

**ГАОУ ВО ДАГЕСТАНСКИЙ ГОСУДАРСТВЕННЫЙ
УНИВЕРСИТЕТ НАРОДНОГО ХОЗЯЙСТВА**

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КАФЕДРА АНГЛИЙСКОГО И РУССКОГО ЯЗЫКОВ

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО ДИСЦИПЛИНЕ
ОГСЭ.03 «ИНОСТРАННЫЙ ЯЗЫК»**

**СПЕЦИАЛЬНОСТЬ- 40.02.02
ПРАВООХРАНИТЕЛЬНАЯ ДЕЯТЕЛЬНОСТЬ**

**КВАЛИФИКАЦИЯ - «ЮРИСТ»
УРОВЕНЬ ОБРАЗОВАНИЯ – ОСНОВНОЕ ОБЩЕЕ
ФОРМА ОБУЧЕНИЯ – ОЧНАЯ**

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Назначение фонда оценочных средств

Фонд оценочных средств (далее – ФОС) разрабатывается для текущего контроля успеваемости (оценивания хода освоения дисциплины), для проведения промежуточной аттестации (оценивания промежуточных и окончательных результатов обучения по дисциплине) обучающихся по общеобразовательной дисциплине «СГ.04 Иностранный язык в профессиональной деятельности» в целях определения соответствия их учебных достижений поэтапным требованиям образовательной программы среднего профессионального образования – программы подготовки специалистов среднего звена (далее – ППССЗ) по специальности 40.02.04 Юриспруденция.

ФОС по дисциплине «Иностранный язык в профессиональной деятельности» включают в себя: перечень планируемых результатов освоения дисциплины; описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания; типовые контрольные задания или иные материалы, необходимые для оценки результатов освоения дисциплины, характеризующих этапы формирования компетенций в процессе освоения ППССЗ; методические материалы, определяющие процедуры оценивания результатов освоения дисциплины, характеризующих этапы формирования компетенций.

ФОС сформирован на основе ключевых принципов оценивания:

- валидности: объекты оценки должны соответствовать поставленным целям обучения;
- надежности: использование единообразных стандартов и критериев для оценивания достижений;
- объективности: разные обучающиеся должны иметь равные возможности для достижения успеха.

Основными параметрами и свойствами фонда оценочных средств являются:

- предметная направленность (соответствие предмету изучения конкретной дисциплины);
- содержание (состав и взаимосвязь структурных единиц, образующих содержание теоретической и практической составляющих дисциплины);
- объем (количественный состав оценочных средств, входящих в ФОС);
- качество фонда оценочных средств в целом, обеспечивающего получение объективных и достоверных результатов при проведении контроля с различными целями.

РАЗДЕЛ 1. ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ С УКАЗАНИЕМ ЭТАПОВ ИХ ФОРМИРОВАНИЯ В ПРОЦЕССЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ

1.1 . Перечень формируемых компетенций

Код компетенции	Наименование компетенции
ОК	ОБЩЕКУЛЬТУРНЫЕ КОМПЕТЕНЦИИ
ОК-04	Принимать решения в стандартных и нестандартных ситуациях, в том числе ситуациях риска, и нести за них ответственность.
ОК-09	Устанавливать психологический контакт с окружающими.

1.2. КОМПОНЕНТНЫЙ СОСТАВ КОМПЕТЕНЦИЙ

<i>код и формулировка компетенции</i>	<i>Компонентный состав компетенции</i>	
	знать	уметь
ОК-04: Принимать решения в стандартных и нестандартных ситуациях, в том числе ситуациях риска, и нести за них ответственность.	З1-психологические основы деятельности коллектива, психологические особенности личности основы проектной деятельности	У1-организовывать работу коллектива и команды У2-взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности
ОК-09: Устанавливать психологический контакт с окружающими.	З1- правила построения простых и сложных предложений на профессиональные темы З2-основные общеупотребительные глаголы (бытовая и профессиональная лексика) З3-лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности З4- особенности произношения З5- правила чтения текстов профессиональной направленности	У1-понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы У2- участвовать в диалогах на знакомые общие и профессиональные темы У3-строить простые высказывания о себе и о своей профессиональной деятельности У4 кратко обосновывать и объяснять свои действия (текущие и планируемые) У5-писать простые связные сообщения на знакомые или интересующие профессиональные темы

Раздел 2. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ, ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ

2.1. Структура фонда оценочных средств для текущего контроля и промежуточной аттестации

№ п/п	контролируемые темы дисциплины	код контролируемой компетенции	планируемые результаты обучения, характеризующие этапы формирования компетенций	Наименование оценочного средства	
				текущий контроль успеваемости	промежуточная аттестация
1.	Тема 1: The System of Legal Education in the UK	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3	Выполнение тестовых заданий, грамматических и лексических упражнений Коллоквиум	Теоретические вопросы 1-5 Тесты I Текст 1
2.	Тема 2: The System of Legal Education in the USA	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Решение фонетических упражнений Выполнение тестовых заданий, грамматических и лексических упражнений	Теоретические вопросы 6-8 Тесты 2 Текст 2
3.	Тема 3: The system of Legal Education in Russia	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У3, У4, У5	Выполнение тестовых заданий, грамматических и лексических упражнений Коллоквиум	Теоретические вопросы 8-10 Тесты 3 Текст 3
4.	Тема 4: Studying at a Law School in the UK and the USA	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4,	Решение фонетических упражнений Выполнение тестовых заданий, грамматических и	Теоретические вопросы 10-13 Тесты 4 Текст 4

			У5	лексических упражнений	
5.	Тема 5: Studying at a Law School in Russia	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2	Решение фонетических упражнений Выполнение тестовых заданий, грамматическ их и лексических упражнений	Теоретичес кие вопросы 13- 16 Тесты 5 Текст 5
6.	Тема 6: The British Constitution. Parliament and Government of the UK.	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Решение фонетических упражнений Выполнение тестовых заданий, грамматическ их и лексических упражнений	Теоретичес кие вопросы 13- 16 Тесты 5 Текст 5
7.	Тема 7: «The US Constitution. The US Congress and the Executive Branch of Government»	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Решение фонетических упражнений Выполнение тестовых заданий, грамматическ их и лексических упражнений Устный опрос	Теоретичес кие вопросы 16- 20 Тесты 6 Текст 6
8.	Тема 8: «Political system of the Russian Federation the Legislative Branch and the Executive Branch».	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Выполнение тестовых заданий, грамматическ их и лексических упражнений Коллоквиум	Теоретичес кие вопросы 20- 25 Тесты 3,4 Текст 4
9.	Тема 9: «Major Legal	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31,	Выполнение тестовых	Теоретичес кие

	Systems of the World»		<u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33 Уметь: У1, У2	заданий, грамматических и лексических упражнений Аудирование и чтение	вопросы 25-30 Тесты 2 Текст 1
10.	Тема 10: «The Law and Judiciary in the UK»	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Выполнение тестовых заданий, грамматических и лексических упражнений Коллоквиум Устный опрос	Теоретические вопросы 26-30 Тесты 6 Текст 6
11.	Тема 11: «The Law and Judiciary in the USA».	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Выполнение тестовых заданий, грамматических и лексических упражнений Аудирование и чтение	Теоретические вопросы 13-16 Тесты 5 Текст 5
12.	Тема 12: «The Law and Judiciary of the Russian Federation».	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3	Выполнение тестовых заданий, грамматических и лексических упражнений Коллоквиум	Теоретические вопросы 10-16 Тесты 3,5 Текст 6
13.	Тема 13: «Contracts and Torts. Employment Law.	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Выполнение тестовых заданий, грамматических и лексических упражнений Коллоквиум Устный опрос	Теоретические вопросы 13-19 Тесты 4 Текст 4
14.	Тема 14:	ОК-04	ОК-04	Выполнение	Теоретичес

	«Company law: legal forms of organization»	OK-09	<u>Знать:</u> 31, <u>Уметь:</u> У1, У2 OK-09 Знать: 31, 32, 33 Уметь: У1, У2, У3	тестовых заданий, грамматических и лексических упражнений Коллоквиум	кие вопросы 26-30 Тесты 6 Текст 6
15.	Тема 15: «Family law»	OK-04 OK-09	OK-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 OK-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Решение фонетических упражнений Выполнение тестовых заданий, грамматических и лексических упражнений Устный опрос	Теоретические вопросы 20-25 Тесты 3,4 Текст 4
16.	Тема 16: «Civil litigation»	OK-04 OK-09	OK-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 OK-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Выполнение тестовых заданий, грамматических и лексических упражнений Коллоквиум	Теоретические вопросы 13-16 Тесты 5 Текст 5
17.	Тема 17: «Criminal law and criminal proceedings»	OK-04 OK-09	OK-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 OK-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Решение фонетических упражнений Выполнение тестовых заданий, грамматических и лексических упражнений Решение	Теоретические вопросы 13-24 Тесты 5 Текст 6
18.	Тема 18: «Legal professions in the UK»	OK-04 OK-09	OK-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 OK-09 Знать: 31, 32,	Решение фонетических упражнений Выполнение тестовых	Теоретические вопросы 3-9 Тесты 3 Текст 3

			33, 34, 35 Уметь: У1, У2, У3, У4, У5	заданий, грамматическ их и лексических упражнений Устный опрос	
19.	Тема 19: «Legal professions in the USA»	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Решение фонетических упражнений Выполнение тестовых заданий, грамматическ их и лексических упражнений	Теоретичес кие вопросы 13- 16 Тесты 5 Текст 5
20.	Тема 20: «Legal professions in Russia»	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Выполнение тестовых заданий, грамматическ их и лексических упражнений Коллоквиум	Теоретичес кие вопросы 20- 25 Тесты 3,4 Текст 4
21.	Тема 21: «Employment»	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Выполнение тестовых заданий, грамматическ их и лексических упражнений Коллоквиум	Теоретичес кие вопросы 26- 30 Тесты 6 Текст 6
22.	Тема 22: «Lawyers and clients»	ОК-04 ОК-09	ОК-04 <u>Знать:</u> 31, <u>Уметь:</u> У1, У2 ОК-09 Знать: 31, 32, 33, 34, 35 Уметь: У1, У2, У3, У4, У5	Проведение контрольной работы Проведение опроса по изученному материалу	Теоретичес кие вопросы 26- 30 Тесты 6 Текст 6

2.2 КРИТЕРИИ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ НА РАЗЛИЧНЫХ ЭТАПАХ ИХ ФОРМИРОВАНИЯ ПО ВИДАМ ОЦЕНОЧНЫХ СРЕДСТВ

Балльно-рейтинговая система является базовой системой оценивания сформированности компетенций обучающихся.

Итоговая оценка сформированности компетенции(й) обучающихся в рамках балльно-рейтинговой системы осуществляется в ходе текущего контроля успеваемости, промежуточной аттестации и определяется как сумма баллов, полученных обучающимися в результате прохождения всех форм контроля.

Оценка сформированности компетенции(й) по дисциплине складывается из двух составляющих:

- первая составляющая – оценка преподавателем сформированности компетенции(й) в течение семестра в ходе текущего контроля успеваемости (максимум 100 баллов). Структура первой составляющей определяется технологической картой дисциплины, которая в начале семестра доводится до сведения обучающихся;
- вторая составляющая – оценка сформированности компетенции(й) обучающихся на экзамене (максимум – 30 баллов) или на зачете (максимум – 20 баллов).

4 – балльная шкала	«отлично»	«хорошо»	«удовлетворительно»	«неудовлетворительно»
100-балльная шкала	85 и ≥	70 – 84	51 – 69	0 – 50
Бинарная шкала	Зачтено			Не зачтено

ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ

№ п/п	наименование оценочного средства	характеристика оценочного средства	Представление оценочного средства в фонде
УСТНЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
1	устный опрос, аудирование, чтение	Средство контроля, организованное как специальная беседа преподавателя с обучающимся на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п.	Вопросы по темам/разделам дисциплины
2	Коллоквиум	Средство контроля усвоения учебного материала темы, раздела	Вопросы по темам/разделам

		или разделов дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися.	дисциплины
3	Фонетические упражнения	Задания, позволяющие отработать произношение звуков	Комплект фонетических упражнений
ПИСЬМЕННЫЕ ОЦЕНОЧНЫЕ СРЕДСТВА			
1	Тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.	Фонд тестовых заданий
2	Контрольная работа	Средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу	комплект контрольных заданий по вариантам
3	Грамматические и лексические упражнения	Средство проверки освоенности грамматического и лексического материала	Комплект грамматических и лексических заданий

А) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ОТВЕТОВ НА УСТНЫЕ ВОПРОСЫ

№ п/п	критерии оценивания	количество баллов	оценка/зачет
1.	1) полно и аргументированно отвечает по содержанию задания; 2) обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; 3) излагает материал последовательно и правильно.	10	отлично
2.	студент дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.	8	хорошо

3.	ставится, если студент обнаруживает знание и понимание основных положений данного задания, но: 1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил; 2) не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; 3) излагает материал непоследовательно и допускает ошибки.	5	удовлетворительно
4.	студент обнаруживает незнание ответа на соответствующее задание, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.	0	неудовлетворительно

Б) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ТЕСТИРОВАНИЯ

№ п/п	тестовые нормы: % правильных ответов	количество баллов	оценка/зачет
1	90-100 %	29-30	
2	80-89%	25-26	
3	70-79%	20-21	
4	60-69%	17-18	
5	50-59%	14-15	
6	менее 50%	0	

В) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ПИСЬМЕННЫХ ЗАДАНИЙ ТРЕНИРОВОЧНОГО ХАРАКТЕРА (лексико-грамматические упражнения)

№ п/п	критерии оценивания	количество баллов
1	Задание выполнено полностью: цель домашнего задания успешно достигнута; основные понятия выделены; наличие схем, графическое выделение особо значимой информации; работа выполнена в полном объёме.	5
2	Задание выполнено: цель выполнения домашнего задания достигнута; наличие правильных эталонных ответов;	4

	однако работа выполнена не в полном объеме.	
3	Задание выполнено частично: цель выполнения домашнего задания достигнута не полностью; многочисленные ошибки снижают качество выполненной работы.	3
4	Задание не выполнено, цель выполнения домашнего задания не достигнута.	менее 2

Г) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ КОНТРОЛЬНЫХ РАБОТ

№ п/п	критерии оценивания	количество баллов	оценка
1	исключительные знания, абсолютное понимание сути вопросов, безукоризненное знание основных понятий и положений, логически и лексически грамотно изложенные, содержательные, аргументированные и исчерпывающие ответы	29-30	Отлично
2	глубокие знания материала, отличное понимание сути вопросов, твердое знание основных понятий и положений по вопросам, структурированные, последовательные, полные, правильные ответы	24-25	Хорошо
3	глубокие знания материала, правильное понимание сути вопросов, знание основных понятий и положений по вопросам, содержательные, полные и конкретные ответы на вопросы. Наличие несущественных или технических ошибок	22-23	Хорошо
4	твердые, достаточно полные знания, хорошее понимание сути вопросов, правильные ответы на вопросы, минимальное количество неточностей, небрежное оформление	19-20	удовлетворительно
5	твердые, но недостаточно полные знания, по сути верное понимание вопросов, в целом правильные ответы на вопросы, наличие неточностей, небрежное оформление	15-16	удовлетворительно
6	общие знания, недостаточное понимание сути вопросов, наличие большого числа неточностей, небрежное оформление	11-12	удовлетворительно
7	относительные знания, наличие ошибок, небрежное оформление	8-9	неудовлетворительно

8	поверхностные знания, наличие грубых ошибок, отсутствие логики изложения материала	5-6	неудовлетворительно
9	непонимание сути, большое количество грубых ошибок, отсутствие логики изложения материала	3-4	неудовлетворительно
10	не дан ответ на поставленные вопросы	1-2	неудовлетворительно
11	отсутствие ответа, дан ответ на другие вопросы, списывание в ходе выполнения работы, наличие на рабочем месте технических средств, в том числе телефона	0	неудовлетворительно

Д) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ЗАДАНИЙ НА ЧТЕНИЕ И АУДИРОВАНИЕ

№п/п	Критерии оценивания	Количество баллов	Оценка/зачет
1.	1) понимает основное содержание прочитанного и услышанного материала, почти все детали и смысловые связи между содержательными компонентами и частями текста; 2) свободно оперирует программным учебным материалом в незнакомой ситуации по аспектам языка при непосредственном общении; 3) содержание высказывания отличается связностью, полнотой, спонтанностью, беглостью, аргументированностью, выражением собственной точки зрения, привлечением сведений из других учебных курсов; 4) речь лексически и грамматически разнообразна, допускаются 1-3 ошибки (единичные ошибки, исправляемые путем самокоррекции, не	10 баллов	

	учитываются).		
2.	1) понимает основное содержание прочитанного и услышанного материала, значительную часть деталей и основные смысловые связи между содержательными компонентами и частями текста; 2) свободно оперирует программным учебным материалом в частично измененной ситуации; 3) содержание высказывания соответствует ситуации общения, отличается связностью, полнотой, спонтанностью, беглостью, хорошо аргументировано; 4) речь лексически и грамматически разнообразна, допускаются 4-5 ошибки (единичные ошибки, исправляемые путем самокоррекции, не учитываются).	9 баллов	
3.	1) понимает основное содержание прочитанного и услышанного материала и половину деталей; 2) коммуникативная задача решается в пределах знакомой ситуации; 3) речь лексически и грамматически разнообразна; 4) высказывания логичны, аргументированы и построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (6-7 ошибок).	8 баллов	
4.	1. понимает основное содержание прочитанного и услышанного материала и некоторые детали; 2. коммуникативная задача решается в пределах знакомой	7 баллов	

	ситуации; 3. речь лексически и грамматически разнообразна; 4. высказывания логичны, построены на основе известных алгоритмов, допускаются ошибки на изученный программный учебный материал (8-9 ошибок).		
5.	1) достаточно полно понимает основного содержания прочитанного и услышанного, но без деталей; 2) коммуникативная задача решается по образцу в знакомой ситуации; 3) речь лексически и грамматически разнообразна; 4) допускаются ошибки языкового характера на изученный программный учебный материал (10-11 ошибок).	6 баллов	
6.	1) понимает значительную часть основного содержания прочитанного и услышанного, но без деталей; 2) коммуникативная задача решается по образцу в знакомой ситуации; 3) осознанно воспроизводит программный учебный материал по образцу; 4) допускаются ошибки, не препятствующие пониманию смысла высказывания (до 12 ошибок).	5 баллов	
7.	1) воспроизводит большую часть общего содержания прочитанного и услышанного материала; 2) говорит на уровне механического воспроизведения большей части текста, образца;	4 балла	

	3) многочисленные фонетические и грамматические ошибки затрудняют понимание смысла высказывания.		
8.	1) частично воспроизводит содержание прочитанного и услышанного материала, состоящего из простейших слов и предложений; 2) говорит на уровне механического воспроизведения отдельных предложений; 3) выполняет простые инструкции; 4) многочисленные ошибки затрудняют понимание смысла высказывания.	2 балла	
9.	1) различает отдельные слова и фразы при чтении и аудировании; 2) говорит на уровне отдельных слов и словосочетаний; 3) выполняет простейшие инструкции.	2 балла	
10.	1) узнает отдельные слова при чтении, аудировании и говорении с помощью преподавателя.	1 балл	

Е) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ КОЛЛОКВИУМА

№ п/п	критерии оценивания	Количество баллов
1	Выставляется студенту, если демонстрируются: глубокое и прочное усвоение программного материала полные, последовательные, грамотные и логически излагаемые ответы при видоизменении задания, свободное владение материалом, правильно обоснованные принятые решения.	10
2	Выставляется студенту, если демонстрируются: знание программного материала грамотное изложение, без существенных неточностей в ответе на вопрос, правильное применение теоретических знаний; владение необходимыми навыками при выполнении практических задач.	7

3	Выставляется студенту, если демонстрируются: усвоение основного материала, при ответе допускаются неточности, при ответе даются недостаточно правильные формулировки, нарушается последовательность в изложении программного материала, имеются затруднения в выполнении практических заданий.	5
4	Выставляется студенту, если демонстрируются: незнание программного материала, при ответе возникают ошибки, затруднения при выполнении практических работ.	2

Ж) КРИТЕРИИ И ШКАЛА ОЦЕНИВАНИЯ ФОНЕТИЧЕСКИХ ЗАДАНИЙ

	критерии оценивания	Количество баллов
1	Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы; допускается не более 2-х фонетических ошибок	10
2	Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры практически без нарушений нормы; допускается от 3 до 5 фонетических ошибок, в том числе 1-2 ошибки, искажающие смысл	7
3	Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; есть ошибки в фразовых ударениях и интонационных контурах; допускается от 5 до 7 фонетических ошибок, в том числе 3 ошибки, искажающие смысл	5
4	Речь не воспринимается из-за необоснованных пауз; неправильных фразовых ударений и искаженных интонационных контуров ИЛИ 8 и более фонетических ошибок	2

2.3. Критерии и шкала оценивания результатов обучения по дисциплине при зачете

№ п/п	Критерии оценивания	Шкала оценок	
		Сумма баллов по дисциплине / междисциплинарному курсу	Оценка
1.	Обучающийся глубоко и прочно усвоил	51 и выше	Зачтено

	программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию компетенций. Обучающийся твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине. Обучающийся имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при выполнении практических работ и затрудняется связать теорию вопроса с практикой.		(достаточный уровень сформированности компетенции)
2.	Обучающийся не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы, не может продолжить обучение без дополнительных занятий по данной дисциплине.	менее 51	Не зачтено (недостаточный уровень сформированности компетенции)

Раздел 3. ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

3.1. Типовые контрольные задания для текущего контроля успеваемости обучающихся Коррективный курс

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Can you just introduce yourself to other guests?
2. Are you looking for anything in particular?
3. Is there anyone who can get me a glass of water?
4. Is there anything else I can help you with?
5. Did you attend the seminar?
6. Can you spell words?
7. Can you do something about this?
8. Are you still eating that chocolate?
9. Can you take our orders now?
10. Do you serve meals?
11. Is there anything I can get for you?
12. Did you save the time?
13. Do you stock any fashion magazine?
14. Are you a sober (serious and calm) driver?
15. Can we talk?
16. Did you say anything to my friend?
17. Are you just going to stand there whole day?
18. Do you require a security deposit?
19. Did you see any lion?
20. Is there any restaurant available?

Задание 2. Перечень контрольных вопросов по теме:

1. Who was S.S. Alekseev?
2. What was he?
3. What were his parents by profession?
4. How old was S.S. Alekseev?
5. What dissertations did he defend?
6. Why did the students admire their lecturer?
7. What degree does the legal education begin with?
8. How often is the LSAT administered?
9. What is rested in this exam?
10. How many law schools are there in the USA?
11. What are degree does a graduate obtain after passing the bar examination?
12. Did you take any picture?
13. Can you describe the person who attacked you?
14. Can I tell my friend about this matter?
15. Do you have any question?
16. Do you have any imported item?

17. Do you have any friend in this area?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test №1

Choose the correct versions.

ЛЕКСИКО_ГРАММАТИЧЕСКИЙ ТЕСТ

I. Four sentences have been removed from the text. (4 marks) _____

Choose from the sentences a–e the one which fits each gap (1–4). There is one extra sentence which you do not need to use.

In 1887 a new language was invented by Dr. Zamenhof, who was born in Poland. (1)_____. This new language was called Esperanto. (2)_____. Dr. Zamenhof believed that lots of people would speak the new language as a second language. (3)_____.

But the language has not been very popular or successful. (4)_____. Today only a small number of people in the world can speak it.

- a. It was a mixture of a number of European languages and it had a very simple grammar.
- b. Russia is one of the countries where Esperanto is still alive.
- c. He lived a great part of his life in Russia.
- d. It was very easy to learn and rich enough to express thoughts and feelings.
- e. There are other artificial languages invented by people.

II. Make Sentences by putting the words in order. (6 marks)

- 1. many, there, How, every, are, everyday, lectures, in, time-table, your?
- 2. Chinese, the, Many, people, is, world's, language, think, difficult, that, most.
- 3. Walt, is, known, well, Disney, the, very, all, world, over.
- 4. neither, like, books, dull, nor, films, I, dull.
- 5. people, we, international, all, think, Some, should, speak, language, single, a.
- 6. this, What, in, there, monument, is, street?

III. Put questions to the words in bold. (5marks)

- 1. **Her father** was a teacher of science.
- 2. After many years of waiting she finally **left** her native city in 1891.
- 3. She lived in a bare attic in **the poorest** quarter of Paris.
- 4. Her **meals** were poor.
- 5. The University of Paris **refused** him a laboratory.

IV. Complete the text with a, an, the where necessary. (5marks)

There is plenty to see and do in and around Moscow, during (1)_____ day and at (2)_____ night. Visit (3)_____ Kremlin, (4)_____ most famous site in Moscow; walk round (5)_____ busy streets and buy (6)_____ traditional Russian souvenirs. Go to (7)_____ Pushkin Museum of Fine Arts or (8)_____ Tretyakov Gallery. Enjoy your stay in Moscow, it's (9)_____ great place for (10)_____ holiday.

V. Read the text below and think of the word which best fits each space. (5marks) _____

Use only one word in each space.

New Year's day (1)_____ celebrated all over the world, but not always at the (2)_____ time. Our New Year starts (3)_____ 1 January but the Chinese New Year (4)_____ place any time between 21 January and 19 February, depending (5)_____ the year.

VI. Correct the mistakes in the following sentences. (5marks)

- 1. I'll phone you when I'll get home from school. _____
- 2. We'll go out when it'll stop raining. _____
- 3. If I know his number, I would phone him. _____
- 4. If you were in my position, what will you do? _____
- 5. I'll go to Hawaii if I will earn enough money. _____

VII. Put the verb into the correct form, active or passive. (12 marks)

Eights Week at Oxford

Eights Week at Oxford, usually the fourth week, in May is a fine spectacle and should not (1)_____ (to miss) by anyone interested in old customs. It is the time when the main bumping races of the year (2)_____ (to hold) and the college eights (3)_____ (to compete) on the **River Isis**. Races (4)_____ (to run) on a league principle, with different divisions. The last race on the last day (5)_____ (to decide) which college is Head of the River. Boats (6)_____ (to space) at intervals, and the object is to catch and bump the one in front. A crew succeeding four days in succession, win their oars (the cox his rudder) – and by ancient custom throw their cox into the river.

Eights – гребные состязания между оксфордскими и кембриджскими студентами **the River** is the Thames, but it is mysteriously called the **Isis** where it flows through Oxford

VIII. Translate the sentences by using appropriate verb tenses and modals. (8marks)

1. Полиция искала преступника два года, прежде чем они смогли поймать его.
2. Я думаю, что он не сможет сделать это вовремя.
3. Если у вас нет компьютера и вы не можете послать сообщение по электронной почте, вы можете написать нам.
4. Могу я поговорить с Келли? – Она не может подойти к телефону прямо сейчас. – Могу я оставить сообщение?
5. Почему ты не пришёл вчера вечером на вечеринку? – Я должен был заниматься. – Тебе следовало прийти. Мы хорошо провели время.
6. Джейн смотрит на свою контрольную работу, которую только что вернул преподаватель. Она улыбается. Должно быть, она сдала тест.
7. Кое-что я должен тебе сказать. – Давай. Я слушаю.
8. У меня проблемы с английским. – Я мог бы помочь тебе.

