжек, которых, оканчиваются на цифры 4, 5, 6 выполняют вариант №2,

Студенты номера зачетных книжек, которых, оканчиваются на цифры 7, 8, 9 выполняют вариант №3.

**Контрольная работа 1 семестр**

**Вариант 1**

**Task 1.** *Преобразуйте следующие предложения в форму множественного числа.*

1. This animal is wild.
2. My brother has a map.
3. That goose is fat.
4. There is a chair in my room.
5. That lady is our teacher.

**Task 2.** *Перефразируйте, употребляя притяжательный падеж.*

1. the flat of my sister
2. the son of her mother
3. the name of this policeman
4. the mark of our students
5. the work of those men

**Task 3.** *Вставьте артикль, где необходимо.*

1. My sister’s son is … school-boy. He studies at … school at … ninth form. He is … good pupil. He leaves … home for … school at … half past seven.

2. This … young woman is … engineer. She works at …factory. She usually has … lot of work. Every morning she takes her … daughter to … school.

3. That man has two children. … first child was born 5 years ago and … second was born … last year.

**Task 4.** *Переведите предложения, употребляя прилагательные в нужной степени сравнения.*

1. Его машина дешевле, чем моя.
2. Наша комната самая маленькая в квартире.
3. Моя сестра младше меня.
4. Нил короче, чем Днепр?
5. Их дом не такой красивый, как наш.

**Task 5.** *Переведите предложения, употребляя соответствующие местоимения.*

1. У меня есть несколько английских книг.
2. Послушай! Кто-то разговаривает в соседней комнате.
3. Этот автор написал около 20 книг.
4. Вы знаете какой-нибудь иностранный язык?
5. Все хотели пойти в кино.
6. Твоя книга не такая интересная. Возьми мою!

**Task 6.** *Заполните пропуски нужной формой глагола «to be».*

1. He … born in 1984.
2. His name … Mike.
3. I … a first year student.
4. They … ill last week.
5. We … at home tomorrow.

**Task 7.** *Преобразуйте данные предложения, употребляя оборот*

 *«there + be ».*

1. Our family has three children.
2. Some students were in the lab.
3. Our higher school has five faculties.
4. Many people will be at the stadium tomorrow.
5. Many large industrial enterprises are in the South now.

**Task 8.** *Заполните пропуски нужной формой глагола «to have».*

1. As a rule we … 4 lessons a day.
2. Last week my father … a lot of work.
3. Tomorrow students … 4 classes.
4. I … an awful headache.
5. They … … a good rest next summer.

**Task 9.***Прочитайте и письменно переведите текст.*

**Legal profession**

Most countries have different groups of lawyers who take a particular kind of examination in order to qualify to do particular jobs. In Japan ***a lawyer*** must decide whether he wants to take the examination to become an attorney, a public prosecutor or a judge. In England, the decision is between becoming a barrister or solicitor. ***Barristers*** specialize in arguing cases in front of a judge and have a right of audience, even in the highest courts. They are not paid directly by clients, but are employed by solicitors. ***Solicitors*** have also a right of audience in lower courts, but in higher courts, such as the court of appeal, they must have a barrister to argue their client’s case. In general, it can be said that a barrister spends most of his time either in a courtroom or preparing his arguments for the court and a solicitor spends most of his time in an office giving advice to clients, making investigations and preparing documents.

Many problems are dealt with exclusively by a solicitor. For instance, the solicitor deals with petty crimes and some matrimonial matters in magistrate’s courts. He prepares the case and evidence. He actually speaks in court for you. In a civil action he can speak in the county court, when the case is one of divorce or recovering some debts. In the county court the solicitor wears a black gownover his ordinary clothes.

In the USA the Justice Department is responsible for the faithful execution of the laws under the President’s authority. The main administrators of federal law enforcement are ninety-four ***US attorneys*** who are appointed by the President with the advice and consent of the Senate. There is an US attorney in each federal judicial district. Their staffs of assistant attorneys vary in size with the amount of litigation in the district. US attorneys have considerable discretion, which makes them powerful political figures. Their decision to prosecute or not affects the wealth, freedom, rights and reputation of individuals and organizations in the district.

**Task 10.***Подготовьте пересказ текста. Подготовьтесь к обсуждению текста*

**Контрольная работа 1 семестр**

**Вариант 2**

**Task 1.** *Преобразуйте следующие предложения в форму множественного числа.*

1. This factory is very big.
2. She has a beautiful dress.
3. Does this lady speak English?
4. There was a knife on the table.
5. That man is a famous writer.
6. Is this a good disco?

**Task 2.** *Перефразируйте, употребляя притяжательный падеж.*

1. the sister of my friend
2. the parents of that boy
3. the room of these people
4. the food of those dogs
5. the hobby of these gentlemen

**Task 3.** *Вставьте артикль, где необходимо.*

1. I live in … big flat in … centre of … Kiev. My flat is on … ground floor. There are three rooms in my … flat. … rooms are large. There is … kitchen and … in my flat.

2. Nick has … lot of books at … home. … books are interesting. They are in … bookcase.

3. This sportsman is … fastest man in … world. He won … World Championship.

**Task 4.** *Переведите предложения, употребляя прилагательные в нужной степени сравнения.*

1. Лучшая пора года – лето.
2. Он самый старший из всех студентов.
3. Их дом удобнее, чем мой.
4. Майк выбрал самую трудную профессию.
5. Это длинная дорога.

**Task 5.** *Переведите предложения, употребляя соответствующие местоимения.*

1. Ты знаешь кого-нибудь из этой семьи?
2. Эту книгу вы можете приобрести в любом книжном магазине.
3. Эта ручка моя, а не твоя.
4. Я могу выполнить эту работу сам.
5. В моей сумке ничего нет.

**Task 6.** *Заполните пропуски нужной формой глагола «to be».*

1. My friend … a doctor.
2. Last week they … in Moscow.
3. Who … this man?
4. I … … a well-known writer in the future.
5. We …. freshmen.

**Task 7.** *Преобразуйте данные предложения, употребляя оборот*

 *«there + be ».*

1. This city has many monuments.
2. A bench was under the tree.
3. Nobody was in the park.
4. The dictionary has a lot of new words.
5. This book will have over 500 pages.

**Task 8.** *Заполните пропуски нужной формой глагола «to have».*

1. Now my parents … a little house.
2. I … four lessons yesterday.
3. They … … five exams next summer.
4. She … many good friends now.
5. They … a good time last week-end.

**Task 9.***Прочитайте и письменно переведите текст.*

**Legal education and lawyer’s profession**

Legal education is the education of individuals who intend to become legal professionals (attorneys and judges) or those who simply intend to use their law degree to some end, either related to law (such as politics) or unrelated to law (such as business entrepreneurship).

Legal education encompasses both academic and vocational studies. In order to obtain a law degree, students are required to acquire an academic grounding in the legal system of their jurisdiction. In order to practise as lawyers they are also required to demonstrate that they have learned professional skills, for example advocacy and analysis. In some countries the two elements are both included into the law degree programme, while in others the vocational element of legal education is separate from and undertaken after the acquisition of academic degree. In addition to the qualifications required to become a practicing lawyer, legal education also encompasses higher degrees such as doctorates, for more advanced academic study.

Although many kinds of people working in or studying legal affairs are referred to as lawyers, this word really describes a person who has become officially qualified to act in certain legal matters because of examinations he or she has taken and professional experience he or she has gained. Some lawyers represent clients in courts of law and in other forms of dispute resolution.

Law is a theoretical and abstract discipline, and working as a lawyer represents the “practical” application of legal theory and knowledge to solve real problems or to advance the interests of those who retain lawyers for legal services. As well as the type of work, the working conditions and payment among members of the legal profession also vary greatly. For some people, the image of a lawyer is someone who leads a very wealthy and comfortable life. However, it should not be forgotten that there are also lawyers whose lives are not so secure.

**Task 10.***Подготовьте пересказ текста. Подготовьтесь к обсуждению текста*

**Контрольная работа 1 семестр**

**Вариант 3**

**Task 1.** *Преобразуйте следующие предложения в форму множественного числа.*

1. This is my foot.
2. There was a desert here.
3. This bird is in that tree.
4. That child has an interesting hobby.
5. There is a leaf under the tree.
6. An apple isn’t a vegetable.

**Task 2.** *Перефразируйте, употребляя притяжательный падеж.*

1. the voice of this singer
2. the friend of Susan
3. the foot of the animal
4. the ball of these girls
5. the wife of that gentleman

**Task 3.** *Вставьте артикль, где необходимо.*

1. I was … five years old. I went to … railway station with my mum. I got on … train with all … other people. I had … suitcase in one hand and … doll in … other.

2. … Australia is … fifth continent. It is … smallest continent and … largest island on … map. … Australia is … English-speaking country.

3. Many people think that … idea of … take-away meals come from … USA. But it came from … Britain. … original British take-away meal was … fish and … chips.

**Task 4.** *Переведите предложения, употребляя прилагательные в нужной степени сравнения.*

1. Зима холоднее, чем лето.
2. Наша комната самая маленькая в квартире.
3. Я не такой занятой как моя мама.
4. Чей ребенок самый старший?
5. Сегодня эта картина намного дешевле, чем та.

**Task 5.** *Переведите предложения, употребляя соответствующие местоимения.*

1. Кто-то прислал письмо из Лондона.
2. Она перевела текст сама.
3. Ты что-нибудь знаешь об этой стране?
4. У нее длинные волосы.
5. Я ничего не понимаю! Объясните мне все, пожалуйста!

**Task 6.** *Заполните пропуски нужной формой глагола «to be».*

1. Everybody … present today.
2. The days ... short in winter.
3. In two years I … … a good engineer.
4. Many years ago my father … a good pupil.
5. They … absent yesterday.

**Task 7.** *Преобразуйте данные предложения, употребляя оборот*

 *«there + be ».*

1. His house has a lift.
2. Many new streets will be in Rostov.
3. A week has 7 days.
4. Russia has many rivers and lakes.
5. Last month we had much work in the office.

**Task 8.** *Заполните пропуски нужной формой глагола «to have».*

1. My mother usually … much work about the house.
2. We … dinner at home yesterday.
3. We … … a lot of work to do tomorrow.
4. The students … holidays in summer.
5. My friend … a good idea.

**Task 9.***Прочитайте и письменно переведите текст.*

**Lawyers’ work**

Lawyers work to assure the principle of equal justice under law to the people of the state. A lawyer is both an advisor and an advocate. As an advisor, a lawyer informs clients about legal matters or represents persons, businesses and government in such matters as contracts and commercial transactions. As an advocate, a lawyer acts for the client in court. He also advocates on behalf of clients in resolving disputes out of court.

