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| филиал<br>ФГБОУ ВО<br>«АГУ»<br>в г. Белореченске | филиал федерального государственного бюджетного<br>образовательного учреждения высшего образования<br>«Адыгейский государственный университет» в г. Белореченске |
|  | Фонд оценочных средств дисциплины (модуля)   |
|  | СМК. ОП - 2/ПК - 7.3.3   |

**УТВЕРЖДАЮ**  
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 Директор филиала ФГБОУ ВО «АГУ»  
 в г. Белореченске  
 А.К. Тлехатук  
 «30» августа 2023 г.



**Фонд оценочных средств  
по дисциплине**

**Б1.О.05 Иностранный язык в сфере юриспруденции**

**Направление подготовки 40.03.01 Юриспруденция  
Направленность (профиль): уголовно-правовая**

филиал ФГБОУ ВО «Адыгейский государственный университет» в г. Белореченске

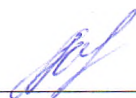
Кафедра правовых, психолого-педагогических и экономических дисциплин

Составитель (разработчик):

старший преподаватель Н.С. Щербинина 

Рассмотрено и одобрено на заседании кафедры правовых, психолого-педагогических и экономических дисциплин  
«29» августа 2023 г., протокол № 1

Заместитель директора по образовательной деятельности:  
А.А. Нурахмедова



Согласовано с представителем работодателей в части формируемых компетенций по направлению подготовки 40.03.01 Юриспруденция, направленность (профиль): «Уголовно-правовая» (протокол заседания научно-методической комиссии №1 от 29.08.2023 г.).

## Паспорт фонда оценочных средств

Оценочные средства предназначены для контроля образовательных достижений и оценки сформированности компетенций у обучающихся, освоивших программу дисциплины.

Фонд оценочных средств включает контрольные материалы для проведения текущего контроля в форме тестовых заданий, докладов (в том числе в форме презентации), контрольной работы, коллоквиума, опроса, творческого задания и промежуточной аттестации в форме зачетов и экзамена.

### 2. Перечень формируемых компетенций

#### **Перечень планируемых результатов по дисциплине соотнесенных с индикаторами достижения компетенций**

| <i>Компетенция</i>   | <i>Индикаторы достижения компетенций</i>  | <i>Результаты обучения</i>  |
|--|---|---|
| УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке(ах) для академического и профессионального взаимодействия. | УК-4.5 Демонстрирует способность находить, воспринимать и использовать информацию на иностранном языке, полученную из печатных и электронных источников для решения стандартных коммуникативных задач | Знает:<br>- правила и закономерности поиска и анализа информации на иностранном языке из различных печатных и электронных источников<br>Умеет:<br>- получать требуемую информацию из различных типов источников, включая Интернет и зарубежную литературу;<br>Владеет:<br>- различными видами чтения (поисковое, ознакомительное, аналитическое) с целью извлечения информации. |
|  | УК.4.1 Грамотно и ясно строит диалогическую речь в рамках межличностного и межкультурного общения на иностранном языке  | Знает:<br>- принципы построения устного и письменного высказывания на русском и иностранном языках;<br>Умеет:<br>- применять методы и навыки делового общения на русском и иностранном языках, логически верно и аргументировано строить устную и письменную речь ; Владеет:<br>- условной коммуникацией на основе приобретенных знаний, умений и навыков.                      |
|  | УК-4.4 Ведет деловую переписку на иностранном языке с учетом особенностей стилистики официальных писем и социокультурных  | Знает:<br>- различные виды деловой коммуникации и способы ее осуществления в устной и письменной формах на  |

|  |           |   |
|--|-----------|---|
|  | различий. | иностранном языке;<br>Умеет:<br>- осуществлять деловую коммуникацию в устной и письменной формах на иностранном языке логически верно и аргументировано строить устную и письменную речь; Владеет:<br>- навыками осуществления деловой коммуникации в устной и письменной формах. |
|--|-----------|---|

### 3. Этапы формирования компетенций

| № раздела темы | Раздел дисциплины, темы                   | Виды работ |                    | Код компетенции | Результаты обучения  |
|----------------|---|------------|--------------------|-----------------|--|
|                |   | Аудиторная | СРС                |                 |  |
| Тема 1         | Правовая система страны изучаемого языка. | ПЗ         | опрос, доклад      | УК-4.5          | <p><i>Знает:</i></p> <ul style="list-style-type: none"> <li>- правила и закономерности поиска и анализа информации на иностранном языке из различных печатных и электронных источников</li> </ul> <p><i>Умеет:</i></p> <ul style="list-style-type: none"> <li>- получать требуемую информацию из различных типов источников, включая Интернет и зарубежную литературу;</li> </ul> <p><i>Владеет:</i></p> <ul style="list-style-type: none"> <li>- различными видами чтения (поисковое, ознакомительное, аналитическое) с целью извлечения информации.</li> </ul> |
| Тема 2         | Судебная система страны изучаемого языка  | ПЗ         | опрос, доклад      | УК-4.4          | <p><i>Знает:</i></p> <ul style="list-style-type: none"> <li>- различные виды деловой коммуникации и способы ее осуществления в устной и письменной формах на иностранном языке;</li> </ul> <p><i>Умеет:</i></p> <ul style="list-style-type: none"> <li>- осуществлять деловую коммуникацию в устной и письменной формах на иностранном языке логически верно и аргументировано строить устную и письменную речь; <i>Владеет:</i></li> </ul> <p>навыками осуществления деловой коммуникации в устной и письменной формах</p>                                      |
| Тема 3         | Уголовное право страны изучаемого языка.  | ПЗ         | письменное задание | УК-4.1          | <p><i>Знает:</i></p> <ul style="list-style-type: none"> <li>- принципы построения устного и письменного высказывания на русском и иностранном языках;</li> </ul> <p><i>Умеет:</i></p> <ul style="list-style-type: none"> <li>- применять методы и навыки делового общения на русском и иностранном языках, логически верно и аргументировано строить устную и письменную речь ;</li> </ul> <p><i>Владеет:</i></p> <ul style="list-style-type: none"> <li>- условной коммуникацией на основе приобретенных знаний, умений и навыков.</li> </ul>                   |

