

Государственное бюджетное профессиональное образовательное учреждение  
«Добрянский гуманитарно-технологический техникум им. П.И.Сюзева»

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ**  
**ПО ВЫПОЛНЕНИЮ ПРАКТИЧЕСКИХ РАБОТ**  
**ПО ДИСЦИПЛИНЕ**  
**СГ.02 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**  
*для специальности*  
**40.02.04 Юриспруденция**

г. Добрянка, 2024 г.

РАССМОТРЕНО  
на заседании П(Ц)К общеобразовательных,  
гуманитарных и естественнонаучных  
дисциплин

Протокол № 6 «4» апреля 2024 г.

Председатель П(Ц)К общеобразовательных,  
гуманитарных и естественнонаучных  
дисциплин

 Г.П. Трушникова

ОДОБРЕНО  
методическим советом ГБПОУ ДГТТ им.  
П.И. Сюзева

Протокол № 5 от «11» марта 2024 г.

Методист

 О.Ю. Харламова

Заведующий структурного подразделения

 М.К. Рябкова

**Составитель:** Рычагова Ольга Викторовна, преподаватель ГБПОУ «Добрянский гуманитарно-технологический техникум им. П.И. Сюзева»

**Рецензенты:**

**Внешние:**

## Содержание

Пояснительная записка.....	4
Практические работы № 1-3.....	6
Практические работы № 4-5.....	9
Практические работы № 6-7.....	12
Практическая работа № 8.....	17
Практические работы № 9-11.....	18
Практические работы №12-14.....	19
Практическая работа № 15.....	22
Практическая работа № 16.....	24
Практические работы № 17-18.....	26
Практические работы № 19-21.....	29
Практические работы № 22-24.....	31
Практическая работа № 25.....	32
Практические работы № 26-27.....	34
Практическая работа № 28-29.....	35
Практические работы № 31-32.....	38
Практическая работа № 33.....	39
СПИСОК ЛИТЕРАТУРЫ.....	41

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические рекомендации по выполнению практических заданий предназначены для организации работы на практических занятиях по дисциплине «Иностранный язык в профессиональной деятельности», которая является важной составной частью в системе подготовки специалистов среднего профессионального образования. Методические рекомендации разработаны для обучающихся с целью оказания им помощи при выполнении практических заданий. Практические задания являются неотъемлемым этапом изучения учебной дисциплины.

Содержание практических заданий направлено на:

- формирование практических умений в соответствии с требованиями к уровню подготовки обучающихся, установленными рабочей программой учебной дисциплины: – описывать явления, события, излагать факты в письме личного и делового характера;
- умение заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка, делать выписки из иноязычного текста
- умение читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;
- понимание относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;
- аудирование аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию, оценивать важность/новизну информации, определять свое отношение к ней;
- умение вести диалог в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;
- умение рассказывать, рассуждать о себе, своих планах, своем окружении в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;
- новые значения изученных грамматических явлений в расширенном объеме (глагольных форм (видовременных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию);
- лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения, понимать тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальностям СПО

**Целью** выполнения практических работ является закрепление теоретических знаний и приобретение студентами практических навыков употребления грамматических правил английского языка.

Практические работы проводятся в учебном кабинете, в объеме, предусмотренном рабочей учебной программой, обязательным этапом является самостоятельная деятельность обучающихся.

### ПРАВИЛА ВЫПОЛНЕНИЯ ПРАКТИЧЕСКИХ РАБОТ

Аудиторная практическая работа выполняется по заданию преподавателя, с/без его непосредственного участия.

При предъявлении видов заданий на аудиторную практическую работу преподаватель использует дифференцированный подход на индивидуальном уровне к студентам. Практическая работа может осуществляться индивидуально по группам обучающихся в зависимости от цели, объема, конкретной тематики, уровня сложности, уровня умений обучающихся.

Перед выполнением студентом аудиторной практической работы преподаватель проводит инструктаж по выполнению задания, который включает: цель задания, его содержание, сроки выполнения, ориентировочный объем работы, основные требования

к результатам работы, критерии оценки. В процессе инструктажа преподаватель предупреждает студентов о возможных типичных ошибках, встречающихся при выполнении задания.

В качестве форм и методов контроля аудиторной практической работы студентов используются: оценка результатов выполнения проверочных работ, защита реферата, устный опрос, письменная проверка.

С целью получения высоких результатов использованы следующие виды заданий, которые дадут полноценный результат: практическая работа с книгой, журналом, газетой; подготовка сообщений, докладов, рефератов.