Lawyers’ work can include defending or prosecuting those accused of committing a crime. Lawyers research legal issues, draft contracts, wills and other documents, counsel, mediate and negotiate settlements. Some lawyers specialize in advising corporations working as in-house counsel. They also act for the company in court if a dispute arises. Most lawyers practise in law firms that can be small or big, but usually have different areas to counsel clients.

Usually lawyers concentrate on a certain practice area: taxation or intellectual property, some practise public interest law, working to protect the environment. Lawyers also work for various government agencies and organizations. Some lawyers may be appointed or elected to serve as judges. Judges preside in the courtroom. They resolve disputes and give judgments. In a jury trial they rule on points of law and tell the jury about the law that governs the case.

Legal careers also include teaching law and research. Careers in law enforcement, for example in the USA, such as private and criminal detectives, FBI agents, police officers, customs officers are possible after obtaining a criminal justice degree1.

**Entering the profession**

In some countries in order to practise as a lawyer it is necessary to get a university degree in law examinations must be passed. In Britain, it is not in fact necessary to have a degree, although nowadays most people entering the profession do. The main requirement is to pass the Bar final examination (for barrister) or the Law Society final examination (for solicitor). Someone with university degree in a subject other than law needs first to take a preparatory course. Someone without a degree at all may also prepare for the final examination, but this will take several years.

**Task 10.***Подготовьте пересказ текста. Подготовьтесь к обсуждению текста*

**2 семестр**

**Контрольная работа**

**Вариант 1**

**Task 1. Put the verbs in brackets into the Present Simple. Translate the sentences. Make the sentences negative and interrogative. Поставьте глаголы в скобках в Present Simple. Переведите предложения. Сделайте данные предложения отрицательными и вопросительными.**

1. Ben  and  Dan  often  (to  play)  chess  in  the  evening.

2. My  father  usually  (to  go)  to  the  stadium  on  Sunday.

3. The lecture (to begin) at 6.

4. The students (to work) hard on their reports.

5. He often (to take) part in conferences.

6. The theory (to clarify) the aim of their study.

7. Books and journals often (to cover) major studies.

**Task 2.  Form questions from the words. Образуйте вопросы из слов.**

1)  begin,  do,  what  time,  the  lesson ?

2)  at  school,  what  subjects,  you,  do  study ?

3)  on  Sunday,  your  friend,  when,  get  up,  does ?

4)  during  weekends,  your  friends,  what,  do,  do ?

5)  do,  you,  play  football,  usually,  where ?

**Task 3.** **Make up different types of questions to the sentence. Составьте разные типы вопросов к предложению (общий, альтернативный, разделительный, специальные, один из которых вопрос к подлежащему)**

He  likes  music.

He is a freshman.

**Task 4. Put the verbs in brackets into one of the tense forms (Поставьте глаголы в скобках в одну из видовременных форм настоящего времени): the Present Simple, the Present Continuous, the Present Perfect or the Present Perfect Continuous.**

1. He (to solve) the cross-word puzzle for half an hour and he (to say) he (to be) about to finish it as he (to think) over the last word.

2. They (to discuss) this question ever since I (to be) here and they (not to come) to any definite conclusion yet.

3. The typist (to miss) several words as she (to talk) all the time.

4. Right now he \_\_\_\_\_\_\_ (talk) on the phone.

5. The Earth \_\_\_\_\_\_\_\_\_\_ (go) round the Sun.

6. The man \_\_\_\_\_\_\_\_\_\_ (paint) the walls all day long.

**Task 5. Прочитайте и письменно переведите текст/ Read and translate the text**

**WHAT IS LAW?**

The English word law refers to limits upon various forms of behaviour. Some laws are descriptive: they simply describe how people, or even natural phenomena, usually behave. In all societies, relations between people are regulated by prescriptive laws. Some of them are customs — that is, informal rules of social and moral behaviour. Some are rules we accept if we belong to particular social institutions, such as religious, educational and cultural groups. And some are precise laws made by nations and enforced against all citizens within their power.

What motives do governments have in making and enforcing laws? Social control is undoubtedly one purpose. Public laws establish the authority of the government itself, and civil laws provide a framework for interaction among citizens. Without laws, it is argued, there would be anarchy in society (although anarchists themselves argue that human beings would be able to interact peacefully without laws if there were no governments to interfere in our lives).

Another purpose is the implementation of justice. Justice is a concept that most people feel is very important but few are able to define. Sometimes a just decision is simply a decision that most people feel is fair. But can we create a just society by simply observing public opinion? If we are always fair to majorities, we will often be unfair to minorities. If we do what seems to be fair at the moment, we may create unfairness in the future. Many philosophers have proposed concepts of justice that are much more theoretical than everyday notions of fairness, and sometimes governments are influenced by philosophers. But in general, governments are guided by more practical considerations such as rising crime rates or the lobbing of pressure groups.

Sometimes laws are simply an attempt to implement common sense. It is obvious to most people that dangerous driving should be punished; that fathers should provide financial support for their children if they desert their families; that a person should be compensated for losses when someone else breaks an agreement with him or her. But in order to be enforced, common sense needs to be defined in law, and when definitions are being written, it becomes clear that common sense is not such a simple matter. Instead, it is a complex skill based upon long observation of many different people in different situations. Laws based upon common sense do not necessarily look much like common sense when they have been put into words.

In practice, governments are neither institutions solely interested in retaining power, nor clear-thinking bodies implementing justice and common sense. They combine many purposes and inherit many traditions. The laws that they make and enforce reflect this confusion.

**Task 6.** *Подготовьте устный пересказ прочитанного текста на английском языке (10-15 предложений)*

**2 семестр**

**Контрольная работа**

**Вариант 2.**

**Task 1. Put the verbs in brackets into the Present Simple. Translate the sentences. Make the sentences negative and interrogative. Поставьте глаголы в скобках в Present Simple. Переведите предложения. Сделайте данные предложения отрицательными и вопросительными.**

1. They (to go) to the library every day.

2. Scientists (to use) different scientific methods.

3. We  (to like)  to  read  the  books  in  the  evening.

4. My  friend  always  (to  watch)  TV  at  seven  o’clock.

6. Не \_\_\_\_\_\_\_\_   (speak) English to his friends.

7. My brothers often  \_\_\_\_\_\_\_\_ (go) hiking.

**Task 2.  Form questions from the words. Образуйте вопросы из слов.**

1)  many / How / cards / do / get / you?

2) do / what / like / you / presents?

3) mum / what / make / does / cake / your?

4) like / you / parties / do / why?

5)  do,  you,  have a rest,  usually,  where ?

**Task 3.** **Make up different types of questions to the sentence. Составьте разные типы вопросов к предложению (общий, альтернативный, разделительный, специальные, один из которых вопрос к подлежащему)**

1)  They dance well.

2) They are good at dancing.

**Task 4. Put the verbs in brackets into one of the tense forms (Поставьте глаголы в скобках в одну из видовременных форм настоящего времени): the Present Simple, the Present Continuous, the Present Perfect or the Present Perfect Continuous**

1. The actors (to rehearse) since early morning; now they (to go over) the first scene as they (not to be) satisfied with their acting.

2. Since you (to keep) late hours this week you (to look) tired and worn out.

3. The lecturer (to mention) this name several times but I cannot remember it. I’ll write it down as soon as he (to mention) it again.

4. He (to work) at the language all the time and (to make) great progress. His phonetics (to be) perfect, only a slight accent (to remain).

5. School always \_\_\_\_\_\_\_ (close) for Easter holidays.

6. I’m exhausted. I \_\_\_\_\_\_\_\_\_\_\_\_\_ (train) my stomach muscles all morning

**Task 5.** *Прочитайте и письменно переведите текст*

**Law and Society**

When the world was at a very primitive stage of development there were no laws to regulate life of people. If a man chose to kill his wife or if a woman succeeded in killing her husband that was their own business and no one interfered officially.

But things never stay the same. The life has changed. We live in a complicated world. Scientific and social developments increase the tempo of our daily living activities, make them more involved. Now we need rules and regulations which govern our every social move and action. We have made laws of community living.

Though laws are based on the reasonable needs at the community we often don't notice them. If our neighbour plays loud music late at night, we probably try to discuss the matter with him rather than consulting the police, the lawyer or the courts. When we buy a TV set, or a train ticket or loan money to somebody a lawyer may tell us it represents a contract with legal obligations. But to most of us it is just a ticket that gets us on a train or a TV set to watch.

Only when a neighbour refuses to behave reasonably or when we are injured in a train accident, the money wasn't repaid, the TV set fails to work and the owner of the shop didn't return money or replace it, we do start thinking about the legal implications of everyday activities.

You may wish to take legal action to recover your loss. You may sue against Bert who didn't pay his debt. Thus you become a plaintiff and Bert is a defendant. At the trial you testified under oath about the loan. Bert, in his turn, claimed that it was a gift to him, which was not to be returned. The court after listening to the testimony of both sides and considering the law decided that it was a loan and directed that judgment should be entered in favour of you against Bert.

Some transactions in modern society are so complex that few of us would risk making them without first seeking legal advice. For example, buying or selling a house, setting up a business, or deciding whom to give our property to when we die.

On the whole it seems that people all over the world are becoming more and more accustomed to using legal means to regulate their relations with each other. Multinational companies employ lawyers to ensure that their contracts are valid whenever they do business.

**Task 6.** *Подготовьте устный пересказ прочитанного текста на английском языке (10-15 предложений)*

**2 семестр**

**Контрольная работа**

**Вариант 3**

**Task 1. Put the verbs in brackets into the Present Simple. Translate the sentences. Make the sentences negative and interrogative. Поставьте глаголы в скобках в Present Simple. Переведите предложения. Сделайте данные предложения отрицательными и вопросительными.**

1. She  ( to  wake  up)  at  six  o’clock.

2.  He  usually  ( to  make)  the  bed  in  the  morning

3. We  ( to  like)  to  play  leap-frog.

4.  My  grandmother  usually  (to  go)  to  bed  at  ten  o’clock.

5.  His  father  ( to  go)  shopping  every  day.

6. The paper (to cover) data both on children and adults.

7. The scientist (to use) this method.

**Task 2.  Form questions from the words. Образуйте вопросы из слов.**

1)  begin,  do,  what  time,  the  lesson ?

2)  at  school,  what  subjects,  you,  do  study ?

3)  on  Sunday,  your  friend,  when,  get  up,  does ?

4)  during  weekends,  your  friends,  what,  do,  do ?

5)  do,  you,  play  football,  usually,  where ?

**Task 3.** **Make up different types of questions to the sentence. Составьте разные типы вопросов к предложению (общий, альтернативный, разделительный, специальные, один из которых вопрос к подлежащему)**

My sister eats sweets every day.

She is good at cooking.

