

Профессиональное образовательное учреждение
«Международный Открытый Колледж Современного
Управления имени М.М. Абрекова»

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на заседании Педагогического
совета ПОУ «МОКСУ
им. М.М. Абрекова»
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Директор ПОУ
«МОКСУ»
им. М.М. Абрекова»
Э.С. Джилкиева
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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
учебной дисциплины
«Иностранный язык»

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Составитель программы:
Султанбаева Р.И.

г.Черкесск
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I. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ

1.1. Паспорт фонда оценочных средств

№ п/п	Наименование темы	Код контролируемой компетенции (или ее части)	Наименование контрольно- оценочного средства Текущий контроль/ баллы
1	2	3	4
1.	Тема 1. Что такое закон?	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Дискуссия/5
2.	Тема 2. Фразы, часто используемые в деловой корреспонденции. Оформление деловой корреспонденции в англоязычных странах.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2 Дискуссия/5
3.	Тема 3. Бизнес письма и документы для моей профессии.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2 Дискуссия/5
4.	Тема 4. Структура и стиль резюме.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2 Дискуссия/5
5.	Тема 5. Юридическая система России	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2 Дискуссия/5
6.	Тема 6. Суды в нашей стране	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2 Доклад /5
7.	Тема 7. Юридическая система США. Грамматика: Согласование времён.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2 Дискуссия/5
8.	Тема 8. Юридическая система Великобритании. Грамматика: Прямая и косвенная речь.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2 Доклад /5
9.	Тема 9. Правовые системы мира.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. ,	Реферат /3 Тест/2

		ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Доклад /5
10.	Тема 10. Правительство США.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2 Доклад /5
11.	Тема 11. Конгресс.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
12.	Тема 12. Бизнес-документы: Contract. Контракт.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
13.	Тема 13. Бизнес-документы: Письмо-запрос.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
14.	Тема 14. Бизнес-документы: Письмо-рекламация.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
15.	Тема 15. Предложение (Оферта).	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
16.	Тема 16. Преступление. Грамматика: Наклонение.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
17.	Тема 17. Типы преступлений. Грамматика: Неличные формы глагола.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
18.	Тема 18. Воровство.	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
19.	Тема 19. Проблемы насилия	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
20.	Тема 20. Компьютеры помогают ловить преступников	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
21.	Тема 21. Взяточничество	ОК1. ,ОК 4.,ОК 5., ОК 6., ОК10.,ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4.,	Реферат /3 Тест/2

		ПК1.13	
22.	Тема 22. В бизнес командировке. Приезды и отъезды. Выезд за границу.	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
23.	Тема 23. У стола паспортного и таможенного досмотра.	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
24.	Тема 24. Юридическая система Великобритании. Грамматика: Наречие.	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
25.	Тема 25. Уголовное правосудие. Грамматика: Союз.	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
26.	Тема 26. Правительственная система Великобритании. Грамматика: Сложное предложение.	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
27.	Тема 27. Британский Парламент	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
28.	Тема 28. Кабинет министров	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
29.	Тема 29. Правосудие и суды Великобритании	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
30.	Тема 30. Систематизация и обобщение пройденных лексико-грамматических тем	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
31.	Тема 31. Деловая юридическая документация: электронная переписка	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2
32.	Тема 32. Чтение и перевод профессионально-ориентированной литературы	ОК1., ОК 4., ОК 5., ОК 6., ОК10., ОК 11., ОК 13. , ПК 1.1. ,ПК 1.2. ,ПК 1.4., ПК1.13	Реферат /3 Тест/2

2. Комплект материалов для оценки сформированности умений и знаний в ходе освоения учебной дисциплины

2.1. Комплект материалов для проведения тестового контроля

Тема 1: «Специфика артикуляции звуков. Письмо: биография»

1. Установите соответствие между названиями юридических профессий и их происхождением от латинских терминов:

1	нотариус	а	procurare -заботиться
2	юрист	б	advocatus — юридический консультант
3	адвокат	в	notarius — писец
4	прокурор	г	juris — право

Ответы: 1-в; 2-г; 3-б; 4-а.

2. Письмо-биография :

Bio of Nelson Mandela

Nelson Mandela was born in Transkei, South Africa on July 18, 1918. He was the son of a local tribal leader of the Tembu tribe. As a youngster, Nelson took part in the activities and initiation ceremonies of his local tribe. However, unlike his father Nelson Mandela gained a full education, studying at the University College of Fort Hare and also the University of Witwatersrand. Nelson was a good student and qualified with a law degree in 1942.

During his time at University, Nelson Mandela became increasingly aware of the racial inequality and injustice faced by non-white people. In 1943, he decided to join the ANC and actively take part in the struggle against apartheid.

As one of the few qualified lawyers, Nelson Mandela was in great demand; also his commitment to the cause saw him promoted through the ranks of the ANC. In 1956, Nelson Mandela, along with several other members of the ANC were arrested and charged with treason. After a lengthy and protracted court case, the defendants were finally acquitted in 1961. However, with the ANC now banned, Nelson Mandela suggested an active armed resistance to the apartheid regime. This led to the formation of Umkhonto we Sizwe, which would act as a guerilla resistance movement. Receiving training in other African countries, the Umkhonto we Sizwe took part in active sabotage.

In 1963, Mandela was again arrested and put on trial for treason. This time the State succeeded in convicting Mandela of plotting to overthrow the government. However,

the case received considerable international attention and the apartheid regime of South Africa became under the glare of the international community. At the end of his trial, Nelson Mandela made a long speech, in which he was able to affirm his commitment to the ideals of democracy.

Тема 2. Чтение несложных прагматических текстов.

English Law

English Law is a legal system that applies to both England and Wales under the umbrella of the United Kingdom. The law has, basically, been constructed by court-bound judges that, through their years of knowledge, qualifications and experience, have created statutes by which the inhabitants of these countries should live and to which they must adhere.

The structure of the English court system dictates that it is headed by the Supreme Court of Judicature. This consists of a High Court of Justice for civil cases and a Crown Court for criminal cases.

At the bottom rung of the ladder is the Magistrate Courts (for criminal cases) and the County Courts (for civil cases). When the Supreme Court makes a decision, it is binding and final and every court beneath it in the hierarchy needs to cooperate.

England does not have a physical, written constitution. Any law that Parliament (and all its members) passes is accepted and not open to review by the courts. So, Parliament can change, add or take away laws without any outside influence. Remember, though, that Parliament is made up of hundreds of qualified, elected members, all helping to make such important decisions for the country.

Interestingly, English Law is the basis of the Common Law. The Common Law is a legal system that holds that it is unfair to treat facts that are similar differently because they occurred or were considered on different occasions. In other words, the main thrust of the precedent is called the Common Law and this is then applied to all future decisions and cases.

