

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ
Автономная некоммерческая образовательная организация
высшего образования
«Кубанский социально-экономический институт»

Рабочая программа дисциплины (модуля)

Иностранный язык в сфере юриспруденции

Направление подготовки - 40.03.01. Юриспруденция

Направленность – государственно-правовая, гражданско-правовая, уголовно-правовая

Квалификация (степень) выпускника - *бакалавр*

Форма обучения: очная, заочная

КРАСНОДАР 2018

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РПД обсуждена и утверждена на заседании кафедры иностранных языков, протокол № 1 от 30 августа 2018 года.

1. Цели освоения дисциплины

Целями освоения дисциплины «Иностранный язык в сфере юриспруденции» является: выработка коммуникативных компетенций, необходимых для иноязычной деятельности в сфере юриспруденции, а также для профессионального общения на простейшем уровне.

В сфере иноязычного общения:

Чтение. Владение всеми видами чтения адаптированной литературы, в том числе ознакомительным и изучающим.

Говорение и аудирование. Участие в диалоге, владение речевым этикетом повседневного общения (представление, запрос и сообщение информации, выражение просьбы, согласия/несогласия и т.д.); сообщение информации (подготовленное монологическое ведение беседы) в рамках страноведческой, общепрофессиональной тематики; понимание монологического высказывания в рамках указанных сфер.

Письмо. Фиксация информации, получаемой при чтении, аудировании и т.д.

Фонетика Коррекция навыков, приобретенных в средней школе и в период прохождения дисциплины «Иностранный язык» в вузе; автоматизация технических навыков чтения вслух.

Лексика. Расширение лексического запаса (объем лексического материала не менее 1200); характер лексического материала – бытовая, научная, профессиональная лексика.

Грамматика. Развитие навыков использования в речи грамматических форм и конструкций, характерных для языка.

2. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения образовательной программы (компетенции, знания, умения, навыки)

| Шифр компетенции и расшифровка | Знать | Уметь | Владеть |
|---|--|---|---|
| ОПК- 7 владеть необходимыми основными навыками профессионального общения на иностранном языке | – значения новых лексических единиц, связанных с профессиональным общением; – формирование и структуру текстов, построенных на языковом материале профессионального общения, в том числе инструкции и нормативные документы, соответствующие направлению подготовки | – использовать иностранный язык профессиональной деятельности | - навыками чтения, аудирования, коммуникации, письма в профессиональной области, методами и способами получения информации из зарубежных источников |

3. Место дисциплины в структуре ООП:

| | |
|-----------------------------|--------------------------|
| Блок 1. Дисциплины (модули) | Дисциплина базовой части |
|-----------------------------|--------------------------|

4. Объем дисциплины (модуля) в зачетных единицах с указанием количества академических или астрономических часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся

Заочная форма Набор 2015, 2016 года

| ЗЕТ | Часов академических | Контактная работа обучающегося с преподавателем | | | Самостоятельная работа | Формы контроля, семестр |
|-----|---------------------|---|--------------------------------------|--------------|------------------------|-------------------------------------|
| | | Лекции | Семинары, практические, лабораторные | Консультации | | |
| 2 | 72 | | 14 | | 54 | Зачет / 4 Контрольная работа / 4 |

Очная форма Набор 2015, 2016 года

| ЗЕТ | Часов академических | Контактная работа обучающегося с преподавателем | | | Самостоятельная работа | Формы контроля, семестр |
|-----|---------------------|---|--------------------------------------|--------------|------------------------|-------------------------|
| | | Лекции | Семинары, практические, лабораторные | Консультации | | |
| 2 | 72 | | 34 | | 38 | Зачет / 7 |

5. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий по каждой форме обучения

Заочная форма Набор 2015, 2016 года

| № | Тема (раздел) дисциплины | Академические часы | Виды учебного занятия |
|---|--|--------------------|-----------------------|
| 1 | <p>Topic: Essentials of Law Communication. Grammar, Lexis & Pronunciation: <i>Verb.</i> Indicative Mood, Imperative Mood. Tenses: Simple. General rules of vowels & consonants pronunciation. (vowels in positions 1 , 2); (Speech Activities: Introductions and Greetings.</p> | 4 | Лаб. |
| 2 | <p>Topic: The Need for Law. Grammar, Lexis & Pronunciation: <i>Verb.</i> Indicative Mood, Imperative Mood. Tenses: Simple, Continuous. <i>Nouns, Numerals,</i> General rules of vowels & consonants pronunciation. (vowels in position 3) stressed position before letter “r”. vowels in 4 position (vowel + re, two vowels + r). Speech Activities: Meeting People</p> | 2 | Лаб. |
| 3 | <p>Topic: Law Worldwide. Grammar, Lexis & Pronunciation: <i>Verb.</i> Indicative Mood, Tenses: Simple, Continuous. <i>Nouns, Numerals, Adjectives, Adverbs, Pronouns.</i> General rules of vowels & consonants pronunciation. vowels in 4 position (vowel + re, two vowels + r). Speech Activities: Meet Conference Attendees</p> | 4 | Лаб. |
| 4 | <p>Topic: Crime and Punishment. Law and Society. Grammar, Lexis & Pronunciation: Constructions “there +be”; Perfect Tenses. Prepositions. Word combinations: suffixes – er (-or); - tion (- ion); - ly; prefixes –un, in, im. Speech Activities: Description. Requests. Apologies. Agreement. Disagreement</p> | 4 | Лаб. |
| | Экзамен | | |
| | Итого | 14 | |