**Task 4. Put the verbs in brackets into one of the tense forms (Поставьте глаголы в скобках в одну из видовременных форм настоящего времени): the Present Simple, the Present Continuous, the Present Perfect or the Present Perfect Continuous**

1. Here you (to be) at last! I (to wait) for you for twenty minutes. You (not to be) ashamed?

2. It (to snow) steadily the whole week and it still (to snow). If it (to go) on like this, nobody will be able to reach the camp.

3. She (to speak) over the telephone long enough, it (to be) time for her to stop talking.

4. Look! Your mum \_\_\_\_\_\_\_\_\_\_\_\_ (water) tomatoes in the vegetable garden.

5. Kim \_\_\_\_\_\_\_\_\_\_\_\_\_ (never/be) abroad. 6. Could you close the window? I \_\_\_\_\_\_\_\_\_\_\_\_\_ (freeze).

**Task 5.** *Прочитайте и письменно переведите текст*

**Why do We Need Law?**

Almost everything we do is governed by some set of rules. There are rules for games, for social clubs, for sports and for adults in the workplace. There are also rules imposed by morality and custom that play an important role in telling us what we should and should not do. However, some rules *-* those made by the state or the courts *-* are called “laws”. Laws resemble morality because they are designed to control or alter our behaviour. But unlike rules of morality, laws are enforced by the courts; if you break a law *-* whether you like that law or not *-* you may be forced to pay a fine, pay damages, or go to prison.

Why are some rules so special that they are made into laws? Why do we need rules that everyone must obey? In short, what is the purpose of law?

If we did not live in a structured society with other people, laws would not be necessary. We would simply do as we please, with little regard for others. But ever since individuals began to associate with other people *-* to live in society *-* laws have been the glue that has kept society together.

Even in a well-ordered society, people have disagreements and conflicts arise. The law must provide a way to resolve these disputes peacefully. If two people claim to own the same piece of property, we do not want the matter settled by a duel: we turn to the law and to institutions like the courts to decide who is the real owner and to make sure that the real owner's rights are respected. We need law, then, to ensure a safe and peaceful society in which individuals' rights are respected.

In our society, laws are not only designed to govern our conduct: they are also intended to give effect to social policies. For example, some laws provide for benefits when workers are injured on the job, for health care, as well as for loans to students who otherwise might not be able to go to university.

Another goal of the law is fairness. This means that the law should recognize and protect certain basic individual rights and freedoms, such as liberty and equality. The law also serves to ensure that strong groups and individuals do not use their powerful positions in society to take unfair advantage of weaker individuals.

However, despite the best intentions, laws are sometimes created that people later recognize as being unjust or unfair. In a democratic society, laws are not carved in stone, but must reflect the changing needs of society. In a democracy, anyone who feels that a particular law is flawed has the right to speak out publicly and to seek to change the law by lawful means.

**Task 6.** *Подготовьте устный пересказ прочитанного текста на английском языке (10-15 предложений*

**3 семестр**

**Контрольная работа**

**Вариант 1**

**Task 1. Раскройте скобки, употребляя глаголы в нужной видовременной форме**

1. What you (do) here? – I (look) for my pen.
2. He (go) to the theatre every Sunday.
3. I (receive) just a letter from him.
4. We (not meet) since we (leave) school.
5. The woman who (speak) to Paul is our teacher.
6. I (speak) to him before you return.

7. Where is your luggage? — I (to leave) it at the station. I (to take) it tomorrow when Nick (to come) to help me.

8. I (to read) about an hour when he (to come).

9. The play (not yet to begin) and the people (to talk) in the hall.

10. Yesterday I (to buy) a new pair of gloves, as I (to lose) the old ones.

11. We (to walk) in silence. He already (to tell) me all that (to be) interesting about himself, and I (to have) nothing to tell him.

12. The moon (not to rise) yet, and only two stars, like two distant lighthouses, (to shine) in the dark blue sky.

**Task 2. Переведите предложения на английский язык, обращая внимание на употребления глаголов в нужных видовременных формах**

1. Мы проводим время за городом каждые выходные.
2. Вчера он был на работе.
3. Она не переведет эту статью до трех часов.
4. Мы увидим их завтра днем.
5. Дети громко разговаривают.
6. Они уже обсуждали этот вопрос в течение часа, когда я пришел.
7. Она только что сдала экзамен по физике.

Task 3. Прочитайте и переведите текст, oтветьте на вопросы по тексту. Подготовьтесь к обсуждению текста.

THE SYSTEM OF LAW IN THE UK

1. Why do you think the distinction between civil law and criminal law is more important to practising lawyers than the distinction between public and private law?

2. What is the difference between criminal law and civil law?

3. What happens to a defendant if he or she is found guilty?

4. What happens to a defendant if he or she is found not guilty?

5. What happens if the proceeding in a civil case results in judgement for the claimant?

6. What does the presumption of innocence mean?

7. Why is the standard of proof higher in a criminal action than in a civil one?

The study of law distinguishes between public law and private law, but in legal practice in the UK the distinction between civil law and criminal law is more important to practising lawyers. Public law relates to the state and is concerned with laws which govern processes in local and national government conflicts between an individual and the state. Private law is concerned with the relationships between individuals and corporations, and includes family law, contract law, property law, etc.

Criminal law deals with certain forms of conduct for which the state reserves punishment, for example murder or theft. The state prosecutes the offender. Civil law concerns relationships between private persons, their rights and duties. It also deals with the conduct which may give rise to a claim by a legal person for compensation or injunction. When it comes to prosecution under the laws of the country it's common to speak about criminal offence but civil wrongs.

Criminal and civil proceedings are usually very different. In a criminal proceeding a prosecutor prosecutes a defendant. If the verdict is “guilty”, the defendant is convicted. He will have a criminal record for the crime and will be punished by one of a variety of punishments ranging from life imprisonment to a fine, which is paid to a court. If the defendant is found “not guilty”, he is acquitted and allowed to leave court without punishment.

In civil cases a claimant sues a defendant or brings a claim against him. The proceeding may result in judgement for the claimant, which means that the defendant is found liable and the judge may order the defendant to pay damages.

The duty to prove a case is called the burden of proof. In criminal cases the burden of proof falls on the prosecution. In other words it's the duty of the prosecution to prove guilt, the defendant doesn't have to prove his innocence. This principle is called the presumption of innocence, which means that every person charged with a criminal offence is considered to be innocent until proved guilty.

The degree of proof which makes the court sure that the person is guilty is called the standard of proof. The standard of proof is higher in a criminal action than in a civil one since the penalties are stricter. In a criminal case a prosecution must prove the guilt of a criminal “beyond reasonable doubt”, which means that the prosecution must make the court sure that the defendant committed the crime. If the court is not sure or has a reason for the doubt, it must acquit the defendant.

In a civil action the burden of proof is on the claimant. He is required to prove his case “on a balance of probabilities”, i.e. to show that his case is more probable than not. But he doesn't have to make the court sure about it; it's enough to show that the defendant was probably guilty.

One and the same offence may sometimes result in both kinds of prosecution, civil and criminal. For example, the driver who injured a passer-by will not only face criminal penalties imposed by a criminal court but may have to pay compensation for injuries ordered by a civil court.

**Task 4. Подберите русские эквиваленты к следующим словам и выражениям из текста.**

1. criminal offence
2. civil wrong
3. criminal proceeding
4. civil proceeding
5. prosecution
6. defendant
7. claimant
8. criminal record
9. to pay damages
10. burden of proof
11. standard of proof
12. presumption of innocence
13. to charge smb. with a criminal offence
14. to prove the guilt “beyond reasonable doubt”
15. to prove a case “on a balance of probabilities”

**Task 5. Найдите в тексте английские эквиваленты.**

1. судебный запрет
2. осудить
3. оправдать
4. признать виновным
5. пожизненное заключение
6. штраф
7. подавать в суд, предъявлять иск
8. решение в пользу истца
9. доказывать вину
10. доказывать невиновность

**Task 6**. **Определите, справедливы данные высказывания или нет. Исправьте неверные утверждения.**

1. Civil law concerns relationships between private persons and the state.
2. A fine for a criminal offence is paid to a victim.
3. If the defendant is convicted he'll have a criminal record.
4. The most severe punishment for criminal offences is life imprisonment.
5. In civil cases a claimant prosecutes a defendant.
6. It is the duty of the defense to prove that the defendant is innocent.
7. In a civil case a claimant must prove the guilt of a defendant “beyond reasonable doubt”.
8. It is the duty of the defense to prove that the defendant is innocent.
9. In a civil case a claimant must prove the guilt of a defendant “beyond reasonable doubt”.
10. A person can't be sued and prosecuted for one and the same offence.
11. A person can't be sued and prosecuted for one and the same offence.

**3 семестр**

**Контрольная работа**

**Вариант 2**

**Task 1. Раскройте скобки, употребляя глаголы в нужной видовременной форме**

1. When I (come) into the room they (discuss) something.
2. It (rain) hard when I (leave) the house.
3. Tomorrow at 10 o’clock we (write) a composition.
4. He (come) 10 minutes ago.
5. When you (be) there tomorrow? – I (be) there at 10 o’clock.
6. They (finish) their work by last Monday.

7. What you (to do) these three months?

8. Our train starts late in the evening, so if you (to come) at seven o'clock, we still (to pack) our luggage.

9. When you (to see) him last?

10. I (to meet) him when he (to walk) across the park.

11. You ever (to act) on the stage? — Why, yes, that's what I (to do) for the last six years.

12. Don't enter the bedroom! The child (to sleep) there, and he always (to wake) up when somebody (to open) the door.

**Task 2. Переведите предложения на английский язык, обращая внимание на употребления глаголов в нужных видовременных формах**

1. Я знаю этого человека уже пять лет.
2. Мой брат работает в крупной строительной компании.
3. Завтра утром наши друзья отправляются путешествовать.
4. Вчера с двух до трех мы писали сочинение.
5. Мы обсуждаем план работы с пяти часов.
6. Она только что вернулась из отпуска.

**Task 3. Прочитайте и переведите текст, ответьте на вопросы. Подготовьтесь к обсуждению текста**

1. What is the biggest concern of family law?
2. Why are children treated differently by law than adults?
3. Do children born outside legitimate marriages have the same rights with legitimate children?
4. Whom does family law consider?
5. May a married couple seek a divorce?
6. Whose interests are taken into account first of all when people get divorced?
7. In what case will a divorce be issued?

**Family law**

Family law is a branch of law which deals with “domestic relations», it is concerned with such subjects as adoption, divorce, separation, paternity, custody, support and child care.

The law sees the family as a special institution. Family law considers married and unmarried couples, and their children; custody of and responsibility for children; and protection from violence at home.