The Common Law is the basis of what is used in most of today's Commonwealth countries. English Law is, in fact, the basis for many of the American legal policies and traditions still operative today. Similarly, places that were previously subject to English Law (such as Australia) still recognise their relationship to and with this legislative system. They often use examples from English Law to support legal arguments in courts. Places like Hong Kong, which was once a jurisdiction under English Law, still adhere to the Common Law as their own.

Because England and Wales are constituents of the United Kingdom and the United Kingdom is part of the European Union, English Law comprises European Union law. Most of the European Union countries, including England, use the civil law system.

The United Kingdom has a dual relationship with international law. This means that international obligations have to be incorporated into English Law formally. Until this is done, courts are under no obligation to apply supranational laws. England is also strongly influenced by Public International Law because it remains such an important element in international trading. Consistency in legal systems and decision making is very important to allow such cooperative, mutually beneficial trade to continue smoothly.

Тема 3. Грамматические навыки, обеспечивающие коммуникацию общего характера.

Актуальность темы

Обучение грамматике- один из важнейших аспектов обучения английскому языку, так как полноценная коммуникация не может происходить при отсутствии грамматики. Нет сомнения, что знание грамматических правил необходимо для успешного овладения языком. Но неизменный вопрос последних лет- должны ли мы обучать правилам в упражнениях? Ведь мы, учителя-практики, отмечаем, что тренировка учащихся в употреблении грамматических структур, требующая многократного их повторения, быстро утомляет школьников своим однообразием, а затрачиваемые усилия часто не приносят удовлетворение ни нам, ни обучаемым.

Если спросить у учащихся, что им не нравится на уроках английского языка, то скорее всего, услышим ответ- учить английскую грамматику, особенно, разветвленную систему времен.

Можно ли сделать процесс овладения грамматической стороной речи интересным, продуктивным и творческим? И что нужно сделать для того, чтобы новый грамматический материал отложился в памяти учащихся и использовался ими в нужный момент для решения коммуникативных задач?

Цель статьи – обобщение опыта использования коммуникативной технологии при обучении грамматике на уроках английского языка.

Основная форма организации учебного процесса — классно-урочная, с использованием различных моделей урока:

дискуссия

ролевая игра

создание и защита проектов

*Управление учебно-познавательной деятельностью обучаемых и формирование у них грамматических и речевых умений.

*Организация интенсивной самостоятельной работы на учебных занятиях с целью овладения правилами употребления конкретных речевых единиц.

*Обмен информацией между участниками процесса совместной речевой деятельности.

*Моделирование способов совместной деятельности речевых партнёров.

Целью обучения английского языка при коммуникативной методике является обучение общению на иностранном языке в устной и письменной форме в рамках речевой ситуации

Цель: тренировка учащихся в употреблении юридических терминов

- Civil Law – гражданское право
- Family Law – семейное право
- Law of succession - наследственное право
- Property Law – имущественное право
- Real Estate Law - нормы права о недвижимости
- Contract Law – договорное право
- Administrative Law – административное право
- Constitutional Law – конституционное право
- Tax Law – налоговое право
- International Law – международное право
- Business (Corporate) Law - корпоративное право
- Criminal Law – уголовное право
- Intellectual Property Law – нормы права об интеллектуальной собственности

При обучении грамматике одной из основных целей является формирование умения учеников использовать грамматические структуры в речи. Использование мини-диалогов, содержащих личностно-ориентированные вопросы - один из эффективных способов добиться этого .

Alan: Is that the person on trial? – Это подсудимый (ответчик в суде, подозреваемый в преступлении человек)?

Martin: Which one? The one with blond hair? — Какой? Тот со светлыми волосами (белокурый)?

Alan: No, the young man at the other table. He looks very excited. — Нет, молодой человек за другим столом. Он выглядит очень взволнованным

Martin: No. The one on trial is that short man. The plaintiff is the tall, thin woman in front of us. She's the victim. – Нет. Подсудимый – это человек низкого роста. Истец — высокая, худая (тонкая) женщина перед нами. Она — жертва

Alan: She looks very confident. Are you sure she's the victim? — Она выглядит очень уверенной. Ты уверен, что она — жертва?

Martin: Of course. You can be a victim and still be confident. — Конечно. Вы можете быть жертвой и все еще быть уверенными.

Способы диагностики

Главная цель контроля – получить обратную связь, без которой ни учитель, ни ученик не добьются хороших результатов. Контроль позволяет увидеть уровень знаний учащихся и определить направление дальнейшей работы.

Формы контроля:

*устные и письменные

*под руководством учителя

*тестовые

*с помощью компьютерных программ

Наиболее эффективна обратная связь, которая осуществляется на каждом уроке, а не только в тестах или выполнении домашних заданий.

Коммуникативные личностно-ориентированные обеспечивают эту обратную связь и выполняют функцию контроля умений учащихся грамотно пользоваться иностранным языком. Уроки ролевых игр, уроки-дикуссии, уроки-конференции, на которых происходит общение учащихся на иностранном языке, позволяют осуществлять контроль грамматических речевых навыков учащихся среднего и старшего звена на заключительном этапе работы над учебной темой.

Коммуникативно-ориентированное обучение грамматике позволяет

повысить мотивацию учащихся в овладении ею, расширяет экспрессивные возможности речи и придает естественность речевым ситуациям на уроке иностранного языка.

Тема 4. Понятия дифференциации лексики по сферам применения (бытовая, терминологическая, общенаучная, официальная и др.)

1. Сопоставьте лексику по сферам применения :

A to release from the court room

1 Официальная лексика

2 Общенаучная лексика

Б social inequality

3 Бытовая лексика

В Excuse my interrupting you

4 Терминологическая лексика

Г to call in an accountant

Ответы а-4; б-2; в-3; г-1

Тема 5. Чтение текстов по широкому профилю специальности.

WHAT IS LAW?

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

A law and a rule

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. 5 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.

VOCABULARY FOCUS

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

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

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

- | | |
|-----------|--|
| 1. liable | a. the people living in a region as an organized group |
|-----------|--|

- | | |
|--------------|--------------------------------------|
| 2. objective | b. is what you are trying to achieve |
| 3. crime | c. an argument between people |
| 4. society | d. legally responsible |
| 5. dispute | e. an illegal action punished by law |

5. Use one of the adjectives or nouns above to complete the sentences:

1. She always wants to be the best. She is always looking for ...
2. He regularly breaks norms and rules and sometimes acts violently. His behaviour can be considered anti-... .
3. He likes people to feel comfortable and relaxed during a meeting. An ... atmosphere is very important to him.
4. In modern legislation there are many different methods of punishment for ... acts.
5. He has always wanted to get high positions in the government – he has always wanted more and more ...

6. Match the antonyms:

- | | |
|---------------|------------------|
| 1. legal | a. unimportant |
| 2. social | b. impossible |
| 3. perfect | c. law and order |
| 4. possible | d. uncivilized |
| 5. modern | e. asocial |
| 6. moral | f. imperfect |
| 7. right | g. wrong |
| 8. important | h. traditional |
| 9. anarchy | i. illegal |
| 10. civilized | j. immoral |

Тема 6. Культура и традиции стран изучаемого языка.