Очная форма Набор 2015, 2016 года

| | | | |
|---|---|---|------|
| 1 | <p>Topic: Fundamentals of Law. Grammar, Lexis & Pronunciation: Simple Tenses. Past, Present, Future Simple: Affirmative and negative forms. Active & Passive Word combinations Tones Speech Activities: Skills you need for a job. Identifying problems. Solving Problems</p> | 2 | Лаб. |
| 2 | <p>Topic: Legislation. The Need For Law Grammar, Lexis & Pronunciation: Simple, Tenses. Past, Present, Future Simple: Negatives and Questions. Question forms. Word combinations Tones Speech Activities: Higher bodies of state power</p> | 2 | Лаб. |
| 3 | <p>Topic: Laws of Babylon. First Laws: Ancient Greece and Rome Grammar, Lexis & Pronunciation: Simple Tenses Active and Passive Question forms. Word combinations. Tones. Speech Activities: <i>Listening:</i> Hammurabi Code</p> | 4 | Лаб. |
| 4 | <p>Topic: Grammar, Lexis & Pronunciation: Simple & Perfect Tenses Active and Passive Question & negative forms. Chain of arguments. Tones. Speech Activities: First Laws</p> | 2 | |
| 5 | <p>Topic: The Foundation of the British Law: The Magna Carta Grammar, Lexis & Pronunciation: Simple Tenses. Active and Passive. Logical order. Tones. Speech Activities: <i>Listening.</i> The Magna Carta</p> | 2 | Лаб. |
| 6 | <p>Topic: The Petition of Right and the Bill of Right, The European Law of the 19-th Century Grammar, Lexis & Pronunciation: Simple Tenses. Active and Passive Question forms. Word combinations. Tones. Speech Activities: Napoleon Code.</p> | 4 | Лаб. |

| № | Тема (раздел) дисциплины | Академические часы | Виды учебного занятия |
|----|---|--------------------|-----------------------|
| 7 | <p>Topic: The Study of the Crime Grammar, Lexis &Pronunciation: <i>Verb.</i> Indicative Mood, Imperative Mood. Tenses: Simple.Revision of vowels & consonants pronunciation. (vowels in positions 1 , 2,3,4);Criminology Speech Activities: Crime. Misdeed,misconduct, offence, wrongdoing, unlawful act.</p> | 2 | Лаб. |
| 8 | <p>Topic: Crimes and Criminals Grammar, Lexis &Pronunciation: <i>Verb.</i> Indicative Mood, Imperative Mood. Tenses: Simple, Continuous. Passive, Active. <i>Nouns, Numerals,</i> General rules of vowels & consonants pronunciation. (vowels in position 3) stressed position before letter “r”. vowels in 4 position (vowel + re, two vowels + r). Speech Activities: Law Breakers</p> | 2 | |
| 9 | <p>Topic: Punishment Grammar, Lexis &Pronunciation: <i>Verb.</i> Indicative Mood, Tenses: Simple, Continuous.Perfect <i>Nouns, Numerals, Adjectives, Adverbs, Pronouns.</i> General rules of vowels & consonants pronunciation. vowels in 4 position (vowel + re, two vowels + r). Speech Activities: <i>Listening.</i> Punishment. From History of Punishment</p> | 4 | |
| 10 | <p>Topic: The Purpose of State Punishment, Treatment of Criminals. Grammar, Lexis &Pronunciation: Simple and Perfect Tenses.Active and Passive. Non-finite forms of the verb.Prepositions. Word combinations: suffixes – er (-or); - tion (- ion); - ly; prefixes –un, in, im. Speech Activities: Punishment/ Moral Aspects .</p> | 4 | Лаб. |
| 11 | <p>Topic: Capital Punishment: History and Effectiveness. Moral Aspects. Grammar, Lexis &Pronunciation: Simple Tenses, Active, Passive Word building: Word combinations: 1)affixes; 2)suffixes –ion, -ment; 3)prefixes –in, -un. Speech Activities: Capital Punishment: For and Against</p> | 4 | Лаб. |

| | | | |
|----|--|----|-----|
| 12 | <p>Topic: Law Enforcement.History/Police Forces. Police and the Public</p> <p>Grammar, Lexis & Pronunciation: Simple Tenses, Active, Passive. Verbals.</p> <p>Wordbuilding: Word combinations: 1)affixes; 2)suffixes –ion, -ment, -able- ness,ize,ise; 3)prefixes -dis,-ir, - in.Terms.</p> <p>Speech Activities:Police and the Public. <i>Listening.</i>The Lasting Principles</p> | 2 | Лаб |
| | Зачет | | |
| | Итого | 34 | |

6. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине (модулю)

6.1. Перечень компетенций с указанием этапов их формирования в процессе освоения дисциплины

| Шифр компетенции и ее содержание | | |
|--|---|--|
| - владеть необходимыми навыками профессионального общения на иностранном языке (ОПК-7) | | |
| Этап 1 | Знать | <ul style="list-style-type: none"> – различные типы речи (сообщение, рассказ), расположение в них значимой /запрашиваемой информации. - речевой этикет повседневного общения (представление, запрос и сообщение информации, выражение просьбы, согласия/несогласия и т.д.); - структуру и лексическое наполнение сообщения монологического/ диалогического в рамках изученной тематики; |
| Этап 2 | Уметь | <ul style="list-style-type: none"> – поддерживать диалог-расспрос общепрофессиональной тематики - пользоваться разными видами чтения, при аудировании фиксировать необходимую информацию |
| Этап 3 | Навыки и (или) опыт деятельности – Владеть | <ul style="list-style-type: none"> - разбирать электронную почту (электронные письма профессионального характера); -выполнять некоторые письменные проектные задания (письменное оформление профессионально-направленных переводов с английского языка, презентаций, коллажей, постеров, и т.д.) в том числе после просмотра сайтов Интернета, связанных с тематикой данной программы. |
| | | – |