|        |  |    |                     |        |   |
|--------|--|----|---------------------|--------|---|
| Тема 4 | Гражданское право страны изучаемого языка      | ПЗ | письменное задание  | УК-4.4 | <p><i>Знает:</i><br/> - различные виды деловой коммуникации и способы ее осуществления в устной и письменной формах на иностранном языке;<br/> <i>Умеет:</i><br/> - осуществлять деловую коммуникацию в устной и письменной формах на иностранном языке логически верно и аргументировано строить устную и письменную речь; <i>Владеет:</i><br/> навыками осуществления деловой коммуникации в устной и письменной формах</p> |
| Тема 5 | Административное право страны изучаемого языка | ПЗ | домашнее чтение     | УК-4.1 | <p><i>Знает:</i><br/> - принципы построения устного и письменного высказывания на русском и иностранном языках;<br/> <i>Умеет:</i><br/> - применять методы и навыки делового общения на русском и иностранном языках, логически верно и аргументировано строить устную и письменную речь ;<br/> <i>Владеет:</i><br/> - условной коммуникацией на основе приобретенных знаний, умений и навыков.</p>                           |
| Тема 6 | Конституционное право страны изучаемого языка  | ПЗ | опрос, тестирование | УК-4.5 | <p><i>Знает:</i><br/> - правила и закономерности поиска и анализа информации на иностранном языке из различных печатных и электронных источников<br/> <i>Умеет:</i><br/> - получать требуемую информацию из различных типов источников, включая Интернет и зарубежную литературу;<br/> <i>Владеет:</i><br/> - различными видами чтения (поисковое, ознакомительное, аналитическое) с целью извлечения информации.</p>         |

#### 4. Структура фонда оценочных средств для текущей и промежуточной аттестации

| № п/п | Контролируемые разделы (темы) дисциплины (модуля)                                    | Наименование оценочного средства |                          |
|-------|--|----------------------------------|--------------------------|
|       |  | Текущий контроль                 | Промежуточная аттестация |
| 1.    | Правовая система страны изучаемого языка<br>Судебная система страны изучаемого языка | Опрос                            | вопросы к зачет          |
| 2.    | Правовая система страны изучаемого языка<br>Судебная система страны изучаемого языка | Доклад                           | вопросы к зачету         |
| 3.    | Конституционное право страны изучаемого языка  | Тестовые задания                 | вопросы к зачету         |
| 4.    | Уголовное право страны изучаемого языка<br>Гражданское право страны изучаемого языка | Доклад в форме презентации       | вопросы к зачету         |
| 5.    | Административное право страны изучаемого языка                                       | Эссе                             | вопросы к зачету         |
| 6.    | Конституционное право страны изучаемого языка  | Реферат                          | вопросы к зачету         |

#### 5. Показатели, критерии и шкала оценки сформированных компетенций

| Планируемые результаты освоения компетенции | Критерии оценивания результатов обучения |                             |  |                                       | Наименование оценочного средства                        |
|---|--|-----------------------------|--|---------------------------------------|---|
|   | Неудовлетворительно / не зачтено         | Удовлетворительно / зачтено | Хорошо / зачтено                                       | Отлично / зачтено                     |   |
| Код наименования компетенции УК-4           |  |                             |  |                                       |   |
| Знает:                                      | Фрагментарные знания                     | Неполные знания             | Сформированные, но содержащие отдельные пробелы знаний | Сформированные систематические знания | Кейс- задания для контрольной работы, тестовые задания, |
| Умеет:                                      | Частичные умения                         | Неполные умения             | Умения полные,   | Сформированные умения                 | темы рефератов,   |

|          |                             |                                      |  |   |                          |
|----------|-----------------------------|--------------------------------------|--|---|--------------------------|
|          |                             |                                      | допускаются небольшие ошибки                             |   | <i>докладов проекты.</i> |
| Владеет: | Частичное владение навыками | Несистематическое применение навыков | В систематическом применении навыков допускаются пробелы | Успешное и систематическое применение навыков |                          |

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

**6.1. Текущая аттестация**  
**1) тестовые задания**

**Методические рекомендации оценивания выполнения теста**

|   |   |
|---|---|
| Отличный результат  | Выполнение более 90% тестовых заданий     |
| Хороший результат   | Выполнение от 65% до 90% тестовых заданий |
| Удовлетворительный результат                                      | Выполнение более 50% тестовых заданий     |
| Неудовлетворительный результат (необходимый уровень не достигнут) | Выполнение менее 50% тестовых заданий     |

**Примерный вариант теста закрытого типа.**

**1.Прочитай текст. Подберите к английским словосочетаниям из текста русские эквиваленты.- УК-4.5**

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

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

If we did not live in a structured society with other people, laws would not be necessary. We would simply do as we please, with little regard for others. But ever since individuals began to associate with other people – to live in society – laws have been the glue that has kept society together. For example, the law in our country states that we must drive our cars on the right-hand side of a two-way street. If people were allowed to choose at random which side of the street to drive on, driving would be dangerous and chaotic. Laws regulating our business affairs help to ensure that people keep their promises. Laws against criminal conduct help to safeguard our personal property and our lives.



- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1) the purpose of law                | a) контролировать наше поведение |
| 2) set of rules                      | b) жить в обществе               |
| 3) to control or alter our behaviour | c) свод законов                  |
| 4) to live in society                | d) цель закона                   |

**2. Установите соответствие между заголовками 1–8 и текстами А–Г. Запишите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании есть один лишний заголовок. УК-4.**

1. GLOBAL LANGUAGE
2. HOW IT ALL BEGAN
3. GREAT BORROWER
4. THE LANGUAGE OF COMPUTERS
5. ENGLISH IN OTHER LANGUAGES
6. FRENCH INFLUENCE
7. CRAZY ENGLISH
8. DO YOU SPEAK COCKNEY?

**A.** It's strange that the differences in Britain itself are greater than those between Britain and other English-speaking countries. For a Londoner, it's easier to understand an American than a Cockney. Cockney has a pronunciation, accent and vocabulary unlike any other dialect. Cockney speech is famous for its rhyming slang. A word is replaced by a phrase or a person's name which rhymes with it.

**B.** Other languages absorb English words too, often giving them new forms and meanings. So many Japanese, French, Spanish and Germans mix English words with their mother tongues that the resulting hybrids are called Japlish, Franglais, Spanglish and Denglish. In Japanese, for example, there is a verb Makudonaru, to eat at McDonald's.

**C.** Have you ever wondered why the English language has different words for animals and meat? When William the Conqueror invaded England in 1066, French became the official language of the court. The English would look after the animals and cook the meat, still calling the animals pig, sheep and cow. The Normans, when they saw the cooked meat arrive at their table, would use French words – pork, mutton and beef.

**D.** English is mixing with other languages around the world. It's probably the biggest borrower. Words newly coined or in vogue in one language are very often added to English as well. There are words from 120 languages in its vocabulary, including Arabic, French, German, Greek, Italian, Russian, Spanish and Turkish. 70 per cent of the English vocabulary are loan words and only 30 per cent of the words are native.

**E.** Have you ever wondered how many people speak English? It's around 400 million people. Geographically, English is the most wide-spread language on earth, and it's second only to Chinese in the number of people who speak it. It's spoken in the British Isles, the USA, Australia, New Zealand and much of Canada and South Africa. English is also a second language of another 300 million people living in more than 60 countries.

**F.** In Shakespeare's time only a few million people spoke English. All of them lived in what is now Great Britain. Through the centuries, as a result of various historical events, English spread throughout the world. There were only 30,000 words in Old English. Modern English has the largest vocabulary in the world – more than 600,000 words.

**G.** In the English language blackboards can be green or white, and blackberries are green and then red before they are ripe. There is no egg in eggplant, neither mushroom nor room in mushroom, neither pine nor

apple in pineapple, no ham in hamburger. Why is it that a king rules a kingdom but a queen doesn't rule a queendom? If the plural of tooth is teeth, shouldn't the plural of booth be beeth? And in what other language can your nose run?

|           |   |   |   |   |   |   |   |
|-----------|---|---|---|---|---|---|---|
| Текст     | A | B | C | D | E | F | G |
| Заголовок |   |   |   |   |   |   |   |

**3. Прочитайте текст и заполните пропуски А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 — лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.-УК-4.5**

If you eat very quickly, it may be enough to increase your risk of being overweight, research suggests.

Osaka University scientists looked at the eating habits of 3,000 people. Just about half of them told researchers that they **A** \_\_\_\_\_. Compared with those who did not eat quickly, fast-eating men were 84% more likely to be overweight, and women were 100% more likely to **B** \_\_\_\_\_.

Japanese scientists said that there were a number of reasons why eating fast **C** \_\_\_\_\_. They said it could prevent the work of a signalling system which tells your brain to stop eating because your stomach is full. They said: 'If you eat quickly you basically fill your stomach before the system has a chance to react, so you **D** \_\_\_\_\_.

The researchers also explained that a mechanism that helps make us fat today, developed with evolution and helped people get more food in the periods when they were short of it. The scientists added that the habit of eating fast could be received from one's parents genes or **E** \_\_\_\_\_.

They said that, if possible, children should be taught to **F** \_\_\_\_\_, and allowed to stop when they felt full up at mealtimes. 'The advice of our grandmothers about chewing everything 20 times might be true — if you take a bit more time eating, it could have a positive influence on your weight.

1. just overfill your stomach
2. could be bad for your weight
3. have a habit of eating quickly
4. linked to obesity
5. eat as slowly as possible
6. put on weight
7. learned at a very early age

|                   |   |   |   |   |   |   |
|-------------------|---|---|---|---|---|---|
| Пропуск           | A | B | C | D | E | F |
| Часть предложения |   |   |   |   |   |   |

**4. Прочитайте текст и выберите в заданиях данных ниже один правильный ответ.-УК-4.5**

So far there are only two ways to get into space — you either have to be an astronaut or very rich. Countries such as Russia and the USA have space programs, but you need to be highly qualified and very determined if you want to become an astronaut. Only a few of the thousands of applicants make it through the training and selection program. Alternatively, if you have the money and are fit enough, you may be able to buy a place on the space journey, as the US millionaire, Mike Melwill did in 2004. But soon there may be another way.