American Culture: Traditions and Customs of the United States

American culture encompasses the customs and traditions of the United States. "Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things," said Cristina De Rossi, an anthropologist at Barnet and Southgate College in London.

The United States is the third largest country in the world with a population of more than 325 million, according to the U.S. Census Bureau. A child is born every 8 seconds, and a person dies every 12 seconds.

In addition to Native Americans who were already living on the continent, the population of the United States was built on immigration from other countries. Despite recent moves to close the U.S. borders to new immigrants and refugees, a new immigrant moves to the United States every 33 seconds, according to the Census Bureau.

Because of this, the United States is one of the most culturally diverse countries in the world. Nearly every region of the world has influenced American culture, most notably the English who colonized the country beginning in the early 1600s. U.S. culture has also been shaped by the cultures of Native Americans, Latin Americans, Africans and Asians.

The United States is sometimes described as a "melting pot" in which different cultures have contributed their own distinct "flavors" to American culture. Just as cultures from around the world have influenced American culture, today American culture influences the world. The term Western culture often refers broadly to the cultures of the United States and Europe.

The way people "melt" in the United States differs. "Different groups of immigrants integrate in different ways," De Rossi told Live Science. "For example, in the United States, Catholic Spanish-speaking communities might keep their language and other cultural family traditions, but are integrated in the urban community and have embraced the American way of life in many other ways."

The Northeast, South, Midwest, Southeast and Western regions of the United States all have distinct traditions and customs. Here is a brief overview of the culture of the United States.

Language

There is no official language of the United States, according to the U.S. government. While almost every language in the world is spoken in the United States, the most frequently spoken non-English languages are Spanish, Chinese, French and German. Ninety percent of the U.S. population speaks and understands at least some English, and most official business is conducted in English. Some states have official or preferred languages. For example, English and Hawaiian are the official languages in Hawaii.

Religion

Nearly every known religion is practiced in the United States, which was founded on the basis of religious freedom. About 71% of Americans identify themselves as Christians, according to information gathered by the Pew Research Center, a nonpartisan research group, in 2017. The research also found that about 23% had no religious affiliation at all and around 6% of the population is made up non-Christian religions.

The number of people who identify with no religion seems to be decreasing. According to the Pew Research Center, this category is expected to drop from 16% in 2015 to 13% in 2060.

American style

Clothing styles vary by social status, region, occupation and climate. Jeans, sneakers, baseball caps, cowboy hats and boots are some items of clothing that are closely associated with Americans. Ralph Lauren, Calvin Klein, Michael Kors and Victoria Secret are some well-known American brands.

American fashion is widely influenced by celebrities and the media, and fashion sales equal around \$200 billion per year, according to a paper published by Harvard University in 2007. More and more Americans are buying fashion, electronics and more online. According to the Census Bureau, U.S. retail e-commerce sales for the first quarter of 2017 totaled around \$98.1 billion.

American food

American cuisine was influenced by Europeans and Native Americans in its early history. Today, there are a number of foods that are commonly identified as American, such as hamburgers, hot dogs, potato chips, macaroni and cheese, and meat loaf. "As American as apple pie" has come to mean something that is authentically American.

There are also styles of cooking and types of foods that are specific to a region. Southern-style cooking is often called "American comfort food" and includes dishes such as fried chicken, collard greens, black-eyed peas and corn bread. Tex-Mex, popular in Texas and the Southwest, is a blend of Spanish and Mexican cooking styles and includes items such as chili and burritos, and relies heavily on shredded cheese and beans.

Jerky, dried meats that are served as snacks, is also a food that was created in the United States, according to NPR.

The arts

The United States is widely known around the world as a leader in mass media production, including television and movies. According to the U.S. Department of Commerce, the United States comprises one-third of the worldwide media and entertainment industry.

The television broadcasting industry took hold in the United States in the early 1950s, and American television programs are now shown around the world. The United States also has a vibrant movie industry, centered in Hollywood, California, and American movies are popular worldwide. The U.S. film industry earned \$31 billion in revenues in 2013, and is expected to reach \$771 billion by 2019, according to the U.S. Department of Commerce.

The United States' arts culture extends beyond movies and television shows, though. New York is home to Broadway, and Americans have a rich theatrical history. American folk art is an artistic style and is identified with quilts and other hand-crafted items. American music is very diverse with many, many styles, including rhythm and blues, jazz, gospel, country and western, bluegrass, rock 'n' roll and hip hop.

Sports

The United States is a sports-minded country, with millions of fans who follow football, baseball, basketball and hockey, among other sports. Baseball, which was developed in colonial America and became an organized sport in the mid-1800s, is known as America's favorite pastime, although its popularity has been eclipsed by football for the past three decades, according to the Harris Poll.

American holidays

Many holidays are celebrated only in the United States. Americans celebrate their independence from Britain on July 4. Memorial Day, celebrated on the last Monday in May, honors those who have died in military service. Labor Day, observed on the first Monday in September, celebrates the country's workforce. Thanksgiving, another distinctive American holiday, falls on the fourth Thursday in November and dates back to colonial times to celebrate the harvest. Presidents' Day, marking the birthdays of George Washington and Abraham Lincoln, is a federal holiday that occurs on the third Monday in February. The contributions of veterans are honored on Veterans' Day, observed on Nov. 11. The contributions of civil rights leader Martin Luther King Jr. are remembered on the third Monday in January.

Тема 7. Культура и традиции стран изучаемого языка. Основные грамматические явления.

Exercise 1. Translate into Russian:

1. The Foreign Secretary agreed that the proposals were worth studying.
- 2 Peaceful coexistence rules out war as a means of settling differences between states.
3. Officials said that the administration remained committed to completing an agreement soon and that a summit meeting as early as next month was still possible.
4. The Foreign Minister accused Washington of seeking domination over other countries and peoples.
5. It must be recognized that human rights are being violated on a worldwide scale. Violations are so numerous that I had better refrain from naming individual examples
6. Far from helping the railways, the increase will compel many people to travel less and to find other means of transport.
7. "We are working on the assumption that Russia and the United States bear special responsibility for upholding international security and stability, and counteracting global challenges and threats", he said.

8. The two sides announced new steps toward establishing a telephone hot line to avert misunderstanding between their militaries.

9. He called for more talks and earlier in the week accused Western nations of hampering efforts to find solution. 10. That involves gradually imposing tougher sanctions if this country fails³ to halt uranium enrichment.

Тема 8. Чтение текстов по узкому профилю специальности.