6.2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

- владеть необходимыми навыками профессионального общения на иностранном языке (ОПК- 7).

| Этап | Критерий оценивания | Показатель оценивания | Шкала оценивания | | | | Средство оценивания |
|----------|---|--|--|--|---|---|--|
| | | | отлично | хорошо | удовлетворительно | неудовлетворительно | |
| 1. Знать | Полнота, системность, прочность знаний; обобщенность знаний | Понимание общепрофессиональных деловых текстов; использование компенсаторных умений, помогающих преодолеть «сбои» в коммуникации, вызванные объективными и субъективными социкультурными причинами ; | Полное и адекватное понимание профессионально-направленных текстов; Полное и адекватное использование компенсаторных умений, помогающих преодолеть «сбои» в коммуникации, вызванные объективными и субъективными социкультурными причинами ; | Достаточно полное и адекватное понимание профессионально-направленных текстов; Достаточно полное и адекватное использование компенсаторных умений, помогающих преодолеть «сбои» в коммуникации, вызванные объективными и субъективными социкультурными причинами ; | Недостаточно полное, но адекватное понимание профессионально-направленных текстов ; Недостаточно полное, но адекватное использование компенсаторных умений, помогающих преодолеть «сбои» в коммуникации, вызванные объективными и субъективными социкультурными причинами ; | Неполное / неадекватное понимание профессионально-направленных текстов ; Неполное / неадекватное использование компенсаторных умений, помогающих преодолеть «сбои» в коммуникации, вызванные объективными и субъективными социкультурными причинами ; | Тестовые задания, контрольные работы |
| 2. Уметь | Степень самостоятельного выполнения действия; осознанность выполнения | Самостоятельно пользуется видами речевой деятельности на иностранном языке для решения | Совершенно самостоятельно пользуется речевой деятельностью на иностранном языке | Достаточно самостоятельно пользуется речевой деятельностью на иностранном языке | Недостаточно самостоятельно пользуется речевой деятельностью на иностранном языке | Отсутствует самостоятельность и осознанность использования видов речевой деятельности на | Задачи коммуникативной направленности(монологическое/диалогическое высказывание) |

| | | | | | | | |
|------------|---|---|--|--|--|---|-------|
| | ния действия; выполнение действия (умения) в незнакомой ситуации | задач общепрофессионального и межкультурного взаимодействия | для решения задач общепрофессионального и межкультурного взаимодействия | для решения задач общепрофессионального и межкультурного взаимодействия | для решения задач общепрофессионального и межкультурного взаимодействия | иностранным языком для решения задач общепрофессионального и межкультурного взаимодействия | |
| 3. Владеть | Ответ на вопросы, поставленные преподавателем; решение задач; выполнение практических задач | Владеть приемами общепрофессионального и межкультурного общения в межличностном и межкультурном взаимодействии. | Свободно владеет приемами общепрофессионального и межкультурного общения в межличностном и межкультурном взаимодействии. | Достаточно свободно владеет приемами общепрофессионального и межкультурного общения; в межличностном и межкультурном взаимодействии. | Недостаточно свободно владеет приемами общепрофессионального и межкультурного общения; в межличностном и межкультурном взаимодействии. | Не владеет приемами общепрофессионального и межкультурного общения; в межличностном и межкультурном взаимодействии. | Зачет |

6.3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Компетенции: ОПК-7

Этапы формирования компетенции: 1,2

Средство оценивания: контрольная работа

Контрольная работа

Grammar. Lexis. Speech Activities

Name _____

Date _____

Time _____

1. **Part One (17Points)**

Reading comprehension:

a). Read the following text.

Hard work and no money

Every year thousands of young people in Britain finish school and then take a year off before they start work or go to University. Some young people go to other countries and work as volunteers. Volunteers give their time to help people – for example, they work in schools or hospitals, or they help with conservation.

Pauline Jones, 18, lives in Cardiff, Wales. Next year she wants to go to University to study Law but now she is living in Belize. Pauline says, “I’m working with other people here to protect the coral reefs in the sea near Belize. The reefs here are beautiful, but if the sea water is very polluted, the coral dies. I’m helping to do research on the coral and the fish that live around the reefs. All over the world, coral reefs are dying. We need to do something about the problem before it’s too late.

I’m staying with a family here and I help with the cooking and the cleaning. I don’t get any money, but that’s OK. I love my work here, and I’m learning a lot about the people of Belize – and myself!. When I finish my work, I want to stay here for another three months. I want to travel around Belize and Central America”.

Extracted from English in Mind – Student’s book 1

b). Mark the statements T (true) or F (false).

Correct the false ones.(7points)

- Pauline comes from Belize.
- Pauline wants to save the coral reefs.
- Young people in Britain go to University just after they finish school.
- Pauline is studying the fish in the sea near Belize.
- Pauline is unhappy because she doesn’t get any money.
- Pauline wants to go home when she finishes her work.
- Pauline thinks people need to help the coral reefs.

c). Answer the following questions (6 points).

_____ /7

- How old is Pauline?
- Where is she?
- What is she doing there?
- Why does Pauline like the work she’s doing?
- Would you like to work as a volunteer in another part of the world? Why? Why not?