TOTAL 50 marks

KEYS:

- I. 1. c; 2. a; 3. d; 4. b
- II. 1. How many lectures are there in your time-table every day?
2. Many people think that Chinese is the world's most difficult language.
3. Walt Disney is very well known all over the world.
4. I like neither dull books nor dull films.
5. Some people think we should all speak a single international language.
6. What monument is there in this street?
- III. 1. Who was the teacher of science?
2. What did she finally do?
3. What kind of quarter of Paris did she live?
4. What was poor?
5. What did the University of Paris do?

IV. 1. the; 2. –; 3. the; 4. the; 5. the; 6. –; 7. the; 8. the; 9. a; 10. a

V. 1. is; 2. same; 3. on; 4. takes; 5. on

VI. 1. ...when I get home...; 2. ...it stops...; 3. If I knew...; 4. ...what would you do; 5. ...if I earn...

VII. 1. be missed; 2. are held; 3. compete; 4. are run; 5. decides; 6. are spaced

VIII. 1. The police had been searching for the criminal for two years before they could (were able to catch him.

2. I think he won't be able to do it on time.

3. If you don't have a computer, and you can't send a message by e-mail, you may (can) write to us.

4. May/Could/Can I speak to Kelly? – She can't come to the phone right now. – May/Could I leave a message?

5. Why didn't you come to the party last night? – I had to study. – You should have come. We had a good time.

6. Jane is looking at her test paper the teacher (has) just returned. She's smiling. She must have passed the test.
7. There's something I have to tell you. – Go ahead. I'm listening.
8. I'm having problems in English. – I could try to help you.

Test 2

Choose the correct versions.

1. Fill in the gap.

There are a lot of alligators in ...Nile.

- A) a
- B) an
- C) -
- D) the

2. Fill in the gap.

Which is ...building in the world?

- A) highest
- B) the highest
- C) higher
- D) most higher

3. Choose the correct word.

There aren't...fruits at that time of the year.

- A) some
- B) any
- C) no
- D) none

4. Fill in the gap.

What...he do for a living?

- A) do
- B) does
- C) are
- D) is

5. Fill the gaps with the correct word.

There was no bus, ...we had to walk.

- A) because
- B) although
- C) that's why
- D) due to

6. Fill in the gap.

Didn't you see the snow...Sunday?

- A) at
- B) on
- C) in
- D) for

7. Choose the right form of the word.

The boy works on the computer...

- A) good
- B) bad
- C) better
- D) well

8. Choose the right form of the modal verb.

Must we hurry? No, you ...we have much time.

- A) can't
- B) may not

- C) won't
- D) needn't

9. Choose the correct form of the verb.

I ...video games for two years.

- A) collected
- B) am collecting
- C) was collecting
- D) have been collecting

10. Choose the right form of the verb.

The museum...to public in 1990.

- A) has been opened
- B) is opened
- C) was opened
- D) opened

11. Choose the correct form of the verb.

John told his friend that he...the competition.

- A) won
- B) had won
- C) win
- D) will win

12. Choose the correct form of the verb.

It often rained last summer.

- A) Did it often rained in summer?
- B) Did it often rain in summer?
- C) Does it often rain last summer?
- D) It often rained last summer?

13. Choose the right word.

She...asks the teacher a lot of questions.

- A) already
- B) almost
- C) always
- D) yet

14. Choose the right verb.

If I haven't got enough money. I'll...some from the bank.

- A) give
- B) take
- C) ask
- D) buy

15. Choose the right verb.

They...us an interesting story.

- A) say
- B) said
- C) spoke
- D) told

Keys

- 1D
- 2B
- 3B

4B
5C
6B
7D
8D
9D
10C
11B
12B
13C
14B
15D

***Read and translate the texts.
Choose the correct versions.***

Text 1. Foreign Languages in Our Life

Learning a foreign language isn't an easy tiling. Nowadays it's especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider.

I study English. It's a Long and slow process that takes a lot of time and efforts. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages of the United Nations Organization and other political organizations.

English language is a wonderful language. It's the language of the great literature. It's the language of William Shakespeare, Charles Dickens and others. Half of the world's scientific literature is in English. It's the language of computers technology. The great German poet Goethe once said, «He, who knows no foreign language, doesn't know his own one». That's why in order to understand oneself and environment one has to learn foreign languages.

I think that to know English today is absolutely necessary for every educated man, for every good specialist.

1. Learning a foreign language isn't an easy tiling.
 - a. Английский язык очень легко выучить
 - b. Изучение иностранного языка — нелегкое дело
 - c. Изучение иностранного языка - легкое дело
2. It's a long and slow process that takes a lot of time and efforts.
 - a. Это быстрый процесс, который не отнимает много времени и усилий
 - b. Это очень долгий процесс, на который нужно годы обучения.

- c. Это долгий и медленный процесс, который отнимает много времени и усилий.
- 3. It's the language of ...
 - a. the great literature.
 - b. of all world
 - c. our country
- 4. I think that to know English today is absolutely
 - a. necessary
 - b. unnecessary
 - c. useful
- 5. The native speakers of English live in ...
 - a. Russia, Italy, Japan
 - b. Great Britain, the United States of America, Australia and New Zealand.
 - c. China, Australia, New Zealand

Text 2. Television

Television, also called TV, is one of our most important means of communication. It brings moving pictures and sounds from around the world into millions of homes. The name «Television» comes from Greek word meaning «far», and a Latin word meaning «to see», so the word «television» means «to see far».

About three-fourths of the 1 500 TV stations in the US are commercial stations. They sell advertising time to pay for their operating costs and to make profit. The rest are public stations, which are nonprofit organizations. Commercial TV stations broadcast mostly entertainment programs because they must attract larger numbers of viewers in order to sell advertising time at high prices. These programs include light dramas called situation comedies; action packed dramas about life of detectives, police officers, lawyers and doctors; shows featuring comedians, dancers and singers; movies; quiz shows; soap operas; cartoons

- 1. Television, also called TV, is one of our most important means of communication.
 - a. Телевидение - это самое важное средство коммуникации
 - b. Телевидение коротко называют ТВ
 - c. Телевидение является одним из наших самых важных средств коммуникации
- 2. The name «Television» comes from Greek word
 - a. Название «телевидение» происходит от греческого слова
 - b. Название «телевидение» происходит от латинского слова
 - c. Название «телевидение» происходит от итальянского слова
- 3. About ...of the 1 500 TV stations in the US are commercial stations.
 - a. three-fourths
 - b. four-fifths
 - c. one-third
- 4. They sell... time to pay for their operating costs and to make profit.
 - a. advertising

- b. different goods
- c. programs
- 5. Commercial TV stations broadcast mostly... because they must attract larger numbers of viewers in order to sell advertising time at high prices.
 - a. cartoons
 - b. political programs
 - c. entertainment programs

Test 3.

Choose the correct versions.

1. Geography ...too difficult for me.
 - a. is
 - b. are
 - c. -
2. The spoons ... on the table. The table ... in the room.
 - a. am; is
 - b. is; are
 - c. are; is
3. His opinion differs from
 - a. my
 - b. mine
 - c. me
4. Mrs. Smith is very fat - ... weight over a hundred kilos!
 - a. her
 - b. she
 - c. it
5. He had taken the advice, but the decision was
 - a. his
 - b. he
 - c. him
6. Trees drop ... leaves in autumn.
 - a. their
 - b. its
 - c. theirs
7. I don't dress ... for dinner here.
 - a. myself
 - b. -
 - c. by myself
8. He usually shaves ... after breakfast.
 - a. -
 - b. himself
 - c. oneself
9. I'm afraid I've broken...

- a. the chair's leg
 - b. the leg in the chair
 - c. the leg of the chair
10. Does ... cars use much petrol?
- a. that
 - b. these
 - c. this
11. Last year he spent a lot of time traveling ... London and Liverpool.
- a. between
 - b. from
 - c. in
12. A river boat passed ... the bridge.
- a. under
 - b. by
 - c. along
13. The whole family was sitting ... the dinner table.
- a. about
 - b. round
 - c. beside
14. They decided to spend an evening ... the cinema.
- a. in
 - b. at
 - c. inside
15. My mother entered ... the room quickly and stood near the door.
- a. in
 - b. to
 - c. -

Task. Read and translate the text.

Choose the correct versions.

The Town of My Dream

Peking is the capital of the People's Republic of China. It is spread across a vast area. Part of its border is formed by the Great Wall of China, a huge wall which stretches along the mountains. It is the ancient seat of government and a modern industrial and commercial city. The population of Peking is about 10 million people and is still growing, although it is only the second largest city in China.

In 1421 Peking became the imperial capital of the Ming dynasty (1368—1644) and it was during this time that the spacious walled city was built. Like many ancient Chinese cities, the walls and streets were based on the points of the compass. Peking has remained the capital of China since then. With its modern international airport, it is not surprising that Peking has become a popular tourist destination. Peking's broad, straight streets are crowded with people, bicycles and buses. Very few people own a car.

Industries include textiles, steel and engineering. It is also a city of great cultural importance. There are more than fifty institutes of higher education,

including Peking University. It has a famous opera, a ballet and some outstanding museums — The Museum of Chinese History and Gugun Museum. Among the many historical and cultural landmarks in Peking is Square, one of the largest public squares in the world. It is used for political rallies and military parades.

1. Peking is the capital of ...
 - a. the People's Republic of China
 - b. England
 - c. Japan
2. Part of its border is formed by ...
 - a. the government
 - b. people of China
 - c. the Great Wall of China
3. ...Peking became the imperial capital of the Ming dynasty
 - a. In 1421
 - b. In 1420
 - c. In 1398
4. There are more than fifty..., including Peking University.
 - a. institutes of higher education
 - b. colleges
 - c. museums
5. The population of Peking is about ...people and is still growing
 - a. 10 million
 - b. 20 million
 - c. 15 million

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. Вставьте артикль, где необходимо.

A) My ... aunt and my ... uncle are ... doctor. They work at ... hospital. They get up at seven o'clock in ... morning. They go to ... bed at eleven o'clock. 2. I work in ... morning and in ... afternoon. I don't work in ... evening. I sleep at ... night. 3. When do you leave ... home for ... school? – I leave ... home at ... quarter past eight in ... morning. 4. What does your mother do after ... breakfast? – She goes to ... work. 5. Is there ... sofa in your ... living room? — Yes, there is ... cosy little ... sofa in ... living room. — Where is ... sofa? — It is in ... corner of ... room to ... left of ... door. I like to sit on this ... sofa in ... front of ... TV set in ... evening. 6. There is ... nice coffee table near ... window. There are ... newspapers on ... coffee table. 7. There is ... tea in ... cup. 8. When do you watch ... TV? — I watch ... TV in ... evening. We have ... large colour TV set in our ... room. There is ... beautiful vase on ... TV set. There are ... flowers in ... vase. 9. I have ... large writing desk in ... study. There is ... paper on ... writing desk. My ... books and ... exercise books are on ... writing desk, too.

B) My friend's ... flat is very comfortable. There are ... three rooms in ... flat: ... living room, ... study and ... bedroom. ... living room is not very large. ... walls in ... living room are blue. There are ... pictures on ... walls. There is ... table in ... middle of ... room with some chairs around it. To ... left of ... door there is ... sofa. Near ... sofa there are ... two large armchairs. They are very comfortable. There is ... piano in my friend's living room. ... piano is to ... right of ... door. ... bedroom and ... study are small. ... furniture in ... flat is brown.

C) 1. ... Neva flows into ... Gulf of ... Finland. 2. ... Pacific Ocean is very deep. 3. ... Urals are not very high. 4. ... Elbrus is ... highest peak of ... Caucasus; but it's ... highest mountain in ... Europe too. 5. ... Alps are covered with ... snow. 6. ... Shetland Islands are situated to ... north of ... Great Britain. 7. Is ... Canada ... largest country in ... America? 8... Crimea is washed by ... Black Sea. 9. ... Lake Baikal is ... deepest lake in ... world. 10. Is ... Paris ... capital of ... France? 11. Lomonosov was born in ... small village on ... shore of ... White Sea. 12. Gogol was born in ... Ukraine in 1809. 13... Caucasus separates ... Black Sea from ... Caspian Sea. 14. ... Europe and ... America are separated by ... Atlantic Ocean. 15.... Baltic Sea is stormy in winter. 16. There are many small islands in ... Pacific Ocean. 17. ... North Sea separates ... British Isles from ... Europe. 18. ... Balkans are old mountains. 19. ... Nile flows across ... northeastern part of ... Africa to ... Mediterranean Sea. 20. Which are ... highest mountains in ... Russia? 21. When was she in ... USA? 22. When was he in... Ethiopia?

D) 1. This is ... pen. That is ... pencil. 2. This is ... book. It is my ... book. 3. Is this your ... pencil? – No, it isn't my ... pencil, it is my sister's ... pencil. 4. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. They have got two ... children. 5. This is ... girl. This ... girl is their ... daughter. Their daughter's ... name is Vera. 6. That is ... boy. That ... boy is her ... brother. Her brother's ... name is Nick. 7. This is our ... flat. 8. We have got ... car. Our ... car is not very expensive but reliable. 9. I have no ... pet. 10. My granny has got ... headache. She has no ... idea what to do. 11. I have ... friend. His ... name is Mike. My ... friend is very good. 12. It's ... cat. Its ... tail is long and bushy. It's Mike's ... cat.

E) 1. I have two ... sisters. My ... sisters are ... students. 2. We are at ... home. 3. My ... brother is not at ... home, he is at ... school. 4. My ... mother is at ... work. She is ... doctor. 5. I am not ... doctor. 6. He has no ... sister. 7. He is not ... pilot. 8. I have thirty-two ... teeth. 9. He has ... child. 10. She has two ... children. Her children are at ... school. 11. Is your father at ... home? – No, he is at ... work. 12. Where is your ... brother? – He is at ... home.

Задание 2. Вставьте соответствующую форму глагола to be

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? - Yes, she 4. ... they at home? - - No, they ... not at borne, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? - - Yes, I... 7. ... your

sister a *photographer*? No, she ... not a *photographer*, *she* ... a student. 8. ... your brother at school? - - Yes, he 9. ... your sister at school? - No, she ... not at school. 10. My ... sister ... at home. 11. ... this your watch? • Yes, it 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at work. 16. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in New York.

Задание 3. Переведите с русского языка на английский

Я студент. Я в институте. Мой брат художник. Он не инженер. Моя сестра на работе. Моя сестра не дома. Мы не на улице. Мы дома. Моя мама не учительница. Она врач.

Задание 4. Напишите транскрипцию гласных звуков следующих слов:

- a) be, feel, we, me, see, meet, deed, feet, need
- b) it, is, in, ill, sit, fill, live, win, till, mill
- c) bed, pen, ten, tell, set, let, met
- d) tie, lie, my, pie, die, life, time, five, nine, smile
- e) man, bad, hat, lamp, glad, fat, cat, black, sack

Задание 5. Напишите транскрипцию следующих слов, прочтите их вслух и объясните правила чтения:

mine, type, bid, did, fine, pit, five, vine, me, meet, lend, mete, eve, seem, pep, beef, ebb, see, send, pie, type, tin, fine, pin, lip, pile, line, sit, fit, set, best, sin, fist, miss, pens, less, lends, Bess, seems, size, zest, send, pale, date, ban, tape, fate, mad, say, same, fat, day, Sam, lane, land, tame, leave, bede, beat, deed, lean, mean, seat, nice, line, pin, pine, dene, fine, man, dent, Ann, nice, bet, bed, dine, did, May, fit, style, vet, bay, sat, till, file, ease, pet, tin, veal, slip, she, meek, reel, grim, happy, pony, sack, lad, got, pond, mule, butter, ugly, rudder, sink, mill, fuss, hobby, fly, cube, seep, stove, made, pane, sand, plate, mean, heat, pine, sty, teach, close, clock, shelf, cock, tape, tone, bud, fun, fume, tube, icy, free, peg, gent, peck, skin, single, note, lot, lone, nod, code, cot, tone, cope, dot, sock, hot, pope, doll, hop, bone, lead, steel, meat, bet, lest, tip, tiny, type, mice, cell, cod, spin, cap, can, ice, came, nice, cat, neck, mice, fast, fact, space, peck, pace, kin, keen, pact, face, gate, gem, gas, age, gym, page, egg, gin, game, beg, gag, jam, Jim, Jack, Jane, sky, teem, fee, wee, bee, feel.

Тема 1: The System of Legal Education in the UK

Задание 1. Перечень вопросов по теме для устного обсуждения:

Answer the questions to practice talking about yourself, your family, your daily routine, household chores and the life of your dream

1. What can you tell a stranger about yourself?
2. What are three things that you enjoy doing most of all and the three things that you hate doing?
3. How big is your family?
4. What is better: to have a small family or a big family with a lot of children and other relations? Why?

5. What is your family like? Have you got any brothers and sisters? Are you good friends with them?
6. Have you got baby brothers and sisters? Do you help your mother to take care of them? What do you do?
7. What are your family's favourite pastimes? What do you like doing together?
8. What are the things you like doing together? Have you got any family traditions? What are they?
9. In what way is your family important for you?
10. What are your parents?
11. What is the life of your dream?
12. Can you realize your dreams in future?
13. What are negative aspects of living in the city?
14. What are positive aspects of living in the city?
15. What is the house of your dream?

Задание 2. Перечень контрольных вопросов по теме:

1. What are your favourite pastimes and hobbies?
2. What is an ideal family as you see it?
3. What can you tell us about your nearest and dearest?
4. Where do you prefer to live: in the country or in the city?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Тест №1

1. Liz / the text-book
 A *Liz's text-book*
 B *the text-book of Liz*
 C *the Liz's text-book*
2. The roof / the house
 A *the houses roof*
 B *the roof of the house*
3. The rabbits / the cage
 A *the rabbits's cage*
 B *the rabbits' cage*
 C *the cage of the rabbits*
4. Our dog / a new kennel
 A *our dog's new kennel*
 B *a new kennel of our dog*
5. The Smiths / the car
 A *the Smiths' car*
 B *the Smiths's car*
 C *the car of the Smiths*
6. Charles / the book
 A *Charles' book*

- B *the book of Charles*
C *Charle's book*
7. A bird / a nest
A *a nest of a bird*
B *a bird's nest*
8. those men / the umbrellas
A *those men' umbrellas*
B *those men's umbrellas*
C *the umbrellas of those men*
9. My parents / the friends
A *the friends of my parents*
B *my parents's friends*
C *my parents' friends*
10. Tom and Alice / the car
A *Tom's and Alice's car*
B *Tom and Alice's car*
C *the car of Tom and Alice*

Test 2

1. Mathematics ...too difficult for me.
a. is
b. are
c. ---
3. English ... too difficult for me.
a. is
b. ---
c. are
4. The spoons ... on the table. The table ... in the room.
a. am; is
b. is; are
c. are; is
7. Mrs. Smith is very fat - ... weight over a hundred kilos!
a. her
b. she
c. it
8. Where shall ... meet, Bob?
a. you
b. you and I
c. we
9. He is quite right. I agree with ... completely.
a. he
b. him
c. his
10. One has to show ... ticket at the entrance.

- a. you
 - b. his
 - c. one's
11. I can't eat ... chips because they are cold.
- a. this
 - b. these
 - c. it
12. James took the book and opened
- a. it
 - b. this
 - c. that
13. ... books are very boring.
- a. this
 - b. that
 - c. those
14. ... is our classroom. It is very light and clean.
- a. this
 - b. these
 - c. those
15. Have you ever been to USA?
- a. ---
 - b. the
 - c. a
16. She works at this school as ...teacher.
- a. ---
 - b. a
 - c. the
17. I couldn't hear her because of...noise of the train
- a. the
 - b.---
 - c. a
18. I'm afraid I've broken...
- a. the chair's leg
 - b. the leg in the chair
 - c. the leg of the chair
19. Sally opened the ...and entered.
- a. kitchen's door
 - b. door of the kitchen
 - c. kitchen door
20. Tim took car.
- a. his father car
 - b. his father's car
 - c. his fathers' car

Задание 4. Составьте небольшие рассказы на темы.

1. My Life.
2. My Parents.
3. My Sister's Family.

(Рекомендуемый объем – 10-15 предложений)

Условие: узнайте как можно больше информации о человеке, задавая общие и альтернативные вопросы.

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Ex.1. Поставьте вопросы к выделенным словам.

1. *My friend* is a *teacher* (3).
2. This is *a map* (1).
3. It's *a good map* (1).
4. That's *a bad cap* (2).
5. It's *his cap* (1).
6. The match is *on the table* (1).
7. *Her name* is Mary (2).
8. *Bess* is a good pupil (2).

Ex.2 Вставьте вместо пропусков слова, в соответствии с контекстом

Everybody knows his own language, but it is useful to know _____ languages. Some people learn languages because they need them in their work, others travel _____, for the third studying languages is a hobby. People cannot read books in _____, know more about different _____ and traditions without knowing foreign languages. If a person _____ a foreign language well, he'll be able to go to the library and take and read books by English and American writers in the original. Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship _____ them. But we should remember that learning a foreign language _____ time and patience. English is one of the world languages. English is _____ by more than 350 million people. There's a wide range of materials and tools _____ to help you with your language studies, including dictionaries, grammar books, phrasebooks.

Ex.3. Заполните пропуски предлогами, где это необходимо.

1. "Do you work ... an office?" "No, I work ... a factory." "Do you live far ... the factory?" "Yes, I live a long way ... it."
2. Mary lives near ... a large park. She often takes her son.....a walk ... the park. ... Saturdays her sister Ann usually comes to stay ... Mary ... the week-end.
3. -I usually get ... home ... six ... the evening.
4. This is a letter ... my sister. I'm going to answer ... it now. She's coming ... Moscow. I'm going to meet ... her ... Tues day evening ... seven.
5. Nick works hard ... his English. He does a lot ... exercises ... class and ... home.
6. «What are you going to do ... the week-end?" "We're going ... Klin ... the week-end".
7. Are you going to stay here ... the week-end?
8. Do you often stay ... the office ... work ... your English lessons?

Ex.4. Вставьте *much* или *many*.

1. I don't eat ... mangoes.
2. He does not eat ... fish.
3. She ate so ... dessert that she is in bed today with a stomachache.
4. That man drank so ... wine, and he smoked so ... cigarettes that he has a terrible headache today.
5. Mary must not eat too ... food because she has a weight problem.
6. My mot he says I eat too ... French fries and drink too ... beer
7. There is not too .. space in my flat.
8. There

are not ... pictures in this room. 9. There are so ... teachers at our school, but not... of them are men. 10. Not... of these books are new. 11. Thanks awfully for the books you sent me yesterday. — Don't mention it, it wasn't ... bother. 12. ... of her advice was not useful at all. 13. He has got so ...pairs of socks. 14. Please don't put ... pep per on the meat. 15. There were too ... plates on the table. 16. I never eat... bread with soup. 17. Why did you eat so ... ice cream? 18. She wrote us not very ... letters from the country. 19. ... of these student don't like to look up words in the dictionary. 20. Do you drink ... coffee? — Yes, a lot. Do you watch TV ...? — No, not... . 21. Not... of the answers were correct. 22. How ... money did you spend last Friday 23. The students enjoyed the concert very... .

Ex.5. Вставьте *little* или *few*.

1. He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got very ... time. 4. This university offers very ... scholar ships. 5. The Smiths have ... money. They aren't rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have ... time, so I can't go with you. 9. He has ... English books. 10. There is ... juice in my glass. Have you got any juice? 11. There are ... bears in the zoo. 12. Tom Cauty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my soup plate. Give me some more, please. 14. The children returned from the wood very sad because they had found very ... mushrooms. 15. There was too ... light in the room, and I could not read. 16. There are very ... people who don't know that the Earth is round. 17. I made very ... progress on this assignment. 18. There is very ... hope of getting financial support for the research project. 19. Fortunately, very ... passengers were injured in a traffic accident.

Ex.6. Вставьте *much*, *many*, *little* или *few*.

1. Robert wrote so ... letters that he's never going to write a letter again. 2. She ate so ... ice cream that she's going to have a sore throat. 3. His father didn't earn ... money, but he enjoyed his job. He loved teaching English very 4. There are ... cookies in the box. I should have bought them last Monday. 5. Does your sister read ... ? — Yes, she does. And your brother? — Oh, he doesn't. He has so ... books, but he reads very 6. Do you have ... work to do today? — No, not very 7. Walk quicker, please We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott. 9. My brother is a young teacher. Every day he spends too ... time preparing for his lessons. 10. I know very ... about this writer. I am reading the first book I am reading. 11. The pupils of our class ask so ... questions at the lesson. They want to know everything. 12. You do not make ... mistakes ' your spelling. Do you work hard on it? — Oh, yes, I do I work very 13. He is lazy. He's done very ... today. 14. Very ... people can afford to own a plane. 15. There is ... traffic on the roads this morning. I'm so glad.

Ex.7. Употребите глаголы, данные в скобках, в соответствующем времени, лице и числе.

1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She

(to speak) French well. 8, My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes, At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his office. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

Ex.8. Выберите нужное слово из данных в скобках.

1. This film lasts two (o'clock, hours). 2. They sometimes finish work at three (o'clock, hours) on Thursday afternoon. 3. "Where are you (going, walking) to?" «I'm (going, walking) to my office." 4. He likes (going, walking). 5. He (goes, walks) a lot. 6. How often does your son (go, walk) there for the week-end?

Ex.9. Переведите на английский язык следующие предложения, обращая внимание на перевод слов много, мало.

1. Моя сестра много работает. 2. Они читают много английских книг. 3. Ваш сын много работает? — Нет, он работает очень мало сейчас. 4. Он получает много писем каждый день. 5. Мы очень много читаем и очень мало пишем в классе. 6. Ваш сын много читает? — Да, много. Обычно он читает по вечерам. 7. Многие студенты знают два иностранных языка. 8. Не читайте слишком много вечером. 9. Мы посылаем письма многим иностранным фирмам.

Ex.10. Переведите на английский язык

A. 1. Вы будете дома в воскресенье? 2. Куда вы пойдете в субботу вечером? 3. Он занимается (у него уроки) только по вторникам и четвергам. 4. Он приходит сюда только по воскресеньям. 5. Вы пойдете на завод утром? — Да. — Кто остается дома с вашим сыном? — Моя сестра. 6. В котором часу вы обычно приходите домой? — Я обычно прихожу домой в семь часов вечера. 7. Не обсуждайте этот вопрос сейчас. Мы его обсудим в четверг утром. 8. Я знаю только английский язык, но я собираюсь изучать немецкий.

B. Сколько времени продолжается ваш рабочий день? — Восемь часов. Что вы делаете в учреждении? — Я отвечаю на письма и телеграммы, читаю журналы, перевожу статьи из этих журналов и обсуждаю множество вопросов с нашими инженерами. Когда вы обычно заканчиваете работу? — Я обычно заканчиваю работу в шесть. Вы живете далеко от вашего учреждения? — Нет, я живу рядом с ним и обычно хожу туда пешком. Вы знаете немецкий язык хорошо? — Я только изучаю немецкий. Когда у вас бывают уроки? — Мы занимаемся (у нас бывают уроки) в понедельник, среду и пятницу вечером. Сколько времени продолжается ваш урок? — Два часа. Что вы делаете дома? — Когда я прихожу домой, я обычно читаю журналы и делаю уроки, иногда я пишу письма своим друзьям. Я получаю от них много писем и всегда отвечаю на них. Кто переводит статьи из иностранных журналов в вашем учреждении? — Товарищ Орлов. Он знает английский и французский. Как он знает эти языки? — Он знает их хорошо. Кто переводит письма с немецкого? — Я.