1. Read the text and translate the words and phrases in bold:

THE FIRST LAWS

Rules and laws have been a part of human life ever since people started living in large settled communities. One of the most detailed ancient legal codes was drawn up in about 1758 B.C. by Hammurabi, a king of Babylonia. The code was carved into a great stone pillar so that it could be read by every citizen. The pillar is now in the Louvre museum in Paris. The laws were about most spheres of life and punishments under the code were often harsh. The principle of revenge was observed: an eye for an eye and a tooth for a tooth. Not only murderers but also thieves and false accusers faced the death penalty. Hammurabi's laws outlawed private blood feuds and represented an advance on earlier tribal customs, because the penalty could not be harder than the crime. The ancient Greeks were among the first to develop a concept of law that separated everyday law from religious beliefs - they believed that laws were made by the people and for the people. In the seventh century B.C., Draco drew up Greece's 9 first written code of laws. Under Draco's code death was the punishment for most offenses. Thus, the term draconian usually applies to extremely hard punishments. Several decades passed before Solon — poet, military hero, and Athens' statesman — devised a new code of laws. Trial by jury, an ancient Greek tradition was retained, but enslaving debtors was prohibited. Most of the harsh punishments of Draco's code (except that on homicide) were prohibited or changed to make them more humane. Roman Law is one of the greatest systems that have ever existed. It was based upon custom. Greeks and Romans believed in “natural law” – certain basic principles that are above the laws of a nation and arise from the nature of people. Roman Law and Greek Law had a strong influence on the law of most European countries and on Anglo-Saxon law.

2. Answer the questions:

1. What were the first two known ancient law systems?
2. What principle were they based on? How do you understand this principle?
3. Why do you think Hammurabi decide to carve his laws into a pillar?
4. What is the origin and the meaning of the word “draconian”?
5. Why were Hammurabi's laws an advance on ancient tribal traditions?
6. What was the Greek concept of law?
7. What was Solon’s Contribution to ancient law?

Тема 10. Чтение текстов по узкому профилю специальности. Монологическая речь с использованием наиболее употребительных и относительно простых лексико-грамматических средств.

WHY DO WE COMMIT CRIMES?

All adults at some time or another commit a crime, sometimes by accident, but why do some people intentionally commit crimes? Here are some theories that try to explain the causes of criminal behaviour:

1. No one knows why crime occurs. The oldest theory, based on theology and ethics, is that criminals are perverse persons who deliberately commit crimes or who do so at the instigation of the devil or other evil spirits. Although this idea has been discarded by modern criminologists, it persists among uninformed people.

2. The idea that some people commit crimes because of biological factors has a long tradition. This theory suggests that criminals are born, not made. It was developed in the 19th century by the Italian criminologist Cesare Lombroso, who believed that crimes were committed by persons who are born with certain recognizable hereditary physical traits. Among the things he considered important were skull and ears shapes, colour of the hair and the eyes, etc. Although experts today no longer believe this, they argue that human behaviour can be linked to an individual's genes. Studies of adopted children who show criminal behaviour suggest that their behaviour is more similar to their biological parents' behaviour than their adoptive parents', showing a genetic link.

3. Many prominent criminologists of the 19th century stated that a person's surroundings such as poverty, lack of privacy and poor sanitation influence their behaviour. These conditions engender feelings of deprivation and hopelessness and are conducive to crime as a means of escape. More modern scientists point out that just as children learn good behaviour from their parents, so children can learn bad behaviour from their families and friends. It is a vicious circle, as one expert states: "Problem children tend to grow up into problem adults, and problem adults tend to produce more problem children."

4. Studies of the 20th century investigators indicated that about one-fourth of a typical convict population is psychotic, neurotic, or emotionally unstable and another one-fourth is mentally deficient. These emotional and mental conditions do not automatically make people criminals, but make them more prone to criminality. Recent studies of criminals state that emotional disturbances may lead to criminal behavior.

5. The central idea of this theory is that crime is a career decision, an alternative way of making a living. The theory argues that most criminals are rational people, who know what they want and the different ways of getting it. They are able to balance the risks of committing a crime, such as going to prison, against its benefits, i.e. what they gain if they aren't caught.

The conclusion is: if there are more benefits than risks, - do it; but if there are more risks than benefits, - don't do it

6. Since the mid-20th century experts have inclined to the so-called multiple causation theory. They reason that crime springs from a multiplicity of influences — biological, psychological, cultural, economic and political. The multiple causation explanations seem more credible than the earlier, simpler theories. An understanding of the causes of crime is still elusive, however, because the interrelationship of causes is difficult to determine.

To protect its citizens laws are made to regulate human behaviour and the State provides crime prevention policies, remedies and sanctions if the laws are broken. However, research is continuing into people's motivation for committing crimes, because understanding this may help us apply the correct punishments for crime. With more knowledge, it will be easier to prevent crime and to help criminals to lead a more useful life.

VOCABULARY FOCUS

2. Match the synonyms:

- | | |
|-----------------|--------------------------|
| 1. link | a. intentionally |
| 2. deliberately | b. to go on |
| 3. to occur | c. to cause |
| 4. prominent | d. to happen |
| 5. to lead to | e. important, noticeable |
| 6. to argue | f. conduct |
| 7. to continue | g. connection |
| 8. behaviour | h. to state |

3. Match the following Russian words and expressions to the English equivalents:

- | | |
|------------------------------------|--|
| 1. совершать преступления | a. mentally deficient |
| 2. намеренно | b. gain |
| 3. узнаваемые наследуемые черты | c. recognizable hereditary physical traits |
| 4. недостаток личного пространства | d. interrelationship |
| 5. порочный круг | e. emotionally unstable |
| 6. эмоционально нестабильный | f. vicious circle |
| 7. бедность | g. commit crimes |
| 8. преимущество, выгода | h. intentionally |
| 9. Взаимоотношения | i. to be prone to |
| 10. извлечь выгоду, нажить | j. benefit |
| 11. умственно неполноценный | k. poverty |
| 12. БЫТЬ СКЛОННЫМ К | l. lack of privacy |

7. Match each word on the left with the appropriate definition on the right:

1. an arsonist	a. attacks and robs people, often in the street
2. a shop-lifter	

<p>3. a mugger 4. an offender 5. a vandal 6. a burglar 7. a murderer 8. a kidnapper 9. a pickpocket 10. an accomplice 11. a drug dealer 12. a spy 13. a terrorist 14. an assassin 15. a hooligan 16. a stowaway 17. a thief 18. a hijacker 19. a forger 20. a robber 21. a smuggler 22. a traitor 23. a gangster 24. a deserter 25. a bigamist 26. a drug smuggler</p>	<p>b. sets fire to property illegally c. is anyone who breaks the law d. breaks into houses or other buildings to steal e. steals from shops while acting as an ordinary customer f. kills someone g. deliberately causes damage to property h. steals things from people's pockets in crowded places i. gets secret information from another country j. buys and sells drugs illegally k. takes away people by force and demands money for their return l. helps a criminal in a criminal act m. uses violence for political reasons n. causes damage or disturbance in public places o. hides on a ship or plane to get a free journey p. takes control of a plane by force and makes the pilot change course q. murders for political reasons or a reward r. is someone who steals s. makes counterfeit (false) money or signatures t. is a member of a criminal group u. steals money, etc. by force from people or places v. marries illegally, being married already w. is a soldier who runs away from the army x. brings goods into a country illegally without paying tax y. illegally carries drugs into another country z. betrays his or her country to another state</p>
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монологической речи в сфере бытовой и профессиональной коммуникации.