In some societies the family is thought to be so important that there is very little legal intervention in family life, for example in many Islamic countries. But in many parts of the world, the law now promotes the rights the rights of individuals within the family unit, and regulates family relations through legislation.

In general, the welfare of children is the biggest concern of family law. In most countries legal systems treat children differently from adults. In economically developed countries, there are limits on the type and amount of work a child is allowed to do. There are age limits on the rights and duties of citizens. In Britain as in many countries, there are special courts with very strong powers to control and transfer private property in the interests of children. Special courts deal with young people who commit crimes.

The laws in most countries place more emphasis upon marriages legally registered than social arrangements whereby people live together. In Britain, children born outside legitimate marriages have fewer rights to financial support from estranged fathers than legitimate children. In addition, if they are born outside the UK, they are less likely than legitimate children to be granted British citizenship. Their fathers have no automatic right to contact with them. Some welfare payments are calculated on a different basis according to whether recipients are married or not, and more procedures are available to a married woman than an unmarried one in seeking protection from domestic violence

In English law, some marriages may be dissolved or nullified. A couple may also seek a divorce. The procedure may be lengthy, especially if one does not want to get divorced or if there are children. Divorce proceedings in England take place in certain County Courts known as divorce county courts. Some matters are also dealt with in the Family Division of the High Court. A divorce will not be issued until satisfactory arrangements have been made for any children of the marriage, including determining who is to have custody of the children. In case of property, the courts have to find balance between two principles. One of that is any division should fairly reflect how much each party contributed to the property they held together. Nowadays, courts look beyond legal ownership and cash contributions. Work done in the home, time spent caring for the family, even emotional support, are all considered as giving some rights to property.

**Task 4. Найдите в тексте английские эквиваленты русским словам и словосочетаниям:**

1. вмешательство в семейные дела
2. регулировать отношения
3. законный, легальный
4. поддержка
5. аннулировать брак
6. опека, попечительство
7. развод
8. вкладывать деньги
9. поддерживать
10. судебное разбирательство

**Task 5. Переведите на русский язык следующие слова и словосочетания из текста:**

1. private
2. register
3. welfare payment
4. citizenship
5. child care
6. age limits
7. legislation
8. emotional support
9. strong powers
10. adoption

**Task 6. Согласитесь или опровергните утверждения, используя речевые модели**

**Model: a) I quite/completely/fully/entirely agree, that's right.**

**b) I disagree, I can't agree, I don't think so, it's wrong/false, on the contrary.**

1. Family law is a branch of law that deals with employment relations.
2. There are no special family courts in the UK.
3. The welfare of children is the biggest concern of family law.
4. Family law regulates the relations in a family.
5. Children and adults are treated equally by the law.
6. There are no age limits on the rights and duties of citizens.
7. According to English law marriages can never be dissolved.

**3 семестр**

**Контрольная работа**

**Вариант 3**

**Task 1. Раскройте скобки, употребляя глаголы в нужной видовременной форме**

1. My friends (to study ) at the University.
2. I often ( to read) some interesting books on weekends.
3. She (to teach) at our school for twenty years
4. Now my friends (to listen) to music.
5. They (to graduate) from the University by that time.
6. We could not go out because it (to rain) hard since early morning.
7. We (to pass) often the examinations successfully.
8. The lecture (to begin) early in the morning tomorrow.

9. What you (to do) when I (to come) in?

10. When I (to come) to his house, they (to tell) me that he (to leave) an hour before.

11. On checking up his answers he (to find) out that he (to make) several mistakes.

12. When I (to leave) home, the snow already (to stop), but a strong wind (to blow).

13. You (to have) your contract soon: the secretary (to type) it now.

14. How long he (to wait) for Steve yesterday? – He (to wait) for twenty minutes when Steve (to come) at last.

15. You already (to visit) your doctor? – I (to visit) him two hours ago. – What he (to tell) you? – He (to advise) to keep to a diet.

**Task 2. Переведите предложения на английский язык, обращая внимание на употребления глаголов в нужных видовременных формах**

1. По утрам они часто ходят на прогулку.
2. Они ездили в Москву в прошлом году.
3. Дом будет построен к сентябрю.
4. Она учится в Лондоне уже целый год.
5. Мой друг встретит вас на вокзале в четверг.
6. Мы встретились, когда профессор шел на работу.

**Task 3. Прочитайте и переведите текст, ответьте на вопросы. Подготовьтесь к обсуждению текста**

**Labour Law**

1. How can you define the term “labour law”?
2. What does labour law deal with?
3. What does labour law govern?
4. Why is this branch of law so important?
5. What are the main elements of labour law?
6. How do you understand the expression “custom and practice agreement”?
7. What is the main function of trade unions?
8. What does the written statement from the employer describe?

Labour Law is the body of laws, administrative rulings, and precedents which address the legal rights of, and restrictions on, working people and their organizations. As such it mediates many aspects of the relationship between trade unions and employers. Out of all different branches of law, this one deals with the terms and conditions of work, and disputes regarding employment of labour. This is a set of rulings and regulations that govern the relationship and terms between employers and employees.

In its most comprehensive sense the term includes social security and disability insurance as well. In addition to the individual contractual relationships growing out of the traditional employment situation, labour law deals with the statutory requirements and collective relationships that are increasingly important in mass-production societies, the legal relationships between organized economic interests and the state, and the various rights and obligations related to some types of social services.

The basic subject matter of labour law can be considered under nine broad heads: employment; individual employment relationships; wages and remuneration; conditions of work; health, safety, and welfare; social security; trade unions and industrial relations; the administration of labour law; and special provisions for particular occupational or other groups. There are special rules about the employment of children and young people.

Your rights at work will depend on:

- your statutory rights and

- your contract of employment.

Statutory rights are legal rights based on laws passed by Parliament.

Nearly all workers, regardless of the number of hours per week they work, have certain legal rights.

The contract of employment is the agreement made between the employer and the employee. This could be in the form of a written agreement or what has been agreed verbally between them. In addition, the contract of employment will also include “custom and practice” agreements. These are how things are usually done in the workplace, for example, if the employer always gives the employees a day's holiday in August. Even though this is not mentioned in the written contract this will form part of the contract of employment as it is usual practice. If the written contract says one thing, but in practice all the employees have been doing something else with the employer's knowledge and agreement, the “custom and practice” would form the contract rather than the written statement.

A trade union may have negotiated an agreement with an employer about conditions at work. The negotiated agreement will often form part of a contract of employment, particularly if the conditions are more favourable than the previous ones. One of the main functions of trade unions is to protect the rights of workers.

All workers, regardless of the number of hours they work per week, are entitled to receive a written statement from their employer, within two months of starting work. The statement describes the main terms of the contract of employment. The statement must give details about: job title, wages and hours of work, sick pay, pension schemes, holiday entitlement, grievance, dismissal and disciplinary procedure and so on.

**Task 4. Переведите на русский язык слова и словосочетания из текста.**

1. to mediate many aspects
2. to be entitled to
3. disciplinary procedure
4. statutory rights
5. administration of labour law
6. usual practice
7. social security
8. body of laws
9. legal rights
10. regulations
11. a set of rulings
12. to negotiate an agreement
13. to describe terms

**Task 5. Найдите в тексте английские эквиваленты русским словам и словосочетаниям.**

1. страхование на случай нетрудоспособности
2. зарплата и вознаграждение
3. условия труда
4. трудовые отношения
5. безопасность и благосостояние
6. профсоюзы
7. предусмотренный законом
8. договор о найме (трудовой договор)
9. занятость
10. место работы
11. увольнение
12. больничный лист
13. часы работы
14. положение

**Task 6. Согласитесь или опровергните утверждения, используя речевые модели, выражающие согласие или несогласие**

**Model: a) I quite/completely/fully/entirely agree, that's right.**

**b) I disagree, I can't agree, I don't think so, it's wrong/false, on the contrary.**

1. Labour law does not deal with employment of labour.
2. Labour law also deals with family relations.
3. The contract of employment is the agreement between the employer and trade unions.
4. Labour law regulates the relationship between employers and employees.
5. There are no special rules about employment of children and young people.
6. The statutory rights are legal rights based on laws passed by Parliament.
7. A trade union cannot negotiate a contract of employment with an employer.

**4 семестр**

**Контрольная работа**

**Вариант 1**

**Task 1. Change the following sentences into the passive voice if possible. Измените залог в следующих предложениях**

1. The misfortune changed Mrs. Grey’s appearance overnight.
2. Everybody considers Nancy charming.
3. He painted the picture several years ago.
4. We shall meet Jack at the airport.
5. They are looking for a man in a brown suit.
6. They are taking no notice of Emily.

**Task 2. Translate the sentences into English. Переведите предложения**

1. Нам объяснили это правило вчера.
2. Было объявлено, что мы должны собраться у института в 9 часов утра.
3. Сейчас музей ремонтируют. Его откроют для посетителей только в сентябре.
4. Игроков футбольной команды собрали после матча и объяснили им их ошибки.
5. Над ним смеются, потому что он сноб.
6. Тома и Гека искали везде, но никто не подозревал, где они находятся на самом деле.
7. Контрольные работы уже проверили; результаты вполне удовлетворительные, даже хорошие.

**Task 3. Выберите правильный вариант. Переведите предложения**

1. Alexander Pushkin’s first poem (was written / written) when he was fourteen.

2. The letters (be sent / will be sent) by post tomorrow.

3. The translation (was finished / were finished) two hours ago.

4. London (visited / is visited) by hundreds of tourists every year.

5. The dinner (be / will be) ready in an hour (через час).

6. A defendant (refuses, refused) to obey law, so he (is punished, was punished).

7. Law (has, have) several aims which (concern, are concerned) mainly with making society more stable.

**Task 4. Прочитайте и переведите текст. Подготовьтесь к обсуждению текста**

**The System of Government of the United Kingdom**

UK Government. General Elections. Introduction. Cabinet Government. Judiciary. Parties. Parliament.

The United Kingdom is a unitary state and a democratic constitutional monarchy.

The constitution is uncodified, being made up of constitutional conventions and various elements of statutory law. The Monarch is Head of State and the Prime Minister is the head of Government.

The Sovereign formally appoints the Prime Minister, who, by convention, is the leader of the majority party in the House of Commons. Other ministers are appointed by the Sovereign on the advice of the Prime Minister. They make up the Government and act as political heads of the various Government Departments.

The UK has a cabinet Government. They meet weekly to run the country, while the British Parliament is in session. The UK Cabinet has collective responsibility for decision-making. no Cabinet minister can oppose it. Although the executive power is exercised by Her Majesty's Government, all the ministers remain responsible to the UK Parliament.