При выполнении работ студент должен изучить методические указания по выполнению практической работы; подготовить ответы на контрольные вопросы. Все задания выполняются письменно (или устно), ответы на теоретические вопросы даются устно (слабоуспевающим студентам можно дать ответить на контрольные вопросы письменно для того, чтобы лучше запомнить теоретический материал).

Изучая теоретическое обоснование, студент должен знать, что основной целью изучения теории является умение применять ее при выполнении письменных заданий.

После выполнения работы студент должен представить отчет о проделанной работе с полученными результатами и устно ее защитить.

#### **Общие критерии оценки практической работы студентов:**

**Оценка «5»** ставится тогда, когда:

- студент свободно применяет знания на практике;
- не допускает ошибок в воспроизведении изученного материала;
- студент выделяет главные положения в изученном материале и не затрудняется в ответах на видоизмененные вопросы;
- студент усваивает весь объем программного материала;
- материал оформлен аккуратно в соответствии с требованиями;

**Оценка «4»** ставится тогда, когда:

- студент знает весь изученный материал;
- отвечает без особых затруднений на вопросы преподавателя;
- студент умеет применять полученные знания на практике;
- в ответах не допускает серьезных ошибок, легко устраняет определенные неточности с помощью дополнительных вопросов преподавателя;
- материал оформлен недостаточно аккуратно и в соответствии с требованиями;

**Оценка «3»** ставится тогда, когда:

- студент обнаруживает освоение основного материала, но испытывает затруднения при его самостоятельном воспроизведении и требует дополнительных дополняющих вопросов преподавателя;
- предпочитает отвечать на вопросы воспроизводящего характера и испытывает затруднения при ответах на воспроизводящие вопросы;
- материал оформлен не аккуратно или не в соответствии с требованиями;

**Оценка «2»** ставится тогда, когда:

- у студента имеются отдельные представления об изучаемом материале, но большая часть не усвоена;
- материал оформлен не в соответствии с требованиями;

Тема 1.1. Страна изучаемого языка, ее культура и обычаи  
Практические работы № 1-3

Цель: Формирование навыков работы чтения и перевода текста страноведческого характера.

Содержание занятий:

Обсуждение проблемы с использованием новой лексики

Составление плана рассказа, исторической справки

Поиск информации, подбор иллюстративного материала

Прочитайте текст, выпишите в тетрадь географические названия и ответьте на вопросы по тексту.

**The United Kingdom**

The United Kingdom of Great Britain and Northern Ireland is the official name of the British Kingdom. It is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. Their total area is over 244,000 square kilometres. Many years ago the British Isles formed a part of the continent. Now Great Britain is separated from the continent by the English Channel and the North Sea. The narrowest part of the English Channel is called the Strait of Dover.

The UK is made up of four countries. They are England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast. The capital of the UK is London. Great Britain consists of England, Scotland and Wales and does not include Northern Ireland.

The UK is washed by the Atlantic Ocean in the north and the North Sea in the east. The two islands are separated by the Irish Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous. It's called the Highlands. Ben Nevis in Scotland is the highest mountain (1343 m). The south of Scotland has beautiful valleys and glats. It is called the Lowlands.

Scotland is a land of famous lakes. They are called "lochs" there. The beautiful Loch Lomond is the largest one. Loch Ness attracts millions of tourists by its legendary monster.

The north and west of England are mountainous. Mountains aren't very high. The east, centre and south-east of England is a vast plain.

There are a lot of rivers in Great Britain, but they aren't very long. The largest of them are the Severn (350 km), the Clyde, the Mersey, the Thames (346 km), the Trent (274 km) and the

Ouse. The Thames is the deepest river. London stands on the Thames.

The climate of Great Britain is temperate and mild. The warm waters of the Gulf Stream influence the climate of the British Isles.

The population of the UK is over 57 million people.

The UK is a highly developed industrial country. It is the largest producer and exporter of machinery, electronics, textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding.

The UK is a parliamentary democracy with a constitutional monarch. The Queen is the Head of State, but she has no power. The Queen is a symbol of the country's history and its traditions. The real power in the country belongs to the British Parliament and to the British Government.

The British Parliament has two "houses". They are the House of Lords and the House of Commons. The House of Lords can offer and change laws. It can delay laws. The House of Commons makes laws about the policy of the country, taxes and many other things.

The members of the House of Lords aren't elected. These members are permanent. The members of the House of Commons are elected. The British people elect 650 members of the House of Commons every five years.

There are three main political parties in Great Britain. They are the Labour, the Conservative and the Liberal parties.