PUNISHMENT

1. Can you answer these questions?

What is punishment?

Why punish?

What kinds of punishments do you know?

2. Read the text to check your answers. Translate the words and phrases in bold. Make a list of reasons for punishment.

TYPES AND PURPOSES OF PUNISHMENT

Punishment describes the imposition (by some authority) of a deprivation on a person who has violated a law, a rule, or another norm. When the violation is of the criminal law there is a formal process of accusation and proof followed by imposition of a sentence by an official, usually a judge. Informally, any organized group – most typically the family, may punish the wrongdoers. Because punishment is both painful and guilt-producing, its application calls for a justification. In Western culture, four basic justifications have been given: retribution, deterrence, rehabilitation, and incapacitation. Deterrence means preventing someone from committing a crime, by making the punishment severe enough that the benefit gained from the offence is outweighed by the cost (and probability) of the punishment. Some punishments include work to reform and rehabilitate the wrongdoer so that they will not commit the offense again. The goal here is to change the offender's attitude to what they have done, and make them come to accept that their behaviour was wrong. Incapacitation means physically preventing offenders from committing crimes outside prison, i.e. protecting the community. For some petty crimes, punishment in the form of fines and compensation payments may be considered a sort of "restitution". In more serious cases retribution sets an important standard on punishment – the criminal must get what he deserves, but no more. Therefore, a thief put to death is not retribution; a murder put to death is. Here the concept is the mirror punishment ("an eye for an eye"), which reflects the nature or means of the crime in the means of (mainly corporal) punishment. Most penal historians note that sentences in Western countries have become much softer. Capital and corporal punishments, widespread in the early 19th century, are seldom used in modern society. Furthermore, since the mid-1970s, punitive actions see retribution and incapacitation as the goals of criminal punishment. Criminal sentences ordinarily include four basic types of punishment. In descending order of severity these are: 1) incarceration, community supervision, fine, and restitution. The death penalty is now possible only for certain types of murders and treason.

VOCABULARY FOCUS

3. Explain the following terms and make up your own sentences with them:

deterrence

incapacitation
retribution
incarceration
fine
death penalty
accusation

Choose the correct variant and provide the necessary prepositions:

1. He was (accused/charged) ... a serious crime, but (convicted/acquitted) in a law court.
2. They were (acquitted/convicted/accused) ... murder and sent to prison.
3. Tomorrow he will be (tried/accused) ... his crimes in Chicago District Court.
4. My neighbour (convicted/charged/accused) me ... not locking the front door for the night.
5. "How dare you (charge/accuse/acquit) me ... something I haven't done?" he said to his parent.
6. In the 1960s they were (accused/charged) ... oath-breaking, convicted and sworn to secrecy. Only after the collapse of the USSR they were (tried/acquitted/convicted) and rehabilitated.
7. The prosecutors (convicted/charged/acquitted) the man ... theft and presented evidence to the judge and jury.
8. The police found that he had prior (convictions/accusations/charges) for unlawful use of drugs and spent in Texas prison 8 years in total.
9. After the witness' testimony all the (accusations/charges/convictions) were dismissed and they were (convicted/charged/acquitted) and released in the court room.
10. When I was leaving the shop, the security guard (acquitted/accused/charged) me ... stealing some chocolates.
11. He was arrested by the police and (charged/acquitted/accused) ... a criminal offence but released on a \$200,000 bail. However, he escaped from the state and didn't appear in court on the fixed day of (conviction/accusation/trial).
12. The fact that he had no prior (convictions/charges/trials) was taken into account by the judge.

Vocabulary notes:

dare – осмелиться
oath-breaking – нарушение присяги
prior – (зд.) прежде, ранее
testimony – показания
release on bail – отпустить под залог

Тема 12. Чтение текстов по узкому профилю специальности Письмо: биография политического деятеля.

John Kennedy: Biography

Kennedy is one of the most famous and famous presidents of America. The years of his reign - from 1961 to 1963, when he was killed. Kennedy was a participant in the war of 1939-1945, as well as a member of the Senate.

Childhood and youth

According to the local American tradition, he was called Jack. For the first time he was elected to the Senate at the age of 43 years. In the history of the States he was the youngest president. John Kennedy was born May 29, 1917 in a small town called Brookly in the family of Catholics. He was the second child in the family.

As a child, John Kennedy was very frail physique, often sick, and because of scarlet fever, even almost died. When he grew up, many women, on the contrary, were crazy about him. When the boy was ten years old, his family moved to a twenty-room house. At school, the future president was distinguished by rebellious spirit, and his academic performance left much to be desired. Despite the fact that John Kennedy Jr. was very often sick, he continued to work hard in sports.

After graduation from school, he enrolled in Harvard The university, however, held out there for a short time because of health problems. Back in the States, Kennedy continues his training - now in Princeton. Soon he falls ill, and doctors diagnose him: leukemia. Kennedy does not believe doctors, and later they themselves admit that they have diagnosed the diagnosis incorrectly.

Journey through Europe and participation in hostilities

In 1936, John Kennedy returns to Harvard University. In summer, he travels to European countries, which further spurs his interest in politics and international relations. According to the patronage of his father, the future president gets acquainted with the head of the Catholic Church - Pope Pius XII.

Despite poor health, Kennedy accepts Participation in military operations, which lasted until 1945. At the front, he takes an active part in the battles, showing courage in the rescue of the boat sunk by enemy troops. And after retiring from the armed forces, he takes over the work of a journalist.

The beginning of political career

In 1946, John F. Kennedy is elected to the House of Congressmen. Then the same post is dealt with by him three more times. In 1960, his candidacy was first nominated for president of the country, and, finally, in 1961 he became the head of the United States. Many of Kennedy's contemporaries were impressed by his determination, intellect and wisdom in governing the country. For example, Kennedy was able to achieve a ban on

nuclear testing. He also conducted many popular reforms and became an amateur of the whole nation.

Personal life of the president

John Fitzgerald Kennedy was married to Jacqueline LeeBouvier, who was younger than him for 12 years. Instead of flowers and candy, Kennedy gave her books, which he himself considered the most valuable. Their wedding took place in the city of Newport. Subsequently, the Kennedy family had four children. However, the oldest girl and the youngest boy were killed. The average daughter Caroline became a writer. Son John died in tragic circumstances in a plane crash

Also John Kennedy had a large number extramarital affairs. Among his passions was Pamela Turner, who worked as a spokesman for his wife Jacqueline. An aristocrat from Sweden, Gunilla von Post, described her relationship with the president in the book. Also the notorious Marilyn Monroe had a connection with Kennedy.