Asif Mahsood is a 14-year old Pakistani with big plans. He dreams of getting a job in space, but hopes he doesn't need to become an astronaut. And the idea is not so fantastic. Many experts believe that the travel industry will be revolutionized during the next decades by the development of space holidays.

Most people know about the space stations that are already circling the Earth. They are used for research and are operated by professional astronauts. But soon a space station could be built for commercial purposes. A holiday in space would not be cheap, but there are probably already plenty of people who would be prepared to pay.

This is where Asif's dream comes in. He wants to be the manager of the world's first orbiting hotel. It is likely that rocket ships will provide the transport. They could be launched from the Earth's surface, or even from a carrier aircraft high in the atmosphere. The space hotel will be designed with a landing platform for the rocket ship. The passengers could then move into the hotel through a large tube connected to the hotel entrance. This would be necessary because there is no gravity in space. However, inside the space hotel there would need to be a system creating artificial gravity, so that guests could move around normally.

Naturally, if hotels are built in space, there will also be new jobs in space. Guests will need all the normal services found in a hotel on Earth, but there will also be some new possibilities. For example, all sorts of recreation activities could be designed to take advantage of the zero gravity conditions in space. Being able to float around a room, bounce off the walls and ceiling would be very attractive for tourists looking for a new experience. Games of three-dimensional football, basketball or volleyball would certainly be very interesting. The hotel would also have telescopes to look out at the universe, and to look back at the Earth below.

A space hotel will need to have other facilities that are not necessary in normal hotels. It would be more like a small city in some ways, with its own hospital, communication system, police force and fire department.

In the meantime, Asif is going to keep studying hard at school so that he can find a job working in one of the big international hotels in Lahore or Karachi. He wants to qualify in hotel management and continue to study business administration. The hotels are much the same, so Asif believes that the best preparation for a job in space will be gaining plenty of experience working in Earth hotels.

The whole idea of hotels in space may sound a little like science fiction, but 30 years ago technology such as mobile video phones and the Internet seemed to be just a crazy dream, whereas today they are a normal part of everyday life, and it is hard to imagine our world without them.

**Задание1.** Who is Mike Melwill?

- 1) The founder of a new space program.
- 2) An American scientist.
- 3) A highly-qualified astronaut.
- 4) A man who paid for a space travel.

**Задание2.** Asif's final aim is to

- 1) become an astronaut.
- 2) go on a space holiday.
- 3) be a hotel manager in Pakistan.
- 4) work in a new type of a hotel.

**Задание3.** What will be new in the operations of space stations in the future?

- 1) Scientific research will be performed on them.
- 2) They will be used for training professional astronauts.
- 3) They will be used for making money.
- 4) They will be less expensive.

**Задание4.** In space hotels, a large tube will be necessary for

- 1) creating artificial gravity.
- 2) connecting the hotel to the landing area.
- 3) linking hotels with the Earth.

4) launching the rocket ships.

**Задание5.** Which of the following is NOT described as possible entertainment in space hotels?

- 1) Walks in the open space.
- 2) Jumping on the ceiling.
- 3) Watching the Earth through a telescope.
- 4) Playing extra dimensional volley-ball.

**Задание6.** Space hotels will require

- 1) exactly the same services and facilities as normal hotels.
- 2) absolutely different services and facilities than normal hotels.
- 3) more services and facilities than normal hotels.
- 4) less services and facilities than normal hotels.

**Задание7.** The author argues that

- 1) many things that used to be science fiction exist nowadays.
- 2) rich people should finance the space exploration.
- 3) space hotels are just a crazy dream.
- 4) it's already hard to imagine our world without space travelling.

**5. Соотнесите английские предложения в правой колонке с соответствующими русскими предложениями из левой колонки. УК-4.5**

- |  |   |
|--|---|
| 1. Не каждый может работать для общего блага.  | A. The law is the rule of conduct established by a government and applicable to people, whether in the form of legislation or custom. |
| 2. Юрист – это лицо, чья профессия заключается в том, чтобы подавать судебные иски или консультировать клиентов и действовать от их имени по различным юридическим вопросам. | B. Law is any rule or injunction that must be obeyed.   |
| 3. Право – это нормы поведения, установленные государством и применяемые в обществе в форме закона или обычая.   | C. Not everybody can work for the good of society.  |
| 4. Закон – это любая норма или предписание, которым надо следовать.  | D. A lawyer is a person whose profession is to conduct lawsuit for clients or to advise or act for them in other legal matters.       |

**6. Соотнесите фразы и клише для деловой переписки на английском с их русским переводом. УК-4.4**

- |  |  |
|--|--|
| 1. It is very kind of you to.                | A. По Вашей просьбе                                |
| 2. We look forward to hearing from you soon. | B. Очень любезно с Вашей стороны                   |
| 3. With reference to you.                    | C. Надеемся получить Ваш ответ в ближайшем будущем |
| 4. Thank you for responding to my offer.     | D. Пожалуйста, сообщите мне                        |
| 5. Please let me know.                       | E. Спасибо, что откликнулись на мое предложение    |
| 6. As you requested.                         | F. Относительно Вашего                             |