Ex.11. Переведите на английский язык.

Моя сестра преподавательница. Она преподает английский язык. Мой приятель и я тоже изучаем английский язык, но многие студенты упорно работают над

двумя иностранными языками. Мы всегда вовремя приходим на занятия и хорошо выполняем (делаем) домашние задания. Мы часто читаем английские газеты и журналы дома. Мне нравится читать английские книги, и я много читаю. Мы занимаемся (у нас бывают уроки) по понедельникам, средам, четвергам и пятницам. Мы делаем много упражнений в классе и иногда пишем диктанты. Мы читаем тексты, переводим их, отвечаем на вопросы и переводим русские предложения на английский. Часто после уроков мы идем домой вместе. Мы разговариваем по-английски и обсуждаем свою работу.

Generation Gap: Reality or a Psychological Prejudice

To my mind generation gap is rather reality than a psychological prejudice. It has always been a topical problem and it still remains urgent nowadays.

So what does a generation gap mean? It is a popular term used to describe big differences between people of a younger generation and their elders. This can be defined as occurring 'when older and younger people do not understand each other because of their different experiences, opinions, habits and behavior'. The term first came into prominence in Western countries during the 1960s, and described the cultural differences between the Baby Boomers and their parents. Although some generational differences have existed throughout history, during this era differences between the two generations grew significantly in comparison to previous times, particularly with respect to such matters as musical tastes, fashion, drug use, culture and politics.

Nowadays you will hardly find a boy or a girl satisfied with their parents. Neither will you find a grown-up, a parent not grumbling over 'younger generation' of their children. Pop music, ultra-modern clothes, noisy parties and children's wish to have more freedom become a stumbling-block on the way of mutual understanding between adults and their offspring and help foster differences between parents and teenagers. So it seems that in most families parents don't understand their children and children don't understand their parents.

According to the older generation teenagers are lazy, carefree, ungrateful, impolite and rude. They wear ridiculous clothes, listen to awful music and all they think about is parties, dates, friends and entertainment. Teenagers have very little responsibility and very few problems. But is it really so? If we look inside the mind of a teenager, we will see a very different picture. Teenagers are greatly worried about a great number of things: their appearance, relations with friends, parents and teachers, the way other people (especially their peers) treat them. They suffer from pimples, bullies, problems at school, misunderstanding with their boyfriend/girlfriend, lack of self-confidence, etc. Teenagers often don't know what they are good at and their future seems to be rather vague. Every day they face a lot of stressful situations and feel depressed. Besides they have constant pressure from betters and elders as to how they should act, behave, look and feel.

There are a lot of books and films devoted to the problem of the generation gap. One of such films is 'Freaky Friday' (2003). The wide generation gap between Tess Coleman (Jamie Lee Curtis) and her teenage daughter Anna (Lindsay Lohan) is more than evident. They simply cannot understand each other's preferences. They have

absolutely different views on clothes, hair, music, duties and even people. On a Friday morning the mother and the daughter switch bodies. As they adjust with their new personalities, they begin to understand each other more and eventually they gain respect for the other's point of view. It is 'selfless love' that changes them back.

But of course there is no magic in real life, that's why there should be some other way to bridge the gap between parents and their children. To my mind communication is the best way to solve the problem. The more time adults and children spend together, the more they talk and discuss different things the better they understand each other. It is very important to be selfless and open-minded, patient and sincere. Despite the great changes in the electronic and technological environment in the last several decades, a defined gap does not separate today's generations as it did in the sixties and seventies. So the 'generation gap' can disappear. If we are a little wiser, children will find a key to the heart of their parents and vice versa.

1. Complete each sentence (A—H) with one of the endings (1—8):

- A. 'Generation gap' is a popular term used to describe
- B. The term first came into prominence
- C. Pop music, ultra-modern clothes, noisy parties and children's wish to have more freedom become
- D. According to the older generation teenagers are
- E. Teenagers are greatly worried about
- F. Besides they have constant pressure from betters and elders
- G. The more time adults and children spend together, the more they talk and discuss different things
- H. Despite the great changes in the electronic and technological environment in the last several decades

- 1. their appearance, relations with friends, parents and teachers, the way other people treat them.
- 2. the better they understand each other.
- 3. big differences between people of a younger generation and their elders.
- 4. a defined gap does not separate today's generations as it did in the sixties and seventies.
- 5. in Western countries during the 1960s.
- 6. lazy, carefree, ungrateful, impolite and rude.
- 7. a stumbling-block on the way of mutual understanding between adults and their offspring.
- 8. as to how they should act, behave, look and feel.

2. Explain in other words

- to come into prominence
- generational differences
- to grumble over
- a stumbling block
- to foster differences
- lack of self-confidence

stressful situations
to have constant pressure from smb
to bridge the gap

3. Answer the questions

- 1) Why do generational differences exist?
- 2) How can you describe a typical teenager/grown-up?
- 3) What problems do teenagers usually face?
- 4) What books and films devoted to the problem of the generation gap do you know?
- 5) What are the ways to bridge the gap between parents and children?
- 6) Does a defined gap separate today's generations? Why?
- 7) How can you characterize your relationships with your parents and grandparents? Do you understand each other's opinions, habits, behavior and preferences?
- 8) Do you agree that children's job is 'to try their wings' and parents' job is 'to let them fly away'? Comment on your answer.

4. Read the letters written by the teens who have problems with their parents.

Give them some tips

Kathie, 16.

My parents don't understand me! 'They treat me as if I were a kid though I am already 16! I want to go clubbing and bowling, I want to meet my friends and go to different parties. 'But they tell me to think more about school and my studies. 'When I go somewhere I have to be at home not later than 10 1»M. It's ridiculous and all my friends laugh at me. My father almost had a stroke when he learnt that I had a boyfriend. Jiow can I make them understand that I'm not a child anymore?

Ben, 15.

My classmates bully me. I don't know why. Maybe because I'm shy and a bit fat or wear spectacles. I told my parents about my problem but they said it was quite all right and that I had to patch things up myself. They seem to be absolutely indifferent to what's going on in my life. They don't care about what I feel or what I want. I'd like to become a computer programmer, but he says I must become a lawyer. But what about my dreams? I'm torn between wanting to take a stand, and not wanting to upset my parents.

Nelly, 14.

My parents are too harden me. 'We have great difficulties with understanding each other. Every day I hear "Don't listen to this music', 'Don't talk to this girl - she is spoilt', "Don't invite your friends' ... Sometimes I feel irritated and we quarrel. I'm really tired of such a don't-do-it way of upbringing. My parents are convinced that everything I do is wrong. T)o I really deserve such an attitude?

5. Read the quotations below. Choose any statement and comment on it

The lessons of the past are ignored and obliterated in a contemporary antagonism known as the generation gap.' (Spiro T. Agnew)

Parents often talk about the younger generation as if they didn't have anything to do with it.' (Haim Ginott)

Every generation needs a new revolution.' (Thomas Jefferson)

'Trouble is, kids feel they have to shock their elders and each generation grows up into something harder to shock.' (Ben Lindsey)

'Every generation revolts against its fathers and makes friends with its grandfathers.' (Lewis Mumford)

'Each generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.' (George Orwell)

'Each generation goes further than the generation preceding it because it stands on the shoulders of that generation.' (Ronald Reagan)

Look at the picture by Bidstrupp. What can you say about the artist's understanding of the problem of the generation gap? The words and word combinations in brackets can help you.

(a topical problem, to remain urgent, to exist throughout history, to grumble over younger generation, a stumbling-block, generational differences, to have different views on smth, to bridge the gap, the lessons of the past, to shock parents, to be at war with elders, to revolt against, to make the same mistakes)

A. Give the definition of generation gap.

B. Read the text 'Generation Gap: Reality or a Psychological Prejudice'. Comment on the title of the text.

Тема 2: The System of Legal Education in the USA

Задание 1. Перечень вопросов по теме для устного обсуждения:

The Legal System in the United States

The legal system in the United States is similar in many ways to the English system. One of the main differences is the existence of the United States Constitution which is interpreted by the highest court, the Supreme Court. The nine Supreme Court judges are appointed by the President and approved by the Senate. They can only be removed from office by impeachment.

Federal judges are appointed for life by the President. They deal with federal law, which applies to the country as a whole, and with important case involving citizens from different states. State judges hear cases involving the law of a particular state. They hold office for ten years and are usually elected or confirm in office by election.

The number of people who make up a jury varies from state to state, but efforts are made to ensure that they represent a fair cross-section of society. Both the defense and the prosecution are allowed to reject a certain number of jury candidates. The defendant in criminal case has the right to be tried by a jury, and many civil cases are heard by a jury. The task of the jury is to decide whether the defendant is innocent or guilty.

The attorneys represent clients in court. They have been trained at law schools and are licensed to practice only in certain states. If they wish to practice in a different state they may have to take another exam. The prosecution attorney is appointed by the District Attorney to prosecute the defendant. The defense attorney will be provided by the Public Defender's Office cannot afford to engage his own lawyer. The prosecution may agree to charge the defendant with a less serious offence if he or she agrees to plead guilty. This is known as plea bargaining.

1. What does the term “legal system” mean? (It is the internal structure of law defined by social relations).
2. What legal blocks do scholars define? (They define national legal systems, legal families, groups of legal families).
3. What types of law are the existing legal systems modeled on? (Civil law, common law, religious law, customary law, mixed law, international law).
4. What are the main sources of civil law? (Legislation and custom).
5. What is the main source of common law? (The rules developed by the judges of earlier English courts).
6. What are two main types of religious law? (Muslim law and Hindu law).
7. What is Muslim law based on? How many countries is this law used in? (On the Koran. In about fifty countries).
8. What is the main principle of Muslim law? (Law cannot exist outside religion).
9. Where is Hindu law found? (In India, Nepal, Malaysia, Pakistan and parts of East Africa).
10. What is a customary legal system? (It is an organized set of rules regulating social relations and agreed on by members of the community).
11. What does the term «mixed» systems mean? (It is when the law system in the country is influenced by several laws).
12. In what countries was socialist law applied? (In the former USSR, in China.
13. What is Russia's legal system based on? (It is based on a civil law system, influenced by Roman law.

Задание 2. Перечень контрольных вопросов по теме:

1. What type of the state is the USA?
2. What law system is there in the UK?
3. Who is the Head of the state in the USA?
4. What Houses of the British Parliament do you know?
5. What type of the state is the RF?
6. What is the legislative body in the USA? What does it consist of?
7. What three main branches of state power do you know?
8. What courts is the judicial power in Russia exercised by?
9. What type of the state is in the UK?
10. What system of law is Russia's legal system based on ?
11. What three main branches of state power do you know?
12. What three major legal systems does the UK contain?
13. What type of the state is the USA?
14. What is the legislative body in the UK? What does it consist of?
15. What three main branches of state power do you know?
16. What system of law is Russia's legal system based on ?
17. Do you think it is necessary that there are windows in the classroom to provide for a proper learning atmosphere?
18. What do you wish your teachers understood about you?

19. Do you think a person can become a genius, or are they just born that way?
20. What do you consider to be a «smart» or «slow» person?
21. Are things your school teaches that you think are not important?
22. Are school uniforms good to have? Why/why not?
23. Do you prefer school uniforms or casuals better?
24. Would you ever want to learn a third language? [To be «trilingual»]
25. What do you consider «hardworking» or 'lazy»?
26. What is the role of schools in society?
27. Do you enjoy going to school? If so, why if not why?
28. What does your education mean to you?
29. What do you think the advantages and disadvantages of state and private schools are?
30. What would you do if you saw someone with a gun at school?
31. Are college tuitions reasonable?
32. Are foreign languages part of the curriculum? If so, which languages?
33. Are most schools coeducational in your country?
34. Are there any subjects/classes you wanted to study but they weren't available at your school/college?
35. Do you have difficulty with school work?
36. Do you think teachers are paid enough?
37. Do you think your school is a good one? Why/why not?
38. Do you think your teachers give too much homework?
39. Do you think public speaking can improve your English?
40. How can we improve our classroom?
41. Why is English hard to learn at university level?
42. How do you travel to school?
43. How long must you go to college to get a degree?
44. How much is too much homework? How should the homework load be managed?
45. If you have not attended college, do you plan on doing so?
46. What are some good ways to learn English?
47. What are some important factors in determining which college to attend?
48. What classes would you take?
49. What do you study? What's your major?
50. What is the average age of a high school graduate?
51. What is your favorite class?
52. What was (or is) your favorite subject? Why do you like it?
53. Who selects the college you will attend -- you or your parents?
54. Why are you studying a foreign language?
55. Why is it helpful to learn a Second language ?
56. Why is it sometimes very difficult to speak another language?
57. Would you consider studying abroad?
58. Do parents home-school their children in your country?
 - a. What do you think of home-schooling?
 - b. Do you know anyone who was home-schooled?

59. Do you think that most parents influence what university their child will attend?
60. Once you graduate from a university should you stop learning?
 - a. What are some ways a person can continue to learn?
61. Which is more important, the essential skills in life you've learned to develop on your own or the artificial structure in college about the «real» life?
62. Which high schools and colleges are the best in your country?
63. Which high schools and colleges are not so good in your country?
64. We should not just prepare for life, but live it. Do you agree?
65. What kind of world do you think this would be if people never went to school?
66. Should education be free?
67. Do the elite in your country attend only one or two universities?
68. Do your children attend US schools? If so, how do their schools differ from those your children attended back home?
69. Does your country have good public universities? If not, why do you think there is a lack of funding for education in your country?
70. Why do students cheat during tests and exams?
71. How do they cheat?
72. What is your attitude towards cheating?
73. What are the dangers of cheating?
74. How should parents react?
75. How should teachers react?
76. What is the role of school and decision makers?
77. What skills separate good students from bad students?
78. Should people go straight from school to university, or do something different?
79. Do you think a person can become a genius, or are they just born that way?
80. Are there things that your school teaches you that you think are not important?
81. Do you prefer school uniforms or casual clothes better?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1.

Составление разделительных вопросов

1. Will you come along with us, ... you?
 - a) will
 - b) won't
 - c) are
 - d) aren't
2. Linda knows five languages, ... she?
 - a) does
 - b) doesn't
 - c) do
 - d) is

3. He can jump for 60 minutes without a break, ... he?

- a) can
- b) is
- c) isn't
- d) can't

4. We haven't got a chair, ... we?

- a) have
- b) haven't
- c) have not
- d) are

5. I didn't send a letter, ... I?

- a) didn't
- b) do
- c) am
- d) did

6. We are happy together, ... we?

- a) are
- b) do
- c) does
- d) aren't

7. She isn't nice and amiable, ... she?

- a) Is
- b) does
- c) do
- d) isn't

8. I'm tall and pretty, ... I?

- a) are
- b) am
- c) am not
- d) aren't

9. Let's change the subject, ... we?

- a) should
- b) shall
- c) are
- d) do

10. Nobody answered me, ...they?

- a) did
- b) do
- c) didn't
- d) are

Test 2

Составление специальных вопросов

1. ... could you know that was pregnant?

- a) why

- b) how
- c) when
- d) what

2. ... were you doing last Monday at 6 o'clock?

- a) what
- b) why
- c) when
- d) who

3. ... was my dog in the evening? W... is he so muddy (грязный)?

- a) when/what
- b) where/why
- c) whom/when
- d) who/where

4. ... do you go for a trip? – Twice a year.

- a) how much
- b) how long
- c) how often
- d) how

5. ... mansion is it? – It's mine.

- a) who
- b) whom
- c) how
- d) whose

6. W... of you (ПОДСКАЗКА: кого из вас) should I reprimand (делать выговор)? W... is to blame?

- a) what/whose
- b) which/who
- c) what/whose
- d) when/who

7. For ... are you going to purchase it? – For my little son.

- a) whose
- b) whom
- c) which
- d) what

8. At ... do you aim? – I aim at money and power.

- a) why
- b) which
- c) what
- d) who

9. How ... do you earn? W... is your salary?

- a) many/which
- b) much/what
- c) much/why
- d) many/whose

10. W... doctor do you like most of all? – Dr. Christina or Dr. Juliet?

- a) which
- b) when
- c) why
- d) whom

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

1. Поставьте следующие словосочетания во множественное число.

This magazine, that sticker, this stamp, that sandwich, this poster, this teacup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife, this book, this family, this pie, that answer, that apartment, that teacher, that comedy.

2. Поставьте следующие предложения во множественное число.

1. This is a spider. 2. That is a snail. 3. This is a star. 4. This is a film star. 5. That is a cartoon. 6. This is a boy. 7. This is a baby. 8. That is a plate. 9. That is a flower. 10. That is a bookshelf. 11. Is this a sofa? 12. Is this a bookcase? 13. Is this a man? 14. Is that a ball? 15. Is that a train? 16. Is that a plane? 17. Is the window open? 18. Is the door closed? 19. Is the boy near the window? 20. That is not a king. 21. That is not a queen. 22. That is not a bus. 23. This isn't a mountain. 24. That isn't a goose. 25. This isn't a mouse. 26. It is a sheep. 27. It is a calendar. 28. It is a cat. 29. It is not a girl. 30. It isn't a bag. 31. It isn't a tree. 32. It is not a bad egg. 33. It is a good egg. 34. Is that a flower? 35. Is this a rose? 36. This is a teapot.

3. Составьте устно предложения по образцам. Прочитайте и переведите их.

The room The flat The kitchen The bathroom	is good	The pencil isn't	blue red black	This is a large	desk car kitchen room table park
Is	this (that)	a table? a sofa? a tea-pot? a kitchen? a bathroom? a book?			

4. Поставьте альтернативные вопросы к следующим предложениям, используя слова, данные в скобках

1. Fred is a doctor (teacher) 2. Ann is my friend (Kate). 3. They are teachers (students) 4. Those cups are brown (yellow). 5. These pencils are short (long). 6. Vera and Natasha are programmers (teachers). 7. This is a blackboard (spoon). 8. I am an economist (Sasha). 9. They are schoolboys (students). 10. Their rooms are large (small).

5. Вставьте предлоги in или to

1. In winter I usually go... bed at ten o'clock because I go... school and have to get up early. But in summer, when I don't go ... school and live ... the country, I like to go ... bed late. 2. Do you like to read ... bed? 3. We did not want to stay ... town on such a hot day, so we went ... the country. 4. It is very late. Go ... bed at once. 5. Where is your little sister? — She is ... bed. Mother always puts her ... bed at eight o'clock. 6. In summer my mother does not go ... work and I don't go ... school. We live ... the country. My father goes ... work every day, so he stays ... town. But sometimes he comes ... the country after work and goes back ... town early in the morning, when I am still ... bed.

6. Вставьте подходящие по смыслу предлоги вместо пропусков.

1 There are very many German books ... their library. — В их библиотеке очень много немецких книг. 2 Our friends have seen nobody ... the beach. — Наши друзья никого не видели на пляже. 3 Your son dropped his ball ... the river. — Твой сын уронил в реку свой мяч. 4 There are no tomatoes and no cucumbers ... Jane's plate. — На тарелке Джейн нет помидоров и огурцов. 5 John must put his pens ... his pencil-box. — Джон должен сложить свои ручки в пенал. 6 What did your teacher write ... the blackboard? — Что ваш учитель написал на доске?

7 Our children will see many interesting animals ... the Zoo. — Наши дети увидят в зоопарке много интересных животных. 8 Do you have anything ... your pockets? — У вас есть что-нибудь в карманах? 9 Mary doesn't want to sit ... this chair. — Мэри не хочет сидеть на этом стуле. 10 Our granny is not ... the house. She is ... the garden. — Наша бабушка не в доме. Она в саду. 11 Jane puts newspapers and magazines ... the box. — Джейн кладет газеты и журналы в ящик. 12 My husband likes to sleep ... this sofa. — Мой муж любит спать на этом диване.

7. Вставьте предлоги *on*, *in* или *into*.

1. Where is the book? It is ... the table. 2. Where is the tea? It is ... the cup. 3. Put the plates ... the table. 4. Put the book ... the bag. 5. There is a beautiful picture ... the wall. 6. He went ... the room. 7. I like to sit ... the sofa ... my room. 8. Mother is cooking dinner ... the kitchen. 9. She went ... the room and sat down ... the sofa. 10. There are many people ... the park today. 11. There is a girl standing ... the bridge. Why is she crying? She has dropped her doll ... the water. 12. There is no tea ... my cup. 13. Pour some tea ... my cup. 14. Put these flowers ... the window-sill. 15. I saw many people ... the platform waiting for the train. 16. We went ... the garden and sat down ... a bench. 17. The teacher hung a picture ... the blackboard. 18. I opened the door and went ... the classroom. The teacher was writing some words ... the blackboard. The pupils were writing these words ... their exercise-books. There were some books and pens ... the teacher's table. There were two maps ... the wall and some flowers ... the window-sills. I saw a pen ... the floor. I picked it up and put it ... the table.

Тема 3: The system of Legal Education in Russia

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What is the best way to teach vocabulary at the upper intermediate level EFL?
2. What do you think you will be able to do in English
3. What is your favorite way to practice your English?

4. How much time do you spend looking out of the window during class?
5. What is your favorite way to practice your English? (UK spelling = favorite)
6. Do you think English is a difficult language to
7. Do you think English is a difficult language to learn?
8. How do you use the Internet to learn English?
9. What kind of dormitory room would you like to stay in?
10. What search engine do you use most often when you study? Why?
11. How often do you practice your English?
12. What do you think you will be able to do in English in the future?
13. If you are really absorbed in lessons, do the classroom arrangement matter?
14. Do you think that English will completely dominate all the other languages in the future? If yes, how will it affect the world?
15. Which country is the best place to study English?
16. In your own teaching environment what forms of pronunciation of English are learners likely to encounter?
17. Are you willing to get a tutor just to further learn English?
18. Have you ever spoken English on the phone?
19. How can English language help you advance in your career?
20. Who cooks Thanksgiving dinner in your home?
21. What do you like about your classroom?
22. Why are you learning English?
23. How can I listen to conversations and improve my pronunciation?

Задание 2. Перечень контрольных вопросов по теме:

1. Have teaching methods for language learning changed over the last 50 years?
2. How did your best language teacher help you?
3. Do you need to write in a foreign language?
4. To speak a language well, why is it important to have an understanding of idioms?
5. Some people say «I'm no good at learning languages».
6. What is value of learning languages?
7. As a beginner, what are the first things that you need to be able to say?
8. Can a good teacher influence how well you enjoy learning a language?
9. Would you like to be a translator? Why? / Why not?
10. Is the classroom the best place to learn?
11. How did you learn your second language?
12. Why do some people have more difficulty than others when learning a language?
13. Are there any disadvantages?
14. Have you ever made a telephone call in a foreign language?
15. How can the Internet be a helpful tool when learning a foreign language?
16. What different techniques do you have for learning vocabulary?
17. Are teenage language exchange programs useful? Why? / Why not?
18. Is it necessary to write words down?
19. Have you had any particularly poor language learning experiences?
20. What languages would you like to learn in future?

21. Can you learn a language by watching television?
22. What personal qualities do you need to be an effective language learner?
23. What tools can help you learn a foreign language?
24. Have you ever paid for 1:1 lesson?
25. Are there some words that are similar in different languages?
26. To what extent do you agree that it's better to learn language as a child? Why or why not?
27. Is it possible to understand and write well but not be able to have a conversation?
28. Is knowing grammar more important than knowing vocabulary?
29. What is your mother tongue?
30. To speak its language well, how important is it to know something about the culture of a country?
31. Do you use free language-learning exercises on the Internet?
32. What are the problem areas that an advanced learner may have?
33. Is it good to sit an exam that shows your level in English?
34. Have you ever tried learning a new language from a textbook with audio tapes?
35. Do you think that knowing a foreign language might encourage you to live abroad in future?
36. Do you know how large your vocabulary is in your foreign language?
37. How old should a child be when a school introduces the first foreign language?
38. What's the best way to learn a foreign language?
39. Is this just a question of attitude (because of a previous bad experience) or were some people born lacking the ability to learn a new language?
40. What do you know about IELTS and TOEFL?
41. Is it a good idea to learn a language from a non-native speaker of that language?
42. What careers are possible if you speak a foreign language?
43. When you travel to a foreign country, is it always easy to use your foreign language?
44. Do you ever read websites in a foreign language?
45. Do you need to use your foreign languages at work?
46. What are the problem areas that an intermediate learner may have?
47. Could you teach your mother tongue to someone else?
48. Some people say that if you can teach something about your foreign language, then it you to understand it better. Do you agree?
49. Is it possible to teach yourself a language?
50. How many languages do you speak?
51. Is it possible to learn a language without studying grammar?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.
Употребление Present Simple

1. We usually ... a bus or a taxi early in the morning to get to work.
a) took
b) take

- c) taken
- d) were taking

2. I ... to work now. Good-bye!

- a) go
- b) went
- c) am going
- d) goes

3. This is a great party. Everyone ...

- a) dance
- b) is dancing
- c) dances
- d) are dancing

4. Nurses ... after people in hospital.

- a) looks
- b) is looking
- c) will look
- d) look

5. My sister seldom ... our parents.

- a) visit
- b) do visit
- c) does visit
- d) visits

6. I ... four languages.

- a) am speaking
- b) speak
- c) speaks
- d) does speak

7. Our lessons ... at 10 o'clock sharp so don't be late.

- a) would start
- b) started
- c) start
- d) starts

8. In Britain people ... on the right.

- a) are driving
- b) drives
- c) drive
- d) drove

9. What time ... your brother usually ... up?

- a) are / waking
- b) will / be waking
- c) does / wake
- d) do / wake

10. He never ... about marriage with us.

- a) talks
- b) doesn't talk
- c) doesn't talks
- d) talking

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

Упр. 1. Переведите на английский язык, употребляя глагол *to be* в *Present Simple*.

1. Я ученик. Я в школе. 2. Мой брат художник. Он не инженер. 3. Моя сестра на работе. Она врач. 4. Он студент. 5. Вы студент? — Нет, я врач. 6. Моя сестра дома. 7. Мы не в школе. Мы дома. 8. Мой брат ученик. Он в школе. 9. Ваша мама дома? - - Нет, она на работе. 10. Ваш двоюродный брат дома? - - Нет, он в школе. Он ученик. 12. Ваша сестра учительница? - - Нет, она студентка. 12. Твой папа на работе? - Нет, он дома,

13. Твоя сестра машинистка? — Да, — Она дома? - Нет, она на работе. 14. Мой дедушка ученый, 15. Моя мама не учительница. Она врач.

Упр. 2. Переведите на английский язык, употребляя глагол *to be* в *Present Simple*.

1. Чья это ручка? — Это моя ручка. 2. Чья это книга? — Это ваша книга. 3. Чей это стол? -

Это стол моего брата. 4. Чья это сумка? - - Это сумка моей мамы. 5. Чей это карандаш? - - Это карандаш моей сестры. 6. Это твоя тетрадь? -Да. 7. Это тетрадь твоего брата? - - Нет, это моя тетрадь. 8. Где ваш стол? -- Он посередине комнаты. 9. Где твоя ручка? — Она в моем кармане. 10. Где твоя тетрадь? - - Она на столе. 11. Где твоя мама? -- Она на работе. 12. Где твой брат? - Он в школе. 13. Где твоя сестра? -- Она дома. 14. Чей это карандаш? - - Это мой карандаш. -А где мой карандаш? — Он на столе. 15. Чьи это часы? - - Это мои часы. - - А где мои часы? -Они на столе.