John Fitzgerald Kennedy: Death

Before the upcoming elections in 1963, Kennedy starts a series of trips around the country. November 21, 1963, his procession was on the streets of Dallas. Exactly half a day later, three shots rang out. The first bullet went right through, and also caused the injuries of the governor of Texas. Another shot hit the head and became fatal.

Within five minutes, the president was taken to hospital. But the doctors were powerless against such wounds, and it was already about one o'clock in the afternoon that the death of the president was reported. The Governor of the State of Texas, John Connally, survived. After two hours, the police arrested the suspect in the murder - Lee Harvey Oswald, and two days later he was shot by Jack Ruby, whom the authorities suspected of having links with the Mafiosi. Ruby was sentenced to death.

But, having filed an appeal, he managed to get pardon. The date of the new court has not yet been set, as Ruby discovered an oncological disease. He died in January 1967. There are many versions on which John Fitzgerald Kennedy could have been killed.

According to one of them, the massacre of the president was a response to his program to combat organized crime.

Тема 13. Чтение текстов по узкому профилю специальности. Понимание диалогической и монологической речи в сфере бытовой и профессиональной коммуникации.

1. Read the dialog:

Lawyer: Good afternoon. How can I help you?

Client: Good afternoon. I need some help concerning my company. And I need it from the competent person.

Lawyer: My working experience in the legal field is over ten years, sir. I'll try to help you.

Client: Well, I found out that one of my competitors is infringing my trademark and I would like to stop the potential damage to my business.

Lawyer: I see. Is there any evidence?

Client: Of course. It's obvious. They have created the logotype which is almost like ours and they are using some of our trade techniques.

Lawyer: Sounds like there is someone working at your company who sells information.
Client: I've never thought about it. Perhaps, you are right. I should investigate the case.

Lawyer: If that's true, you better fire this person and never accept his or her services again.

Client: What else can be done in this situation?

Lawyer: You can try to write a threatening letter to the firm that uses your logo.

Client: I've tried to do so, but they didn't produce any reaction.

Lawyer: In that case we can file an action in the district court.

Client: That would be a good decision. However, I'm sure the competitor won't confess. Any other solutions?

Lawyer: We can also present the proof of damage and all compensable losses your company have had. That's the best thing to do in such situation.

Client: Of course, there are some damages, but will the court take them into consideration?

Lawyer: I'm sure they will. They should also accept that you are the rightful owner of the trademark.

Client: That would be great.

Lawyer: I'll start working on this case as soon as possible. I'll ask one of my associates to meet with your people and start gathering evidence.

Client: Thanks so much. That would be very helpful

Lawyer: Not at all. That's my job.

3. Read the monolog

Criminal defense lawyer

Many years ago I made my choice of future work, I decided to be a lawyer. Since that time I've never regretted it. From my childhood I loved to discuss different matters and argue about them. I watched lots of movies about courts and investigations, I read books about juridical work. And I know that this profession will always be very needful and important. So it was absolutely a conscious choice.

My time in University was very interesting, we had many attractive subjects to study. I tried to do my best to get everything that the University can suggest to me, I had a goal to make my studies qualitative and meaningful.

Last 10 years I've been working as a criminal defense lawyer. Criminal lawyers have got more duties than just defending the case of their clients. Of course, my main duty is to defend my client in a court within the bounds of the law. I should do that vigorously, aggressively so all defense lawyers are perfect orators. I must defend my client in any cases even if the whole world is against us.

Our job is very stressful, but never boring — the stress of being responsible for someone else's freedom especially when you know that the defendant is innocent. Every step I make, every word I say has a real influence for the future of my client. It is so difficult to describe the feeling of satisfaction after the making a positive defense.

Most of my clients are the powerless, the poor, the disadvantaged and the dispossessed people. I don't make any difference in skin color, gender or social status of my clients. All people deserve the defense.

Today a good criminal defense lawyer is of a great demand, so I am proud to be one of them!

2.2. Комплект материалов по оценке результатов самостоятельной работы

Тест по предмету «Английский язык в сфере юриспруденции».

TEST 1

1. _____ rights of employees are regulated by the Labour law.

• Legal

2. A person who governs the country is a _____ .

• governor

3. A person who investigates the case is an _____ .

• investigator

4. A person who is put into prison is a _____ .

• prisoner

5. A person who offends the law is an _____ .

• offender

6. A person who supervises a prisoner is a _____ .

• supervisor

7. By justice we understand nothing more _____ that bond which is necessary to keep the interest of individuals united, without which men would return to their original state of barbarity.

• than

8. Children _____ to one of these schools according to their abilities.

• were sent

9. Criminal law _____ are viewed as offences against the whole community.

• offences

10. Criminal law is _____ by the state.

• enforced

11. Criminal law regulates the definition of and penalties for _____ .

• crimes

12. Do you want to _____ your lessons after classes?

• do

13. Education in _____ sense is the process by which, society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

- the largest

14. Even healthy people find it difficult _____ after hours of breathing less oxygen than usual.

- to concentrate

15. Even healthy people find it difficult to concentrate after hours of breathing less oxygen _____ usual.

- than

16. George Bernard Shaw said that America and Britain _____ two nations divided by a common language.

- were

17. Government agencies enforce employment standards codified _____ labour law.

- by

18. Government agencies enforce employment standards codified by _____ law.

- labour

19. Governments _____ many ways of making sure that citizens obey the law

- have

20. Governments have many ways of making sure that citizens _____ the law.

- obey

21. Has he _____ a mistake today?

- made

22. Have they made _____ tasks today?

- many

23. He asked me what I _____ by justice.

- understood

24. If I _____ here, I will come to see you.

- am

25. If I _____ here, I would come to see you.
• were
26. If I _____ here, I would have come to see you.
• had been
27. If I _____ this book, I will tell you about it.
• find
28. If I _____ this book, I would tell you about it.
• found
29. If I find this book, I _____ you about it.
• will tell
30. Individual labour law refers to job _____, health safety or a minimum wage.
• security
31. Is the right to education _____ by any documents?
• guaranteed
32. Is there _____ snow in the street?
• much
33. Labor rights _____ integral to the social and economic development since the Industrial Revolution.

TEST 2

1. Верна ли грамматическая конструкция в данных предложениях?

A) A city dweller needs shelter from cold and heat and theft.

B) A city dweller needs shelter cold and heat and theft.

- A — да, B — нет

2. Верна ли грамматическая конструкция в данных предложениях?

A) A person whom gives you a job is an employer.

B) A person who gives you a job is an employer.

- A — нет, B — да

3. Верна ли грамматическая конструкция в данных предложениях?

- A) A prisoner is a person that is put into prison.
B) A prisoner is a person whom is put into prison.
• A — да, B — нет

4. Верна ли грамматическая конструкция в данных предложениях?

- A) A right to education has been created and recognized by some jurisdictions.
B) Typically there are three stages of education: primary (or elementary) education, secondary and higher education.
• A — да, B — да

5. Верна ли грамматическая конструкция в данных предложениях?