_____ /6

d). What do these words mean?(4points)

- Volunteer:
- Protect:
- Polluted:
- Research:.....

Part Two: (17 points)

Mastery of Language:

e). Make four (4) more questions, use question words (4points).

f). Turn the following sentences into negative and interrogative. (7points)

_____ /4

- Young people take a year off after school.
- Some people go to other countries.
- Pauline is living in Belize.
- Pauline loves her work there.
- I'm helping to do research on the fish around the reefs.
- I want to travel around Belize.
- She wants to go to University to study Law.

_____ /7

g) Finish the following statements in English (6 points)

| | |
|------------------|------------------------|
| I want to become | сотрудником полиции |
| | патрульным |
| | сыщиком |
| | участковым инспектором |
| | судьей |
| | следователем |

6

| | | | |
|-----------|-------|--------------|------------------------------|
| 34-32 | 31-27 | 26-19 | 18-0 |
| Excellent | Good | Satisfactory | Unsatisfactory Try again! |

Reading Comprehension _____ / 17
Mastery of Language _____ /17
TOTAL: _____ / 34

Компетенции: ОК-5
 Этапы формирования компетенции: 1,2
 Средство оценивания: тестовое задание

Name _____

Date _____

Time _____

Grammar. Lexis. Speech Activities

e) *Reading Comprehension: (10 points)*

a) *Read the interviews with the police to write who the bank robber is. (6points)*

CRIME PUZZLE



Fred Green

SueSmith



Kevin Harris



Last Saturday night, there was a robbery of £1 million from the Royal Bank of Scotland. The police are interviewing three suspects.

1)

Policeman: Your name is Kevin Harris.

Kevin: That's right.

Policeman: Where were you between 8 and 10 o'clock on Saturday night?

Kevin: Saturday night. I can't remember. Yes I can. I was with two friends in a pub. There was a football match on TV.

Policeman: What's the name of the pub?

Kevin: *The Sun*.

Policeman: That's near the Royal Bank of Scotland. What was the football match?

Kevin: England vs Poland. The result was terrible – England 2 – Poland 3. But there were two fantastic England goals by Rooney before half time.

Policeman: What were the colours of the Poland football team?

Kevin: White and red, I think.

2)

Policewoman: Your name is Sue Smith. Where were you between 8 and 10 o'clock on Saturday night?

Sue: I was with two friends in a pub called *The Moon*. There was a football match but the result was terrible for us. England 2 – Poland 3.

Policewoman: Who was the scorer of the second England goal in the last minute of the game?

Sue: It was Wayne Rooney. His goals were fantastic.

Policewoman: And what were the colours of the Polish team?

Sue: That's easy. Red, white and blue.

3)

Policeman: Your name is Fred Green. Where were you between 8 and 10 o'clock on Saturday night?

Fred: I was in a pub with two friends. There was a football match between England and Poland.

Policeman: What was the result?

Fred: It was England 2 – Poland 3. But Rooney was the scorer of two goals in the first half. In the second half the England team were terrible. There were two goals by Bosacki.

Policeman: What were the colours of the England team?

Fred: You don't know! They are black and white. Poland was in red and white. They always wear that.

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_____ /6

b) What do these words mean?(4points)

- suspect
- robbery
- result
- to interview

_____ /4

B – Written Expression: Situation of Integration (8 points)

C) Write who was the bank robber?

What facts are for and against each suspect?

| Fred Green | | Kevin Harris | | Sue Smith | |
|----------------------|----------|--------------|---------|-----------|---------|
| For | Against | For | Against | For | Against |
| Two goals by Bosacki | In a pub | | | | |

C-Mastery of Language:

d) You are at the passport control in one of foreign countries. You are told the following:

- wait a little.
- speak a little louder
- show identity papers
- just a minute

Translate these phrases into Russian for your friend please (4 points).

_____ /4

e) You are abroad. What the following public order maintenance notes mean (6 points).

- No parking here
- No smoking

- No littering
- No crossing the street here
- This way, please
- Show me your papers, please.

_____ /6

d) You are on a patrol. Ask in English a foreigner the following (5points):

- что случилось
- говорить медленнее
- предъявить водительские права
- предъявить пропуск
- следовать за вами

_____ /5

A- Reading Comprehension _____ / 10

B- Written Expression:

Situation of Integration _____ / 8

C- Mastery of Language _____ /15

TOTAL: _____ / 33

| | | | |
|-----------|-------|--------------|------------------------------|
| 33-32 | 31-28 | 27-19 | 18-0 |
| Excellent | Good | Satisfactory | Unsatisfactory Try again! |

Вопросы к зачету

Лексические темы

- Essentials of Law Communication
- The Need for Law
- Law WorldWide
- Crime and Punishment
- Law and Society

Грамматические темы

- Simple, Continuous and Perfect Tenses.
- Active and Passive.
- Non-finite forms of the verb.

Контрольные задания, сопровождающие экзамен

Name _____

Date _____

Time _____

Grammar. Lexis. Speech Activities

A – Reading Comprehension (10points):

Street survey about the rise in crime

1) Read the dialogue and answer the questions given below (10 points)

A: Excuse me! Have you got a moment?

B: What can I do for you?

A: I'm a Sociology student from Leeds University, and we're doing a survey on the rise in crime. We're interested in getting people's views – that is, what they see as the main reasons.

B: What would you like to know?

A: First of all, would you say that unemployment was a factor in the rise in crime?

B: Yes, I'd say it was. If a person remains unemployed for a long time it becomes difficult for them to support themselves. Some people may turn to crime as an easy way of making money. Of course, seeing all those products advertised on TV all the time doesn't help either.