Упр. 3. Переведите на английский язык, употребляя глагол *to be* в *Present* или *Past Simple*,

1. Я ученик. 2. Он летчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Ты рабочий. 7. Они ученики. 8. Я дома. 9. Он в школе. 10. Она в кино? 11. Мы в парке. 12. Они в театре? 13. Она молодая? 14. Он старый. 15. Она не старая. 16. Они сильные. 17. Она больна. 18. Вы больны? 19. Он болен? 20. Я не болен. 21. Я был болен вчера. 22. Она не была больна. 23. Мы были в кино. 24. Они не были в

кино. 25. Они не в школе. 26. Они дома. 27. Вы были в парке вчера? 28. Он был в школе вчера? 29. Он был рабочим. 30. Она была учительницей.

Упр. 4. Вставьте глагол *to be* в *Present, Past* или *Future Simple*.

1, My father ... a teacher. 2. He ... a pupil twenty years ago. 3. I ... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7, ... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we... at the theatre. 11. Where ... your mother now? — She ... in the kitchen. 12. Where ... you yesterday? — I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? — Yes, she ... 15. ... you... at school tomorrow? — Yes I 16. When my granny... young, she ... an actress. 17. My friend K.,, in Moscow now. 18. He ... in St. Petersburg tomorrow. 19. Where ... your books now? -- They ... in my bag.

Упр. 153. Переведите на английский язык, употребляя глагол *to be* в *Present, Past* или *Future Simple*.

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. [4. Ты будешь дома завтра? 5. Она была вчера в парке? 6 Он сейчас во дворе? 7. Где папа? 8. Где вы были вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12, Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда твоя сестра будет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя сестра была студенткой в прошлом году, а сейчас она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

Тема 4: Studying at a Law School in the UK and the USA

Текст для аудирования и чтения

I woke up late yesterday. I only got up at a quarter to eight and I haven't got enough time to do my morning exercises or take a shower. I washed my face and hands and dressed quickly. I had a light meal and gave my son some money for his school lunch. "Can I have some money for an ice-cream, too, Daddy" he asked. "Don't ask silly questions", I said angrily. "Why did I say that?" I thought as I drove to the office, I went through the red light, and a policeman stopped and fined me. I was five minutes late to work and met my chief at the door. He saw me but didn't talk to me. I didn't have much to do, but I was very tired in the afternoon. When I got home I spoke angrily to my wife and son. I had supper, watched a football match on the telly and went to bed.

1. Choose the correct title for the text.

- a) The Best Day in my life
- b) A Bad Day
- c) A Bad Chief
- d) Some Money for an Ice-cream

2. Put the sentences into the correct order.

- a) The chief met me at the door.
- b) My son asked some money for an ice-cream.
- c) I got up late yesterday.
- d) I watched TV after supper.
- e) I was fined by the policeman.

3. Choose the correct variant to complete the sentences.

- 1) The text tells about ...
 - a) a bad father
 - b) a brave policeman
 - c) an angry chief
 - d) an unlucky day
- 2) The man in the story told about ...
 - a) a bad dream
 - b) his great talents
 - c) a day in his life
 - d) his son and chief
- 3) The day was not good that's why....
 - a) he broke his leg
 - b) fell ill
 - c) his chief punished him
 - d) at home he was not kind to his wife and son
- 4) The man drove to his office....
 - a) five minutes earlier
 - b) just in time
 - c) at the wrong time
 - d) and was stopped by his chief

2. How a Sparrow Set Off for Warm Lands

Once a sparrow decided to see warm lands. "Perhaps," he thought, "the birds know what they are doing when they fly there. Perhaps, I too will go and see what they look like." So he left home. He flew till dusk. And then he thought, The next day the same thing took place. On the third day the sparrow again flew till dusk. And then he thought, "Perhaps it's time to see how far I have gone from my home. He never reached those warm lands. Winter came, he felt the cold, yet there he was at home.

1. Choose the correct answer to the questions.

- 1) What did a sparrow once decide to see?
 - a) Warm seas.
 - b) Cold lands.
 - c) Warm lands.
 - d) Strange lands.
- 2) How long did he fly?

- a) Till night.
 - b) Till dusk.
 - c) Till dawn.
 - d) Till sunset.
- 3) What took place the next day?
- a) An accident.
 - b) The unusual thing.
 - c) The usual thing.
 - d) The same thing.
- 4) Did he reach those warm lands?
- a) No, he didn't.
 - b) Yes, he did.
 - c) He didn't want to do that.
 - d) They were too far.

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Are you satisfied with what's happening with your group(s)?
2. What do you think of student government?
3. What are the qualities that make you want to study for a certain professor?
4. Perhaps is it just a matter of class rules and homework demanded?
5. Do you think it's worthwhile?
6. How many students go to your college?
7. Who is your favorite teacher?
8. Do you think it's worthwhile?
9. How many subjects are you taking this semester?
10. Is your college coed?
11. Are you now or have you ever been part of it?
12. Which ones?
13. What is your major? Why did you choose your major? Do you have any regrets?
14. What are the top three changes you would like to see happen at your university?
15. Are there some professors that you can learn from more easily than others?
16. What do you think of student government?
17. Does participation in student government bring any benefits to the participants? What?
18. What are the qualities that make you want to study for a certain professor?
19. Are you as independent now as you would like to be?
20. What are the top three things you hope to get out of (get as a result of) your university days?

Задание 2. Перечень контрольных вопросов по теме:

1. Are you a member of any student groups? Which ones? What do you do? Are you satisfied with what's happening with your group(s)?
2. Are there some professors that you can learn from more easily than others?

3. What other things do upperclassmen do to freshmen?
4. What is the most difficult class you have taken so far?
5. What are three big differences between your college life so far and your high school days?
6. Are you more independent from your parents now than you were in high school?
7. Are you a member of any student groups (circles or club)?
8. Have you ever pulled an all nighter? What was the situation?
9. Do you think this style of festival is held in Western countries? Why or why not?
10. What's the most difficult class you have taken so far?
11. Have you participated in a college festival?
12. What is your typical day at college like?
13. Are you now or have you ever been part of it?
14. How did you decide which college to attend?
15. Does student government do anything important?
16. What kinds of things do freshmen have to do for «initiation?»
17. Does participation in student government bring any benefits to the participants? What?

**Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.
Many, much, little, a little, few, a few**

I. Choose the correct answer.

1. She puts ... sugar in her tea.
A. many
B. few
C. little
2. You should add ... oil to the potatoes.
A. little
B. many
C. few
3. We bought ... oranges in the shop.
A. much
B. a little
C. a few
4. Everyone needs ... luck.
A. a little
B. a few
C. many
5. Today we have ... lessons.
A. many
B. few
C. much
6. John needs ... sleep.
A. many

- B. much
- C. a few
- 7. How ... did you play for your car?
- A. many
- B. little
- C. much
- 8. Isn't there too ... furniture in her room?
- A. few
- B. much
- C. many
- 9. Please, give me ... more minutes.
- A. a few
- B. a little
- C. many
- 10. Jacob feels lonely as he has very ... friends.
- A. much
- B. little
- C. few

II. Correct the errors if necessary.

- 1. Linda always listens to a little music before doing her lessons.
- 2. He has made little friends lately.
- 3. Sara has little opportunity to travel.
- 4. They had many funs at the party.
- 5. Only a little friend come to visit him in the hospital.
- 6. A few children under five can tell time correctly.
- 7. Could you bring me many more juice?
- 8. Leo has saved a few money this year.
- 9. She knows very few about animal life.
- 10. Ken likes to watch TV. He watches much TV programs.

III. Translate the sentences.

- 1. В тексте было много новых слов.
- 2. Она дала им поесть немного хлеба.
- 3. Немного учеников говорят на английском языке так же хорошо, как она.
- 4. На этой улице много старых домов.
- 5. Он не может купить эту машину сейчас: у него очень мало денег.
- 6. Анна не ест много хлеба с мясом.
- 7. Попроси Аню перевести текст. Она немного знает французский язык.
- 8. Вчера мы купили много книг.
- 9. Ты делаешь много ошибок в диктантах.
- 10. Мы должны спешить. У нас очень мало времени.

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма.

Упражнения «Употребление much, many, a lot of, (a) little, (a) few»

1. Поставьте «+» при правильном использовании «much» или «many», поставьте «-» - при неверном.

1. We don't have many food in the house.
2. I can't give you many information about the company.
3. I need much apples for the pie.
4. How many people are there in your office?
5. There is much wine in the
6. She doesn't have many luggage.
7. My son earns much money now.
8. They saw many snow in the mountains.
9. I have tried diving many times in my life.
10. John will have much exams next year.

2. Используйте «much» или «many» для выражения «Сколько...?».

1. How ... days?
2. How ... sugar?
3. How ... cigarettes?
4. How ... work?
5. How ... petrol?
6. How ... children?
7. How ... theatres?
8. How ... juice?

3. Поставьте «a lot of» (много) в необходимом месте в предложении. Переведите.

1. We met interesting people at the party.
2. I ate fish for lunch.
3. She bought nice shoes for the next summer.
4. They have problems in their business.
5. There is water in the bath.

4. Перепишите вопросы, заменив some на «a little» или «a few».

1. Would you like some cheese?
2. Would you like some mineral water?
3. Would you like some strawberries?
4. Can I offer you some black coffee?
5. Can I offer you some bread?
6. Shall I bring you some biscuits?
7. Shall I bring you some plums?
8. Would you like some meat?

5. Поставьте подходящее слово из скобок.

1. There is too ... (much/many/a few) salt in the soup. (В супе слишком много соли.)
2. There are ... (much/a little/a few) sky-scrapers in our city. (В нашем городе есть несколько небоскребов.)

3. I've got ... (much/a few/a little) albums of this singer. (У меня есть несколько альбомов этого исполнителя.)
4. My job allows me to travel ... (much/many/a few). (Моя работа позволяет мне много путешествовать.)
5. We've got ... (little/many/few) free time. (У нас мало свободного времени.)
6. I have never seen so ... (much/little/many) stars in the sky. (Я никогда не видел так много звезд в небе.)
7. Anna spent ... (much/a few/a little) days in Rome. (Анна провела несколько дней в Риме.)
8. I'd like just ... (much/a few/a little) tea. (Я бы хотел лишь немного чая.)
9. There was very ... (little/few/many) rain last autumn. (Прошлой осенью было очень мало дождей.)
10. Very ... (few/little/much) Russian tourists are staying at our hotel. (Очень мало русских туристов проживает в нашем отеле.)

Тема 5: Studying at a Law School in Russia

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Are you good at managing time?
2. Do you wear a watch?
3. How long can you do without knowing the time?
4. Do you use a diary?
5. Are you good at meeting deadlines?
6. Are you usually on time for appointments?
7. Do you prefer to arrive exactly on time or a bit earlier?
8. What do you do if you arrive too early?
9. How much does waiting bother you?

Задание 2. Перечень контрольных вопросов по теме:

1. What's a waste of time for you?
2. When does time go slowly for you?
3. When does time go quickly for you?
4. Do you prefer being busy or having an easy schedule?
5. How are you going to spend your time when you retire?
6. What would you do if you had an extra hour a day?
7. What would you do if you could stop time?
8. If you had a pill to live 1,000 years, would you take it?
9. If you had a time machine, which period would you visit?
10. What day of the week is the hardest for you to spell?
11. On which day do you start work again?
12. What day is tomorrow?
13. What day was it yesterday?
14. What is your first working day of the week?
15. What day was it yesterday?
16. What is your last working day of the week?

17. What was the date yesterday?
18. What day was the day before yesterday?
19. Can you spell the days of the week?
20. What days of the week are the weekends?
21. What day is the day after tomorrow?
22. What day is it today?
23. Which days of the week do you have an English class?
24. What is the date today?
25. What will the date be tomorrow?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Степени сравнения прилагательных

1. It was ____ music I have ever heard.
A) more beautiful
B) less beautiful
C) the most beautiful
D) beautiful
E) most beautiful
2. I have ____ time than he does.
A) bigger
B) larger
C) most
D) less
E) least
3. Your English is much ____ now. You've made ____ mistakes this time.
A) best / least
B) better / less
C) the best / less
D) good / less
E) best / the least
4. Please, tell me something ____ than this old joke.
A) interesting
B) less interesting
C) more interesting
D) the most interesting
E) the least interesting
5. It is much ____ to speak English than to understand.
A) -
B) the most difficult
C) more difficult
D) difficult
E) most difficult

6. He is ____ among his classmates.

- A) old
- B) taller
- C) the youngest
- D) short
- E) higher

7. I make ____ mistakes now than last year.

- A) few
- B) fewer
- C) -
- D) the fewest
- E) fewest

8. It is ____ and ____ to live here than there.

- A) warm / most pleasant
- B) warmer / pleasant
- C) warmest / pleasanter
- D) warmer / more pleasant
- E) warm / more pleasant

9. Which is ____ country in the UK?

- A) industrial
- B) the most industrial
- C) more industrial
- D) most industrial
- E) industrial

10. The ____ you start, the ____ you'll finish.

- A) soon / more quickly
- B) sooner / more quickly
- C) sooner / quickly
- D) soon / quickly
- E) more sooner / more quickly

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма.

1. Вставьте as ... as или so ... as.

1. Mike is ... tall ... Pete. 2. Kate is not ... nice ... Ann. 3. My room is ... light ... this one. 4. This book is not ... thin ... that one. 5. Sergei is... old ... Michael. 6. She is ... young ... Tom's brother. 7. This woman is ... good ... that one. 8. Nick's English is not ... good ... his friend's. 9. I am not ... tall ... Pete. 10. This woman is ... young ... that one. 12. I am ... thin ... you. 13. Kate is ... lazy ... her brother. 14. This child is not ... small ... that one.

Упр. 122. Переведите следующие предложения на английский язык.

1. Этот дом такой же высокий, как тот. 2. Сегодня вода в реке не такая теплая, как вчера. 3. Ты не такой умный, как папа. 4. Индия не такая большая, как Китай. 5. Темза такая же красивая, как Нева. 6. Его бабушка не такая старая, как

дедушка. 7 Яблоки такие же вкусные, как сливы, но не такие вкусные, как груши. 8. Русский музей такой же богатый, как Эрмитаж? 9. Державин не такой знаменитый, как Пушкин. 10. Днепр не такой длинный, как Волга. 11. В прошлом году август был такой же жаркий, как июль.

Не забывайте употреблять союз than при сравнительной степени прилагательного

Tom is taller than Kate.

Том выше Кэти.

2. Переведите следующие предложения на английский язык.

1. Этот дом выше того. 2. Сегодня вода в реке холоднее, чем вчера. 3. Папа умнее тебя. 4. Китай больше Индии. 5. Его бабушка моложе дедушки. 6. Груши вкуснее яблок. 7. Наша кошка меньше нашей собаки. 8. Мой брат моложе меня. 9. В прошлом году февраль был холоднее января, 10. Днепр короче Волги. 11. Эрмитаж богаче Русского музея.

3. Переведите следующие предложения на русский язык.

1. What is your height? You are taller than me. 2. She felt as strong as her brother. 3. We started earlier than you. 4. He was more careful than I. 5. This student is the most attentive in our group. 6. I need a warmer coat. 7. He is as tired as you. 8. He was one of the most experienced workers at the factory. 9. Better late than never. 10. She was not so attractive as her mother. 11. His work is not so difficult as mine. 12. He was the eldest in the family. 13. It is easier to swim in the sea than in the river. 14. This is the smallest room in our flat.

4. Вставьте as ... as, so ... as или than.

1. Our house is not ... big ... yours. 2. The new cinema in our district is much bigger ... the old one. 3. We are ... proud of our district ... you are of yours. 4. The house I live in is ... old ... the one my sister lives in. 5. Exercise No.2 is easier ... Exercise No.3. 6. Nevsky Prospect is more beautiful ... our street. 7. My composition is not ... long ... yours.

5. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is a (good) student than Lucy. 6. The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word «newspaper» (long) than the word «book»? 10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

6. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. Oil is (light) than water. 2. We shall wait for a (dry) day to go on the excursion. 3. A bus is (fast) than a tram. 4. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 5. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 6. He worked (hard) and (hard) as the end of the term came nearer. 7. The (tall) trees in the world grow in California. 8. Please be (careful) next time and don't spill the milk again. 9. Bobby was a (quiet) child. He was (quiet) than his sister. 10. Her eyes are (grey) than mine. 11. He was the (fat) man in the village. 12. As he went on, the box became (heavy) and (heavy). 13. My sister is the (tall) girl in her class. 14. Who is the (attentive) student in your group? 15. It is autumn. Every day the air becomes (cold), the leaves (yellow). 16. This is the (beautiful) view I have ever seen in my life. 17. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

7. Переведите следующие предложения на английский язык.

1. Здание Московского университета - самое высокое в столице. 2. Наш город не такой большой, как Киев, но он такой же красивый. 3. Невский проспект — одна из самых красивых улиц Санкт-Петербурга. 4. Кто самый младший ученик в нашей группе? — Петров. Но он самый высокий. 5. Грамматика английского языка трудная, но английское произношение труднее. 6. Магазины на нашей улице больше, чем магазины на вашей улице. 7. Наш телевизор такой же хороший, как этот. 8. Эта комната светлее той. 9. Погода сегодня хуже, чем вчера. Сегодня холоднее, и идет дождь. 10. Моя комната не такая большая, как комната моей подруги, но она светлее и теплее. 11. Какая из этих книг самая интересная? 12. Ноябрь не такой холодный месяц, как январь. 13. Мой отец — очень занятый человек. 14. Крым - одно из самых лучших мест для отдыха. 15. Сегодня он чувствует себя гораздо лучше.

Тема 6: “The British Constitution. Parliament and Government of the UK.”

Текст для аудирования и чтения

Choosing a career

Choosing a career is one of the biggest decisions we make in life. It used to be that we chose only one career. People would start a job when they were 18, 19 or 20 and stay in that same career for life. Their career path was quite straightforward. Nowadays, it is normal for people to change careers, five, six, seven times. New technology and globalization means things change quickly. We need to study and keep up with all the changes. I've had four different careers now. I like moving from one job to another. It means life never gets boring. It's much better to keep learning different things in different careers. I have no idea what career I'll choose next. Perhaps one that doesn't even exist today.

Task1

Choosing a career _____ biggest decisions we make in life. It used to be that we _____ career. People _____ a job when they were 18, 19 or 20 and _____

_____ same career for life. Their career path _____ straightforward. Nowadays, it is normal for people to change careers, five, six, seven times. New technology and globalization means things change quickly. We need to study and _____ all the changes. I've had four different careers now. I like moving from _____ another. It means life _____ boring. It's much better to keep learning different things in different careers. I _____ what career I'll choose next. Perhaps one that doesn't _____.

Task 2

Choosing a career is one of the biggest eiosdsnic we make in life. It used to be that we eshoc only one career. People would start a job when they were 18, 19 or 20 and stay in that same career for life. Their career path was iqteu straightforward. Nowadays, it is raomnl for people to change careers, five, six, seven times. New technology and globalization means gitshn change quickly. We need to study and keep up with all the changes. I've had four iffreentd careers now. I like yniogm from one job to another. It means life never gets ingbro. It's much better to keep lanriegn different things in different careers. I have no idea what career I'll choose next. Perhaps one that doesn't even ixtsse today.

Task 3

Choosing a career decision biggest the of one is we make in life. that It we used chose to only be one career. People would start a job when they were 18, 19 or 20 career same that in stay and life for. Their career path was quite straightforward. Nowadays, it is normal for six , five , careers change to people, seven times. New technology and globalization mean things change quickly. to need We with up keep and study all the changes. I've had four different careers now. I like moving another to job one from. It means life never gets boring. It's keep to better much different learning things in different careers. I have no idea what career I'll choose next. Perhaps that even today one doesn't exists.

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. What's your favourite kind of weather?
2. What do you like doing when the weather is good?
3. What do you like doing when the weather is bad?
4. How does the weather affect your health?
5. How does the weather affect your mood?
6. Do you know the weather forecast for the next week?
7. Why is it important to know future weather conditions?

Задание 2. Перечень контрольных вопросов по теме:

1. Do you like to have small talks about the weather?
2. How much do you depend on weather reports?
3. How do you feel about the weather in your country?
4. What kind of climate do you prefer when choosing a place for a holiday?
5. Have you ever thought about moving to a country with a different climate?

6. What's the hottest temperature you have ever experienced?
7. What's the coldest temperature you have ever experienced?
8. Have you ever experienced extreme weather conditions?
9. How can extreme weather conditions affect the economy of a country?
10. Are we losing our four distinct seasons in recent years?
11. If you could abolish one form of the weather, what would it be?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.
Test 1.

1. Она хорошо знает английский.
 - a. She well knows English.
 - b. She knows English well.
 - c. She English knows well.
2. Where ... your sister work?
 - a. do
 - b. are
 - c. does
3. What kind of books ... you read?
 - a. does
 - b. do
 - c. did
4. "Does your son read ... ?" "Yes, he reads a lot."
 - a. many
 - b. much
 - c. very little
5. He does not usually ask ... questions.
 - a. many
 - b. much
 - c. very little
6. I ... near my office last year.
 - a. live
 - b. lived
 - c. lives
7. They ... home in the evening.
 - a. returned
 - b. return
 - c. returns
8. Did he ... the window before classes?
 - a. opened
 - b. open
 - c. opening

9. My ... father is my grandfather.
a. mothers
b. mother's
c. mother
10. My friend ...to me very often last year.
a. write
b. writed
c. wrote
11. She ... in Kiev last week.
a. be
b. was
c. were
12. Did you ... to the country for the last week-end or did you stay in town?
a. go
b. went
c. going
13. A week ago my friend ... to Moscow from Leningrad.
a. come
b. came
c. coming
14. We did not ... at nine o'clock.
a. got up
b. get up
c. getting up
15. Fourth, forty, fourteen, four.
a. четыре, четвертый, сорок, четырнадцать
b. сорок, четырнадцать, четыре, четвертый.
c. четвертый, сорок, четырнадцать, четыре.
16. How many children ... you got?
a. has
b. have
c. has not
17. They ... a dictation yesterday.
a. has
b. have
c. had
18. I did not ... time to ask all my questions.
a. have
b. has
c. had
19. Have you got ...questions?
a. some
b. any
c. anything

20. ... people enjoyed the film, others did not like it at all.
a. any
b. no
c. some
21. Could you buy ... apples, please?
a. some
b. any
c. no
22. Mary ... got a family.
a. has not
b. have not
c. not have
23. There ... a large table in my room.
a. are
b. be
c. is
24. There ...very many children in the park yesterday.
a. was
b. were
c. is
25. There ... five chairs in the room.
a. is
b. was
c. are

Test 2. Choose the correct versions.

1. «Please send them this article ‘. «Oh, ... I do it now?»
a. shall
b. must
c. can
2. He ...out tomorrow afternoon.
a. was
b. will be
c. were
3. There ... a lot of work to do tomorrow.
a. will be
b. was
c. were
4. There ... a lot of people at the lecture tomorrow.
a. were
b. is
c. will be
5. He said that he ... in Leningrad.
a. lives

- b. will live
- c. lived
- 6. We did not know whose things they
 - a. was
 - b. were
 - c. will be
- 7. He knew that Peter ... in Kiev.
 - a. were
 - b. will be
 - c. was
- 8. You are busy now, ...?
 - a. aren't you?
 - b. are you?
 - c. is you?
- 9. You did not see your friend yesterday, ...?
 - a. didn't you?
 - b. did you ?
 - c. will you?
- 10. He can read English
 - a. a little
 - b. a few
 - c. several
- 11. My brother is coming to Moscow in ... days.
 - a. a little
 - b. a few
 - c. any
- 12. I...hard for my exams. Summer session starts in a week.
 - a. work
 - b. am working
 - c. worked
- 13. My sister ...in fashion design.
 - a. specializes
 - b. is specializing
 - c. specialized
- 14. At present they ...at a new project.
 - a. work
 - b. are working
 - c. worked
- 15. What ...you ... by saying this?
 - a. do...mean
 - b. are meaning
 - c. meant
- 16. I ... what he is talking about.
 - a. don't understand

- b. am not understanding
- c. didn't understand
- 17. The lake never ... at this time of the year. We can get to the other shore by boat.
 - a. is freezing
 - b. freezes
 - c. frozen
- 18. Look! The fire brigade ... at a terrible speed. There must be a fire somewhere.
 - a. rush
 - b. is rushing
 - c. rushed
- 19. I ... my dog out for long walks in the park on Sunday.
 - a. always take
 - b. am always taking
 - c. taken
- 20. You ... nice today.
 - a. look
 - b. are looking
 - c. looked
- 21. She ... beautiful.
 - a. is always looking
 - b. always look
 - c. looked
- 22. We ... your proposition. We'll give you an answer in a few days.
 - a. think over
 - b. are thinking over
 - c. thought over
- 23. Tom ... her to be a good musician.
 - a. considers
 - b. is considering
 - c. consider
- 24. I ... the dentist at 4 p.m. I've arranged it already.
 - a. see
 - b. am seeing
 - c. saw
- 25. I don't like him. He ... horrible stories.
 - a. always tells
 - b. is always tell
 - c. always told

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма

SOME, ANY, NO exercises.

Exercise 1. Write in a, an, some or any.

1. Is there _____ milk in the crystal glass?

— No, there isn't _____ milk in the crystal glass
There's _____ juice in the crystal glass.
2. — Are there _____ sausages on the round plate?
-There aren't _____ sausages on the round plate.
There are _____ sandwiches on the round plate.
3. -Is there _____ glass on the wooden table?
— No, there isn't _____ glass on the wooden table.
There's _____ cup on the wooden table.

Exercise 2. Write in *a, an, some, any*.

1. There's _____ angel on the top.
2. There are _____ ornaments on the tree.
3. Are there _____ lights on the tree?
4. There isn't _____ Christmas tree in the house.
5. There's _____ jam on the wooden table.
6. Is there _____ bread in the basket?
7. There aren't _____ vegetables in the fridge.

Exercise 3. Complete the sentences with *some/any/no*.

1. There is _____ tea in the crystal glass, but it is very hot.
2. There is _____ fresh milk in the fridge. I can't make porridge.
3. Are there _____ tasty apples in the bag?
4. There isn't _____ jam on the round plate.
5. There are _____ bananas on the wooden table. They are yellow.
6. There is _____ butter on the plate.
7. There is _____ cheese on the table, but there're _____ cheese sandwiches.
8. There isn't _____ sausage on the table.
9. There are _____ potatoes in the bag.
10. There aren't _____ bananas on the table, but there are _____ cucumbers there.

Exercise 4. Complete the sentences with the words

Cucumbers, tomatoes, cabbage, apples, carrots

There is some fresh _____ on the wooden table. There aren't any _____ in the big bag, but there are some _____ there. There are no green _____ on the table, but there are some tasty red _____ there.

Exercise 5. Read the sentences. Draw your picture.