The UK Parliament is the United Kingdom's supreme legislative body. The main function of Parliament is to pass laws and raise finance through taxation. It consists of the Queen and the two chambers of Parliament, the House of Commons and the House of Lords. The House of Commons is a representative body consisting of 650 Members of Parliament (MPs) elected by a system of universal suffrage. The House of Lords is not elected. It is not allowed to amend in any way certain bills passed by the House of Commons and has limited powers of revision or delay over others.

Great Britain has a long judicial history. The judiciary is an independent body. The United Kingdom doesn't have a single unified judicial system. Today the UK has three distinct systems of law: English law, Northern Ireland law and Law of Scotland. Both English law, which applies in England and Wales, and Northern Ireland law are based on common-law principles. The essence of common law is that law is made by judges sitting in courts, applying their common sense and knowledge of legal precedent to the facts before them. Law of Scotland, a hybrid system based on both common-law and civil-law principles, is applied in Scotland.

For electoral purposes Britain is divided into parliamentary constituencies. General elections must be called within five years. They are held following a dissolution of Parliament. The Prime Minister asks the Monarch to dissolve Parliament by Royal Proclamation. Traditionally the date of general elections is not fixed in advance, and the time is chosen by the governing party to maximize political advantages. Voting is by secret ballot and takes place on Polling Day. Since 1935 every general election has been held on a Thursday by universal suffrage.

The voters in the United Kingdom also elect members of the European Parliament on a broadly proportional system of voting.

The UK is sometimes called a “two-and-a-half” party system, because parliamentary politics is dominated by the Labour Party and Conservative Party, with the Liberal Democrats holding a significant number of seats (but still less than Labour and the Conservatives) and several small parties. The party in power requires the support of the people it governs. Without this most basic requirement, a government will find it hard to function effectively. If a party loses an election, it will confirm the right of the victorious party to exercise power. It will not deny its right to govern.

**Task 5. Прочитайте текст и закончите предложения в соответствии с содержанием текста.**

1. The constitution of the United Kingdom is made up of ... .

2. The Executive power is exercised by ... .

3. The United Kingdom's supreme legislative body is . .

4. The United Kingdom doesn't have a single unified judicial system . .

5. The essence of common law is . .

6. For electoral purposes Britain is divided into . .

7. General elections take place on . .

8. The UK is a multi-party system and it is sometimes called a two-and-a-half party system . .

**Task 6. Выразите согласие/несогласие, используя следующие речевые модели.**

**Model: a) I quite/completely/fully/entirely agree, that's right.**

**b) I disagree, I can't agree, I don't think so, it's wrong/false, on the contrary.**

1. The United Kingdom is both a constitutional monarchy and a democracy.

2. The British Constitution is written. It is set out in an official handbook which anyone can buy and study.

3. Though the Monarch is Head of State but in practice the Queen reigns, she doesn't rule.

4. The Queen, the Lords and the Commons form the Parliament. It means that they all act together.

5. The House of Lords is a very powerful body.

6. The House of Commons is directly elected by the people of Britain and general elections must take place at least every five years.

7. The UK exists under a “one-party system” because parliamentary politics is dominated by the Conservative Party only.

**4 семестр**

**Контрольная работа**

**Вариант 2**

**Task 1. Change the following sentences into the passive voice if possible.** **Измените залог в следующих предложениях, если это возможно.**

1. He pointed out the weak points in our report.
2. She is so beautiful that everybody always looks at her.
3. Barbara cut her finger yesterday.
4. Doctor Brady has made an interesting report today.
5. Ann had dark hair and blue eyes.
6. A man is waiting for M. Ross downstairs.

**Task 2. Translate the sentences into English***.* **Переведите предложения**

1. Дом уже построили? – Нет, он еще строится. – Когда его построят? – Его построят к сентябрю.
2. Не беспокойтесь, о вашей матери позаботятся.
3. Элизу научили правильно произносить слова.
4. Его оштрафовали, потому что он перешел улицу на красный свет.
5. Мост уже построили к тому времени, как мы переехали в этот город.
6. Какой вопрос обсуждали, когда мы вошли.
7. Ему посоветовали обратиться к врачу.

**Task 3. Выберите правильный вариант. Переведите предложения**

1. The book (wrote/was written) by Hardy.

2. The house (bought/was bought) by pop star.

3. Local police (have been arrested/have arrested) the bank robber.

4. The room (will clean/will be cleaned) later.

5. Tom (has lost/has been lost) his key.

6. Laws (codified, were codified) in many countries.

7. Laws (are enforced. have been enforced), and such enforcement usually (carries out, is carried out) by the state.

**Task 4. Прочитайте и переведите текст. Подготовьтесь к обсуждению текста**

**Overview of the United States Government and Policies**

Government of the United States is based on a written constitution. This constitution consists of a Preamble, seven Articles, and 27 Amendments. From this document, the entire federal government was created. It is a living document whose interpretation has changed over time. The amendment process is such that while not easily amended, US citizens are able to make necessary changes over time.

**Three Branches of Government.** The USA is a presidential republic. The US Constitution was adopted by Congress in 1787. The Constitution created three separate branches of government. Each branch has its own powers and areas of influence. At the same time, the Constitution created a system of checks and balances that ensured no one branch would reign supreme. The three branches are:

**Legislative Branch.** This branch consists of the Congress (the Senate and the House of Representatives) which is responsible for making the federal laws. The Congress can pass the law anyway if it gets a two-thirds majority votes. The President can veto (reject) it. Congress also plays an informative role. It informs the public about different and important subjects.

**Executive Branch.** The executive power lies with the President of the United States who is given the job of executing, enforcing, and administering the laws and government. The president is to carry out the programmes of the Government, to recommend much of the legislation to the Congress.

**Judicial Branch.** The judicial power of the United States is vested in the Supreme Court - the highest judicial organ of the state and the federal courts. Their job is to interpret and apply US laws through cases brought before them. Another important power of the Supreme Court is that of Judicial Review whereby they can rule laws unconstitutional.

The Constitution is built on six basic principles: Popular Sovereignty; Limited Government; Separation of Powers; Checks and Balances; Judicial Review; Federalism.

**Political Process.** While the Constitution sets up the system of government, the actual way in which the offices of Congress and the Presidency are filled is based upon the American political system. The US exists under a two-party system. The two major parties in America are the Democratic and Republican parties. Sometimes, a special issue produces a third party, but the third party often loses strength. Parties perform a wide variety of functions. They act as coalitions and attempt to win elections.

**Elections.** In the United States elections are held at all levels including local, state, and federal. There are numerous differences from locality to locality and state to state. Even when determining the presidency, there is some variation with how the electoral college (a body of people representing the states of the USA, the system that is used in presidential elections) is determined from state to state. While voter-turn-out is barely over 50% during Presidential election years and much lower than that during midterm elections, elections can be hugely important.

**Task 5. Закончите предложения в соответствии с содержанием текста.**

1. The Constitution of the USA consists of ...
2. The Constitution created ...
3. The President of the USA is given the job of ...
4. The judicial branch of the government is the system of courts in the USA. Its job is ...
5. The USA exists under a two-party system. Sometimes, a special issue produces a third party, but ...
6. Elections are held in the United States at all levels ...

**Task 6. Выразите согласие/несогласие со следующими утверждениями, используя речевые модели.**

**Model: a) I quite/completely/fully/entirely agree, that's right.**

**b) I disagree, I can't agree, I don't think so, it's wrong/false, on the contrary.**

1. The Constitution of the USA consists of 27 Amendments.
2. A written constitution is a living document. It can be altered with ease.
3. The Constitution created three separate branches of government.
4. Congress, the legislative branch of the federal government, is made up of an upper house, called the Federation Council, and a lower house, the State Duma.
5. Power is concentrated in the executive branch, which is headed by the President who is given the job of executing, enforcing and administering the laws and the government.
6. The judicial power of the United States is vested in the US District Courts.
7. The two major parties in America are the Democrats and the Republicans. They perform a wide variety of functions.
8. Elections are held at all levels and there are numerous differences in registration laws from locality to locality and state to state.

**4 семестр**

**Контрольная работа**

**Вариант 3**

**Task 1. Change the following sentences into the passive voice if possible. Измените залог в следующих предложениях**

1. The speaker stressed the importance of the Congress.
2. This actor will play the part of Hamlet.
3. The students have learnt a lot of new English words.
4. The director himself answered the phone.
5. Somebody recommended me to see that doctor.
6. They had eaten all the dinner before they finished the conversation.

**Task 2. Переведите предложения**

1. Его часто посылают заграницу.

2. Этот вопрос не обсуждается сейчас.

3. Эта книга ещё не переведена.

4. К тому времени, когда мы вернулись, ворота уже были закрыты.

5. Вам задавали вопросы на экзамене?

6. На следующий год здесь построят дом.

7. За ним послали двадцать минут назад.

**Task 3. Выберите правильный вариант. Переведите предложения**

1. The news programme (*is watched / watched)* by millions of people every day.
2. I (*arrived/was arrived*) last Friday.
3. The Mona Liza (painted*/ was painted)* by Leonardo da Vinchi.
4. The new cinema (be*built / will be built)* next year.
5. New pop groups (are*much spoken / is much spoken*) about among teenagers.
6. Law (defines, is defined) as a rule of human conduct, imposed upon and enforced among, the members of the state.
7. If people (disobey, will disobey) the rules the law (threatens, is threatened) them with something unpleasant - often called a sanction.

**Task 4. Прочитайте и переведите текст. Подготовьтесь к обсуждению текста**

**The Constitution of the Russian Federation**

The Constitution of the Russian Federation is Russia's supreme law, passed through a national vote. It contains the basic principles of the Russian constitutional system.

The Constitution:

* defines the federative structure of the Russian Federation;
* establishes the principles of sovereignty and independence of the Russian Federation;
* defines the principle of separation of powers between legislative, executive and judicial branches;
* establishes equality of ideologies and religions;
* defines the Russian Federation as a secular state.

The Constitution of the Russian Federation defines the rights and freedoms of a human and a citizen, sets their priority when deciding any issues, and proclaims the principle of equality before law and court. As for the federative structure, the Constitution contains the list of component units of the Russian Federation, covers the issues that are within the jurisdiction of the Russian Federation and those that are within the joint jurisdiction of federal and local authorities.

Separate articles are devoted to the bodies of federal power: the President of the Russian Federation, the Federal Assembly of the Russian Federation, and the Government of the Russian Federation and also the judicial power of the Russian Federation. In these articles, the order and the terms of appointed and elected officials and the limits of their competence are defined according to the principle of separation of powers.

Under the Constitution adopted on December 12, 1993 at the all-Russia referendum, full authority in the Russian Federation belongs to the President and the bodies of the legislative (two- chamber parliament - Federal Assembly), executive (Government of the Russian Federation) and the judicial authorities, which work independently.