**7. Подберите синонимы из правой колонки к словам в левой колонке. УК-4.5**

- |                  |                   |
|------------------|-------------------|
| 1) fundamental   | a) impartial      |
| 2) power         | b) period of time |
| 3) independently | c) be vested in   |
| 4) establish     | d) choose         |
| 5) duty          | e) obligation     |
| 6) solem         | f) basic          |
| 7) term          | g) separately     |
| 8) elect         | h) oath           |
| 9) objective     | i) set up         |
| 10) belong to    | j) authority      |

**8. Подберите антонимы из правой колонки к словам в левой колонке. УК-4.5**

- |                |               |
|----------------|---------------|
| 1) separation  | a) dependence |
| 2) within      | b) reject     |
| 3) sovereignty | c) unity      |
| 4) adopt       | d) beyond     |
| 5) secular     | e) religious  |

9. Прочитайте текст. Определите, какие из приведенных ниже утверждений являются верными. УК-4.5

Agatha Christie

Agatha Christie is known all over the world as the Queen of Crime. She wrote 78 detective novels, 19 plays, and 6 romantic novels. Her books have been translated into 103 foreign languages. They are the third best-selling books in the world (after Shakespeare's works and the Bible). Many of her novels and short stories have been filmed. The Mousetrap, her most famous play, is now the longest-running play in history of world theatre.

Agatha Christie was born at Torquay, Devonshire. She was educated at home and took singing lessons in Paris. She began writing at the end of the First World War. Her first novel, "The Mysterious Affair at Styles" was published in 1920. That was the first appearance of Hercule Poirot, who became one of the most famous private detectives since Sherlock Holmes. Agatha Christie became generally recognized in 1926, after the publishing of her novel "The Murder of Roger Ackroyd". It is still considered her masterpiece.

When Agatha Christie got tired of Hercule Poirot she invented Miss Mar-pie, a deceptively mild old lady with her own method of investigation.

The last Poirot book, The Curtain, appeared shortly before the writer's death, and the last Miss Marple story, The Sleeping Murder, and her autobiography were published after her death.

Agatha Christie's success with millions of readers lies in her ability to combine clever plots with excellent character drawing and a keen sense of humour with a great observation. Her plots always mislead the reader and keep him in suspense. He cannot guess who the criminal is. Fortunately, evil is always conquered in her novels.

Agatha Christies language is simple and good and it is pleasant to read her books in the original.

- A. Agatha Cristie is famous for her crime stories.
- B. Her most well-known characters are Miss Marple and Hercule Poirot.
- C. Her most well-known characters are Sherlock Homes and Doctor Whatson.
- D. Agatha Cristie is famous for her love stories.
- E. Agatha Christies language is simple and good.
- F. Agatha Christies language is difficult and bad.

10.Прочитайте текст. Расположите предложения данные ниже в правильном порядке, чтобы получился краткий пересказ текста.УК-4.5

Sir Arthur Ignatius Conan Doyle was a Scottish physician writer, most noted for his stories about the detective Sherlock Holmes, which are considered a major innovation in the field of crime fiction, and for the adventures of Professor Challenger. Sherlock Holmes stories have been translated into more than fifty languages. His other works include science fiction stories, historical novels, plays, romances, poetry, and non-fiction. By 1920 Doyle was one of the most highly paid writers in the world.

Conan Doyle was born on May 22, 1859, in Edinburgh, Scotland. At the age of nine Arthur was sent to study at Jesuit boarding school. It was during those difficult years that Arthur realized he had a talent for storytelling. Later he used his friends and teachers from Stonyhurst College as models for his characters in the Holmes stories. Doyle studied at Edinburgh University and in 1884 he married Louise Hawkins

Doyle qualified as doctor in 1885. After graduation he practiced medicine as an eye specialist until 1891 when he became a full time writer. In March 1886, Conan Doyle started writing the novel which catapulted him to fame. The novel A Study in Scarlet which introduced us to the immortal Sherlock Holmes and Dr. Watson was published in 1887. The second Sherlock Holmes story was The Sign of the Four. The Strand Magazine started to publish 'The Adventures of Sherlock Holmes' from July 1891. Holmes's address at Mrs. Hudson's house, 221B Baker Street, London, is the most famous London street in literature.

There were a number of serious historical novels, poems and plays, based upon which Conan Doyle expected to be recognized as a serious author. Among them are The War In South Africa, The Great Boer War, The Coming Of The Fairies, The Mystery Of Cloomber, The Lost World and many others

Arthur Conan Doyle died on 7, July 1930, surrounded by his family.

1. Conan Doyle expected to be recognized as a serious author.
2. Conan Doyle was born on May 22, 1859, in Edinburgh, Scotland.
3. Sir Arthur Conan Doyle was a Scottish physician writer, most noted for his stories about the detective Sherlock Holmes.
4. Doyle qualified as doctor and after graduation he practiced medicine as an eye specialist when he became a full time writer

### Примерный образец теста открытого типа.

#### 1. Поставьте реплики в правильном порядке, чтобы получился связный диалог. УК-4.1

- 1.-Howdoyoudo?
- 2.-Not at all.
- 3.-Are you Mr. Brown?
- 4.-I am Vlad Ivanov from TST System. How do you do?
- 5.-Oh, no. The plane just arrived. Thank you for coming to meet me.
- 6.-Yes.
- 7.-Have I kept you waiting?