There is some food in the fridge. There is some cheese on the shelf. There are some sausages to the right of the cheese. There are two cucumbers on the shelf. There is a red tomato to the left of the cucumbers. There is some cabbage behind the tomato.

Exercise 6. Choose the correct item.

1. Is there some/any butter in the fridge?
2. There isn't any/no bread in the bag.
3. There are some/any cucumbers on the table.
4. There are any/no potatoes in the box.
5. There is/are some cheese on the shelf.

Exercise 7. Ask questions to the given answers.

1. Yes, there're some yellow tomatoes in the fridge.
2. No, there isn't any hot chocolate in the cup.
3. Yes, there are some cheese sandwiches on the round plate.
4. No, there is no salt on the shelf.

Exercise 8. Fill in some/any/no.

1. There is _____ milk in the cup, but it is very cold.
2. There is _____ bread on the table. I can't make sandwiches.
3. Are there _____ oranges in the bag?
4. There isn't _____ cheese in the fridge.
5. There are _____ flowers in the vase. They are red.
6. There are _____ carrots in the fridge. I can't make soup.
7. There is _____ coffee in the cup, but it is very hot.
8. Is there _____ cheese in the fridge?
9. There isn't _____ juice in the glass.
10. There are _____ grapes on the plate. They are green.
11. They've got _____ buns in this shop.
12. I'd like _____ potatoes, please.
13. Have you got _____ ice-cream?
14. There aren't _____ boys in the team!
15. There are _____ video shops in the town!
16. This is a terrible party. There isn't _____ good music!
17. I've got _____ posters of Ricky Martin.
18. Have you got _____ posters of Britney Spears?
19. 'Sit down, please.' 'But there aren't _____ chairs!'
20. There is _____ milk in the fridge. Go to the shop and buy _____.
21. I can see _____ tomatoes in the bag. Let's make _____ salad.
22. There aren't _____ cucumbers in the fridge.
23. Would you like _____ tea?
24. Is there _____ cheese on the shelf?

Exercise 9. Correct the sentences.

1. Are there any milk in the fridge?
2. There is no tomatoes in the salad.
3. Is there some sugar in this coffee?
4. There are some hamburger on the menu.
5. I'd like any potatoes, please.

6. There are some jam on the bread,
7. There's some fly in my soup.
8. We've got some banana.
9. There isn't some money in my pocket.
10. There is some posters on the wall.
11. Is there a salt in this soup?

Exercise 10. Read the dialogue. Fill in the gaps with *some, any, or a / an*.

- A. I'd like _____ (1) vegetable soup with bread, please.
 B. I'm afraid we haven't got _____ (2) vegetable soup today. But we've got _____ (3) milk soup.
 A. I don't like milk soup. I'll have _____ (4) vegetable salad.
 B. Vegetable salad. Anything else, sir?
 A. Chicken with boiled potatoes.
 B. I'm sorry, but we haven't got _____ (5) chicken. But you can have _____ (6) steak. And there is spaghetti or chips instead of boiled potatoes.
 A. All right. _____ (7) steak and _____ (8) chips. Have you got _____ (9) juice or is there any water?
 B. Of course, sir. We've got _____ (10) orange and apple juice.
 A. Have you got _____ (11) tomato juice?
 B. Yes, it's Spanish.
 A. That's fine. And cheese. I'd like _____ (12) cheese and _____ (13) fruit salad.
 B. Would you like _____ (14) ice-cream?
 A. Yes, please. One ice-cream.

Производные SOME, ANY, NO. Упражнения.

Exercise 11. Choose the correct answer. Write the story in your notebook.

Liz is shopping. She wants to buy (1 — anything / some / any) new clothes. She is going to a New Year party tonight, but she has got (2 — anything / nobody / nothing) to wear. She wants to buy (3 — some / any / something) nice and (4 — no / some / any) new shoes but she can't find (5 — something / anything / anybody) that she likes. She is also looking for a present. She wants to buy (6 — nothing / anybody / something) special for her friend.

Exercise 12. Complete the dialogue. Use the words from the box.

something, anybody, nobody, somebody

Granny: Tom, Jane, Max! Can _____ (1) help me tidy up? _____ (2) answers. Where are they?

Max: Granny! There's _____ (3) in this room. Are you talking to yourself?

Granny: No, I'm not talking to myself. I'm asking _____ (4) to help me do _____ (5) about the

Max: OK. Can _____ (6) help Granny about the house? Tom, Jane, where are you? Come here, I want you to help Granny.

Exercise 13. Fill in the blanks with the necessary pronouns (some, any, anything, something, everybody, everything, no etc.):

1. Is there _____ interesting in the magazine? 2. There are _____ books on the table. 3. _____ in the house is clean and good. 4. There is _____ here. 5. She will tell us _____ about her work. 6. She doesn't want _____ new dress. 7. Is he going _____ today? 8. Good morning, _____. 9. He never goes by train, he goes _____ by aeroplane. 10. They want a house, they have _____ to live. 11. Is _____ coming to see us today? 12. There aren't _____ pencils in the box. 13. I didn't see _____ yesterday, I was at home.

Exercise 14. Вставьте вместо пропусков местоимения some, any и их производные.

1. Why are you looking under the table? Have you lost anything/ something?
2. Do they live somewhere / anywhere near Suvorov Street?
3. There is anything / something in my soup. It's mosquito!
4. I'm thirsty. Can I have some / any cold juice?
5. He can do the job alone. He doesn't need anybody else's / somebody else's help.
6. We cannot close our eyes to the facts some / any longer.
7. If anybody / somebody asks about me I'm at Kate's.
8. She can't have lost the tickets! They have got to be anywhere / somewhere!
9. I've lost my way! Isn't there anyone / someone who could direct me to Victory Square?
10. There is hardly anybody / somebody to be seen on the streets of the centre after dusk.
11. David decided that he needed to do anything / something constructive with his life.
12. Will you show me some / any of your latest sculptures?
13. «What would you like to drink?» «Oh, anything / something. Whatever you're having will be fine!»
14. Tom was in bad mood and refused to go somewhere / anywhere.

Тема 7: «The US Constitution. The US Congress and the Executive Branch of Government.»

Задание 1. Перечень вопросов по теме для устного обсуждения:

1. Are you reading a good book at the moment?
2. What kind of books do you like?
3. What kind of books don't you like?
4. What's your favourite book?
5. Do you sometimes reread your favourite books?
6. How do you decide what to read?
7. Can you judge a book by its cover?

8. Do you ever recommend your favourite books to your friends?
9. Have you ever read a book that, in your opinion, was overrated?
10. Do you usually finish books you don't like at first?
11. Can you remember your first book?
12. Have you ever read a book that had a big effect on your life?
13. When did you last visit a library?
14. Will libraries disappear in the future?
15. Do you ever order books online?
16. Do you prefer e-books or traditional ones?
17. What do you think about pirating e-books?
18. Will e-books replace traditional ones in the future?

Задание 2. Перечень контрольных вопросов по теме:

1. How many books have you read in your life?
2. Have you ever been to a book signing or met an author?
3. Who is your favorite author?
4. How many times did you read it?
5. Were you ever given a bad recommendation?
6. Who is the most famous writer from your country?
7. What books have you recommended for other people?
8. Do you often read book before go to bed?
9. What is your favorite book of all time?
10. Do you think that the internet and television will eventually make books obsolete?
11. Is there a book you just couldn't finish?
12. Have you read any of their books?
13. What was the title?
14. Have you ever tried to read a book in English?
15. What factors are important to you when choosing a book to read?
16. What is your favorite genre?
17. Is there a book that you have read more than once?
18. What is the funniest book you have ever read?
19. What was your favorite book growing up?
20. Do you watch the movie that came from a book?
21. Did you enjoy reading books in school?
22. How often do you go to the library?
23. Do you think that it is more valuable to read a book than to watch television?
24. Have you ever lent books to your friends and never got them back?
25. Do you think that they are overrated?
26. How do you choose the books you are going to read?
27. Do you read books based on recommendations?
28. Have you ever read a book and then watched the movie? Which was better? Why?
29. What genre of book do you enjoy most?
30. Do you listen to music while you read?

31. Did it change your opinion of the person who recommended the book?
32. What was the title?
33. How many books do you check out at a time?
34. How important is the cover of the book.
35. What was the last book that you read?
36. Who is your favorite character?
37. What is your favorite time of day for reading?
38. Is there a time in your life when you read all the time?
39. How long did it take you to read it?
40. What are some of the books that were recommended to you?
41. Have you ever belonged to a book club?
42. What is the longest book you have ever read?
43. Where is your favorite place to read?
44. Do you have any ideas for a story for you to write?
45. How many hours do you spend reading in a week?
46. What is your favorite story?
47. Most people say the book is better than the movie. Is this true for you?

Задание 3. Тесты по теме. Выбрать единственный верный вариант ответа.

Test 1.

Past Simple или Past Continuous?

1. He _____ some new shoes last month.
 A) bought
 B) buying
 C) buy
 D) buys
2. A: _____ did she _____ a job?
 B: In the car factory.
 A) When / get
 B) Where / got
 C) Who / get
 D) Where / get
3. Max didn't _____ yesterday afternoon; he _____ at home.
 A) go out / stayed
 B) go out / stay
 C) went out / stayed
 D) went out / stay
4. A: _____ you _____ Jane last month?
 B: No, I _____ .
 A) * / saw / didn't
 B) Did / see / didn't
 C) Did / saw / didn't
 D) Did / see / did

5. Geoffrey _____ French before, but he _____ at university now.
A) study didn't / studies
B) didn't study / study
C) did not study / studies
D) didn't studied / studies
6. I _____ a friend while I _____ the shopping
A) was meeting / did
B) met / was doing
C) meet / do
D) met / did
7. I _____ for my things when I _____ someone call my name.
A) paid / was hearing
B) pay / heard
C) was paying / hear
D) was paying / heard
8. While we _____ a drink, a waiter _____ a pile of plates.
A) had / was dropping
B) have / dropped
C) have / drop
D) were having / dropped
9. While the waiter _____ up the broken plates, he _____ his finger.
A) picked / was cutting
B) was picking / cut
C) pick / cut
D) picks / cut
10. While I _____ this morning, I _____ my money. I don't know how.
A) shopped / lose
B) was shopping / lost
C) shopped / was losing
D) shop / lose

Test 2.

Present Simple или Present Continuous?

1. Where _____ on holidays?
A) you go
B) do you go
C) do you going
D) are you go
2. I _____ lots of books every year.
A) will read
B) am reading
C) read
D) am going to read

3. We _____ to a party next Saturday.
A) go
B) goes
C) are going
D) went
4. _____ to go out tonight?
A) Do you want
B) Are you wanting
C) Is you want
D) Would you want
5. Every morning Tessa _____ at 7.30.
A) is getting up
B) got up
C) get up
D) gets up
6. Oh, someone _____ in my seat!
A) is sitting
B) sits
C) will sit
D) sit
7. I'm sorry. I can't help you at the moment. I _____ dinner.
A) will cook
B) am cooking
C) cook
D) cooked
8. In Britain people _____ on the right.
A) are driving
B) drives
C) drive
D) drove
9. What _____ in your free time?
A) are you doing
B) do you do
C) you do
D) are you do
10. Jack's a policeman but he _____ a uniform.
A) doesn't wear
B) isn't wearing
C) no wear
D) wears

Задание 4. Задания, направленные на развитие лексико-грамматических навыков и навыков письма.

1. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Continuous, Present Simple, Past Simple* или *Future Simple*.

1. Various kinds of sports (to be) popular in Russia. 2. Both children and grown-ups (to be) fond of sports. 3. What (to be) the matter with her? She (to be) so excited. -- I (not to know). 4. Where you (to go)? - - I (to go) to the Dynamo stadium to see the match which (to take) place there today. 5. You (to know) that very interesting match (to take) place last Sunday? 6. He (to go) to the south a week ago, 7. When I (to be) about fifteen years old, I (to enjoy) playing football. 8. Our football team (to win) many games last year. 9. Where (to be) Boris? - He (to play) chess with his friend. 10. I (to be) sorry I (to miss) the match yesterday. But I (to know) the score. It (to be) 4 to 2 in favour of the Spartak team. 11. Nellie (to leave) for Moscow tomorrow, 12. I (to be) in a hurry. My friends (to wait) for me. 13. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 14. You (to go) to London next summer?

Past Continuous Tense (Past Progressive Tense)

2. Раскройте скобки, употребляя глаголы в *Present Continuous* или *Past Continuous*

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday, 3. My little sister (to sleep) now. 4. My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volley-ball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley-ball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday? 11. Why she (to cry) now? 12. Why she (to cry) when I saw her yesterday? 13. She (to read) the whole evening yesterday. 14. She (not to read) now, 15. Now she (to go) to school. 16. What you (to do) now? — I (to drink) tea. 17. You (to drink) tea at this time yesterday? — No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 18. My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again, 19. Look! My cat (to play) with a ball. 20. When I went out into the garden, the sun (to shine) and birds (to sing) in the trees.

3. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. I (to play) computer games yesterday. 2. I (to play) computer games at five o'clock yesterday. 3. He (to play) computer games from two till three yesterday. 4. We (to play) computer games the whole evening yesterday. 5. What Nick (to do) when [you came to his place? 6. What you (to do) when I rang you up? 7. I (not to sleep) at nine o'clock yesterday. 8. What he (to do) yesterday? - - He (to read) a book. 9. What he (to do) the whole evening yesterday? -- He (to read) a book. 10. She (to sleep) when you came home? 11. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday. 12. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 13. When I came into the

kitchen, mother (to cook). 14. She (to cook) the whole day yesterday. 15. We (to wash) the floor in our flat yesterday. 16. We (to wash) the floor in our flat from three till four yesterday. 17. You (to do) your homework yesterday? 18. You (to do) your

homework from eight till ten yesterday? 19. Why she (to sleep) at seven o'clock yesterday? 20. He (to sit) at the table the whole evening yesterday.

4. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. I (to go) to the cinema yesterday. 2. I (to go) to the cinema at four o'clock yesterday. 3. I (to go) to the cinema when you met me. 4. I (to do) my homework the whole evening yesterday. 5. I (to do) my homework when mother came home. 6. I (to do) my homework yesterday. 7. I (to do) my homework from five till eight yesterday. 8. I (to do) my homework at six o'clock yesterday. 9. I (not to play) the piano yesterday. I (to write) a letter to my friend. 10. I (not to play) the piano at four o'clock yesterday. I (to read) a book. 11. He (not to sleep) when father came home. He (to do) his homework. 12. When we were in the country last summer, I (to go) to the wood one day. In the wood I (to find) a little fox cub. I (to bring) it home. I (to decide) to tame the cub. Every day I (to feed) it and (to take) care of it. I (to tame) it the whole summer. Now the fox cub is quite tame. It lives in my house. 13. When I (to go) to school the day before yesterday, I met Mike and Pete. They (to talk) and (to laugh). They told me a funny story. Soon I (to laugh), too. I still (to laugh) when we came to school. After school I (to tell) this story at home. My father and mother (to like) it very much.

5. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends, they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When Tom (to cross) the street, he (to fall). 12. When I (to go) to school, I (to meet) my friend. 13. When we (to go) to the cinema, we (to meet) grandmother. 14. When grandmother (to go) home, she (to see) many children in the yard. 15. When Henry (to walk) about in the forest, he (to find) a bear cub. 16. When we (to walk) about in the forest, we (to see) a hare. 17. When I (to wash) the floor, I (to find) my old toy under the sofa. 18. When granny (to read) a book on the sofa, she (to fall) asleep. 19. When I (to play) in the yard, I suddenly (to see) my old friend. 20. When Nick (to run) about in the yard, he (to fall).

6. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. They (to drink) tea when I (to come) home. 2. He (to walk) along the river when a boat (to pass). 3. The old man (to think) about his plan when he (to fall) asleep. 4. We (to listen) to an interesting lecture yesterday. 5. When I (to enter) the classroom, the teacher (to write) words on the blackboard and the pupils (to copy) them into their exercise-books. 6. They (to get) ready to go out when it (to begin) raining. 7. Yesterday at one o'clock I (to have) lunch at the canteen. 8. When he (to come) in, I (to do) my exercises. 9. What you (to do) at eight o'clock yesterday? 10. At this time yesterday I (to

go) home. 11, You (to sleep) when I (to go) out. 12. He (to read) on the sofa when I (to come) in and (to sit) down beside him. 13. I (to walk) along the street with my friend when a tram (to pass). 14. She (to look) out of the window when I (to see) her. 15. We (to answer) the teacher's questions when the headmistress (to enter) the classroom.

7. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. When I (to ring) up my friend, he (to sleep). 2. When grandfather (to watch) TV, he (to fall)

asleep. 3. When my friend (to come) to see me, I (to do) my homework. 4. When I (to go) to the stadium, I (to meet) Kate and Ann. 5. When Nick (to ring¹) me up yesterday, I (to help) mother. 6. When the children (to walk) through the wood, they (to see) a fox. 7. When I (to come) home, my sister (to wash) the floor. 8. When Mike (to play) in the yard, he (to find) a ball. 9. When I (to draw) yesterday, I (to break) two pencils. 10. When I (to meet) Tom, he (to go) to the shop. 11. When I (to look) out of the window, the children (to play) hide-and-seek. 12. I (to go) to the theatre yesterday. 13. At seven o'clock yesterday I (to go) to the theatre. 14. What you (to do) at 5 o'clock yesterday? -I (to play) the piano. 15. When I (to come) to ' school, the children (to stand) near the classroom. 16. We (to play) in the yard the whole evening yesterday. 17. When I (to prepare) breakfast in the morning, I (to cut) my finger. 18. Last year I (to go) to the United States. 19, You (to go) to Great Britain last year? -- No, I (to go) to France. 20. What you (to do) yesterday? — I (to translate) a very long article.

8. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. He (to get) up at seven o'clock yesterday. 2. Father (to come) home at six o'clock yesterday. 3. I (to read) a book at six o'clock yesterday. 4. She (to fall) asleep at eleven o'clock yesterday. 5. Mother (to drink) tea at eleven o'clock yesterday. 6. Father (to watch) TV at ten o'clock yesterday. 7. I (to go) to bed at nine o'clock yesterday. 8. I (to finish) my homework at nine o'clock yesterday. 9. I (to play) the piano at five o'clock yesterday. 10. He (to begin) to do his homework at four o'clock yesterday. 11. She (to wash) the floor at four o'clock yesterday. 12. I (to meet) Nick at three o'clock yesterday. 13. When I (to come) home, Kate (to play) the piano. 14. When I (to meet) John, he (to go) to the railway station. 15. When I (to go) to the museum, I (to see) a big crowd of people in the street. 18. They (to play) in the yard in the evening yesterday. 17. They (to play) in the yard the whole evening yesterday. 18. I (to clean) my teeth at eight o'clock in the morning yesterday. 19. We (to go) to the wood in summer. 20. When the teacher (to open) the door of the classroom, the pupils (to sit) at their desks.

9. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. At this time yesterday I (to sit) at the theatre. 2. He (to come) back to St. Petersburg on the 15th of January. 3. I (to go) to the institute when I (to see) him. 4. At this time yesterday we (to have) dinner. 5. He (to write) a letter when I (to come) in. 6. He (to make) a report when I (to leave) the meeting. 7. Yesterday he (to write) a letter to his friend. 8. When I (to look) at them, they (to smile) at me. 9. What you (to do) at six o'clock yesterday? 10. I (to go) to bed at half past eleven. 11. Yesterday the lesson

(to begin) at nine o'clock. 12. The cat (to take) a piece of fish 'and then (to run) away. 13. He (to read) a newspaper when I (to come) in. 14. Yesterday I (to get) up at seven o'clock. 15. The train (to start) at fifteen minutes to ten. 16. He (to put) on his coat and cap, (to open) the door and (to go) out.

10. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1.1 (to feed) my cat with fish yesterday. 2. What you (to do) at four o'clock yesterday? — I (to feed) my cat. 3. What your brother (to do) yesterday? -He (to play) computer games. 4. I (to begin) repairing my camera at six o'clock yesterday. 5. At five o'clock yesterday Helen (to cook) soup. 6. We (to play) badminton from nine till eleven yesterday. 7. Kate (not to go) for a walk yesterday. She (to write) a composition the whole day yesterday. 8. When your father (to come) home yesterday? He (to come) home at seven o'clock. 9. When my father (to come) home yesterday, my mother (to make) supper. 10. We (not to go) on a tramp last summer. 11. What you (to do) when your sister (to come) home yesterday? 12. You (to have) supper at nine o'clock yesterday? 13. He (not to go) to the shop yesterday. 14. Nick (to go) to bed at ten o'clock yesterday. 15. Rick (to sleep) at eleven o'clock yesterday. 16. When we (to play) in the yard yesterday, it suddenly (to start) raining heavily. 17, I (to see) Mike when he (to cross) the street. 18. He (to begin) repairing his bicycle in the morning yesterday. 19. He (to repair) his bicycle the whole day

yesterday. 20. He (to finish) repairing¹ his bicycle in the evening yesterday,

11. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. They (to meet) at the station two hours ago, 2. Where you (to spend) last Sunday? 3. We (to be) in a hurry because only twenty minutes (to be) left before the beginning of the performance. 4. I (to play) the violin when my friend (to come) in. He (to invite) me to the theatre and I (to accept) the invitation with pleasure. 5. He (to ring) up his friend and (to ask) him about the homework, 6, When I (to come) to the theatre, my friend already (to wait) for me. 7. Last Sunday we (to go) skiing in the country. There (to be) already a lot of snow in the fields and we (to enjoy) ourselves. We (to ski) for two hours and a half.

12. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous*.

1. They (to translate) a difficult text yesterday, 2. I (to open) the window at six o'clock yesterday, 3. You (to go) to the cinema yesterday? 4. I (not to see) Mike last week. 5, When I (to open) the door, my friends (to sit) around the table. 6. When you (to begin) doing your homework yesterday? 7. We (to discuss) the latest news from three till four yesterday. 8. When I (to read) the newspaper yesterday, I (to find) an interesting article on UFOs, 9. Lena (to sweep) the floor on Sunday. 10. Lena (to sweep) the floor from eleven till twelve on Sunday. 11. They (to go) to the wood last Sunday? 12, When they (to sail) down the river they (to sail) a little island. 13. We (to work) the whole morning yesterday, 14. Mother (to cook) dinner at three o'clock yesterday. 15. She (to finish) cooking at four o'clock yesterday. 16. At half past four yesterday we (to have) dinner. 17. You (to watch) I TV yesterday? - - Yes, we (to watch) TV the whole evening

yesterday. 18. When you (to go) to bed yesterday? 19. I (to go) to bed at ten o'clock yesterday. 20. At half past ten yesterday I (to sleep). 21. When I (to come) home from school yesterday, my little brother (to sit) on the floor with all his toys around him. He (to play) with them. I (to tell) him to put his toys into the box as he (to make) too much noise.

Tema 8: “Political system of the Russian Federation the Legislative Branch and the Executive Branch”.

The Russian political system

Ex. 1. You should read the text, look at the scheme of Russian political system and answer the following questions:

Text

The Russian Federation (Russia) is a presidential republic. The President is the head of state and is elected directly by the people. In fact he has much power. The President can even dissolve the Duma if it doesn't agree with his suggestions three times running. The President has his Administration but it is not part of the Federal Government. The President is involved in the work of the legislative and executive branches.

The Federal Assembly represents the legislative branch of power. It is made up of two houses: the Federation Council and the Duma which make laws. The President can veto laws passed by the Federal Assembly, but the Federal Assembly can pass over the President's veto by a two-thirds majority.

The Federal Government represents the executive branch of power, the President appoints its head, the Chairman of the Government, but the Duma must approve his appointment.

The Supreme Court represents the judicial branch of power.

The Constitutional Court has the right to declare actions of the President, the Federal Assembly and the Federal Government unconstitutional.

- a. What political system does the Russian Federation represent according to the Constitution?
- b. What is special about the political system of the Russian Federation?
- c. What political institutions represent power in the Russian Federation?
- d. Can you explain how the branches of power interact?

Ex. 2. You answer the following questions:

1. Who guarantees the basic rights of the people?
a. *the President; b) the Chairman of the Government.*
1. Who elects the members of the Federal Assembly?
a. *the Federal Government; b) the people.*
1. Who appoints the chairman of the Government?
a. *the President; b) the Federal Assembly.*
1. Who elects the President?

- a. *the Federal Assembly; b) the people.*
- 1. Who can dissolve the Dume?
- a. *the President; b) the Chairman of the Government.*
- 1. Who can declare laws unconstitutional?
- a. *the Supreme Court; b) the Constitutional Court.*
- 1. Who can veto laws passed by the Federal Assembly?
- a. *the President; b) the Chairman of the Government.*

Ex. 3. You answer the following questions:

- 1. Who is the head of state in the Russian Federation?
- 2. Which institutions exercise the legislative, executive, judicial power?
- 3. What is each branch of power responsible for?

Тема 9: «Major Legal Systems of the World».

Legal systems of the world

Explanatory notes:

stare decisis (лат) – «стоять на решённом», обязывающая сила прецедента

The three major legal systems of the world consist of civil law, common law and religious law. However, each country develops variations on each system or **incorporates** many other **features** into the system.

Civil law is the most widespread system of law all around the world. It is also sometimes known as Continental European law. The central source of law that is recognized as authoritative are codifications in a constitution or statute **passed** by legislature **to amend** a code. While the concept of codification dates back to the Code of Hammurabi in Babylon about 1790 BC, civil law systems mainly **derive from** the Roman Empire. This was an extensive reform of the law in the Byzantine Empire  bringing it together into codified documents. Civil law was also **partly influenced** by religious laws such as Canon law and Islamic law. Civil law today, in theory, is interpreted rather than developed or made by judges. Only legislative **enactments** (rather than judicial precedents, as in common law) are considered legally **binding**.

Scholars of comparative law and economists **promoting** the origin of the legal theory usually subdivide civil law into four distinct groups:

French civil law (France, the Benelux countries, Italy, Romania, Spain); German civil law (Germany, Austria, Switzerland, Greece, Portugal, Turkey, Japan, South Korea and the Republic of China); Scandinavian civil law (Denmark, Norway and Sweden); Chinese law (a mixture of civil law and socialist law).

Common law is a system of law whose sources are the decisions in cases by judges. **Alongside**, every system will have a legislature that passes new laws and statutes. The relationships between statutes and judicial decisions can be complex.

In some jurisdictions such statutes may **overrule** judicial decisions or codify the topic covered by several **contradictory** or **ambiguous** decisions. Common law developed in England, influenced by the Norman conquest of England which introduced legal concepts from Norman law, which in turn was influenced by aspects of Islamic law. Common law was later **inherited** by the Commonwealth of Nations, and almost every former colony of the British Empire has adopted it (Malta being an exception). The doctrine of **stare decisis** or precedent by courts is the major difference to codified civil law systems.

Common law is currently in practice in Ireland, most of the United Kingdom (England and Wales and Northern Ireland), Australia, India (excluding Goa), Pakistan, South Africa, Canada (excluding Quebec), Hong Kong, the United States (excluding Louisiana) and many other places. In addition to these countries, several others have adapted the common law system into a mixed system. For example, Nigeria operates **largely** on a common law system, but incorporates religious law.