A: So you think advertising is to blame as well?

B: Oh yes, definitely. TV advertising makes you want things that you don't really need. Some people end up stealing things they want, but they can't afford. You mentioned TV. Do you think that some programmes might play a part in the rise in crime?

B: I certainly do! Some programmes are so violent it makes me sick to watch them. Seeing violence so often on the television makes young people think that it's alright, and makes them more likely to act in a violent way in real life. What's more, criminals are often shown in a way that makes them and their lifestyle look glamorous and desirable. Who can blame the kids for wanting to be like them?

A: And what about social pressures?

B: Yes, I suppose that's part of it as well. Teenagers in particular are often drawn into the wrong group of friends and feel pressure to fit in. This usually means that they have to commit petty crimes such as shoplifting in order to be accepted by the gang. The worst thing is that once you begin a life of crime it can be very difficult to get out and you end up committing more and more serious offences.

A: I see. Thank you for your interesting comments. They've been very helpful

B: You are welcome.

Answer the following questions to the text.

What is the survey about?

What is an easy way to make money?

Why is seeing violence on TV increases crime?

Whose lifestyle looks glamorous and why?

How does unemployment influence the crime?

How are teenagers drawn into wrong groups?

What does petty crime mean?
 Is it easy to come out and end up violate law? Why?
 Why were comments helpful

_____ /10

B- Mastery Language (15 points)

2) Study the statements given below and mark what policemen can do and what is prohibited?(6points)

1. use the information of the informant
2. patrol in the park
3. violate all the traffic rules
4. import and supply forbidden materials
5. exceed their powers (or: abusing their powers)
6. make a written record of actions

3) Write out of the list what is important for a patrol officer. Start with the most important(9 points).

- to be familiar with detective stories;
- to call police authority;
- to deal with national force;
- to gain academic qualification;
- to undergo intensive training;
- to have an odd helmet;
- to obey parking regulations;
- to be responsible for controlling offences;
- to form professional skills.

_____ /9

Reading Comprehension _____ / 10

Mastery of Language _____ /15

TOTAL: _____ / 25

| | | | |
|-----------|-------|--------------|------------------------------|
| 25-24 | 23-21 | 20-16 | 15-0 |
| Excellent | Good | Satisfactory | Unsatisfactory Try again! |

6.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Компетенция: ОПК-7

Этап формирования компетенции: 1, 2

Средство оценивания: Контрольная работа
Методика оценивания:

| Наименование оценки | Критерий |
|---------------------|-------------------------------|
| Отлично | Выполнено правильно более 85% |
| Хорошо | Выполнено правильно более 67% |
| Удовлетворительно | Выполнено правильно более 50% |
| Неудовлетворительно | Выполнено правильно менее 50% |

Компетенция: ОПК-7
Этап формирования компетенции: 3
Средство оценивания: **зачет**
Методика оценивания:

Оценка «**зачтено**» выставляется студенту, если:

- *В области аудирования:* воспринимает на слух и понимает основное содержание несложных тематических текстов, выделяет в них значимую /запрашиваемую информацию.
- *В области чтения:* понимает основное содержание несложных текстов (информационного характера); выделяет в них значимую/запрашиваемую информацию.
- *В области говорения:* начинает, поддерживает и заканчивает расспрос о прочитанном.
- *В области письма:* выполняет некоторые письменные задания (письменное оформление переводов с английского языка, разбирает электронную почту, составляет эл. деловые письма, по определенным схемам пои т.д.), связанные с вышеуказанной тематикой.

Оценка «**Не зачтено**» -- знания не отвечают вышеуказанным критериям оценивания.

7. Перечень основной и дополнительной литературы, необходимой для освоения дисциплины (модуля)

А) Основная литература (находится в электронной библиотеке Znanium.com):

1. Горшенева И.А. Английский для юристов: Учебник для студентов вузов, обучающихся по специальности "Юриспруденция" / Горшенева И.А., Галаева М.Н., Гольцева О.Ю.; Под ред. Горшенева И.А., - 2-е изд., перераб. и доп. - М.:ЮНИТИ-ДАНА, 2015.

Б) Дополнительная литература

1. Бараник Е.В. Английский для юристов: Учебник для студентов вузов, обучающихся по специальности "Юриспруденция" / Лебедева А.А., Аксенова Г.Н., Бараник Е.В.; Под ред. Лебедева А.А. - М.:ЮНИТИ-ДАНА, 2015.

2. Гальчук Л.М. Английский язык в научной среде: практикум устной речи: Учебное пособие / Гальчук Л.М. - 2изд. - М.: Вузовский учебник, НИЦ ИНФРА-М, 2016.

3. Лебедева Л.А. Английский язык для юристов. Предпринимательское право. Перевод контрактов: Учебное пособие для студентов вузов, обучающихся по специальности "Юриспруденция".
4. Маньковская З.В. Английский язык в ситуациях повседневного делового общения: Учебное пособие / З.В. Маньковская. - М.: НИЦ Инфра-М, 2013. - 223 с.
5. Попов Е.Б. Legal English: Check Yourself: Английский язык для юристов: Сборник тестовых заданий для студентов бакалавриата (с ключами): Учебное пособие / Попов Е.Б. - М.: НИЦ ИНФРА-М, 2017. - 142 с.
6. Шевелева С.А. Английский для юристов / Шевелева С.А., - 2-е изд. - М.: ЮНИТИ-ДАНА, 2015. - 434 с
7. Шигаева Н.М. Essential English for Law (английский язык для юристов): Учебное пособие / Т.В. Сидоренко, Н.М. Шигаева. - М.: НИЦ ИНФРА-М, 2014.

8. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для изучения дисциплины

1. <http://www.lawyers.com>
2. http://elt.oup.com/student/englishfile/beginner/a_grammar/file01/grammar01_c01?cc=global&selLanguage=en&mode=hub
3. http://elt.oup.com/student/englishfile/beginner/a_grammar/file02/grammar02_b01?cc=global&selLanguage=en&mode=hub
4. http://elt.oup.com/student/englishfile/beginner/d_practicalenglish/ef_elem_practicaleng05?cc=global&selLanguage=en&mode=hub
5. www.lawsociety.org.uk
6. www.ibanet.org
7. www.lawreports.co.uk
8. www.lexadin.nl/wlg/courts/nofr/courts.htm
9. www.parliament.uk
10. www.visitwales.com
11. <http://www.cam.ac.uk/>
12. <http://www.harvard.edu/>
13. <http://www.law.harvard.edu/prospective/slideshow/campus-slideshow.html>
14. www.ted.com
15. http://elt.oup.com/student/englishfile/beginner/a_grammar/file01/grammar01_c01?cc=global&selLanguage=en&mode=hub
16. http://elt.oup.com/student/englishfile/beginner/a_grammar/file02/grammar02_b01?cc=global&selLanguage=en&mode=hub
17. http://elt.oup.com/student/englishfile/beginner/d_practicalenglish/ef_elem_practicaleng05?cc=global&selLanguage=en&mode=hub
18. www.lawsociety.org.uk
19. www.ibanet.org
20. www.lawreports.co.uk;
21. www.lexadin.nl/wlg/courts/nofr/courts.htm
22. www.parliament.uk
23. www.visitwales.com
24. <http://www.cam.ac.uk/>

9. Перечень информационных технологий, используемых при осуществлении

образовательного процесса по дисциплине (модулю), включая перечень программно-го обеспечения и информационных справочных систем (при необходимости)

1. Электронная информационно-образовательная среда вуза <http://ksei.ru/eios/>
2. ЭБС Znanium.com <http://znanium.com/>
3. ЭБС Юрайт <https://www.biblio-online.ru/>
4. НЭБ Elibrary <https://elibrary.ru>
5. Библиотека КСЭИ <http://ksei.ru/lib/>
6. Справочная система Консультант Плюс (доступ в читальном зале библиотеки).
7. Лицензионные программы, установленные на компьютерах, доступных в учебном процессе:
 - Microsoft Office Word 2007
 - Microsoft Office Excel 2007
 - Microsoft Office Power Point 2007
 - Microsoft Office Access 2007
 - Adobe Reader
 - Google Chrome
 - Mozilla Firefox
 - Kaspersky Endpoint-Security 10

10. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине (модулю)

Аудитории с доской, оборудованные посадочными местами не менее 30 человек. Кабинеты английского языка - ауд. 507,610, и др. оборудованные проектором, телевизором, страноведческими картами и постерами.

Медиа-средства, имеющиеся на кафедре (MP3-магнитофон, DVD-проигрыватель, ноутбук).

Лингафонный кабинет для проведения занятий по фонетике (лабораторный корпус ауд. 4).

11. Входной контроль знаний (не менее 3-х вариантов тестовых заданий с не менее 10-тью вопросами)

Входной контроль знаний, умений и навыков обучающихся проводится в начале изучения дисциплины (модуля) – на первом занятии и позволяет оценить качество подготовки обучающихся по предшествующим дисциплинам (модулям), изучение которых необходимо для успешного освоения указанной дисциплины (модуля), а также помочь в совершенствовании и актуализации методик преподавания дисциплин (модулей). Предшествующими выступают такие дисциплины, как: «Иностранный язык» общеобразовательных школ, лицеев, гимназий, института.

Вариант 1

Name _____

Date _____

Time _____

Use the correct form of the verb:

1. My friend's father _____ at the court.
a) work b) worked c) works d) will work.
2. The criminals _____ the bank two days ago.
a) rob b) robbed c) shall rob d) will rob
3. The teacher _____ all Law students' questions after the next tutorial.
a) answered b) answers c) will answer d) answer

Complete the sentences using the verbs "be" or "have" in suitable forms.

4. Solicitors _____ the right to speak at the lowest Court.
5. Few lawyers _____ totally specialized.
6. She _____ a lawyer.

Put questions to the following sentences:

7. Every day we have one lecture in Civil Law and two tutorials in Criminalistics (How often?)
8. My elder brother works as a judge. (What?)
9. He met his school-friend at the court. (Where?)

Open the brackets, using the Passive Voice.

10. The investigation (to fulfill) by new facts soon.
11. This problem (to discuss) at our meeting yesterday.
12. The accused (to sentence) to five years imprisonment by district court.

Keys:

- 1- 5-are
c 6- is
- 2- 7 How often do we have one lecture in Civil Law and two tutorials ?
b 8 What does my elder brother do?
- 3- 9. Where did he meet his school friend?
c 10. will be fulfilled
- 4- 11. was discussed
h 12. was sentenced.
- a
v
e

Вариант 2

Name _____

Date _____

Time _____

Choose the correct form of the verb:

1. Twice a week we _____ classes in Civil Law and English.
a) attends b)attend c)attended d)are attending
2. My sister is a law-student. He _____ a lawyer in 5 years.
a) will become b)shall become c)become d)becomes
3. We _____ to the court once a week.
a) go b)will go c)goes d)went
4. The new plan of the investigation _____ still _____.
a) is worked out b) is being worked out c) have been worked out d) will be worked out

Put questions to the following sentences:

5. The police will be watching all the railway stations at that time tomorrow (When?)
6. The investigator will be waiting for the witness at 2 o'clock tomorrow (Who(m)?)
7. When we left they were still discussing that problem (What?)
8. You are not allowed to enter the room. The police inspector is searching the room (Why?)