#### 2. Вы получили письмо от своего англоговорящего друга по переписке студента Оксфордского университетаРичарда. Напишите письмо Ричарду , ответив на его вопросы.-УК-4.4

|                                 |
|---------------------------------|
| <b>From:Friend@mail.uk</b>      |
| <b>To:Russian_friend@ege.ru</b> |
| <b>Subject: Welcome</b>         |

*...I'm currently studying for my exams and hope to do well at my finals. I wish I could have more free time now as I love going out with my friends, meeting new people, making new acquaintances. Do you like hanging out with friends in your free time or are you a stay-at-home type? How do you usually spend the weekend? What are your hobbies or interests?  
A friend of mine is coming to see me this weekend...*

### 3. Прочитайте диалог и придумайте его продолжение. УК-4.1

**Peter** Hi, Alice. How are you getting on?

**Alice** Fine, thanks, Peter. What about you?

**Peter** I'm O. K. I'm glad to see you.

**Alice** Me too. I'm glad you are not in a hurry and we have time to talk today.

**Peter** Sure.

**Alice** I know you've entered the university, haven't you?

**Peter** That's right.

**Alice** Congratulations. Why did you make up your mind to become a lawyer?

**Peter** \_\_\_\_\_

**Alice** \_\_\_\_\_

### 4. Выступите в качестве переводчика, чтобы получился связный диалог. УК-4.1

**Correspondent:** Генри, почему Вы выбрали профессию юриста? (1)

**Mr. Dahut:** When asked why I became a lawyer I usually say because it seemed like a smart thing to do. Unlike some of my law school classmates, I had no illusions of becoming either a great advocate or a legal scholar. All I wanted was a nice income and a respectable position in life. For me, law was a safe career choice, not a passion. My only concern was that as a creative, emotive, right-brain type, I would not be able to make my mind do whatever it is that lawyer minds do to think like lawyers. But an old lawyer, I met, told me that the real danger was that once you start thinking like a lawyer it becomes difficult to think any other way.

**С.:** Когда Вы сами поняли, что необходимо научиться мыслить как юрист? (2)

**Mr. Dahut:** That process began on the first day of law school when the dean told our petrified first-year class that before we could become lawyers we had to learn how to think like lawyers. One student had the nerve to ask the dean how we would know when he had learned to think like lawyers. The dean shot back, when you get paid to think! I soon saw how thinking like lawyers actually meant altering our reasoning structures. For example, memory, while important to success in law school, stood a distant second to learning how to reason like a lawyer.

**С.:** Что значит – мыслить как юрист? (3)

**Mr. Dahut:** Thinking like a lawyer demands thinking within the confines of inductive and deductive forms of reasoning. As law students, we entered a world of rigorous dialogue in which abstractions are formulated and then described – usually leading to the discovery of a general principle or rule, which is then distinguished from another general rule. We learned how to narrow and intensify our focus. The process taught us how to think defensively: We learned how to protect our clients (and ourselves) and why we needed to proceed slowly, find the traps, measure and calculate the risk. And above all, never, ever let them see you sweat!

**С.:** Какие качества Вы стремились развить в себе во время учебы? (4)

**Mr. Dahut:** The goal, of course, was for me to become a rational, logical, categorical, linear thinker – trained to separate what is reasonable from what is not and what is true from what is false. Having learned to think in a new way, I had less tolerance for ambiguity. A new mental structure was forming – a new set of lenses through which to view the structure of human affairs.

## **5. Напишите деловое письмо-резюме в иностранную компанию, с предложением своей кандидатуры в качестве сотрудника. УК-4.4**

### **6. Прочитайте текст. Закончите предложения согласно содержанию текста. УК-4.5**

In Great Britain laws are made in Parliament at Westminster. The British Parliament consists of the monarch, the House of Lords, and the House of Commons. Their work is similar: making laws (legislation), checking the work of the government (scrutiny), and debating current issues. The House of Lords is composed of life peers and hereditary peers. The House of Commons is composed of Members of Parliament (MPs).

The idea for a new law can come from a variety of sources: bills may be introduced by any member of either House (a "Private Member's Bill"), a Minister of the Crown (a "Government Bill"), by the general public ("Public Bills"), by an individual or small group of individuals (a "Private Bill").

First reading is the first stage of a Bill's passage through the House of Commons - usually a formality, it takes place without debate. The short title of the Bill is read out and then the Bill is printed. The Bill is published as a House of Commons paper for the first time.

The next stage is second reading, the first opportunity for MPs to debate the general principles and themes of the Bill.

Once second reading is completed the Bill proceeds to committee stage. Committee stage is where detailed examination of the Bill takes place, clause by clause, determining the intent and impact of the Bill's language. This is therefore often considered the most important step in the parliamentary process for researchers aiming to determine legislative intent. It is at this stage that amendments are made. If the Bill has been amended the Bill is reprinted before its next stage.

Once committee stage is finished, the Bill returns to the floor of the House of Commons for its report stage, where the amended Bill can be debated and further amendments proposed. All MPs can suggest amendments to the Bill or new clauses (parts) they think should be added.

Report stage is normally followed immediately by debate on the Bill's third reading. Amendments (proposals for change) cannot be made to a Bill at the third reading in the Commons.

The process in the House of Lords is very similar to the process in the House of Commons. The Bill will have the pro forma first reading, then the second reading. After the second reading the Bill will normally be referred to a Committee of the Whole House. The Bill then passes through a consideration stage and the third reading. In the House of Lords amendments may be made in the Committee of the Whole House, the consideration stage, and the third reading (this is different from the House of Commons where no amendments can be made in the third reading).