Religious law refers to the notion of a religious system or document being used as a legal source. Christian Canon law is more similar to civil law in its use of civil codes; and Islamic Sharia law is based on legal precedent considered similar to law. The main kinds of religious law are Sharia in Islam, Halakha in Judaism, and Canon law in some Christian groups. In some cases these are intended purely as individual moral guidance, whereas in other cases they are intended and may be used as the basis for a country's legal system. The latter was particularly common during the Ages. The Islamic legal system of Sharia (Islamic law) is the most widely used religious law, and one of the three most common legal systems in the world alongside common law and civil law. During the Islamic Golden Age, classical Islamic law may have had an influence on the development of common law and several civil law institutions. Sharia law governs a number of Islamic countries, including Saudi Arabia and Iran, though most countries use Sharia law only as a supplement to national law. It can relate to all aspects of civil law, including property rights, contracts or public law.

Ex.2 Study the words. Translate the sentences comprising them.

incorporate, *в включать, содержать*

e.g. His suggestions were **incorporated** in the plan.

feature, *н черта, особенность*

e.g. the main **features** of his programme

pass, *в сдать/выдержать экзамен; принимать*

закон

e.g. The Estonian parliament has **passed** a resolution declaring the republic fully independent.

e.g. He refrained from **passing** judgment.

amend, *в вносить поправки*

e.g. They voted to **amend** the constitution.

derive from, *в извлекать; происходить, вести своё происхождение*

e.g. to **derive** great pleasure **from** one's studies

partly, adv частично, отчасти

e.g. It's **partly** my fault.

influence, v влиять, воздействовать

e.g. My Dad **influenced** me to do electronics.

enactment, n введение закона в силу; утверждение; закон, указ; положение, статья (закона)

e.g. the **enactments** for the regulation of trade

binding, adj обязывающий

e.g. Remember that this is a legally **binding** document.

scholar, n учёный

e.g. a well-known **scholar**

promote, v продвигать, повышать в чине или звании

e.g. He was **promoted** to the rank of captain.

alongside, adv, prep около, рядом; наряду с

e.g. We stopped and the police car drew up **alongside**.

e.g. They were walking **alongside** us.

e.g. Religious law is one of the most common legal system **alongside** common law and civil law.

overrule, v отклонять предложение; аннулировать; считать недействительным

e.g. In 1991 the Court of Appeal **overruled** this decision.

contradictory, adj противоречивый

e.g. **contradictory** statements/decisions

ambiguous, adj двусмысленный; неясный, допускающий двойное толкование

e.g. **ambiguous** words

inherit, n наследовать

e.g. to **inherit** land/property

largely, adv в значительной степени, в большой мере

e.g. The fund is **largely** financed through government borrowing.

refer to, v ссылаться (на что-либо, что-либо)

e.g. In his speech, he **referred to** his trip to Canada.

similar, adj похожий, подобный

e.g. The accident was **similar** to one that happened in 1973.

intend, v предназначать; намереваться

e.g. The money is **intended** for food and medical supplies.

latter, adj последний (из двух названных)

e.g. Of silk and nylon the **latter** is cheaper.

govern, v руководить, регулировать

e.g. Marine insurance is **governed** by strict rules and regulations.

supplement, n дополнение, добавление; прибавка

e.g. a **supplement** to their basic pension

property, n собственность, имущество

e.g. stolen **property**

Ex.3 Read the following word combinations comprising the words from the text «Legal systems of the world» and give their Russian equivalents. Use a dictionary if necessary.

To be incorporated in a new national police force; an amended law; a constitutional amendment; to amend a Bill; an important feature of a landscape; a geographical feature, partly in writing and partly in print;

the enactment of a Bill of Rights; to enact a law allowing unrestricted emigration; to overrule a claim/decision; inheritance-tax; literary supplement; a supplement to the «Times».

Ex.4 Look through the text again. In each paragraph of the text find a sentence which best introduces or summarizes the information.

Ex.5 Match the pairs of words which have similar () or different (x) meaning.

a) -----similar – the same b)-----incorporate – include

c) -----amend – rewrite d)-----partly – wholly

e) -----influence – impact f)-----overrule – repeal

g) -----ambiguous – clear h)-----opposite – contradictory

i) -----similar – different j)-----latter – former

k) -----religious – atheistic

Ex.6 Translate the following word combinations

answer private

Ambiguous { terms public

Statement movable } property

real

personal

assets

property { right

tax

sale

Ex. 7 Give Russian equivalents to the following:

1) codifications in a constitution or statute _____

2) an extensive reform of a law _____

3) civil law is interpreted rather than developed _____

4) several countries have adapted the common law system into a mixed system _____

5) the doctrine of stare decisis _____

6) intended as individual moral guidance _____

7) several civil law institutions _____

8) Sharia law governs a number of Islamic countries _____

Ex.8 Fill in the gaps with the propositions in brackets.

1. The three legal systems of the world consist ____ civil law, common law and religious law. 2. Each country incorporates many other features _____ the

system. 3. The concept of codification dates back _____ the Code of Hammurabi in Babylon about 1790 BC. 4. Civil law systems mainly derive _____ the Roman Empire. 5. Norman law was influenced _____ aspects of Islamic law. 6. Common law was inherited _____ the Commonwealth of Nations. 7. Islamic Sharia law is based _____ legal precedent considered similar _____ law.

Ex.9 Translate the sentences into Russian. Pay attention to the meaning of the italicized words.

1. Our legal system *inherited* laws from the English system.
2. She feared losing her *inheritance* to her stepmother.
3. If a decision is *overruled*, it means that it is incorrect or not valid.
4. The authorities have failed *to enact* a law allowing emigration.
5. Parliament gained certain rights of *amendment*.
6. The agreement allows the rebels to be *incorporated* into a new national police force.

Ex.10 Complete the sentences according to the text «Legal systems of the world».

1. The legal systems of the world _____
2. Civil law is _____
3. Scholars and economists divide civil law into _____
4. Common law was influenced by _____
5. Common law is in practice in _____
6. Religious law refers to _____
7. The main kinds of religious law are _____

Grammar Revision

Ex.11 Translate the sentences into Russian. Pay attention to the use of Passive Voice.

e.g. The bill **was approved** by a large majority of the present. – Исковое заявление было одобрено большинством присутствующих.

many civil law countries, prosecutors **are trained** and employed as part of the judiciary.

2. In some countries law **is taught** by a faculty of law.
3. In other countries, particularly the United States, law **is primarily taught** at law schools.
4. In other countries, jurists who hold law degrees **are allowed** to provide legal advice to individuals or to corporations.
5. In Germany, lawyers **are admitted** to regional bars and may appear for clients before all courts nationwide with the exception of the Federal Court of Justice of Germany.
6. Civil law **was influenced** by Canon law and Islamic law.
7. In these countries the lawyers **will be regulated** by an independent judiciary or they **will be subjected** to supervision by the Ministry of Justice in the executive branch.
8. Civil law **is subdivided** into four groups.
9. Islamic Sharia law **is based** on legal precedent similar to law.
10. Race Relations Acts **were passed** in 1968 and 1976.

Ex.12 Change the Voice of the verb in bold type. Give the corresponding Passive Construction.

e.g. An article **touches upon** the most important aspects of legal profession. – The most important aspects of legal profession **are touched upon** in this article.

1. The country **violated** the international agreement.
2. A large majority of the present **approved** the bill.
3. The judge **will declare** Mr. Stevens innocent.
4. The government **has repealed** the law segregating public facilities.
5. Our conversation **range over** many subjects.
6. An individual person or a commercial company **owns** and **controls** private industries and services.
7. The Estonian parliament **has passed** a resolution declaring independence.
8. The new book **deals with** the troubles in Ireland.
9. Sharia law **governs** a number of Islamic countries, including Saudi Arabia and Iran.

See also: Supplementary exercises (10-13).

Ex.13 Match the sentences which correspond to Text A. Correct false statements. Use the following phrases: *to tell the truth; I think; that's why; what's more; besides; it's not correct.*

1. Civil law systems mainly derive from the Roman Empire.
2. There are two legal systems in the world.
3. Religious laws are rarely used in the world.
4. Sharia law and common law are closely connected.

Ex.14 Answer the questions on Text A.

1. What legal systems are known to you?
2. What is the most widespread system of law in the world?
3. What was civil law influenced by?
4. Name four groups of civil law.
5. What are the features of common law?
6. The Islamic legal system of Sharia is the most widely used religious law, isn't it? Why?

Ex.15 Translate the following texts into Russian orally.

a) Common law is a system in which legal decisions are based upon decisions in previous cases and on customs rather than on detailed written laws. It is sometimes called case law and originally developed in England. Common law is an important part of the legal systems of many countries which have been influenced by English law, such as the USA and India.

b) Continental law is a system in which legal decisions are usually made by applying detailed written laws to the case in question. Various forms of continental law are found in continental Europe and in parts of Asia, Africa and Latin America. It is sometimes known as Roman Law because it was influenced by the laws developed in ancient Rome. It is also known as codified law because the system often requires laws to be written in the form of precise, detailed codes.

Ex.16 Develop the idea of each sentence using the text «Legal systems of the world».

1. There are three legal systems in the world.
2. Continental European law is the most widespread system in the world.
3. Civil law is divided into four groups.
4. The main kinds of religious law are Sharia, Halakha, and Canon law.

Ex.17 Translate the sentences into English, using active vocabulary of Unit III.

1. В связи с многообразием точек зрения существует множество классификаций правовых систем.
2. В основу классификации правовых систем положены различные факторы: исторические, идеологические, культурно-правовые, религиозные и другие.
3. Сейчас в мире насчитывают около 200 правовых систем, например, национально-правовые системы России, Англии, Франции, Японии и другие.
4. Различают 5-7 правовых семей, в том числе славянскую (Slav), романо-германскую, мусульманскую (Mohammedan Law), семью общего права и другие.
5. Внутри различных правовых систем выделяют несколько десятков групп правовых систем.

Ex.18 Write a précis of Texts B and C in Russian. It should not exceed one third of the text. Render the précis in English.

Тема 10: «The Law and Judiciary in the UK»

Ответьте на вопросы по тексту.

1. What is the distinctive feature of the UK Judiciary?
2. Who has the responsibility over the UK Judiciary? Who had it previously?
3. What issues can the Lord Chief Justice decide? Whose support does he have?
4. What is the role of the Judicial Executive Board and Judges' Council?
5. What is the role of judges' representative organizations?

The United Kingdom does not have a single body of law applicable throughout the realm. Scotland has its own distinctive system and courts; in Northern Ireland, certain spheres of law differ in substance from those operating in England and Wales.

The Judiciary of the United Kingdom is not a single body either. Each of the separate legal systems in England and Wales, Northern Ireland and Scotland have their own judiciary.

There are various levels of judiciary in England and Wales — different types of courts have different styles of judges.

As a part of the constitutional changes of April 2006, the Lord Chief Justice is responsible for some 400 statutory functions, which were previously the responsibility of the Lord Chancellor. For example, the Lord Chief Justice now

decides where judges sit, and the type of cases they hear. To do this, the Lord Chief Justice has support from his judicial colleagues, as well as from a small administrative staff.

Tema 11: «The Law and Judiciary in the USA».

The Constitution

The USA Constitution was written by fifty-five men who met at Philadelphia Convention in 1787. In four months they wrote the Constitution which has lasted over 200 years! The American Constitution is based on the doctrine of the separation of powers between the executive, legislative, and judiciary. The respective government institutions — the Presidency, Congress, and the Courts - were given limited and specific powers; and a series of checks, whereby each branch of government has certain authority over the others to make sure these powers were not abused. Government power was limited by means of a dual system of government, in which the federal government was only given the powers and responsibilities to deal with problems facing the nation as a whole (foreign affairs, trade, control of the army and navy, etc). The remaining responsibilities and duties of government were reserved to the individual state governments. The Constitution ratified by all thirteen states in 1791 already contained ten amendments, collective known as the Bill of Rights (the freedoms of religion, speech, and the press, etc), to protect the citizens against possible tyranny by the federal government. So far only twenty-six amendments have been made to the Constitution.

The Constitution consists of a preamble, seven original articles, amendments, and a paragraph certifying its enactment by the constitutional convention.

Preamble: Statement of purpose

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

The US government consists of three branches:

- 1) - Executive branch
- 2) - Legislative branch
- 3) - Judiciary branch

Now I want you guys divided into three teams. I give you some information about each branch of the US constitution and you should present it to the whole class in cluster. Use the information from the book on page 91-92.

Then I want to ask you some questions to understand how you understand the information about the constitution.

Questions:

1. What is the American Constitution based on?
2. What powers were the Presidency, Congress, and the Courts given?
3. How was Government power further limited?
4. Which article allowed for amendments to be made to the Constitution?
5. When was the Constitution finally ratified?
6. How many amendments have been made to the Constitution so far?

Fill in blanks with the necessary verbs.

- The Supreme Court _____ (**BE**) the highest court in the United States. Its main duty is to interpret Constitution in order to uphold the law.
- The Supreme Court _____ (**MAKE**) up of eight Associate Justices and one Chief Justice.
- The Supreme Court is located in Washington, D.C. near the U.S. Capitol. This Building _____ (**HOUSE**) the Supreme Court since 1935.
- Before 1935, the Supreme Court _____ (**LOCATE**) in New York City, New York and then Philadelphia, Pennsylvania.
- Sixteen marble columns frame the main entrance of the Court. Engraved above the entrance to the Supreme Court building appears the motto “Equal Justice Under Law”. Above this motto is a group of three figures that _____ (**REPRESENT**) **Liberty Enthroned** guarded by Order and Authority.
- On either side of this group are three figures depicting *Council* and *Research* which _____ (**MODEL**) after several prominent individuals concerned with the law or the creation of the supreme Court Building.
- There are two marble figures _____ (**SEAT**) on either side of the Supreme Court Building’s steps. On the left is a female figure, the *Contemplation of Justice*. On the right is a male figure, the *Guardian or Authority of Law*.

Тема 12: «The Law and Judiciary of the Russian Federation».

Прочитайте текст вставьте вместо пропусков (a, b or c)

Teenage TV addicts prone to crime

Teenagers who watch more than four hours television a night are more prone to crime, drug-taking, and becoming (1) ... from society, according to the (2) ... research. The (3) ... followed publication of a report which found that TV addicts – whose who (4) ... at least four hours a night in front of the television – are more likely to have anti-social attitudes, (5) ... on badly with their parents and feel disillusioned.

The researchers said that these youngsters developed spectator mentalities which prevented them from taking an active (6) ... in life. Of the 20,000 teenagers aged between 13 and 15 who participated in the (7) ..., more than a quarter said they watched at least four hours a night. After comparing their answers with those of other respondents, the researchers said that their findings (8) ... a disturbing picture.

Almost 50 per cent of the addict group dismissed school as boring compared with fewer than 30 per cent of those who watched less television. TV addicts were also happier to accept that they might be unemployed after (9) ... school and more than 20 per cent would prefer it to work they did not like. More than one in ten condoned shoplifting, compared with one in twenty other teenagers, while one in five (10) ... graffiti as acceptable. TV addicts were also more tolerant of drug-taking.

- 1 a. isolated b. distracted c. disappointed
2. a. current b. recent c. new
3. a. notice b. warning c. advice
4. a. use b. spend c. relax
5. a. get b. put c. go
6. a. play b. part c. place
7. a. report b. survey c. questionnaire
8. a. displayed b. showed c. described
9. a. graduating b. leaving c. abandoning
10. a. regarded b. observed c. remarked

2. Вопросы для устного опроса

1. When was adopted Russian Constitution?
2. What kind of state is Russia (under the constitution)?
3. How many constituent entities and federal districts in the Russian Federation and by whom are administrated?
4. Is the United Kingdom monarchy or a republic?
5. Who is the head of the state and who is the head of the government in the United Kingdom?
6. Is there a constitution in the UK? What are the features?
7. What is the highest legislative body in the UK?
8. What is the highest executive body in the UK?
9. What are the key functions of the House of Commons and House of Lords?
10. The UK government consists of the..... (Complete the sentence)
11. Is the United States a monarchy or a republic?
12. What is the capital of the USA?
13. What is the capital of the United Kingdom?
14. What branches of power are established in the US Constitution?
15. Whom vested the legislative power in the USA?

The Trials of Steffi Graf

At age 26, Steffi Graf, widely regarded as the most accomplished female player in the history of tennis, has been forced to take control of her life. The old, safe structure of her world had collapsed. This was the structure that her father, Peter, had built to isolate her and shield (заслонять) her from the darker realities of life: the distractions of big money, the probing (настойчивые расследования) media... Since 1982, she had flourished within that structure, winning more than \$17 million in purses and roughly

\$70 million off the court. But now the sentry (часовой) at the gate of her world was gone.

Peter Graf, 58, had been arrested on charges that he had evaded (уклоняться, утаивать) approximately \$13 million in taxes on the income his daughter had earned from 1989 to 1993, and he was in prison awaiting trial. While prosecutors had offered no evidence linking Steffi to the alleged (упомянутый) evasions - Peter insisted that, his daughter knew that she, too, was a suspect nothing of her own tax matters - she knew

The media had made a circus of her life with invasions of family privacy: the German press had reported the substance of letters that Steffi's mother, Heidi, had sent to Peter in prison and of conversations that Steffi had had with him during her supervised visits. Peter Graf, father and financial manager of tennis ace (первоклассная теннисистка) Steffi Graf was freed from the prison where he had spent the past 15 months; on \$3,3 million bail in Mannheim, Germany. The senior Graf is being tried on charges of evading \$13 million in taxes by failing to report \$28 million of his daughter's income. A judge released Graf after concluding that the case against him may not be as strong as originally thought.

Прочитайте текст, дайте ответы на следующие вопросы по тексту

How did Peter Graf try to protect his daughter from the darker realities of life? 2. On what charges was Steffi's father arrested? 3. How did Steffi manage to earn so big sums of money? 4. What was she suspected on? Did she consider herself to be a suspect? 5. How did the media invade the privacy of the family? 6. Do you agree that invasions of this sort are really humiliating (унизительный)? 7. Why did Peter Graf spend 15 months in prison? 8. Why did the judge release Peter Graf?

Задание 2 Text.

Test for Alcohol

Annette Forbes is head of the marketing division (отдел) of the computer company. She has a good family and a good job. Annette has always been a law-abiding citizen (законопослушный гражданин).

One day she arrived a little late for work, and had to park her car in a non-parking zone. Later she took a client out for a business lunch and drank gin and tonic and half a bottle of wine to celebrate (отметить) an important new contract. When driving back to work she was stopped by a policeman who tested her for alcohol. He told her she would be **disqualified** [dis'kwali fai(d)] **from driving** (лишить водительских прав) for a year. Annette who needed a car for her work asked him to forget about it in **return** (взамен) for a newest home computer.

Прочитайте текст, дайте ответы на следующие вопросы по тексту What is Annette Forbes? 2. What kind of person has she been? 3. How did she celebrate an important new contract? 4. Who stopped Annette when she was driving back to work? Why? 5. What did the policeman tell Annette? 6. What did Annette propose to the policeman?

Задание 3 Text .

Переведите с английского на русский язык.

Russia has signed and ratified the 1988 Vienna Convention. Russia became a member of the Council of Europe in 1996. Russia's proposed anti-money laundering law is patterned after provisions in the Strasbourg Convention. Russia also recognizes all treaties and international conventions signed by the Soviet Union. This includes Mutual Legal Assistance Treaties (MLATs) signed with current and former socialist countries and members of the Commonwealth of Independent States. Intergovernmental agreements which may be applicable to money laundering offenses have been signed with Greece, Cyprus, Italy, Finland, Sweden, and the United States. Russia has intergovernmental agreement proposals with Germany, Norway, Denmark, Spain, Portugal, and Hungary. Some of these intergovernmental agreements may be applicable for civil offenses only, and, when applicable for criminal purposes, the information exchanged is for operational purposes only. There is no maximum limit on the import or export of monetary instruments. Reporting of these instruments takes place at the border if they are physically carried into the country. Under current Russian laws, monetary instruments used as a means of committing criminal activities or received as the proceeds of criminal acts can be seized and their existence reported to foreign authorities. No provisions exist for extradition in money laundering cases with other countries, since money laundering itself is not a crime.

Задание 4 Text .

“Civil and criminal law contrasted”

The difference between civil law and criminal law turns on the difference between two different objects which the law seeks to pursue redress or punishment. The object of civil law is the redress of wrongs by compelling compensation. The person who has suffered gets a definite benefit from the law, or at least he avoids a loss. On the other hand, in the case of crimes, the main object of the law is to punish the wrongdoer; to give him and others a strong inducement not to commit the same or similar crimes, to reform him if possible, and perhaps to satisfy the public sense that wrongdoing ought to meet with retribution. But this punishment is not directly or mainly beneficial to the person injured. In all cases of crime, the law treats the wrongdoing as not merely an injury to an individual, but as a matter of public concern. An individual suffering civil injury need not sue the wrongdoer, and may contract not to sue him. Where a crime has been committed, the person injured cannot prevent proceeding being taken to secure punishment, and an agreement not to prosecute is a criminal offence. Criminal proceedings are taken in the name of the King as representing the State, every citizen has a right to set the law in motion whether he has been injured or not, and public officers exist to set the law in motion where necessary. The King can pardon the vast majority of crimes after and even before conviction; but the King cannot pardon a civil wrong done to a private person, so as to deprive him of his remedy. So, again, the King

can, through the Attorney-General, stop a criminal prosecution, but he cannot stop a civil action.

Задание 5

Text .

“International Law”.

International law is a body of legal rules, regulations and accepted practices by which countries, organizations and people throughout the world interact with each other and with citizens of different countries. There are two basic categories of this type of law: public and private. Public international Law deals with relationships between nations or between a nation and organizations or people from other countries. Private international Law deals with disputes between citizens of different countries or businesses from different countries, especially when there is a question of which country's laws apply or where the dispute should be resolved. There are certain courts and bodies, such as the United Nations Security Council, that have the power to decide cases of international law.

Sources of International Laws

Countries are bound by international laws only when they agree to be bound by them. They might join international organizations, such as the United Nations or European Union, and agree to follow all of the rules, laws and guidelines set forth by the organization. They also might agree to treaties, pacts, charters or other agreements that include specific laws or rules. Sometimes, however, countries that are not party to these agreements might be held accountable by other countries for violating certain laws or rules. This is especially true for matters such as human rights, wartime laws and territorial rights.

Tema 13: «Contracts and Torts. Employment Law.

Tema 14: «Company law: legal forms of organization»

Read the text and decide which word (a, b or c) best fits each gap.

Teenage TV addicts prone to crime

Teenagers who watch more than four hours television a night are more prone to crime, drug-taking, and becoming (1) ... from society, according to the (2) ... research. The (3) ... followed publication of a report which found that TV addicts – whose who (4) ... at least four hours a night in front of the television – are more likely to have anti-social attitudes, (5) ... on badly with their parents and feel disillusioned. The researchers said that these youngsters developed spectator mentalities which prevented them from taking an active (6) ... in life. Of the 20,000 teenagers aged between 13 and 15 who participated in the (7) ..., more than a quarter said they watched at least four hours a night. After comparing their answers with those of other respondents, the researchers said that their findings (8) ... a disturbing picture. Almost 50 per cent of the addict group dismissed school as boring compared with fewer than 30 per cent of those who watched less television. TV addicts were also happier to accept that they might be

unemployed after (9) ... school and more than 20 per cent would prefer it to work they did not like.

More than one in ten condoned shoplifting, compared with one in twenty other teenagers, while one in five (10) ... graffiti as acceptable. TV addicts were also more tolerant of drug-taking.

- 17. a. isolated b. distracted c. disappointed
- 18. a. current b. recent c. new
- 19. a. notice b. warning c. advice
- 20. a. use b. spend c. relax
- 21. a. get b. put c. go
- 22. a. play b. part c. place
- 23. a. report b. survey c. questionnaire
- 24. a. displayed b. showed c. described
- 25. a. graduating b. leaving c. abandoning
- 26. a. regarded b. observed c. remarked

Тесты типа

27. Определите основную идею текста

There are two general categories of crime in the USA. One is "violent crime" (against individuals) and the other is "property crime". Violent crime includes murder and manslaughter, rape, robbery, and assault. Property crimes include burglary, larceny, and theft, and motor vehicle theft.

There are many scholarly works which try to identify the causes of crime in America, and to determine what must, could, or can be done. Each of these possible causes is a subject of serious debate. Among the most frequently studied are drug abuse and drug dealing, racism, ethnic, and cultural attitudes, easy availability of weapons, ineffective courts and policing, poor prisons, single-parent families and unwed mother, youth gangs.

- a) преступление против личности и преступления против собственности
- b) грабеж
- c) серьезные дебаты о наркоторговле
- d) убийство

Вопросы для устного опроса

- 1. What do we study state systems for?
- 2. Are state systems the same in different countries?
- 3. Can a state system of a particular country undergo changes?
- 4. Speak on the latest elections in Russia.
- 5. Can you typify the role of the Russian President?
- 6. What reflects the specific features of Republic of Daghestan?
- 7. What kind of a functioning body is the Federal Assembly?
- 8. Are there clear limitations of competence in each chamber in the Federal Assembly?

9. What chamber is responsible for the consideration of financial problems?
10. Are the sessions of the Federation Council and the State Duma always open?
11. What state structure is responsible for examining the laws adopted by the State Duma?
12. Within whose jurisdiction is it to bring charges against the President of the Russian Federation?
13. What happens when the selected candidate for the post of the Chairman of the Government is rejected three times?
14. What measures does the Russian government carry out?
15. What are the main courts in Russian judicial system?
16. What does a «Constitution» in American political language mean?
17. What are the main freedoms a man needs?
18. What is the main function of the Congress?
19. Speak about the highest tribunal in the US.
20. What is the difference between a senator and a congressman?
21. What is the Constitution?
22. What differences are there between Parliament and the Government in the United Kingdom?
23. What are the similarities and differences between the UK parliamentary system and that of your own country?
24. What main parts does US Constitution consist of?
25. What was the important gain for Americans in December 1791?
26. Speak about the highest branches of the US government.
27. The UK is a constitutional monarchy. What does it mean?
28. What is the highest judicial organ in Russia?
29. Who is responsible for making laws in the US?
30. Name American courts in the descending order.
31. In what way are the federal courts organized?
32. Where does litigation begin?
33. How is justice administered in Daghestan?
34. Compare the kinds of English legal professions with the Russian legal professions.
35. What is the best type of legal profession?
36. What are the matters within the FBI jurisdiction?
37. What are the main divisions of the FBI you can name?
38. In what way are the FBI Agents devoting their efforts to the fight against organized crime?
39. What are the value of fingerprints in a number of crimes?
40. FBI, its composition and the matters within its jurisdiction.

Tema 15: «Family law»

Tema 16: “Civil litigation”

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 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.

7. 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

8. 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

Тема 17: «Criminal law and criminal proceedings»

Тема 18: «Legal professions in the UK»

The court system depends on the legal profession to make it work. Although individuals can institute actions and defend them normally lawyers do this job for them.

England is almost unique in having two different kinds of lawyers, with separate jobs in the legal system. The two kinds of lawyers are solicitors and barristers. This division of the legal profession is due mainly to its historical causes. This division is the main reason for the separation between civil and criminal courts.