Use the correct Passive form of the verb, opening the brackets:

9. The sentence (to read) out at the next sitting of the court.
10. The crime (to commit) by a group of juveniles last week.
11. Many important facts (to tell) by the witness at the last examination.
12. The suspects (to interrogate) by the investigator next week.

Keys:

- | | |
|-----|---|
| 1-b | 5-When will the police be watching the railway station? |
| 2-a | 6- Who(m) will the investigator be waiting at 2 o'clock tomorrow? |
| 3-a | 7 What were they still discussing when we left? |
| 4-b | 8 Why are you not allowed to enter the room? |
| | 9.The sentence will be read out at the next sitting of the court |
| | 10. The crime was committed by a group of juveniles last week |
| | 11.Many important facts were told by the witness at the last examination. |
| | 12. The suspects were interrogated by the investigator next week. |

Вариант 3

Name _____

Date _____

Time _____

Choose the correct form of the verb:

1. My uncle is a law-student. He _____ a lawyer in five years.
a) will become b) shall become c) become d) becomes
2. We rarely _____ to the court.
a) go b) will go c) goes d) went
3. He remembered what incident ... the day before.
a) happened b) happens c) had happened d) would happen
4. He explained that in England all serious criminal case ... by the Crown court.
a) are examined b) examine c) were examined d) will be

Put questions to the following sentences:

5. So many amendments are added nowadays (How many?)
6. The victim was talked with the patrol officer to find out what happened (Why?)
7. An envelope was brought when the policeman was in the room (Who?)
8. There are two criminal courts in Britain- one is for minor offences and the other is for more serious ones. (What?)

Use the correct form of the verb, opening the brackets:

9. The witnesses (to ask) by the prosecutor.
10. The right to elect (to guarantee) by the Constitution.
11. What case (to try) last time?
12. The presidential elections (to hold) every fourth year.

Keys:

- | | |
|-----|---|
| 1-a | 5-How many amendments are added nowadays? |
| 2-a | 6- Why was the victim talked with the patrol officer? |
| 3-c | 7 Who was in the room? |
| 4-a | 8 What courts are in Britain? |
| | 9. The witnesses will be asked by the prosecutor. |
| | 10. The right to elect is guaranteed by the |

Constitution.

11. Many important facts were told by the witness at the last examination.

12. The presidential elections are held every fourth year.

12. Проверка остаточных знаний (не менее 5-ти вариантов тестовых заданий с не менее 10-тью вопросами)

Контроль наличия у обучающихся сформированных результатов обучения (знаний, умений и навыков) по настоящей дисциплине может быть проведен через 6-8 месяцев после завершения ее изучения. Данный контроль позволяет получить независимую оценку качества подготовки обучающихся. Формы контроля – компьютерное тестирование. Приведенный ниже материал внесен в соответствующее программное средство.

Вариант1

A Read the text and do the tasks below

The Organization of the Federal Courts

The American court system is complex. It functions as part of the federal system of government. Each state runs its own court system, and no two are identical. In addition, we have a system of courts for the national government. These federal courts coexist with the state courts.

Individuals fall under the jurisdiction of two different court systems, their state courts and federal courts. They can sue or be sued in either system, depending mostly on what their case is about. The vast majority of cases are resolved in the state courts.

The federal courts are organized in three tiers, like a pyramid. At the bottom of the pyramid are the US district courts, where litigation begins. In the middle are the US courts of appeals. At the top is the US Supreme Court. To **appeal** means to take a case to a higher court. The courts of appeals and the Supreme Court are appellate courts, with few exceptions, they review cases that have been decided in lower courts. Most federal courts hear and decide a wide array of cases; the judges in these courts are known as generalists.

1- What does the word "to appeal" mean?

- a) the judicial review by a superior court of the decision of a lower one
- b) an application or resort to a higher court
- c) the right to such review

Fill in the blanks

The Federal and State Court Systems

The federal courts have three tiers: (2) _____ courts, courts of (3) _____ and the (4) _____ Court. The (5) _____ Court was created by the Constitution; all other (6) _____ courts were created by Congress. Most litigation occurs in (7) _____ courts. The structure of (8) _____ courts varies from state to state.

B Here is a brief summary of the law of contract. Complete the text using the words below.

agreement capacity consideration fraud illegal -~~obligation~~

What is a contract?

It is an agreement that creates a binding (9) *obligation* upon the parties. The essentials of a contract are as follows: mutual (10) _____; a legal (11) _____, which in most instances need not be financial; parties who have legal (12) _____ to make a contract; absence of (13) _____ or duress; and a subject matter that is not (14) _____ or against public policy.

Key: A 1.b; 2.US district; 3. Appeals; 4.The Supreme; 5. State 6.Federal; 7.district; 8.distict

B

9 obligation

10 agreement

11 consideration

12 capacity

13 fraud

14 illegal

Вариант 2

How does someone become a lawyer?

In some countries in order to practise as a lawyer it is necessary to get a university **degree** in law. However, in others, a degree may be **insufficient**; professional examinations must **be passed**. . The main **requirement** is to pass **the Bar Final examination** (for barristers) or **the Law Society Final examination** (for solicitors). Someone with university degree in a subject other than law needs first **to take a preparatory course**. Someone without a degree at all may also prepare for the final examination, but this will take several years. In most countries, lawyers will tell you that the time they spent studying for their law **finals** was one of the worst periods of their life! This is because an enormous number of procedural rules covering a wide area of law must be memorized.