- A) All over the world people think of land as the most important form of property. B) A farmer needs a secure right to use a piece of land in order to grow food for his family.
• A — да, B — да

6. Верна ли грамматическая конструкция в данных предложениях?

- A) Ann said that she will do it herself.
B) Ann said that she would do it herself.
• A — нет, B — да

7. Верна ли грамматическая конструкция в данных предложениях?

- A) Ann say that she will do it herself.
B) Ann said that she will do it self.
• A — нет, B — нет

8. Верна ли грамматическая конструкция в данных предложениях?

- A) British and American English have lots of words which looks the same but have different meanings.
B) Most of the differences between British English and American English are minor and are only concern with vocabulary, spelling and pronunciation.
• A — нет, B — нет

9. Верна ли грамматическая конструкция в данных предложениях?

- A) By justice we understand nothing more than that bond which is necessary to keep the interest of individuals united, without which men would return to their original state of barbarity.
B) If we look into history we shall find that laws are conventions between men in a state of freedom.
• A — да, B — да

10. Верна ли грамматическая конструкция в данных предложениях?

- A) Can boys of this age go to prison?
B) The police carry guns.
• A — да, B — да

11. Верна ли грамматическая конструкция в данных предложениях?
A) Can you even be sure that the seller is the true owner the land and entitled to sell it to you?
B) When was the diplomat kidnapped?
• A — нет, B — да
12. Верна ли грамматическая конструкция в данных предложениях?
A) Crimes can be thought of as acts which the state considers being wrong and which can be punished by the state.
B) There are some acts which are crimes in one country but not in another.
• A — да, B — да
13. Верна ли грамматическая конструкция в данных предложениях?
A) Criminal law is the body of rules that defines conduct that is prohibited by the state because it may threaten, harm or otherwise endanger the safety and welfare of the public.
B) Criminal law is the body of rules that define conduct that is prohibited by the state because it may threaten, harm or otherwise endanger the safety and welfare of the public.
• A — да, B — нет
14. Верна ли грамматическая конструкция в данных предложениях?
A) Criminal law offences viewed as offences against not just individual victims, but the community as well.
B) Criminal law offences are viewed as offences against not just individual victims, but the community as well.
• A — нет, B — да
15. Верна ли грамматическая конструкция в данных предложениях?
A) Criminals receive tough punishments, e.g. go to prison for long periods.
B) What can people do protect themselves and their property?
• A — да, B — нет
16. Верна ли грамматическая конструкция в данных предложениях?
A) Do you wear expensive watch or expensive jewellery?
B) Do you lock doors and windows before you leave the house?
• A — нет, B — да
17. Верна ли грамматическая конструкция в данных предложениях?
A) Does Criminal Law make any moral judgment on an offender?
B) What is the normal punishment for a crime in our country?
• A — да, B — да
18. Верна ли грамматическая конструкция в данных предложениях?

A) Employment standards are social norms for the minimum socially acceptable conditions under which employees or contractors will work.

B) Government agencies enforce employment standards codified by labour law.

- A — да, B — да

19. Верна ли грамматическая конструкция в данных предложениях?

A) Even healthy people find it difficult to concentrate after hours of breathing less oxygen than usual.

B) People with bad colds will probably get earache during take-off and landing.

- A — да, B — да

20. Верна ли грамматическая конструкция в данных предложениях?

A) Even if you feel well when you get the plane, you will possibly feel ill when you get off.

B) Sitting on a plane for many hour gives everyone aches and pains, so you should take some exercise, especially on long flights.

- A — нет, B — да

21. Верна ли грамматическая конструкция в данных предложениях?

A) Have governments some ways of making sure that citizens obey the law?

B) What are police forces use for?

- A — нет, B — нет

22. Верна ли грамматическая конструкция в данных предложениях?

A) How many intruders were there according the police?

B) A big police investigation was under way north London after a wealthy businessman died when intruders broke into his luxury home.

- A — нет, B — нет

23. Верна ли грамматическая конструкция в данных предложениях?

A) I wish you were here.

B) I wish you was here.

- A — да, B — нет

24. Верна ли грамматическая конструкция в данных предложениях?

A) If he called me, I will invite him.

B) If he calls me, I would invite him.

- A — нет, B — нет

25. Верна ли грамматическая конструкция в данных предложениях?

A) If he calls me, I will invite him.

B) If he called me, I will invite him.

- A — да, B — нет

26. Верна ли грамматическая конструкция в данных предложениях?
A) If it had snowed, we will go skiing
B) If it had snowed, we would have gone skiing yesterday.
• A — нет, B — да
27. Верна ли грамматическая конструкция в данных предложениях?
A) If it snows, we will go skiing.
B) If it snowed, we will go skiing.
• A — да, B — нет
28. Верна ли грамматическая конструкция в данных предложениях?
A) If it snows, we would go skiing.
B) If it snows, we would have gone skiing.
• A — нет, B — нет
29. Верна ли грамматическая конструкция в данных предложениях
A) If you come to me, I will go for a walk with you.
B) If you came to me, I will go for a walk with you.
• A — да, B — нет
30. Верна ли грамматическая конструкция в данных предложениях?
A) If you come to me, I would go for a walk with you.
B) If you came to me, I will go for a walk with you.
• A — нет, B — нет
31. Верна ли грамматическая конструкция в данных предложениях?
A) In America you should eat your hamburger with both hands and as quickly as possible.
B) Governments have many ways of making sure that citizen obey the law.
• A — да, B — нет
32. Верна ли грамматическая конструкция в данных предложениях?
A) In general, legal systems can split between civil law and common law systems.
B) The sources that jurisdictions adopt as authoritatively binding the defining features of any legal system.
• A — нет, B — нет
33. Верна ли грамматическая конструкция в данных предложениях?
A) In most legal systems a distinction is made between land and other kinds of property.
B) Sometimes land is called real estate in contrast personal estate.
• A — да, B — нет
34. Верна ли грамматическая конструкция в данных предложениях?
A) In Pakistan you mustn't wink. It offensive.

B) In Afghanistan you should spend at least five minute saying hello.

- A — нет, B — нет

Верна ли грамматическая конструкция в данных предложениях?

A) Labour law is the body of laws, administrative rulings, and precedents which address the legal rights of, and restrictions on, working people and their organizations.

B) Labour law is the body of laws, administrative rulings, and precedents which address the legal rights of, and restrictions on, working people and their organizations.

- A — нет, B — да

35. Верна ли грамматическая конструкция в данных предложениях?

A) Labour rights have been integral to the social and economic development since the Industrial Revolution.

B) Labor rights has been integral to the social and economic development since the Industrial Revolution.

- A — да, B — нет

36. Верна ли грамматическая конструкция в данных предложениях?

A) Many people do not find it easy read the laws.

B) But ignorance of the law is never a defense for breaking it.

- A — нет, B — да

37. Верна ли грамматическая конструкция в данных предложениях?

A) Most of the air you breathe is recycled so you will possibly catch a cold or flu from one of the other passenger.