The traditional picture of the English lawyer is that a solicitor is a legal adviser of the public. Members of the public can call at a solicitor's office and seek his advice in a personal interview. There is no end to the variety of matters a solicitor deals with. He does legal work involved in buying a house, he writes legal letters and carries on legal arguments outside Court. He prepares a case and the evidence. In a civil action solicitors have right to speak in County Court when the case is one of divorce or recovering some debts. They can also deal with some petty crimes and matrimonial matters in Magistrates Courts. A barrister defends client's interests in a courtroom. He can only be consulted indirectly through a solicitor. A barrister must be capable of prosecuting in a criminal case one day, and defending an accused person the next, or of preparing a pleading and taking the case for a plaintiff in one day, and doing the same for a defendant the next.

A lot of work in solicitor's office is done by managing clerks, now called legal executives, and being the third type of lawyers.

Задание 2: найдите в тексте английские эквиваленты следующих слов и словосочетаний.

Судебная система, возбуждать иск, защищать, консультант по юридическим вопросам, раз вод, взыскать долг, истец, ответчик, обвиняемый, доказательства, ходатайство, истец, преследовать в судебном порядке.

Задание 3. Дайте ответы на вопросы к тексту.

1. What makes British legal system work?
2. Why is British legal system unique?
3. What are the main responsibilities of a solicitor?
4. What does a barrister do?
5. Who does a lot of work in solicitor's office?

Задание 4: поставьте вопросы всех типов к данному предложению.

The two kinds of lawyers are solicitors and barristers.

Задание 5: выберите правильную форму глагола to be.

1. I ... a judge when I graduate the Academy.
2. This legal document ... easy for understanding.
3. In Britain the vast majority of judges ... unpaid.
4. When the trial finished, they ... sent to prison.
5. The verdict ... announced yesterday.
6. I ... over 18 years old.

Задание 6: переведите юридические термины. Составьте собственные предложения с 5 из них.

To serve one's sentence	Capital crime
To avoid violence	Scene of crime
Espionage	Seizure of property
To break confidence	Bigamist
To dismiss an appeal	Defense lawyer
Judgment	Arrest
Attorney license	Search
Injury	Mortal damage
Offended party	To get money by fraud
Legally capable	Burglary

VARIANT 4

Задание 1: прочитайте и переведите текст.

Why do we Need Laws?

Almost everything we do is governed by some set of rules. However, some rules – those made by the state or the courts – are called “laws”. Laws are designed to control or alter our behavior. 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 follow? What is the purpose of law?

Laws regulate our business affairs, help to ensure that people keep their promises. Laws against criminal conduct help to safeguard our personal property and our lives.

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, they turn to the law and to institutions like the courts to decide who the real owner is 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. The legal system should respect individual rights while, at the same time, ensuring that society operates in an orderly manner. And society should believe in the Rule of Law, which means that the law applies to every person, including members of the police and other public officials, who must carry out their public duties in accordance with the law.

Тема 19: «Legal professions in the USA»

Тема 20: «Legal professions in Russia»

Look at your sheet of paper. Match the English words to their Russian equivalents.

1. arbitrator	a. адвокатура, коллегия адвокатов
2. enterprise	b. нотариально засвидетельствовать
3. investigator	c. прокурор
4. jurisconsult	d. посредничать, выступать в качестве посредника
5. notary	e. нотариус
6. prosecutor	f. защищать на суде, выступать защитником
7. the Bar	g. следователь
8. to accuse of	h. обвинить; предъявить официальное обвинение
9. to appoint	i. назначать, определять (на должность)
10. to defend	j. предприятие
11. to mediate	k. юрисконсульт
12. to notarize	l. судья арбитражного суда

Match the words or word-combinations to their explanations.

1. advocate	a) an individual, company, or other entity which has legal rights and is subject to obligations
2. legal person	b) a person, usually a lawyer, who has legal

	authority to witness the signing of documents in order to make them legally valid.
3. notary	c) a lawyer who speaks in favour of someone or defends them in a court of law.
4. police	d) the official organization that is responsible for making sure that people obey the law
5. the Bar	e) someone who carries out investigations, especially as part of their job
6. investigator	f) lawyers collectively
7. judge	g) a lawyer or official who brings charges against someone or tries to prove in a trial that they are guilty
8. prosecutor	h) a public officer appointed to decide cases in a law court

What do these modal verbs express?

modals	possibility, permission	ability	suggestion	obligation	necessity/ lack of necessity
can					
may					
must					
should					
needn't					

The Legal Profession in Russia

Many people consider the profession of a lawyer to be one of the most popular professions in our country.

Training lawyers is the task of different higher schools and the Ural State Law Academy is one of them.

Graduates from higher legal schools are said to have a lot of options where to apply their knowledge. The choice is very wide. Lawyers with the same qualification and professional title may be doing very different kinds of work. The working conditions and pay among members of the legal profession also vary greatly.

Our graduates can work at the Bar, in the organs of the Prosecutor's Office, in different courts, in notary offices, legal advice offices, in organs of police as well as in different companies, banks, and enterprises. They can work as advocates, judges, notaries, investigators, prosecutors, in-house lawyers, customs officers, and other workers of law enforcement agencies.

Some lawyers may work as judges. Judges preside in the courtroom, conduct legal proceedings, resolve disputes and pass judgments.

As an advocate, a lawyer acts for the client in court and out of court. The advocate's work can include defending those accused of committing a crime.

A lawyer can work at the Prosecutor's Office as a prosecutor or a prosecutor's assistant. He / she should supervise the correct application and observance of the law.

He / she can also be a notary at the notary office and should be able to perform notary actions such as checking the legality of all the documents before notarizing them.

A lawyer can be appointed as an arbitrator at the Commercial court. He / she should be able to settle disputes between legal persons.

Nowadays there are many careers in law enforcement at the Police and the Investigative Committee. The main task of law enforcement is to prevent, investigate and solve crimes.

Some lawyers serve as in-house lawyers and work for companies and enterprises. They inform clients about legal matters, draft contracts and other documents, mediate and negotiate settlements.

The next your task is, choose the correct answer.

1. What is the main idea of the text "The Legal Profession in Russia"?

- a) The Law Academy trains lawyers.
- b) Graduates of Russian law schools have a wide choice of career opportunities.
- c) Our graduates can work at the Prosecutor's office.
- d) Lawyers inform clients about legal matters and draft contracts.

2. Which statement corresponds to the text "The Legal Profession in Russia" ?

- a) Any lawyer in our country has the right to represent a person in court.
- b) The profession of a lawyer is the most popular profession nowadays
- c) Our graduates have the right to work only at law enforcement agencies.
- d) The work environment and salary are different in various types of legal profession

T: Complete the sentences according to the text "The Legal Profession in Russia".

- 1. Judges preside in the courtroom,
 - a. and supervise the correct application and observance of the law.
 - b. conduct legal proceedings, resolve disputes and pass judgments.
 - c. and defend those accused of committing a crime
 - d. mediate and negotiate settlements.
- 2. Advocates act for the client in court and out of court,
 - a. conduct legal proceedings, resolve disputes and pass judgments.
 - b. and supervise the correct application and observance of the law.
 - c. mediate and negotiate settlements.
 - d. and defend those accused of committing a crime.
- 3. Prosecutors and prosecutor's assistant work at the Prosecutor's office
 - a. conduct legal proceedings, resolve disputes and pass judgments.

- b. and defend those accused of committing a crime
 - c. and supervise the correct application and observance of the law.
 - d. mediate and negotiate settlements.
4. In-house lawyers inform clients about legal matters, draft contracts and other documents,...
- a. conduct legal proceedings, resolve disputes and pass judgments.
 - b. and defend those accused of committing a crime
 - c. and supervise the correct application and observance of the law.
 - d. mediate and negotiate settlements.
5. Notaries work at the notary offices and
- a. perform notary actions.
 - b. defend those accused of committing a crime.
 - c. supervise the correct application and observance of the law.
 - d. mediate and negotiate settlements.
6. Commercial court judges work at different levels of Commercial courts and
- a. perform notary actions.
 - b. defend those accused of committing a crime.
 - c. supervise the correct application and observance of the law.
 - d. settle disputes between legal entities
7. The main task of law enforcement is to prevent, investigate and
- a. defend those accused of committing a crime.
 - b. supervise the correct application and observance of the law.
 - c. solve crimes.
 - d. settle disputes between legal entities

3.2. Задание 5. Говорение

Задача: развивать монологическую речь учащихся.

T: Answer the questions about your future career and prepare a short presentation on the following topics:

- a) What legal career have *you* chosen and why?
 - b) Where do *you* want to work after graduation from the Academy?
 - c) What will be *your* duties?
 - d) What *do you think* makes a good lawyer?
 - e) What types of legal profession in England do you know?
 - f) What types of legal profession are there in Russia?
- 1. The choice of places of work and occupation for a lawyer.
 - 2. The duties of an advocate, a prosecutor, an arbitrator, an in-house lawyer, a judge, a notary.

3. Your choice of a legal career.

Тема 21: «Employment»

Тема 22: «Lawyers and clients»

Заполнив анкету, продумайте ответы на вопросы, которые обычно задают соискателю на собеседовании

POTENTIAL INTERVIEW QUESTIONS, not every item is a question; some are statements; but all are intended to prompt you for a response questions are not those that can be answered with a «yes» or «no,» but are open-ended questions that invite thoughtful response. Even if you are asked a question that can be answered with a «yes» or «no,» (e.g. «Are you comfortable with the amount of travel this job involves?»), you can certainly add a word of explanation to back up your answer (e.g., «Yes. I actually look forward to the opportunity to travel and to work with the staff members in some of the other offices).

Best questions are those that ask you how you behaved in the past, because past behavior is the best predictor of future behavior.

Not every interviewer will ask you every one of these questions. However, if you are prepared to address these questions, you will leave the impression that you were prepared for your job interview, even if additional questions take you by surprise.

- 1.What are your long-range goals and objectives for the next seven to ten years?
- 2.What are your short-range goals and objectives for the next one to three years?
- 3.How do you plan to achieve your career goals?
- 4.What are the most important rewards you expect in your career?
- 5.Why did you choose the career for which you are preparing?
- 6.What are your strengths, weaknesses, and interests?
- 7.How do you think a friend or professor who knows you well would describe you?
- 8.Describe a situation in which you had to work with a difficult person (another student, co-, customer, supervisor, etc.). How did you handle the situation?
- 9.How do you determine or evaluate success?
- 10.In what ways do you think you can make a contribution to our organization?
- 11.Describe a contribution you have made to a project on which you worked.
- 12.What qualities should a successful lawyer possess?
- 13.Was there an occasion when you disagreed with a supervisor's decision or company policy?
- 14.Describe how you handled the situation.
- 15.What two or three accomplishments have given you the most satisfaction? Why?
- 16.Describe your most rewarding college experience.
- 17.Why did you select your college or university?
- 18.What led you to choose your major or field of study?
- 19.What college subjects did you like best? Why?
- 20.What college subjects did you like least? Why?
- 21.If you could do so, how would you plan your academic studies differently?

23. Do you think your grades are a good indication of your academic achievement?
24. What have you learned from participation in extracurricular activities?
25. In what kind of work environment are you most comfortable?
26. How do you work under pressure?
27. Describe a situation in which you worked as part of a team. What role did you take on? What went well and what didn't?
28. In what part-time or summer jobs have you been most interested? Why?
29. How would you describe the ideal job for you following graduation?
30. Why did you decide to seek a position with our organization?
31. What two or three things would be most important to you in your job?
32. What criteria are you using to evaluate the organization for which you hope to work?
33. Are you comfortable with the amount of travel this job requires?

Задание 3 Read the text to choose the appropriate title:

1. Great Britain and the USA
2. Russia and Great Britain
3. Great Britain and Canada

I. British law is divided into two parts - civil and criminal. There are also two types of courts - dealing with civil jurisdiction and the other, with criminal jurisdiction. The law of Britain distinguishes offences into main categories: a) indictable offences and b) non-indictable offences. Indictable offences are the more serious crimes, which must be tried before a jury. Non-indictable offences are all the rest and they are tried by the Magistrates' Court. However, nowadays there are many offences which may either be treated on indictment by a jury or by a Magistrates' Court. When a person is brought before the magistrates' Court charged with one the overlapping offences, the court may in many cases treat the charge as being for a non-indictable offence.

The principal courts of ordinary criminal jurisdiction in England and Wales include: a) Magistrates' Courts, which try the less serious offences and conduct preliminary inquiries into the more serious offences. They are presided over by Justices of the Peace; b) Quarter Sessions which take place at least four times a year. They deal with more serious offences and are presided over either by a legally qualified chairman with a group of magistrates or by a single lawyer; c) Assizes which are branches of the High Court and are presided over by High Court Judges. They deal with the most serious offences and cases presenting special difficulties.

II. The third branch of government is the federal judiciary. Its main instrument is the Supreme Court, which watches over the other two branches. It determines whether or not their laws and acts are in accordance with the Constitution. Congress has the power to fix the number of judges sitting on the Court, but it cannot change the powers given to the Supreme Court by the Constitution itself. The Supreme Court consists of a chief justice and eight associate justices. They are nominated by the President but must be approved by the Senate. Once approved, they hold office as Supreme Court Justices for life. A decision of the Supreme Court cannot be appealed to any other court. Neither the President nor Congress can change their decisions. In addition to the Supreme

Court, Congress has established 11 federal courts of appeal and, below them, 91 federal district courts.

The Supreme Court has direct jurisdiction in only two kinds of cases: those involving foreign diplomats and those in which a state is a party. All other cases which reach the Court are appeals from lower courts. The Supreme Court chooses which of these it will hear. Most of the cases involve the interpretation of the Constitution. The Supreme Court also has the «power of judicial review»: that is, it has the right to declare laws and actions of the federal, state, and local governments unconstitutional. While not stated in the Constitution, this power was established over time.

Read the text again to answer the following questions:

- 1 What are the main types of court in Great Britain?
- 2 What main categories of offences does the law of Britain distinguish?
- 3 What are the non-indictable offences tried by?
- 4 What do the principal courts of ordinary criminal jurisdiction in England and Wales include?
- 5 What is the third branch of government in the USA? What is its main instrument?
- 6 What does the Supreme Court consist of?
- 7 Where does the Supreme Court have direct jurisdiction?
- 8 What does the supreme Court choose?
- 9 Does the Supreme Court have the “power of judicial review”? What does it mean?
- 10 What power does the Congress have?

3.2. Типовые контрольные задания для промежуточной аттестации обучающихся

Перечень вопросов к экзамену:

Вопросы:

1. Present Simple.
2. Present Continuous
3. Present Perfect
4. Future Simple
5. Future Continuous
6. Future Perfect
7. Be going to
8. Past Simple
9. Past Continuous
10. Past Perfect
11. Conditionals (0-3 types)
12. Passive Voice

13. What are your plans for future?
14. What do you think about your Institute?
15. What's your favorite subject?
16. What do you know about the structure of a bank?
17. What functions of a bank do you know?
18. Do you like to write letters?
19. Do you like to go shopping?
20. What does the UK mean?
21. Where is the UK situated?
22. What parts does Great Britain consist of?
23. What places of interest in England do you know?
24. What do you come to know about your future profession?
25. Do you want to be a businessman (businesswoman)?
26. What is a lawyer?
27. What are the main functions of a lawyer?
28. The main professional qualities of a lawyer?
29. What is collective agreement?
30. What society is democracy?

Грамматические и лексические тесты:

Test 1. Подберите к профессиям (1 - 10) соответствующие им определения (a - j):

- | | |
|--------------------------|--|
| 1. a cashier | a. an employee in an office, usually working for another person, dealing with letters, typing, filing etc. and making appointments and arrangements |
| 2. a lawyer | b. a person whose job is to receive and pay out money in a bank, shop, hotel etc. |
| 3. an insurer | c. a person who is trained and qualified in legal matters |
| 4. a secretary | d. a person who writes programs for a computer |
| 5. a scientist | e. someone who works or is trained in science |
| 6. a receptionist | f. a person undertaking to make payment in case of loss etc. |
| 7. a solicitor | g. a person to whom money is owed |
| 8. a programmer | h. a person employed to make appointments for and receive clients at a hotel |
| 9. a creditor | i. a lawyer who prepares legal documents, advises clients on legal matters, and speaks for them in the lower courts |
| 10. a merchant | j. a wholesale trader, especially one who trades with foreign countries |

Test 2. Поставьте название профессии (a - j) в соответствие каждому рекламному объявлению (1 – 10):

- | | |
|--------------------------|----------------------|
| a) accountant | f) computer operator |
| b) advertising executive | g) chauffeur |
| c) assembly person | h) receptionist |
| d) salesperson | i) personnel officer |
| e) clerk | j) R&D Manager * |

R&D Manager – research and development manager

1. You will be in charge of a team of highly creative individuals delivering new quality products and enhancing our existing range.
2. Reporting directly to Managing Director. You will take over financial control for all aspects of daily operation.
3. Successful applicant will be articulate and presentable. Remuneration includes retainer and car allowance plus commission structure.
4. Duties include filling, mailing, reception and other general office work.
5. Needed for night shift. Clean modern factory. Varied work. Good eyesight essential.
6. You will be an essential member of an agency responsible for some of the country's top accounts. You will be responsible for the administration of local and national promotions.
7. Some experience in the above-mentioned software is essential but training will be given to the successful applicant.
8. Sober habits, clean driving licence, able to be on call 7 days per week at times. Uniform supplied.
9. You are the first person our clients will meet so you need to be friendly, stylish and efficient.
10. With particular responsibilities for recruitment and selection. Communication skills and a pragmatic approach to solve essential problem.

Грамматические тесты:

Test III. Choose the correct versions.

1. He had to spend about six months in a class with...students.
 - a. more younger
 - b. younger
 - c. the youngest
2. It was absolutely the...food I have ever had.
 - a. worst
 - b. worse
 - c. most had
3. She's...I am.
 - a. elder than
 - b. older then
 - c. more old then
4. Nowadays Bob is eating more and exercising ... than he used to.

- a. little
 - b. less
 - c. the least
5. It's not the ...place to live if you want a quiet life.
- a. better
 - b. good
 - c. best
6. You should practice speaking English...
- a. most
 - b. more
 - c. the most
7. Ann is ...girl I have ever met.
- a. the most beautiful
 - b. a more beautiful
 - c. the beautifulest
8. You can't run as fast...
- a. as me
 - b. than I can
 - c. as I
9. Dick was ... of the three brothers.
- a. the eldest
 - b. the oldest
 - c. elder
10. She speaks French...
- a. very good
 - b. very well
 - c. very goodly
11. Peter will pass the exam if he works...
- a. hard
 - b. hardly
 - c. in a hard way
12. At about 5 o'clock the executive director arrived ... the office.
- a. at
 - b. in
 - c. to
13. They decided to spend an evening ... the cinema.
- a. in
 - b. at
 - c. inside
14. I've lost my key! How are we going to get ... the flat?
- a. into
 - b. to
 - c. through
15. They arrived ... Spain about two hours ago.

- a. at
 - b. in
 - c. to
16. The house is on fire! We'd better get ...!
- a. out
 - b. off
 - c. from
17. I really hate walking ...!
- a. on feet
 - b. on foot
 - c. by foot
18. His wife wasn't feeling too well and she wanted to go ... home.
- a. to
 - b. for
 - c. -
19. As a child, I was afraid of traveling
- a. in the air
 - b. by the air
 - c. by air
20. If I ...late, wait for me a little bit.
- a. am
 - b. will be
21. Do you think they...our terms?
- a. accept
 - b. will accept
22. I wonder if the weather...fine tomorrow.
- a. is
 - b. will be
23. Do you know when the Production manager ...from his business trip?
- a. is back
 - b. will be back
24. If you ...to the countryside tomorrow, let me know.
- a. go
 - b. will go
25. Do you know when they...house
- a. move
 - b. will move

Test IV. Choose the correct versions.

1. ... that time my knowledge of English was minimal.
 - a. in
 - b. at
 - c. ...
2. My father comes home so tired that he can do little work ... the evening.

- a. in
 - b. at
 - c. on
3. The BBC is showing this program ...Friday.
- a. at
 - b. in
 - c. on
4. A lot of people were killed ... the war.
- a. for
 - b. at
 - c. during
5. They've been building the house ... March.
- a. during
 - b. for
 - c. since
6. They went to London ... Friday morning.
- a. in
 - b. on
 - c. at
7. I usually wake up ... 7 o'clock ... weekdays.
- a. in ... at
 - b. at ... on
 - c. on ...in
8. She was born ...1999.
- a. in
 - b. during
 - c. at
9. Kate and Ted are getting married ... this July.
- a. in
 - b. ...
 - c. at
10. They met again ...the spring of 2005.
- a. on
 - b. at
 - c. in
11. Jane heard ... into the table.
- a. that he bumped
 - b. him bump
 - c. him bumping
12. Some firms expect ... twelve hours ...?
- a. the guards to work
 - b. that the guards work
 - c. the guards work
13. Don't you feel the house ...?

- a. to shake
 - b. shaking
 - c. shook
14. The crowd parted to let the happy couple ... through.
- a. going
 - b. to go
 - c. go
15. I saw him ... the road and... down a staircase that led to the Underground.
- a. crossing ... disappeared
 - b. crossed ...disappearing
 - c. crossing...disappearing
16. What kind of world do we want our children ...from us?
- a. to inherit
 - b. inherit
 - c. inheriting
17. Experienced teachers help you ... quickly.
- a. learn
 - b. to learn
 - c. learning
18. I was sitting on my windowsill, eating bread and cheese and watching the sun ...
- a. going down
 - b. go down
 - c. to go down
19. You should use the money to make your home ...lovely.
- a. to look
 - b. looking
 - c. look
20. Did I hear you... would like to sell your car?
- a. said
 - b. say
 - c. saying
21. I believed ... the most reliable person.
- a. her to be
 - b. her be
 - c. in her to be
22. Mary hated her boyfriend ...
- a. laugh at
 - b. to be laughed at
 - c. laughed at
23. I'd like ... with us for another week.
- a. you to say
 - b. that you will say
 - c. you say
24. I could feel the earth ... as the earthquake began.

- a. that shook
 - b. to shake
 - c. shake
25. I expect ... her test this time.
- a. Anna pass
 - b. Anna to pass
 - c. Anna passing

Test V. Choose the correct versions.

1. He can play golf well, ...?
 - a. ..., doesn't he?
 - b. ..., can he?
 - c. ..., can't he?
2. You like black coffee, ...?
 - a. ..., aren't you?
 - b. ..., don't you?
 - c. ..., do you?
3. I met my (good) friend yesterday.
 - a. goodest
 - b. better
 - c. best
4. Dorothy is (young) in her family.
 - a. the youngest
 - b. the younger
 - c. young
5. Nowadays Bob is eating more and exercising ... than he used to.
 - a. little
 - b. less
 - c. the least
6. It's not the ...place to live if you want a quiet life.
 - a. better
 - b. good
 - c. best
7. Diana can't ski and she can't skate
 - a. too
 - b. also
 - c. either
8. She's ... work from 9 a.m. to 6 p.m.
 - a. in
 - b. at
 - c. on
9. She sat down ... him on the sofa.
 - a. alongside
 - b. next to

- c. with
10. Last year he spent a lot of time traveling ... London and Liverpool.
- a. between
- b. from
- c. in
11. Everyone ... that women are equal to men.
- a. know
- b. knows
- c. is knowing
12. Too ... people still smoke.
- a. many
- b. much
- c. a lot of
13. She doesn't speak ... English.
- a. many
- b. much
- c. a lot of
14. (3) were absent from the lecture.
- a. Three
- b. Third
- c. thirty
15. The (2) lesson begins at eleven o'clock.
- a. two
- b. second
- c. twenty
16. ... of students were present at the meeting.
- a. Hundreds
- b. The hundred
- c. A hundred
17. ... of people greeted the Russian representatives.
- a. The thousand
- b. Thousand
- c. Thousands
18. We aren't rich. We aren't poor
- a. too
- b. either
- c. so
19. Mrs. Potts wants to live in the country. ... does Mr. Potts.
- a. either
- b. so
- c. neither
20. In most countries you ... a special license to hunt wild animals.
- a. have to need
- b. can have

- c. may have
- 21. My aunt leaves for work at (8.30).
 - a. half past eight
 - b. thirty to seven
 - c. quarter past eight
- 22. I usually get up at (7.10).
 - a. ten minutes to six
 - b. ten minutes to seven
 - c. ten minutes past seven
- 23. My father likes driving
 - a. really fast
 - b. very fastly
 - c. fastly
- 24. «What are you doing?» – «I ... the fish to see if it's all right.»
 - a. am smelling
 - b. smell
 - c. do the smelling
- 25. Someone ... to speak to you on the phone.
 - a. is wanting
 - b. want
 - c. wants

Test VI. Choose the correct versions.

- 1. ... strange began to happen.
 - a. Anything
 - b. Something
 - c. Nothing
- 2. I believed ... the most reliable person.
 - a. her to be
 - b. her be
 - c. in her to be
- 3. Mary hated her boyfriend
 - a. laugh at
 - b. to be laughed at
 - c. laughed at
- 4. I'd like ... with us for another week.
 - a. you to say
 - b. that you will say
 - c. you say
- 5. I tried to get her on the phone but she
 - a. already left
 - b. already had left
 - c. had already left
- 6. Please be quite! Don't say ... !

- a. nothing
 - b. anything
 - c. something
7. He ... his wallet on the train.
- a. lost
 - b. had lost
 - c. has lost
8. The boy ... his hand because he knew the right answer to the question.
- a. rose
 - b. raised
 - c. has risen
9. No one of my classmates has ... London.
- a. been to
 - b. been in
 - c. gone to
10. Since I ... university, I've been interested in sociology.
- a. have been met
 - b. was at
 - c. has gone to
11. After leaving school, James ... it very difficult to get a good job.
- a. has found
 - b. found
 - c. had found
12. When ... her new fur coat?
- a. did she buy
 - b. has she bought
 - c. did she bought
13. When we finally got to the airport, the plane ... yet.
- a. hadn't landed
 - b. didn't land
 - c. wasn't landing
14. Christina said that ... week had been the longest one in his life.
- a. that night
 - b. tonight
 - c. last night
15. My neighbour said that her nephew had been killed in a skiing accident a few days
- a. ago
 - b. before
 - c. before long
16. Charles said that he hadn't seen the office manager
- a. last night
 - b. the night before
 - c. yesterday in the evening

17. I ... give up algebra because it got difficult for me.
- a. was able to
 - b. was allowed
 - c. had to
18. Nobody ... Charlie Chaplin completely.
- a. knew
 - b. has known
 - c. was know
19. When ... from his business trip?
- a. has he returned
 - b. did he return
 - c. was he returning
20. How long ago ...?
- a. did they marry
 - b. have they married
 - c. they married
21. Letters ... sent to all our clients every week.
- a. are
 - b. have been
 - c. are been
22. Nothing can ... done about this.
- a. be
 - b. be being
 - c. have been
23. Ann ... taken to hospital only tomorrow.
- a. will be
 - b. is
 - c. is being
24. When she was young, she ... people. Nobody liked it.
- a. had always criticized
 - b. was always criticizing
 - c. always criticizing
25. Everybody ... the party when the police arrived.
- a. were leaving
 - b. was leaving
 - c. had left

TEXTS

Read the text and do the exercises given below.

Text 1. Native Americans

The story of the Native Americans - or American Indians - is one that is unique, tragic and inspiring. It is unique because the Indians were the original

inhabitants of the American continent and experienced every phase of its European settlement.