The President of the Russian Federation is the Head of the State; the duties of the President are listed, including his status of the Supreme Commander of the Armed Forces of the Russian Federation. The Constitution also contains the text of the oath taken by the President of the Russian Federation upon taking office.

The Federal Assembly of the Russian Federation (the Federation Council and the State Duma) represents the legislature. The order of electing representatives for these chambers, their competence, terms of office are provided by the Constitution.

The Government of the Russian Federation is the executive branch. The Constitution determines the extent of its jurisdiction and also defines the order and the terms of office of government officials.

Judicial power is implemented by means of constitutional, civil, administrative, and criminal legal proceedings. The Constitution establishes the principles of independence, irremovability and immunity of judges, thus providing for objectiveness and impartiality of the court.

The system of courts of the Russian Federation consists of:

* the Constitutional Court of the Russian Federation;
* the Supreme Court of the Russian Federation;
* the Higher Arbitration Court of the Russian Federation.

Separate articles are devoted to the Russian Federation Procurator's Office with functions of supervision and control, and the procedure for adoption of Constitutional amendments. The Constitution regulates the issues of local self-government, including its authority and sphere of activity.

Transitional and Final provisions regulating the promulgation of the Constitution and its enforcement are contained in Part 2 of the Constitution.

**Task 5. Закончите предложения согласно содержанию текста.**

1. Constitution establishes ...
2. As for the federative structure, the Constitution .
3. The bodies of federal power are...
4. The Federal Assembly of the RF represents .
5. The Constitution determines .
6. Judicial power is implemented by means of .

**Task 6. Ответьте на вопросы по тексту.**

1. What does the Constitution of the Russian Federation define and establish?
2. What provisions does the Constitution contain regarding the federative structure?
3. What are the bodies of federal power?
4. Who does the full authority in the Russian Federation belong to under the current Constitution?
5. What provisions concerning the legislature are provided by the Constitution?
6. What is the executive branch of power in the Russian Federation?
7. How is judicial power implemented in the Russian Federation?
8. What principles of judicial power does the Constitution establish?
9. What does the system of courts consist of?
10. Does the Constitution regulate the activities of local self-government?

**5 семестр**

**Контрольная работа**

**(для всех вариантов)**

**Task 1.** **Выберите правильную форму глагола (действительный залог).**

1. Students (are studying, study) law at the university. 2. He already (graduated, has graduated) from the university. 3, Last year he (graduated, has graduated) from the university. 4. The police (didn't find, haven't found) the killer yet. 5. For about 10 years legislators (discussed, have been discussing) the bill. 6. Every year the State Duma of the RF (is passing, passes) a lot of laws. 7. In 1992 our country (ratified, had ratified) the treaty. 8. Lawyers (came, have come) to the agreement by the end of the present session. 9. You (are looking, look) very thoughtful. What (do you think, are you thinking) about? - I (think, am thinking) about retirement. - But you are only 25. You only just (started, have started) your career. - I (know, am knowing), but I (read, have read) an article which (says, is saying) that a sensible man (started, starts) thinking about retirement at 25.

**Task 2.** **Раскройте скобки, употребляя глаголы в одной из предложенных видовремееных форм.**

**1) Раскройте скобки, употребляя глаголы в *Pr. Cont.*или в *Pr. Simple.***

1. I (not to drink) coffee now. I (to write) an English exercise.
2. I (not to drink) coffee in the evening. I (to drink) coffee in the morning.
3. Your friend (to do) his homework now?
4. Your friend (to go) to school in the morning?
5. Look! The baby (to sleep).
6. The baby always (to sleep) after dinner.
7. My grandmother (not to work). She is on pension.

**2) Раскройте скобки, употребляя глаголы в *Pr., Past*или *Future Simple.***

1. I (to go) to bed at ten o'clock every day.
2. I (to *go)*to bed at ten o'clock yesterday.
3. I (to go) to bed at ten o'clock tomorrow.
4. I (not to go) to the cinema every day.
5. I (not to go) to the cinema yesterday.
6. I (not to go) to the cinema tomorrow.
7. You (to watch) TV every day?
8. You (to watch) TV yesterday?

**3) Употребите глаголы в *Pr. Cont., Pr. Simple, Past Simple*или *Future Simple.***

1. He (to spend) last summer in the country.
2. He (not to spend) last summer in the country.
3. He (to spend) last summer in the country?
4. Where he (to spend) last summer?
5. She (to help) mother yesterday.
6. She (not to help) mother yesterday.
7. She (to help) mother yesterday?
8. How she (to help) mother yesterday?
9. Kate (to cook) dinner every day.
10. Kate (to cook) dinner tomorrow.
11. Kate (to cook) dinner now.
12. Kate (to cook) dinner yesterday.

**4) Раскройте скобки, употребляя глаголы в *Pr. Perf. или Past Simple.***

1. We (to travel) around Europe last year.
2. My father knows so much because he (to travel) a lot.
3. I (to see) Pete today,
4. She (to see) this film last Sunday.
5. Alex (to meet) his friend two hours ago.
6. I just (to meet) our teacher.
7. The children already (to decide) what to do with the books.
8. Yesterday they (to decide) to help their grandmother.

**5) Употребите глаголы в *Pr. Perf., Pr. Cont., Pr. Simple*или Past *Simple.***

1. Please give me a pencil, I (to lose) mine.
2. I (not to meet) Peter since Monday.
3. Nina just (to finish) work.
4. Where Sergei (to be)? — He (to go) home. He (to leave) the room a minute ago.
5. What you (to read) now? — I (to read) "Jane Eyre" by Charlotte Bronte.
6. They (to read) "Ivanhoe" by Walter Scott a month ago.

**Task 3. Измените залог в следующих предложениях**

1. They will build a new house in a year.

2. He has been working hard since 9 a.m.

3. We think Van Gogh painted this picture.

4. They produce the best whisky in Scotland.

5. A beautiful girl is sitting on the bench.

Task 4. Замените предложения в прямой речи на предложения в косвенной речи, произведя необходимые изменения.

1. “We are not talking about any kind of censorship on the Internet”, the President says.
2. The committee spokesman said a week ago, “The Investigative Committee is forming a department that will investigate crimes committed by police officers.”
3. A lawyer said to Mr. Woodworth, “The most severe punishment now for this criminal offence is life imprisonment.”
4. “Please, don't interrupt me”, the associate lawyer said to his client yesterday.
5. “We have been providing here the highest quality legal assistance to our clients”, said the in-house lawyer.

6. The clerk of the court asked, “Did the defendant plead guilty to any charges?”

7. The head of the court's press service was asked, “Has the appellate panel found any procedural violations?”

8. Tom Brown asked his lawyer, “Who backed a request for bail?”

9. The judge was asked at the press conference, “Why was the charge of murder reduced to manslaughter?”

**Task 5. Переведите на английский язык, используя правило согласования времен**

1. Он не хотел верить, что они не понимают его.
2. Она сказала, что живет в Москве уже двадцать лет.
3. Мы не заметили, как дети вышли из комнаты.
4. Мы надеялись, что увидим его скоро.
5. Мой брат говорит, что не согласен со мной.
6. Я думал, что они катаются на коньках.
7. Моя сестра сказала, что не встречала этого мужчину раньше.

**Task 6. Прочитайте текст. Используя план (см. после текста), напишите аннотацию к тексту. Ответьте на вопросы. Подготовьтесь к обсуждению текста**

**Categories of Crimes in The UK**

**Vocabulary**

1. indictable offences **-** преступления, подлежащие рассмотрению по обвинительному акту (тяжкие уголовные преступления)
2. summary offences **-** преступления, преследуемые в порядке суммарного (т.е. упрощенного, без участия присяжных) производства
3. either-way offences **-** преступления двойной подсудности (которые могут быть рассмотрены в магистратском суде или в суде Короны)
4. intent **-** преступный умысел
5. liability - ответственность
6. What are the three categories of crimes?
7. In what way are indictable offences punished?
8. What offences are heard in the magistrates' courts?
9. Can an either-way offence be heard in different courts?
10. What is known as a ‘strict liability' offence?
11. What is the most violent crime in your opinion?

There are three categories of crimes in the UK: indictable, summary, and either-way crimes.

Indictable offences are the most serious ones and are punishable by the longest prison terms. They include murder, rape and robbery and can only be tried in the Crown Court.

Summary offences are the least serious ones, such as speeding and drunk-driving. Summary trials are heard in magistrates' courts.

Either-way offences can be heard either in the Crown Court or by magistrates. Examples of either way offences include theft, drug offences and less serious physical violence. A magistrate can decide that an either-way offence is serious enough to be heard in the Crown Court where the penalties prescribed can be more severe. If, however, a magistrate decides that an either-way offence can be heard as a summary trial, the defendant can choose to move the trial to the Crown Court.

An important aspect of criminal law is that in most crimes the prosecution has to prove two elements. The first, *actus reus*, refers to the criminal act itself. The second, *mens rea*, refers to the intent to commit a crime - ‘guilty mind'. However, in some cases, such as drunk driving or speeding, the prosecution does not have to prove intent. Such offences are said to be of ‘strict liability'.

Types of serious crimes in most jurisdictions are: arson, theft, sexual offences, terrorism. In common law arson is setting fire to the dwelling of another person. Theft sometimes is still known by the traditional name of larceny which probably is the most common crime involving criminal intent. The traditional definition of theft is the physical removal of an object without the consent of the owner. Burglary is entering a building, inhabited vehicle or vessel to steal, to inflict bodily harm or to do unlawful damage. In English law, any entry by an individual into a building with intent to commit theft is burglary.