B) Everyone need to drink more in the air, but you shouldn't drink alcohol because it makes you even thirstier.

- A — нет, B — нет

38. Верна ли грамматическая конструкция в данных предложениях?

A) No man can be judged a criminal until he found guilty.

B) In the eye of the law, every man is innocent whose crime has not been proved.

- A — нет, B — да

39. Верна ли грамматическая конструкция в данных предложениях?

A) Primary education (from 5 to 11 years of age) is first stage of compulsory education.

B) Primary education (from 5 to 11 years of age) is the first stage of compulsory education.

- A — нет, B — да

40. Верна ли грамматическая конструкция в данных предложениях?

A) Sam said he will do it on Sunday.

B) Sam said he would do it on Sunday.

- A — нет, B — да

41. Верна ли грамматическая конструкция в данных предложениях?
A) Sam says he will do it on Sunday.
B) Sam said he would do it on Sunday.
• A — да, B — нет
42. Верна ли грамматическая конструкция в данных предложениях?
A) Secondary education (from 11 to 16 years of age) is the stage of education following primary school.
B) Secondary education (from 11 to 16 years of age) is the stage education following primary school.
• A — да, B — нет
43. Верна ли грамматическая конструкция в данных предложениях?
A) Some doctors think the airplane is dangerous place, especially for the old or the unhealthy.
B) Even healthy people find it difficult concentrate after hours of breathing less oxygen than usual.
• A — нет, B — нет
44. Верна ли грамматическая конструкция в данных предложениях?
A) The biggest threat to the life of a young person today is unemployment.
B) Not having a job when a person needs one, makes it difficult for him to meet financial obligations such as buying food for him and his family, and paying his bills.
• A — да, B — да
45. Верна ли грамматическая конструкция в данных предложениях?
A) The most common problem is jet lag.
B) Is flying the safest way to travel?
• A — да, B — да
46. Верна ли грамматическая конструкция в данных предложениях?
A) The police has many functions in the legal process.
B) The police have many functions in the legal process.
• A — нет, B — да
47. Верна ли грамматическая конструкция в данных предложениях?
A) There are two broad category of labour law.
B) There is two broad categories of labour law.
• A — нет, B — нет

48. Верна ли грамматическая конструкция в данных предложениях?
A) There is capital punishment for some crimes.
B) Do you often walk in areas which are not very safe?
• A — да, B — да
49. Верна ли грамматическая конструкция в данных предложениях?
A) What actions prohibited by Criminal Law?
B) Criminal law sets out punishment for those who breaks the law, doesn't it? • A — нет, B — нет
50. Верна ли грамматическая конструкция в данных предложениях?
A) What are laws?
B) No man can judged a criminal until he is found guilty, can he?
• A — да, B — нет
51. Верна ли грамматическая конструкция в данных предложениях?
A) What breakable thing are there on your table?
B) Is his handwriting readable?
• A — нет, B — да
52. Верна ли грамматическая конструкция в данных предложениях?
A) What did the judgment cause?
B) What are the type of the business contracts?
• A — да, B — нет
53. Верна ли грамматическая конструкция в данных предложениях?
A) What doctor treats teeth?
B) Do you like egoists?
• A — да, B — да
54. Верна ли грамматическая конструкция в данных предложениях?
A) What forms of consumer credit agreement you know?
B) How do you understand HP?
• A — нет, B — да
55. Верна ли грамматическая конструкция в данных предложениях?
A) What is the meaning of the English word "education"?
B) What is the main sense of education in general?
• A — да, B — да
56. Верна ли грамматическая конструкция в данных предложениях?
A) What is the role of the court in maintaining (поддержание) law and order?

B) Can ignorance of the law be a defense for breaking it?

- A — да, B — да

57. Верна ли грамматическая конструкция в данных предложениях?

A) What problem face our society now?

B) Violence has become an accepted way of life, has it?

- A — нет, B — нет

58. Верна ли грамматическая конструкция в данных предложениях?

A) What was the verdict for the students?

B) What the prosecution say about him?

- A — да, B — нет

59. Верна ли грамматическая конструкция в данных предложениях?

A) When and where was the murder committed?

B) What were the police looking for?

- A — да, B — да

II. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ ИТОГОВОЙ АТТЕСТАЦИИ

Комплект материалов для промежуточной аттестации по результатам освоения дисциплины

Вопросы к промежуточной аттестации:

1. Транскрипция в английском языке.
2. Три основных фонетических правила.
3. Типы слогов.
4. Правила чтения буквосочетаний.
5. Непроизносимые согласные и гласные.
6. Личные местоимения. Два падежа личных местоимений.
7. Притяжательные местоимения.
8. Указательные местоимения.
9. Порядок слов в предложении.
10. Вопросительные местоимения.
11. Возвратные местоимения.
12. Повелительное наклонение.
13. Спряжение глагола «to be» в настоящем простом времени.
14. Спряжение глагола «to be» в прошедшем простом времени.
15. Сокращения в английском языке.
16. Количественные числительные.
17. Порядковые числительные.
18. Числительные от 100 и более.
19. Даты в английском языке.
20. Дробные числительные: простые и десятичные.
21. Обозначение времени в английском языке.
22. Отрезки времени в английском языке.
23. Множественное число существительных.
24. Существительные, образующие множественное число не по общим правилам.
25. Определенный и неопределенный артикли при образовании множественного числа существительных.
26. Притяжательный падеж существительных.
27. Безличные и неопределенно-личные предложения.
28. Неопределенный, определенный и нулевой артикли, их употребление.
29. Случаи обязательного употребления определенного артикля.
30. Образование сложных существительных.

31. Интернациональные слова.
32. Оборот местонахождения.
32. Местоимения «little, few».
33. Употребление «much, many».
34. Степени сравнения прилагательных и наречий.
35. Предлоги, обозначающие место.
36. Предлоги, обозначающие движение.
37. Предлоги, обозначающие время.
38. Типы вопросов.
39. Основные суффиксы существительных.
40. Основные суффиксы прилагательных.
41. Основные суффиксы глаголов.
42. Неопределенные местоимения «some, any» и отрицательное «no».
43. Производные местоимения от «some, any, no».
44. Глагол и его формы.
45. Правильные и неправильные глаголы.
46. Смысловые, вспомогательные и модальные глаголы.
47. Настоящее простое время.
48. Настоящее продолженное время.
49. Настоящее совершенное время.
50. Прошедшее простое время.
51. Прошедшее продолженное время.
52. Прошедшее совершенное время.
53. Будущее простое время.
54. Будущее продолженное время.
55. Будущее совершенное время.
56. Модальный глагол «can».
57. Модальный глагол «may».
58. Модальный глагол «must».
59. Модальный глагол «need».
60. Модальный глагол «would».
61. Модальный глагол «should».
62. Модальный глагол «have to».
63. Устойчивые фразы с глаголом «to be».
64. Устойчивые фразы с глаголом «to have».
65. Устойчивые фразы с глаголом «to do».