It is tragic because the conflict between the Indians and whites paralleled the experience of peoples throughout the world who have come in contact with expanding, industrialized societies. It is an inspiring story because the Native Americans, although lost much of their land in the 19th century, have survived, have asserted their political and economic rights, and have succeeded in retaining their identity and culture despite the onslaught of modern civilization.

Today Native Americans are full citizens of the United States. They are proud of their own cultural heritage, which they are trying to protect and maintain. Marks of that heritage can be found all over the United States.

Many of the names on United States maps Massachusetts, Ohio, Michigan, and Kansas - are Indian words. Indians taught the Europeans how to cultivate crops such as corn, tomatoes, potatoes, tobacco. About half of the Indians in the United States live in large cities and rural areas throughout the country.

The remainders live in about 300 federal reservations (land set for their use). Today, there are about 1.4 million Native Americans, which are believed to be more than there were, when the first European explorers arrived in the New World.

1. Mark the statements which are True:

- a. The story of the Native Americans is one of saddest in the history of mankind.
- b. The Indians have never been the original inhabitants of the American continent.
- c. The Native Americans have managed to retain their identity and culture.
- d. It's almost impossible to find any marks of the Indians' heritage in the USA nowadays.
- e. Today all Indians live in federal reservations.

2. Choose the right variant of translation:

1. Today Native Americans are full citizens of the United States.

- a. Сегодня американцы являются гражданами Америки.
- b. На сегодняшний день коренные американцы являются полными людьми.
- c. Сегодня коренные американцы являются полноправными гражданами США.

2. About half of the Indians in the United States live in large cities and rural areas throughout the country.

- a. Около половины индейцев в Соединенных Штатах живут в крупных городах и сельских районах по всей стране.
- b. Половина индейцев Соединенных Штатов живет в странах и сельских районах.
- c. Около половины индейцев Америки живут в больших городах и по всей стране.

Read the text and do the exercises given below.

Text 2. Living a Long Life

It is often said that Japanese people, on average, live much longer than Europeans. To a large extent this must be due to the food most Japanese people eat since from the point of view of the life-style, life in modern Japan is no less stressful than ours in the west.

The Japanese live on a diet largely made up of fish and rice. At lunch-time a typical Japanese family will consume at least twice as many vegetables as we do in Europe. In comparison with Europeans, the Japanese eat far less meat and fewer potatoes; at the same time, they eat seven times more fresh fish than we do which make their diet much healthier by far. It would be fair to say that, in general, the Japanese consume far less sugar than Europeans, though the modern Japanese — frequent visitors to Europe on business or for pleasure — are discovering the pleasures and dangers of western-style eating habits.

1. Mark the statements which are True.

- a. The Japanese live as long as people in western countries.
- b. From the point of view of life-style, life in modern Japan is less stressful than in Europe.
- c. The Japanese eat much more vegetables than Europeans.
- d. When in Europe on business, the Japanese try to eat only their national food.
- e. They consume more sugar than we do.

2. Choose the right variant of translation:

- 1. It is often said that Japanese people, on average, live much longer than Europeans.
 - a. Говорят, что японские люди в среднем живут дольше, чем европейцы.
 - b. Говорят, что японцы, в среднем, живут гораздо дольше европейцев.
 - c. Говорят, что японцы, в среднем, живут гораздо меньше европейцев.
- 2. It would be fair to say that, in general, the Japanese consume far less sugar than Europeans...
 - a. Откровенно говоря, японцы потребляют намного меньше сахара, чем европейцы.
 - b. Следует заметить что, японцы потребляют меньше соли, чем европейцы.
 - c. Откровенно говоря, японцы потребляют равное количество сахара с европейцами.

Text 3. Banking

Banks play very important role in any financial system. Banks are classified as commercial banks and central banks.

Commercial banks open accounts for their clients and receive money on current and deposit accounts. These funds they use to provide loans and for investment. They also collect cheques, discount bills, transfer money, buy and sell securities and do other commercial operations. The main purpose of commercial banks is to make profit.

The main purpose of central bank is to control monetary system. It helps government provide monetary policy by regulating supply, cost and availability of money and credit. It is the country's leading bank, which act as banker to

government. It issues banknotes, regulates activity of retail banks and provides services related to the public debt.

1. Mark the statements which are True.

2. Banks play very important role in any financial system.
3. Banks are classified as noncommercial banks and private banks.
4. It issues banknotes, regulates activity of retail banks and provides services related to the public debt.
5. The main purpose of commercial banks is to make loans.

3. Choose the right variant of translation:

1. Banks play very important role in any financial system.
 - a. Банки играют очень важную роль в любой финансовой системе.
 - b. Работа банка не влияет на финансовую систему страны.
 - c. Банки не важны в финансовой системе.
2. Banks are classified as commercial banks and central banks.
 - a. Банки классифицируются как некоммерческие и центральные.
 - b. Банки классифицируются как коммерческие и центральные.
 - c. Банки бывают двух видов.
3. The main purpose of commercial banks is to make profit.
 - a. Главной целью коммерческих банков является получение прибыли.
 - b. Главная задача банков – предоставление кредитов.
 - c. Главная цель банков - контроль денежно-кредитной политики страны.

Text 4. The financial system

The financial system is a network of financial organizations, which carry out and regulate financial activities, the ministry of finance, the treasury, the central bank, the tax service, stock and currency exchanges.

There are budgeting, financing, investment, banking, taxation and insurance are the main forms of financial activities. Financial assets flow in the system from savers to borrowers, who use them. Savers and borrowers are linked by financial intermediaries. They are banks, finance, investment and insurance companies.

The heart of Britain financial services industry locates in the famous “Square Mile” in the City of London. It is one of the largest financial centers in the world. The world’s largest banks and financial markets located there. For example, London Stock Exchange, the Foreign Exchange Market, the Financial Futures and Options Market, Eurobond and Eurocurrency markets.

1. Mark the statements which are True.

2. The heart of Britain financial services industry locates in the famous “Square Mile” in the City of London.
3. “Square Mile” is not one of the largest financial centers in the world.
4. The world’s largest banks and financial markets located there. For example, London Stock Exchange, the Foreign Exchange Market, the Financial Futures and Options Market, Eurobond and Eurocurrency markets.

5. The financial system is a network of economic organizations...

2. Choose the right variant of translation:

1. The world's largest banks and financial markets located there.
 - a. Там располагаются самые крупные банки мира и финансовые рынки.
 - b. Там располагаются мировые финансовые рынки.
 - c. Крупные банки расположены в Сквея Майл.
2. There are budgeting, financing, investment, banking, taxation and insurance are the main forms of financial activities.
 - a. Составление бюджета, финансирование, инвестирование, банковское дело, налогообложение и страхование являются основными формами финансовой деятельности.
 - b. Составление бюджета, финансирование, инвестирование, банковское дело, налогообложение и страхование являются основными формами экономической деятельности.
 - c. Составление бюджета, финансирование, инвестирование, банковское дело, налогообложение и страхование являются основными формами деятельности банков.
3. Savers and borrowers are linked by financial intermediaries.
 - a. Заемщики связаны между собой финансовыми посредниками.
 - b. Вкладчики и заемщики связаны финансовыми посредниками.
 - c. Вкладчики и заемщики не связаны финансовыми посредниками.

Text 5. The history of money

At different periods of time and in different parts of the world many different commodities have served as money. These commodities were: cattle, sheep, leather, fish, tobacco, tea, salt and others.

Commodity should be fairly durable, easily divisible and portable that to serve effectively as money. None of the above-mentioned commodities possessed all these qualities, and in time they were replaced by precious metals, first by silver, later by gold. The coins came into use, when metal was cutting into definite weight, when the payment was made.

Paper money first came into use in the form of receipts given by goldsmiths in exchange for deposits of silver and gold coins. Then, when goldsmiths became bankers, their receipts became banknotes. That's how the first banknotes came into existence.

1. Are the following statements True or False?

1. At different periods of time and in different parts of the world many different commodities have served as money.
2. These commodities were: cattle, sheep, leather, fish, tobacco, tea, salt and others.
3. The coins came into use, when leather was cutting into definite weight, when the payment was made.

4. Paper money first came into use in the form of receipts given by goldsmiths in exchange for deposits of silver and gold coins.
5. At different periods of time and in different parts of the world many different commodities have served as money.

2. Choose the right variant of translation:

1. These commodities were: cattle, sheep, leather, fish, tobacco, tea, salt and others.
 - a. Такими товарами были крупный и мелкий рогатый скот, кожа, рыба, табак, чай, соль и др.
 - b. Такими товарами были скот, кожа, рыба, сыр, молоко, табак, чай, соль и др.
 - c. Товарами для продажи были крупный и мелкий рогатый скот, кожа, рабы, табак, чай, соль и др.
2. At different periods of time and in different parts of the world many different commodities have served as money.
 - a. В разное время и в разных частях света много различных товаров использовалось в качестве оплаты.
 - b. В разное время и в разных частях света много различных товаров использовалось в качестве денег.
 - c. В разное время и в разных частях света товары не использовалось в качестве денег.
3. That's how the first banknotes came into existence.
 - a. Таким образом появились первые банкноты.
 - b. Вот так появились деньги.
 - c. Такова история появления бумажных банкнот.

Text 6. WHAT IS LAW?

1. How do you understand the difference between the following terms? Read and check:

- Alawandarule
- Criminal law and civil law
- Law and morality

THE NEED FOR LAW

Law is a system of rules that a society or government develops in order to deal with crime, business agreements and social relationships. It is also a set of rules for good behaviour which is considered right and important by the majority of people as well as supported by the power of the government for moral, religious and emotional reasons.

The main function of law is a regulative one. Law basically serves two functions in a modern society. First, it serves to order and regulate the relations between all «persons»: individuals, businesses or governments. Secondly, law acts as a standard of conduct and morality. Through both of these functions law forms and regulates the pattern of behaviour of a given society in order to achieve a broad range of social

objectives. A modern society cannot exist without law as there would be anarchy in this society then.

Law is «invisible» for ordinary people and is noticed only when somebody violates its order. If our neighbours play loud music late at night we will probably try to settle the matter in a reasonable and informal way without going to the police. Only when an informal discussion breaks down we will start thinking about law.

Relations and transactions in modern societies are so complex that often we cannot deal with them without seeking legal advice. We use it when we buy or sell property, settle disputes with our employers, demand a refund for a defective product, try to hold somebody liable for damaging or stealing our possessions. Thus there are different types of law: civil law, criminal law, law of contracts, law of property, labour law, etc.

Life of a modern society is changing very fast and every day new phenomena appear. Therefore, there is always a demand for new laws to regulate new spheres of life. For example, two hundred years ago there were no cars, so people didn't need any laws for roads and traffic. With the invention of the car there appeared a need for driving regulations and we cannot imagine our life without these rules. The same happened with the advent of the computer. When the first computer crime took place, no one could be punished for it as there was no law for it; only after this case the need for law on computer crime and later on cybercrime appeared and they started to be developed.

Every country tries to provide laws which will help its citizens to live safely and as comfortably as possible but no country has been successful in producing such laws which are completely satisfactory. But as you can see life in a civilized society, not in anarchy, is impossible without law, so it is much better to live with the imperfect laws which we have than if we had none at all.

2. Match the words or phrases on the left with their equivalents on the right:

VOCABULARY FOCUS

1. society
2. government 3. regulative 4. anarchy
5. violate
6. transaction 7. legal advice 8. property
9. invention 10. labour law
- a. общество
- b. нарушать
- c. юридическая консультация d. правительство
- e. сделка
- f. регулятивный
- g. изобретение
- h. анархия
- i. собственность
- j. трудовое законодательство

3. Match each word on the left with the correct definition on the right:

1. liable 2. objective 3. crime
4. society 5. dispute
- a. the people living in a region as an organized group b. is what you are trying to achieve
- c. an argument between people
- d. legally responsible
- e. an illegal action punished by law

РАЗДЕЛ 4. МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ, НАВЫКОВ, ХАРАКТЕРИЗУЮЩИЕ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

Устный опрос. Устный опрос – это форма текущего контроля, которая позволяет не только опрашивать и контролировать знания студентов, но и поправлять, повторять и закреплять знания, умения, навыки. Принято выделять два вида устного опроса: фронтальный (охватывает сразу несколько студентов) и индивидуальный (позволяет сконцентрировать внимание на одном студенте). Устный опрос проводится преподавателем в ходе практического (семинарского) занятия и рассчитан на выяснение объема знаний, обучающегося по определенному разделу, теме, проблеме и т.п.

Практическое занятие. Практическое занятие – это групповое занятие под руководством преподавателя, на котором обсуждаются вопросы плана практического занятия по конкретной теме, подводятся итоги самостоятельного изучения студентами рекомендованной литературы. На практическом занятии студент приобретает навыки публичного выступления перед аудиторией, а также участия в дискуссиях, выступает с сообщениями, докладами и рефератами.

Самостоятельность студентов в овладении учебным материалом проявляется в творческом обсуждении этих вопросов во время аудиторных занятий высказывая свое мнение, анализируя прочитанное, подкрепляя учебный материал примерами из правоприменительной практики.

При подготовке к практическому занятию студентам рекомендуется использовать методические рекомендации для самостоятельной работы студентов по дисциплине «Гражданский процесс», а также иные учебно-методические материалы, разработанные кафедрой.

Методика оценивания ответов на устные вопросы

Баллы	Оценка	Показатели	Критерии
18-20	«Отлично»	1. Полнота и последовательность раскрытия вопроса; 2. Точность использования терминологии; 3. Степень освоенности учебного материала; 4. Культура речи.	1) полно и аргументировано отвечает по содержанию задания; 2) обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; 3) излагает материал последовательно и правильно.
15-17	«Хорошо»		студент дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.
10-14	«Удовлетворительно»		ставится, если студент обнаруживает знание и понимание основных положений данного задания, но: 1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил; 2) не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; 3) излагает материал непоследовательно и допускает ошибки.
0-9	«Неудовлетворительно»		студент обнаруживает незнание ответа на соответствующее задание, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал; отмечаются

			такие недостатки в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.
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Тестовые задания. Тестирование – метод выявления и оценки уровня учебных достижений обучающихся, осуществляемый посредством стандартизированных материалов – тестовых заданий; (на практике) технологический процесс, реализуемый в форме алгоритмически упорядоченного взаимодействия студента с системой тестовых заданий и завершающийся оцениванием результатов.

Тестирование проводится в компьютерных классах с помощью СДО «Прометей».

Методика оценивания тестовых заданий

Баллы	Оценка	Показатели	Критерии
18-20	«Отлично»	1. Полнота выполнения тестовых заданий; 2. Своевременность выполнения; 3. Правильность ответов на вопросы; 4. Самостоятельность тестирования.	Выполнено 85 % и более заданий предложенного теста, в заданиях открытого типа дан полный, развернутый ответ на поставленный вопрос
15-17	«Хорошо»		Выполнено 70-84% заданий предложенного теста, в заданиях открытого типа дан полный, развернутый ответ на поставленный вопрос; однако были допущены неточности в определении понятий, терминов и др.
11-14	«Удовлетворительно»		Выполнено 51-69 % заданий предложенного теста, в заданиях открытого типа дан неполный ответ на поставленный вопрос, в ответе не присутствуют доказательные примеры, текст со стилистическими и орфографическими ошибками.
0-10	«Неудовлетворительно»		Выполнено 0-50 % заданий предложенного теста, на поставленные вопросы ответ

			отсутствует или неполный, допущены существенные ошибки в теоретическом материале (терминах, понятиях).
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Задача. Задача – это средство раскрытия связи между данными и искомым, заданные условием задачи, на основе чего надо выбрать, а затем выполнить действия и дать ответ на вопрос задачи. Задачи по юридическим дисциплинам как правило носят ситуационный характер. Задачи по дисциплине «Гражданский процесс» выполняются непосредственно на практическом занятии или в качестве домашнего задания. Приступая к решению задачи студент должен прежде всего уяснить содержание задачи, сущность возникшего спора и все обстоятельства дела. Далее необходимо внимательно проанализировать доводы сторон и дать им оценку с точки зрения действующего законодательства. Если в задаче уже приведено решение правоприменительного органа, то необходимо его обоснованность и законность. Помимо этого, необходимо ответить на теоретические вопросы, поставленные в задаче в связи с предложенной ситуацией. Все содержащиеся в решении выводы обосновываются ссылками на конкретные правовые нормы. При решении задачи на практическом занятии студент должен уметь кратко устно изложить обстоятельства дела, пояснить, к чему сводится спор, дать юридическую оценку доводам сторон и обосновать с обязательными ссылками на конкретные нормы закона или иного правового акта свое решение по делу.

Методика оценивания решения задач

Баллы	Оценка	Показатели	Критерии
9-10	«Отлично»	1. Полнота и последовательность действий; 2. Обоснованный и аргументированный выбор правовой нормы 3. Точность использования терминологии; 4. Своевременность выполнения задачи;	Задача решена самостоятельно. Ответ на вопросы задачи дан правильно; объяснение хода её решения подробное, последовательное, грамотное. Для решения задачи выбран верный нормативно-правовой источник (источники). Все содержащиеся в решении выводы обосновываются ссылками на конкретные правовые нормы.
7-8	«Хорошо»	5. Самостоятельность решения.	Ответ на вопросы задачи дан правильно, объяснение хода её решения подробное, но недостаточно логичное, с единичными ошибками в деталях, некоторыми затруднениями в

			правовом обосновании. Для решения задачи выбран верный нормативно-правовой источник. Большинство содержащихся выводов в решении задачи обосновываются ссылками на конкретные правовые нормы.
4-6	«Удовлетворительно»		Ответы на вопросы задачи даны правильно; объяснение хода ее решения недостаточно полное, непоследовательное, с ошибками, слабым теоретическим и правовым обоснованием. Не все выводы содержащиеся в задаче обосновываются ссылками на конкретные правовые нормы.
0-3	«Неудовлетворительно»		Решение задачи неверное или отсутствует

Кейс-задания. Кейс-задача – это проблемное задание, в котором обучающемуся предлагается осмыслить реальную профессионально-ориентированную ситуацию, необходимую для решения данной проблемы. В целом методика выполнения студентами кейс-заданий почти совпадает с методикой решения задач, так как кейс-задания также носят ситуационный характер и зачастую моделируют реальные жизненные ситуации из правоприменительной практики. Разрешение кейс-задания также должно основываться на анализе конкретных правовых норм, сопровождаться ее оценкой, выяснением правомерности действий участников.

Методика оценивания выполнения кейс-заданий

Баллы	Оценка	Показатели	Критерии
8-10	«Отлично»	1. Полнота и последовательность действий; 2. Обоснованный и аргументированный выбор правовой нормы 3. Точность использования терминологии; 4. Своевременность выполнения задания;	Правильное выполнение кейс-задачи, подробная аргументация своего решения, хорошее знание теоретического аспектов решения казуса, знание Конституции РФ и федеральных конституционных законов, федеральных законов и иных нормативно-правовых актов. Все содержащиеся в решении

		5. Самостоятельно решения.	выводы обосновываются ссылками на конкретные правовые нормы.
6-7	«Хорошо»		Правильное решение кейс- задачи, но имеются небольшие недочеты, в целом не влияющие на решение, такие как небольшие логические пропуски, не связанные с основной идеей решения. Большинство содержащихся выводов в решении кейс-задачи обосновываются ссылками на конкретные правовые нормы. Возможно оформление решения без указания на конкретный вид нормативно- правового акта, подлежащего применению в конкретном случае, но это не мешает пониманию решения.
4-5	«Удовлетво рительно»		Частично правильное решение кейса, недостаточная аргументация своего решение. Имеются существенные ошибки в логическом рассуждении и в решении, частичные ответы на дополнительные вопросы по теме занятия. Ответы на вопросы кейса даны правильно; объяснение хода ее решения недостаточно полное, непоследовательное, с ошибками, слабым теоретическим и правовым обоснованием. Не все выводы содержащиеся в кейсе обосновываются ссылками на конкретные правовые нормы.
0-3	«Неудовлетв орительно»		Решение неверное или отсутствует, слабое знание теоретических аспектов

			решения казуса, отсутствие знаний федеральных конституционных законов, федеральных законов и иных актов.
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Практическое задание. Практическое задание – это одна из форм текущего контроля успеваемости обучающихся на практических занятиях. Целью практического задания является приобретение умений и навыков практической деятельности по изучаемой дисциплине. При выполнении практических заданий имеется возможность сочетать различные виды деятельности обучающихся: фронтальную, групповую, индивидуальную, занятия по парам.

По характеру выполняемых студентами заданий практические задания подразделяются на

- ознакомительные, проводимые с целью закрепления конкретизации изученного теоретического материала;
- аналитические, ставящие своей целью получение информации на основе формализованных методов;
- творческие, связанные с получением новой информации путем самостоятельно выбранных подходов к решению задач.

Методика оценивания выполнения практических заданий

Баллы	Оценка	Показатели	Критерии
9-10	«Отлично»	1. Полнота и последовательность действий; 2. Обоснованный и аргументированный выбор правовой нормы 3. Точность использования терминологии;	Задание решено самостоятельно. Ответ на вопросы практического задания дан правильно; объяснение хода его решения подробное, последовательное, грамотное. Для решения задания выбран верный нормативно-правовой источник (источники). Все содержащиеся в решении выводы обосновываются ссылками на конкретные правовые нормы.
7-8	«Хорошо»	4. Своевременность выполнения задания; 5. Самостоятельность решения.	Ответ на вопросы задания дан правильно, объяснение хода его решения подробное, но недостаточно логичное, с единичными ошибками в деталях, некоторыми затруднениями в правовом обосновании. Для решения задания выбран верный нормативно-правовой источник. Большинство содержащихся

		выводов в решении задания обосновываются ссылками на конкретные правовые нормы.
4-6	«Удовлетворительно»	Ответы на вопросы задания даны правильно; объяснение хода его решения недостаточно полное, непоследовательное, с ошибками, слабым теоретическим и правовым обоснованием. Не все выводы содержащиеся в задании обосновываются ссылками на конкретные правовые нормы.
0-3	«Неудовлетворительно»	Решение практического задания неверное или отсутствует

Реферат – форма письменной работы, которую рекомендуется применять при освоении вариативных (профильных) дисциплин профессионального цикла. Как правило, реферат представляет собой краткое изложение содержания научных трудов, литературы по определенной научной теме.

Методика оценивания реферата

Оценка	Показатели	Критерии
Отлично (высокий уровень сформированности компетенции)	1. Новизна реферированного текста 2. Степень раскрытия сущности проблемы 3. Обоснованность выбора источников 4. Соблюдение требований к оформлению 5. Грамотность в изложении материала 6. Своевременность выполнения 7. «Творческих» характер защиты	Тема реферата раскрыта, цель и задачи четко сформулированы и реализованы. Работа характеризуется высоким качеством и глубиной теоретико-правового анализа, наличием научной и (или) практической проблематики. При написании реферата автором использованы достаточное количество литературных источников, а также материалы правоприменительной практики. На дополнительные вопросы дает полные и правильные ответы.
Хорошо (достаточный уровень сформированности компетенции)		Тема реферата раскрыта, теоретико-правовые обобщения и выводы в основном правильные, но присутствуют отдельные

		недостатки непринципиального характера: поверхностно сделан анализ литературных источников, проанализирован не весь правовой материал, относящийся к данной проблематике. Материалы правоприменительной практики использованы не в полной мере. Ответы на дополнительные вопросы правильные, но не всегда полные и корректные.
Удовлетворительно (приемлемый уровень сформированности компетенции)		Тема работы в основном раскрыта, но имеются недостатки содержательного характера: нечетко сформулирована цель и задачи, есть замечания к логике и последовательности изложения материала. Работа оформлена небрежно. Ответы на дополнительные вопросы частично верные.
Неудовлетворительно (недостаточный уровень освоенности компетенции)		В реферате отсутствует понимание цели, задач и предмета исследования. Теоретико-правовой анализ проведен на недостаточном уровне. Тема не раскрыта полностью или раскрыта частично. Оформление работы имеет существенные недостатки. Ответы на дополнительные вопросы не правильные, студент не владеет предметом исследования.

Экзамен. Экзамен – является завершающим звеном в изучении курса «Гражданский процесс» в 5 семестре. Целью экзамена является, прежде всего, оценивание достигнутого студентами уровня освоенности компетенций, а также контроль освоения обучающимися учебного материала по дисциплине. Результат экзамена в огромной степени зависит от того, насколько правильно студент организовал свою самостоятельную работу в течение семестра, насколько серьезно он занимался на практическом занятии (семинаре).

За один месяц до конца учебного семестра, преподаватель разрабатывает перечень экзаменационных вопросов и билеты на экзамен согласно утвержденной рабочей программе по дисциплине. В билет на экзамен включаются два вопроса, соответствующих содержанию формируемых компетенций.

Экзамен проводится в устной форме в соответствии с графиком, составленным деканатом факультета и утвержденным ректором ДГУНХ. На подготовку ответа студенту отводится 30 минут. При подготовке к устному экзамену экзаменуемый, как правило, ведет записи в листе устного ответа, который затем (по окончании экзамена) сдается экзаменатору.

Методика оценивания ответа на экзамене

Баллы	Оценка	Показатели	Критерии
27-30	«Отлично»	1. Полнота данных ответов; 2. Аргументированность данных ответов; 3. Правильность ответов на вопросы; 4. Самостоятельность ответов; 5. Культура речи.	Дан полный, в логической последовательности развернутый ответ на поставленный вопрос, где продемонстрировал знания предмета в полном объеме учебной программы, достаточно глубоко осмысливает дисциплину, самостоятельно, и исчерпывающе отвечает на дополнительные вопросы, приводит собственные примеры по проблематике поставленного вопроса, решил предложенные практические задания без ошибок.
21-26	«Хорошо»		Дан развернутый ответ на поставленный вопрос, где студент демонстрирует знания, приобретенные на лекционных и семинарских занятиях, а также полученные посредством изучения обязательных учебных материалов по курсу, дает аргументированные ответы, приводит примеры, в ответе присутствует свободное владение

		монологической речью, логичность и последовательность ответа. Однако допускается неточность в ответе. Решил предложенные практические задания с небольшими неточностями.
11-20	«Удовлетворительно»	Дан ответ, свидетельствующий в основном о знании процессов изучаемой дисциплины, отличающийся недостаточной глубиной и полнотой раскрытия темы, знанием основных вопросов теории, слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры, недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа и решении практических заданий.
0-10	«Неудовлетворительно»	Дан ответ, который содержит ряд серьезных неточностей, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы, незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов, неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Выводы поверхностны. Решение практических заданий не выполнено, т.е. студент не

			способен ответить на вопросы даже при дополнительных наводящих вопросах преподавателя.
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Промежуточная аттестация по итогам освоения дисциплины позволяет оценить уровень сформированности компетенций и осуществляется в форме – экзамена.

Экзамен письменный. Продолжительность 60 минут. Рекомендуется распределять время таким образом: 15 мин – задача (кейс) и по 15 мин на три теоретических вопроса. Изложение должно быть кратким, но содержать все необходимые определения и формулировки. Для получения отличной оценки ответ должен содержать практические примеры.

Экзамен позволяет проверить способность экзаменуемого в использовании приобретенных знаний в виде устного собеседования по билету.