If the Bill is started in the Commons it goes to the House of Lords for its first reading. If the Bill is started in the Lords it returns to the House of Lords for consideration of any amendments the Commons has made. Both Houses must agree on the exact wording of the Bill. A Bill may go back and forth between each House until both Houses reach agreement.

When a Bill has completed all its parliamentary stages in both Houses, it must have the Royal Assent before it can become an Act of Parliament. The Royal Assent is the monarch's agreement to make the Bill into an Act and is a formality. When Royal Assent has been given to a Bill, the announcement is usually made in both Houses by the Lord Speaker in the Lords and the Speaker in the Commons.

1. The British Parliament consists of ... .
2. During the first reading the short title of the Bill ... .
3. The second reading is the first opportunity ... .
4. The committee stage is ... .
5. Once the committee stage is finished, the Bill returns to the floor of the House of Commons for its report stage, where ... .
6. The report stage is followed by ... .
7. The process in the House of Lords is ... .
8. The Royal Assent is ... .
9. When the Royal Assent has been given to a Bill, ... .



2) реферат

3) доклад

4) эссе

5) вопросы для опроса

**6.2 Зачетно-экзаменационные материалы для промежуточной аттестации  
(зачет/экзамен)**

**Перечень вопросов для подготовки устно-речевых высказываний к зачету.**

1. Правовая система страны изучаемого языка.
2. Судебная система страны изучаемого языка.
3. Уголовное право страны изучаемого языка.
4. Гражданское право страны изучаемого языка.
5. Конституционное право страны изучаемого языка.
6. Формы правления в стране изучаемого языка.

**ПРИМЕРНЫЕ ОТВЕТЫ ПО ДИСЦИПЛИНЕ  
«ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ЮРИСПРУДЕНЦИИ»  
НА ИТОГОВУЮ АТТЕСТАЦИЮ**

| №  | Вопросы для подготовки устно-речевых высказываний | Примерный образец ответов  | Компетенции |
|----|---|--|-------------|
| 1. | Уголовное право страны изучаемого языка.          | <p>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</p> | УК-4        |

|    |  |  |      |
|----|--|--|------|
|    |  | <p>finances 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: 21 incarceration, community supervision, fine, and restitution. The death penalty is now possible only for certain types of murders and treason.</p>  |      |
| 2. | <p>Конституционное право страны изучаемого языка..</p> | <p>The United Kingdom is a state with a constitutional monarchy and it is governed within a parliamentary democracy. The head of the state is the monarch who is a hereditary member of the Royal Family, and the head of the government is the prime-minister. In practice, the monarch takes little part in the government's work, he or she just gets weekly oral reports from the prime-minister. The UK has a devolved system of government. The executive power is exercised by the British government, as well as the devolved governments of the Scottish Parliament, Welsh Assembly and Northern Ireland Assembly. The most important departments in the government are the Treasury, the Home Office, the Foreign and Commonwealth Office. The treasury is responsible for raising of all taxes and the general management of the economy. The Home Office is responsible for criminal matters, policing, and immigration. The Foreign and Commonwealth Office is responsible for all international relationships.</p> <p>The legislative body for the UK and British overseas territories is introduced by the Parliament of the UK, as well as the Scottish Parliament, Welsh and Northern Ireland Assemblies. The UK Parliament consists of two legislative parliamentary bodies, the House of Lords (the upper chamber) and the House of Commons (the lower chamber). All legislation has to be approved by both Houses of Parliament. The House of Commons consists of democratically elected Members of Parliament from different political parties, while most members of the House of Lords are hereditary peers. General elections are held every five years.</p> <p>The UK judiciary power is independent of the legislative and executive powers. The highest court is the Supreme Court of the United Kingdom.</p> <p>The British parliamentary system is a multi-party system. Each of the United Kingdom parliaments or assemblies has elected political parties. The major parties in England are the Labour, the Conservative and the Liberal Democratic</p> | УК-4 |

|    |   |  |      |
|----|---|--|------|
|    |   | <p>parties. Meanwhile the dominant party in Scotland is the Scottish National Party.</p> <p>The United Kingdom has no written constitution. It is not codified and is made up of constitutional conventions and acts of Parliament.</p>  |      |
| 3. | Правовая система страны изучаемого языка. | <p>The House of Commons is made up of 650 elected members, known as Members of Parliament (MPs). The members of the House of Commons are elected for a period of 5 years. The Speaker is the chairman of all debates in the House of Commons. His duty is to keep order. The Speaker is elected by all the members of the House of Commons. He belongs to one of the political parties in Parliament, but he never votes with other members.</p> <p>The House of Commons plays the major role in law-making. Each Members of Parliament represents an area in England, <u>Scotland</u>, Wales or <u>Northern Ireland</u>. MPs are elected either at a general election, or at a by-election following the death or retirement of an MP.</p> <p>Parliamentary elections must be held every five years, but the Prime Minister can decide on the exact date within those five years. The minimum voting age is 18, and the voting is taking by secret ballot.</p> <p>The election campaign lasts about three weeks. The election is decided on a simple majority – the candidate with the most votes wins.</p> <p>The British parliamentary system depends on political parties. The political parties choose candidates in elections. The party which wins the majority of seats forms the Government and its leader becomes Prime Minister. The Prime Minister chooses about 20 MPs from his or her party to become the Cabinet of Ministers. Each minister is responsible for a particular area of the government. The second largest party becomes the official opposition with its own leader and “Shadow cabinet”. Leader of the opposition is a recognized post in the House of Commons.</p> <p>The members of each House meet in sessions which begin at the end of October and last for about 160 days.</p> <p>The main political parties are the Conservative (the Tory) Party, the Liberal, the Labour Party.</p> <p>The two main political parties of Great Britain are the Coservative Party and the Labour Party. The Conservative Party (called the Tory) is right wing, tending to be opposed to great and sudden changes in the established order of society. It is against state control of industry.</p> <p>The Labour Party, sometimes called Socialists, has a close association with the Trade Unions, although it is now not as left-wing as it used to be. It has many supporters, especially among working-class and middle-class people.</p> | УК-4 |
| 4. | Гражданское право страны изучаемого       | <p>In England the system is different. Here the profession is divided into two types of lawyers, called solicitors and barristers. Solicitors and barristers are both qualified lawyers, but they have</p>   | УК-4 |