In Japan, where there are relatively few lawyers, the examinations are supposed to be particularly hard: less than 5 percent of candidates pass. Even after passing the examination, though, a lawyer is not necessarily qualified.

A solicitor in England, for example, must then spend two years as an **articled clerk**, during this time his work is closely **supervised** by an experienced lawyer, and he must take further courses. A barrister must spend a similar year as a pupil. The rate at which the legal profession grows is terrific. In the 21st century the number of lawyers will probably **outpace** the rate of population growth.

Lawyers' salaries are substantially greater than those of many other professionals. The glamour of legal practice **strengthens** the attraction of its financial rewards.

1. Circle a); b) or c) to complete the sentence.

1) The British lawyers are required.....

1. to pass professional exams;
2. to work as a clerk for 5 years after graduating from a university;
3. wear black suits

2) The requirements for barristers and solicitors are.....

1. identical;
2. partially identical;
3. different

3) In Japan the professional law exams are.....

1. difficult to pass;
2. not practised;
3. easy to pass

4) A barrister must work for a year as.....

1. an articled clerk;
2. assistant;
3. an attorney

5) The average salary of an experienced lawyer is.....

1. very low;
2. ridiculous;
3. much higher than those of other professionals

Mark(+) the true statements according to the text

6).The legal profession is extremely popular all over the world.

7).A future lawyer must pass various professional exams.

8).A solicitor in England must spend half a year as an articled clerk.

9.)The final exam for barristers is called the Bar Final examination.

10).Japan has a large number of lawyers.

11 Choose the correct definition of the term “an articled clerk”:

1 an inexperienced lawyer;

2 a lawyer who failed his final exam;

3 a post which a solicitor in England has for two years and must take further courses

Key:1.1; 2.3; 3.1; 4.2; 5. 3; 6.+; 7+; 8-. 9+. 10.- 11.3

Вариант 3

Name _____

Date _____

Time _____

Write the definition for each term.

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

KEY:

- 1 tribunal
- 2 the judiciary
- 3 legislation
- 4 rule
- 5 legal action
- 6 court
- 7 law enforcement agency
- 8 judge
- 9 legal system
- 10 authority
- 11 lawyers
- 12 govern

Вариант 4

Name _____

Date _____

Time _____

Complete the following text about basic legal concepts using the following words and phrases. Use each term once.

authority court govern judges
law enforcement agency lawyers legal action legal systems
legislation rule the judiciary tribunal

Why do we have laws and (1) *legal systems* ? At one level, laws can be seen as a type of (2) _____ which is meant to (3) _____ behaviour between people. We can find these rules in nearly all social organizations, such as families and sports clubs.

Law, the body of official rules and regulations, generally found in constitutions and (4) _____, is used to govern a society and to control the behaviour of its members. In modern societies, a body with (5) _____, such as a (6) _____ or the legislature, makes the law; and a (7) _____, such as the police, makes sure it is observed.

In addition to enforcement, a body of expert (8) _____ is needed to apply the law. This is the role of (9) _____, the body of (10) _____ in a particular country. Of course, legal systems vary between countries, as well as the basis for bringing a case before a court or (11) _____. One thing, however, seems to be true all over the world - starting a (12) _____ is both expensive and time-consuming.

KEY:

Why do we have laws and (1) **legal systems**? At one level, laws can be seen as a type of (2) **rule** which is meant to (3) **govern** behaviour between people. We can find these rules in nearly all social organizations, such as families and sports clubs.

Law, the body of official rules and regulations, generally found in constitutions and (4) **legislation**, is used to govern a society and to control the behaviour of its members. In modern societies, a body with (5) **authority**, such as a (6) **court** or the legislature, makes the law; and a (7) **law enforcement agency**, such as the police, makes sure it is observed.

In addition to enforcement, a body of expert (8) **lawyers** is needed to apply the law. This is the role of (9) **the judiciary**, the body of (10) **judges** in a particular country. Of course, legal systems vary between countries, as well as the basis for bringing a case before a court or (11) **tribunal**. One thing, however, seems to be true all over the world - starting a (12) **legal action** is both expensive and time-consuming.

Вариант 5

Name _____

Date _____

Time _____

Every legal system needs professionals to provide legal services.

These systems are organized in many different ways. In England this work is carried out by two groups of professionals - solicitors and barristers.

Below is a list of tasks carried out by solicitors and barristers.

Classify them into the appropriate column

- 1) advising clients on general legal issues
- 2) advising clients on specialist legal issues
- 3) advising on litigation
- 4) advising _____ on tax matters

- 5)-advocacy in all courts
- 6)Advocacy in the lower courts-
- 7)commercial work 8) conveyancing of houses
- 9)dealing with commercial transactions
- 10)drafting of documents in connection with litigation
- 11)making wills 12)prepareng cases
- share and other property dealings

| Solicitors | Barristers |
|-------------------------------------|-------------------------------|
| <u>advocacy in the lower courts</u> | <u>advocacy in all courts</u> |

KEY:

Solicitors

advocacy in the lower courts advising clients on general legal issues advising on tax matters commercial work conveyancing of houses dealing with commercial transactions making wills preparing cases
share and other property dealings

Barristers

advocacy in all courts advising clients on specialist legal issues advising on litigation drafting of documents in connection with litigation