Robbery is the commission of theft in circumstances of violence. Robbery takes many forms **-** from the mugging of a stranger in the street to robberies of banks, involving numerous participants and careful planning.

|  |
| --- |
| ANNOTATION PLAN |
| 1. The title of the article. Название статьи | The article is headlined…*Статья озаглавлена как…* The headline of the article I have read is…*Заголовок статьи, которую я прочитал….* As the title implies the article describes ... *Как следует из названия, в статье описаны…..* |
| 2. The author of the article, where and when the article was published. Автор статьи, где и когда она была опубликована | The author of the article is…*Автор статьи…* The author’s name is ...*Имя автора статьи*… Unfortunately the author’s name is not mentioned ... *К сожалению имя автора не упоминается….* The article is written by…*Статья написана…* It was published in … (*on the Internet*). *Она была опубликована в….(в интернете)…* It is a newspaper (scientific) article (published on *March 10, 2012 / in 2010*). *Это газетная (научная) статья, напечатана в 2012, 10 марта.* |
| 3. The main idea of the article. Основная идея статьи | The main idea of the article is… The article is about…*Статья о….* The article is devoted to…*Статья посвящена …* The article deals (*is concerned*) with…*В статье рассматривается….* The article touches upon the issue of… *В статье затрагивается вопрос о...* The purpose of the article is to give the reader some information on… *Цель статьи-дать читателю некоторые сведения о...* The aim of the article is to provide the reader with some material on… *Целью статьи является предоставить читателю некоторый материал по...* |
| 4. The contents of the article. Some facts, names, figures. Содержание статьи. |

|  |
| --- |
| The author starts by telling (the reader) that…*Автор начинает рассказывать (читателям), что...* |
| The author (of the article) writes (*reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that… / *draws reader’s attention to*... *Автор (статьи) пишет (докладывает, заявляет, подчеркивает, думает, замечает, считает, полагает, анализирует, обсуждает, рассказывает, описывает), что... / обращает внимание читателя на...* Much attention is given to…*Большое внимание уделено….* According to the article…*Согласно статье…* The article goes on to say that… *В статье говорится, что...* It is reported (*shown, stressed*) that … *Сообщается (показано, подчеркивается), что ...* It is spoken in detail about…*Подробно рассказывается о* From what the author says it becomes clear that… *Из того, что говорит автор, становится ясно, что...* The article gives a detailed analysis of… *В статье дается подробный анализ...* |
| Further the author reports (*writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that… *Далее Автор сообщает (пишет, заявляет, подчеркивает, думает, замечает, считает, полагает, анализирует, обсуждает, рассказывает, описывает), что...* / *draws reader’s attention to*... *обращает внимание читателя на...* In conclusion the author writes (*reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that… / *draws reader’s attention to*... *В заключение автор пишет (докладывает, заявляет, подчеркивает, думает, замечает, считает, полагает, анализирует, обсуждает, рассказывает, описывает), что... / обращает внимание читателя на...* The author comes to the conclusion that… *Автор приходит к выводу, что...* The following conclusions are drawn: …*Были сделаны следующие выводы: ...* |

 |
| 5. Your opinion. Ваше мнение. | I found the article (rather) interesting (important, useful) *as / because*… *Я нахожу статью (скорее) интересной (важной, полезной) поскольку/потому что…* I think / In my opinion the article is (rather) interesting (important, useful) *as / because*… *Я думаю, что / на мой взгляд статья (скорее) интересная (важная, полезная поскольку...* I found the article too hard to understand / rather boring *as / because*… *Я нашел статью слишком трудную для понимания / довольно скучную поскольку…* |

**6 семестр**

**Контрольная работа**

**Task 1.****Поставьте глагол в скобках в соответствующую видовременную форму действительного залога.**

1. The last train (leave) at midnight tomorrow.

2. If he (come) at 5 o'clock, ask him to wait.

3. Tomorrow I (play) tennis with Tom and Jack.

4. He constantly (bite) pencils!

5. When her father (come) in she (sit) before a red tea-table, finishing a very good tea.

6. Ask him if he (be) here for the next five minutes.

7. Don't ring her up at 12 o'clock. She (write) her composition then.

8. I don't know this man. I never (meet) him.

9. Scarcely we (enter) the room when the telephone (ring).

10. Within a week she (know) the fearful mistake she (make).

11. We (finish) all the housework by 6 o'clock this afternoon.

**Task 2. Переведите на английский язык, используя правило согласования времен, где необходимо. Обратите внимание на временную форму глагола главного предложения.**

1. Мой друг говорит, что уже прочитал эту статью.
2. Я не знал, что он занят и не может мне помочь.
3. Никто не хотел верить, что он сказал правду.
4. Она надеется, что я не буду работать целый день в воскресенье.
5. Мы увидели, что дети играют в футбол.
6. Он сказал, что его мама доктор.

**Task 3. Поставьте глагол в скобках в соответствующую видовременную форму страдательного залога.**

1. A new underground line (to construct) now.

2. This exercise may (to write) with a pencil.

3. He wants to know when the final decision (to take).

4. The plan (to approve) yet? – No, it (to discuss) now.

5. On September 9, 1850, California (to admit) to the Union as the thirty-first state..

6. If you (to ask) about it, will you be able to answer?

7. He is not in town; he (to send) on a special mission yesterday.

8. Wait a minute, the table (to lay).

9. Not all necessary things (to buy) for our trip that’s why the departure (to postpone).

10. Dynamite (to invent) by Alfred Bernhard Nobel.

**Task 4. Прочитайте предложения, объясните значения модальных глаголов can/could, must, to have to, to be to, may/ might, should, ought to, shall, to be obliged to и переведите на русский язык.**

1. The laws of the subjects of the Russian Federation cannot contradict federal laws.
2. Bills may be introduced by individual MPs, they are debated in the Commons usually on Fridays.
3. To become a law a bill must be approved by both chambers and signed by the President.
4. The President can veto a bill.
5. Can the state system of a particular country be changed?
6. The House of Representatives can also impeach the President.
7. The President is to carry out the programmes of the Government.
8. All citizens of the Russian Federation shall enjoy equal rights.
9. The Monarch must give the Royal Assent before a Bill can become a legal enactment (Act of Parliament).
10. The British are divided on the issue whether the Monarchy should last.
11. The Speaker of the House of Commons has to be completely impartial.
12. Students ought to treat professors with respect.
13. Shall I pay the rent monthly? No, you needn't. We charge rental payments once a year.
14. You should do your best to learn legal terminology.
15. Trade secret needn't be registered.
16. All citizens are obliged to observe laws.
17. The US President shall be elected every 4 years.

**Task 5. Переведите предложения на английский язык, используя модальные глаголы и их эквиваленты.**

1. В Британских школах дети должны носить форму.

2. Все граждане обязаны соблюдать законы общества, в котором они живут.

3. Свидетель должен прийти в кабинет следователя в 9 часов утра.

4. Вы обязаны помогать вашим пожилым родителям.

5. Вам следует просмотреть все вещественные доказательства еще раз.

6. Судьи обязаны действовать в соответствии с законом.

7. В наши дни члены общества не должны жить по законам джунглей.

8. Могу я попросить Вас описать этот случай?

**Task 6. Прочитайте текст. Используя план (см. после текста), напишите аннотацию к тексту. Ответьте на вопросы.**

1. **What are the functions of the British police?**
2. **What is the Code of Practice designed for?**
3. **How are the British police organized?**
4. **Are women allowed to serve in the police forces?**
5. **Why is it important for the police to work in close contact with the public?**
6. to prosecute**-**преследовать в судебном порядке
7. to have judicial functions**-** иметь (выполнять) судебные функции
8. to deter**-** удерживать от чего-либо deterrent - сдерживающий фактор
9. abuse of power**-** злоупотребление служебным положением
10. the Metropolitan Police **-**Столичная полиция
11. to supervise the investigation **-** осуществлять надзор за расследованием
12. forensic science**-** судебная экспертиза

The police have many functions in the legal process. As well as gathering information for offences to be prosecuted in the courts the police have wide powers to arrest, search and question people suspected of crimes and to control the actions of members of the public during public demonstrations i some countries the police have judicial functions; for example, they may take a decision as to guilt in a driving offence and impose a fine without the involvement of a court.

**’**

The mere presence of the police is a factor in deterring people from committing offences. A just legal system needs an independent, honest police force. In countries where the public trusts the police force people are more likely to report crimes, and it seems that they are also more likely to be law-abiding.

Police powers are great and they are given to the police as part of their overall responsibility to enforce the law but they are all governed by the law and are subject to strict control by rules and regulations. For example, a British police officer is subject to the law and may be sued or prosecuted for any wrongful act committed in carrying out duties. Legislation and the code of practice in England are designed to prevent any abuse of power enjoyed by the police officer. In 1985 The Police Complaints Authority was established to supervise the investigation of any serious complaint against the police officer. The police in Britain are organized very differently from any other country. Most countries have a national police force which is controlled by central Government. Britain has no national police force although the police is supervised by the central Government's Home Office. There is a separate police force for each of 52 areas into which the country is divided. Each has a police authority - a committee of local county councilors and magistrates. The policing of London is in the hands of the Metropolitan Police Force with headquarters at New Scotland Yard. The forces co-operate with each other but it is unusual for members of one force to operate in another's area unless they are asked to give assistance.

One of the important powers of the police which has caused much difficulty and controversy is the power to question or interview persons suspected of crime. The Police and Criminal Evidence Act 1984provides numerous laws to protect people in England who are being interviewed by the police.

All members of the British police must gain a certain level of academic qualifications at school and undergo a period of intensive training. The career structure in the British police force allows to be promoted from constable to sergeant, then through inspector and superintendant to chief constable. In London the Head of the Force is called the Metropolitan Commissioner. He heads the force which now has more than 25,000 police officers **-** one-fifth of all the officers in England and Wales. The police are helped by a number of special constables **-** members of the public who work for the police voluntarily for a few hours a week. Women make up about 10 per cent of the police force.

In most countries the police carry guns. The British police generally do not carry firearms, except in Northern Ireland. In certain circumstances specially trained police officers can be armed, for instance, those who guard politicians and diplomats or who patrol airports but only with the signed permission of a magistrate.

The police now use advanced modern equipment. This ranges from motorbikes and squad cars to helicopters. It includes the most advanced surveillance aids and access to the Police National Computer and the facilities of the Forensic Science Service. This service runs highly sophisticated laboratories where forensic scientists carry out the scientific examination of exhibits.