|    |  |  |      |
|----|--|--|------|
|    | языка..                                    | <p>different legal training; they take different examinations to qualify; and once they have qualified, they usually do different types of legal work. Many solicitors deal with a range of legal work: preparing cases to be tried in the civil or criminal courts; giving legal advice in the field of business and drawing up contracts; making all the legal arrangements for the buying and selling of land or houses; assisting employees and employers; making wills.</p> <p>Barristers are mainly “courtroom lawyers” who actually conduct cases in court. Unlike solicitors, they have rights of audience (rights to appear) in any court of the land, and so barristers are those lawyers who appear in the more difficult cases in the higher courts.</p>   |      |
| 5. | Формы правления в стране изучаемого языка. | <p>The United Kingdom is a state with a constitutional monarchy and it is governed within a parliamentary democracy. The head of the state is the monarch who is a hereditary member of the Royal Family, and the head of the government is the prime-minister. In practice, the monarch takes little part in the government’s work, he or she just gets weekly oral reports from the prime-minister. The UK has a devolved system of government. The executive power is exercised by the British government, as well as the devolved governments of the Scottish Parliament, Welsh Assembly and Northern Ireland Assembly. The most important departments in the government are the Treasury, the Home Office, the Foreign and Commonwealth Office. The treasury is responsible for raising of all taxes and the general management of the economy. The Home Office is responsible for criminal matters, policing, and immigration. The Foreign and Commonwealth Office is responsible for all international relationships.</p> <p>The legislative body for the UK and British overseas territories is introduced by the Parliament of the UK, as well as the Scottish Parliament, Welsh and Northern Ireland Assemblies. The UK Parliament consists of two legislative parliamentary bodies, the House of Lords (the upper chamber) and the House of Commons (the lower chamber). All legislation has to be approved by both Houses of Parliament. The House of Commons consists of democratically elected Members of Parliament from different political parties, while most members of the House of Lords are hereditary peers. General elections are held every five years.</p> <p>The UK judiciary power is independent of the legislative and executive powers. The highest court is the Supreme Court of the United Kingdom.</p> | УК-4 |
| 6. | Судебная система страны изучаемого языка.  | <p>Crime is a breach of rules or laws for which some governing authority can ultimately prescribe a punishment. Individual human societies may define crimes differently. Modern societies generally regard crimes as offences against the public or the state. The word ‘crime’ is generally associated with wrongdoing but not every type of wrongdoing is a crime. Telling lies is immoral wrong but if telling lies is put into</p>  | УК-4 |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>practice resulting in physical harm to another, then such action becomes both criminal and immoral.</p> <p>There are some acts which are considered to be crimes in one country but not in another. For example, it is a crime to have more than one wife at the same time in France, but not in Indonesia. There are quite a lot of agreements among states as to which acts are criminal. But such acts as stealing, physical attack or damaging somebody's property will be unlawful in all countries and the way of dealing with people suspected of crime may be different. Sometimes government "creates" new crimes by identifying a form of behavior and passing a new law to deal with it. Different societies or governments often review their ideas of what should and shouldn't be a crime. For example, race or sex discrimination hasn't been considered a crime for a long time. In recent years the Internet has grown explosively and there appeared the new crimes such as unauthorized access or "hacking", copyright infringements, child pornography, etc.</p> |  |
|--|--|---|--|

## 7. Процедура оценивания обучающихся

Установлены следующие критерии оценки успеваемости студентов в зачетно-экзаменационную сессию при устном ответе (выполнении отдельных заданий).

### Основные критерии выставления зачета:

**«Зачтено»** - выставляется при условии, если студент показывает хорошие знания изученного учебного материала; самостоятельно, логично и последовательно излагает, и интерпретирует материалы учебного курса; полностью раскрывает смысл предлагаемого вопроса; владеет основными терминами и понятиями изученного курса; показывает умение переложить теоретические знания на предполагаемый практический опыт.

**«Не зачтено»** - выставляется при наличии серьезных упущений в процессе изложения учебного материала; в случае отсутствия знаний основных понятий и определений курса или присутствии большого количества ошибок при интерпретации основных определений; если студент показывает значительные затруднения при ответе на предложенные основные и дополнительные вопросы; при условии отсутствия ответа на основной и дополнительный вопросы.

Таким образом, в каждом ответе студента преподаватель должен оценить уровень его знаний и умений (глубокие, твердые, общие) и, сопоставить свое заключение с соответствующим критерием оценки.