Ever since the first police force in England was founded, the police have come under criticism **-** for denying civil liberties, for failing to catch criminals or for catching the wrong people. These cases which have resulted in serious injustice have had a profound effect upon the whole criminal justice system and, of course, the police and the manner in which they carry out their duties. They have also resulted in very significant changes in the law.

|  |
| --- |
| ANNOTATION PLAN |
| 1. The title of the article. Название статьи | The article is headlined…*Статья озаглавлена как…* The headline of the article I have read is…*Заголовок статьи, которую я прочитал….* As the title implies the article describes ... *Как следует из названия, в статье описаны…..* |
| 2. The author of the article, where and when the article was published. Автор статьи, где и когда она была опубликована | The author of the article is…*Автор статьи…* The author’s name is ...*Имя автора статьи*… Unfortunately the author’s name is not mentioned ... *К сожалению имя автора не упоминается….* The article is written by…*Статья написана…* It was published in … (*on the Internet*). *Она была опубликована в….(в интернете)…* It is a newspaper (scientific) article (published on *March 10, 2012 / in 2010*). *Это газетная (научная) статья, напечатана в 2012, 10 марта.* |
| 3. The main idea of the article. Основная идея статьи | The main idea of the article is… The article is about…*Статья о….* The article is devoted to…*Статья посвящена …* The article deals (*is concerned*) with…*В статье рассматривается….* The article touches upon the issue of… *В статье затрагивается вопрос о...* The purpose of the article is to give the reader some information on… *Цель статьи-дать читателю некоторые сведения о...* The aim of the article is to provide the reader with some material on… *Целью статьи является предоставить читателю некоторый материал по...* |
| 4. The contents of the article. Some facts, names, figures. Содержание статьи. |

|  |
| --- |
| The author starts by telling (the reader) that…*Автор начинает рассказывать (читателям), что...* |
| The author (of the article) writes (*reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that… / *draws reader’s attention to*... *Автор (статьи) пишет (докладывает, заявляет, подчеркивает, думает, замечает, считает, полагает, анализирует, обсуждает, рассказывает, описывает), что... / обращает внимание читателя на...* Much attention is given to…*Большое внимание уделено….* According to the article…*Согласно статье…* The article goes on to say that… *В статье говорится, что...* It is reported (*shown, stressed*) that … *Сообщается (показано, подчеркивается), что ...* It is spoken in detail about…*Подробно рассказывается о* From what the author says it becomes clear that… *Из того, что говорит автор, становится ясно, что...* The article gives a detailed analysis of… *В статье дается подробный анализ...* |
| Further the author reports (*writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that… *Далее Автор сообщает (пишет, заявляет, подчеркивает, думает, замечает, считает, полагает, анализирует, обсуждает, рассказывает, описывает), что...* / *draws reader’s attention to*... *обращает внимание читателя на...* In conclusion the author writes (*reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that… / *draws reader’s attention to*... *В заключение автор пишет (докладывает, заявляет, подчеркивает, думает, замечает, считает, полагает, анализирует, обсуждает, рассказывает, описывает), что... / обращает внимание читателя на...* The author comes to the conclusion that… *Автор приходит к выводу, что...* The following conclusions are drawn: …*Были сделаны следующие выводы: ...* |

 |
| 5. Your opinion. Ваше мнение. | I found the article (rather) interesting (important, useful) *as / because*… *Я нахожу статью (скорее) интересной (важной, полезной) поскольку/потому что…* I think / In my opinion the article is (rather) interesting (important, useful) *as / because*… *Я думаю, что / на мой взгляд статья (скорее) интересная (важная, полезная поскольку...* I found the article too hard to understand / rather boring *as / because*… *Я нашел статью слишком трудную для понимания / довольно скучную поскольку…* |

**Task 7. Подготовьте краткий пересказ текста. Подготовьтесь к обсуждению текста**

**Другие формы текущего контроля**

***Перевод текста*** занимает значительное место в обучении иностранному языку. Во время работы над переводом студент должен уметь найти эквивалентную форму, чтобы передать содержание, и если он не может сделать это напрямую, то ему следует прибегнуть к переложению содержания, выраженного средствами одного языка, на другой язык, т.е. найти приемлемое перефразирование, не нарушая при этом грамматического, лексического и синтаксического рисунка текста.

Написание перевода осуществляется с помощью словаря. Использование компьютерных программ-переводчиков при работе с учебными текстами – недопустимо.

***Упражнения −*** метод обучения, представляющий собой планомерное организованное повторное выполнение действий с целью овладения ими или повышения их качества. Без правильно организованных упражнений невозможно овладеть учебными и практическими умениями и навыками. Постепенное и систематическое упражнение и как его следствие — закрепляемые навыки — надежнейшее средство успешного и продуктивного труда. Достоинство данного метода состоит в том, что он обеспечивает эффективное формирование умений и навыков, а недостаток — в слабом выполнении побуждающей функции.

**Рабочая программа по дисциплине предусматривает выполнение студентами устных и письменных упражнений из соответствующих разделов учебников и учебных пособий данных в программе.**

***Пересказ −*** изложение содержания прочитанного или услышанного текста. Пересказ может быть свободным (изложение своими словами) или близким к тексту. Пересказ текста является важным умением, которое в первую очередь показывает насколько хорошо, студент может формулировать, анализировать понимать услышанное произведение, а также – насколько у него развита речь.

При пересказе текста рекомендуется использовать речевые клише:

*- This text is about …*

*- I would like to tell you …*

*- I think …*

*- I like / I don’t like … because …*

Эти клише помогут построить связные высказывания при пересказе, составлении характеристики, выражении своего отношения, своей точки зрения относительно прочитанного.

**Форма промежуточного контроля**

 **Контрольная работа – 1 семестр.**

**Дифференцированный зачет – 6 семестр.**

**Вопросы к дифференцированному зачету**

**1.** Grammar (теория и практика):

Существительное. Артикль. Местоимения. Числительные. Предлоги и союзы. Прилагательные, степени сравнения, сравнительные конструкции. Глаголы *to be,*  *to have* в Present, Past, Future Simple. Оборот *there + be.* Система видовременных форм в английском языке. Действительный залог. Страдательный залог. Косвенная речь. Согласование времен. Модальные глаголы

2. Topics (темы):

Legal Profession. Lawyers’ work. What is Law. Kinds of Law: Criminal Law, Civil Law, Family Law, Labour Law, etc. Government System in the UK, the USA, Russia. Crimes. Police Forces.

Translation Practice

Speaking Practice

 **Учебно-методическое и информационное обеспечение дисциплины**

**1. Основная литература**

* 1. **Издания из ЭБС**

1. Гуреев, Вячеслав Александрович. Английский язык. Грамматика (b2) : учебник и практикум для СПО : Учебник и практикум / Гуреев В. А. - Электрон. дан. - М : Издательство Юрайт, 2019. - 294. - (Профессиональное образование). - ISBN 978-5-534-10481-3 : 719.00. <http://www.biblio-online.ru/book/8FD5C6F6-3A1F-40CE-BFF3-029E8E07CE42>

2. **Рубцова**, Светлана Юрьевна. Английский язык для юристов. english in law : Учебник и практикум / Шарова В.В., Винникова Т.А., Пржигодзкая О.В., **Рубцова** С.Ю. - под общ. ред. - Электрон. дан. - М : Издательство Юрайт, 2018. - 213. - (Профессиональное образование). - 1-е издание. - ISBN 978-5-534-05084-4 : 549.00. [**http://www.biblio-online.ru/book/14BA0FD1-BD31-4EBB-B215-042834F8BC2C**](http://www.biblio-online.ru/book/14BA0FD1-BD31-4EBB-B215-042834F8BC2C)

3. Югова, Мария Анатольевна. **Английский** язык **для** **юристов** : учебник **для** **СПО** : Учебник / Югова М. А., Тросклер Е. В., Павлова С. В., Садыкова Н. В. ; Под ред. Юговой М.А. - Электрон. дан. - М : Издательство Юрайт, 2018. - 471. - (Профессиональное образование). - ISBN 978-5-534-10343-4 : 1089.00. [**http://www.biblio-online.ru/book/5AE4351C-0044-46C4-BE65-71F62DD572EB**](http://www.biblio-online.ru/book/5AE4351C-0044-46C4-BE65-71F62DD572EB)

1. **Дополнительная литература**
	1. **Издания из ЭБС**

1. Иванова, Олимпиада Федоровна. **Английский** язык. Пособие **для** самостоятельной работы учащихся (в1 — в2) : учебное пособие **для** **СПО** : Учебное пособие / Иванова О. Ф., Шиловская М. М. - Электрон. дан. - М : Издательство Юрайт, 2018. - 352. - (Профессиональное образование). - ISBN 978-5-534-09663-7: 839.00.

[**http://www.biblio-online.ru/book/66B91462-8213-425D-98E2-DB6ED404F40A**](http://www.biblio-online.ru/book/66B91462-8213-425D-98E2-DB6ED404F40A)

2. Левченко, В.В. **Английский** язык. General english : учебник **для** **СПО**. - Москва : Юрайт, 2018. - 278 с. - (Профессиональное образование). - ISBN 978-5-534-01553-9. [**https://www.biblio-online.ru/book/9A17ECD6-A562-4EF1-A293-0F5F5FC351D2**](https://www.biblio-online.ru/book/9A17ECD6-A562-4EF1-A293-0F5F5FC351D2)

3. Полубиченко, Лидия Валериановна. **Английский** язык **для** колледжей (a2-b2) : учебное пособие **для** **СПО** : Учебное пособие / Полубиченко Л. В., Изволенская А. С., Кожарская Е. Э. ; Под ред. Полубиченко Л.В. - Электрон. дан. - М : Издательство Юрайт, 2019. - 184. - (Профессиональное образование). - ISBN 978-5-534-09287-5 : 389.00. [**http://www.biblio-online.ru/book/87310770-8AD8-4497-942A-88A174F1D986**](http://www.biblio-online.ru/book/87310770-8AD8-4497-942A-88A174F1D986)

1. **Справочно-библиографические издания**

1. Мюллер, В.К. Самый полный англо-русский русско-английский словарь [Текст] : ок. 500 000 сл. - Москва : АСТ, 2018. - 800 с. - (Английский с Мюллером). - ISBN 978-5-17-084106-6 : 456-00.

2. Англо-русский словарь юридических терминов : учеб. пособие для студентов 1, 2 курса / сост. И.Г. Третьякова . - Чита : ЧитГТУ, 1999. - 116 с. : ил. - 23-20.

**4. Базы данных, информационно-справочные и поисковые системы**

ЭБС « Лань» www.e.lanbook.ru

ЭБС «Юрайт» www.biblio-online.ru

ЭБС «Консультант студента» www.studentlibrary.ru

«Электронно-библиотечная система elibrary» https://elibrary.ru/

«Электронная библиотека диссертаций» http://diss.rsl.ru/

http://www.edu.ru Федеральный портал «Российское образование»

http://law.edu.ru/ Федеральный правовой портал «Юридическая Россия»

http://www.nlr.ru/ Российская национальная библиотека

https://www.prlib.ru/ Президентская библиотека им. Б.Н. Ельцина

http://studentam.net/ Электронная библиотека учебников

http://rvb.ru/ Русская виртуальная библиотека

http://pravo.eup.ru/ Юридическая электронная библиотека

http://www.lawlibrary.ru/ Юридическая научная библиотека издательства «СПАРК»

http://hri.ru/ HRI.ru - электронная библиотека международных документов по правам человека

http://www.lawbook.by.ru Библиотека юриста

http://pravo.eup.ru/ Библиотека юридической литературы

Разработал:

 преподаватель каф. МПиМС Н. В. Распопова

ПРИЛОЖЕНИЕ 1

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

федеральное государственное бюджетное образовательное учреждение

высшего образования

«Забайкальский государственный университет»

(ФГБОУ ВО «ЗабГУ»)

Гуманитарно-технический колледж

Секция «Правоведение»

КОНТРОЛЬНАЯ РАБОТА

по дисциплине: «\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_»

Вариант 1

Выполнил: ст. гр. \_\_\_\_\_\_\_\_\_\_\_\_\_

ФИО

Проверил: преподаватель

ФИО

Чита 2020