The flag of the UK is known as the Union Jack. It is made up of three crosses: the cross of St. George (the patron saint of England), the cross of St. Andrew (the patron saint of Scotland) and the cross of St. Patrick (the patron saint of Ireland).

**Names**

**the United Kingdom of Great Britain and Northern Ireland** [juːnaɪtɪd kɪŋdəm] - Соединенное Королевство Великобритании и Северной Ирландии  
**the British Isles** [brɪtɪʃ aɪlənz] - Британские острова  
**the English Channel** [ˈɪŋɡlɪʃ ʃænl] - Английский канал  
**the Strait of Dover** [straɪt əv ˈdɒvə] - Дуврский пролив

**the North Sea** - Северное море  
**Cardiff** [ˈkɑːdɪf] - Кардифф  
**Edinburgh** [ˈɛdɪnbʊrə] - Эдинбург  
**Belfast** [ˈbɛlfəst] - Белфаст  
**the Atlantic Ocean** [ˌætlæntɪk ˈoʊʃən] - Атлантический океан  
**the Irish Sea** - Ирландское море  
**Highlands** [ˈhaɪlənz] - Хайлендс (высогорная область Шотландии)

**Names**

**Lowlands** [ˈləʊlənz] - Ловлендс  
**Ben Nevis** [ˈben ˈneɪvɪs] - Бен-Невис  
**Loch Lomond** [lɒk ˈləʊmənd] - оз. Лох-Ломонд  
**the Severn** [ˈsevrən] - Сепер  
**the Clyde** [klaɪd] - Клайд  
**the Mersey** [ˈmɜːsi] - Мерси  
**the Thames** [ˈθeɪmz] - Темза  
**the Trent** [ˈtreɪnt] - Трент

**the Ouse** [ɔːs] - Уэ  
**Gulf Stream** [ˈɡʌlf streɪm] - Гольфстрим  
**the House of Lords** - Палата Лордов  
**the House of Commons** - Палата Общин  
**the Labour Party, the Conservative Party and the Liberal Party** - Лейбористская, Консервативная и Либеральная партии

**Vocabulary**

**to consist** [kənˈsɪst] **of** - состоять из  
**total area** [ˈtɒtəl ˈeɪrɪə] - общая площадь  
**to form** [fɔːm] - формировать, образовывать  
**to separate** [ˈseɪpəreɪt] - разделять  
**narrow** [ˈnærəʊ] - узкий  
**to make up** - составлять  
**to include** [ɪnˈkluːd] - включать в себя, включать  
**to wash** - омывать  
**surface** [ˈsɜːfɪs] - поверхность  
**to vary** [ˈveəri] - изменяться, колебаться  
**valley** [ˈvælɪ] - долина  
**glats** [ɡlɑːt] - равнина  
**mountain** [ˈmaʊntɪn] - гора  
**mountainous** [ˈmaʊntɪnəs] - гористый  
**to influence** [ˈɪnfluːns] - влиять  
**highly developed** [ˈhaɪli ˈdiːvələpt] - высоко развитый  
**producer** [ˈprɒdʊsə] - производитель  
**exporter** [ˈɪkspɔːtə] - экспортер  
**machinery** [ˈmæʃɪnəri] - механизмы, оборудование

**textile** [ˈtekstɪl] - текстиль  
**aircraft** [ˈeɪəkrɑːft] - самолеты  
**navigation** [ˌnævɪɡeɪʃən] - навигация  
**equipment** [ˈiːkwɪpmənt] - оборудование  
**ship** [ʃɪp] - корабль, судно  
**shipbuilding** - судостроение  
**constitutional monarchy** [ˌkɒnɪtʃənəl ˈmɒnərki] - конституционная монархия  
**power** [ˈpaʊə] - сила, власть  
**to belong** [bɪˈlɒŋ] - принадлежать  
**to offer** [ˈɒfə] - предлагать  
**to change** [tʃeɪndʒ] - изменить, поменять  
**to delay** [dɪˈleɪ] - откладывать, отсрочивать  
**law** [lɔː] - закон  
**policy** [ˈpɒli] - политика  
**sovereign** [ˈsɒvərɪn] - суверен  
**monarch** [ˈmɒnərʃ] - монарх  
**to elect** [ɪˈlekt] - избирать  
**parliament** [ˈpɑːləmənt] - парламент  
**government** [ˈɡʌvənmənt] - правительство  
**parliament** [ˈpɑːləmənt] - парламент

**Answer the questions.**

1. What is the official name of the British Kingdom?
2. Where is the UK situated?
3. What are the British Isles named after?
4. What is the total area of the British Isles?
5. What did the British Isles form many years ago?
6. How is Great Britain separated from the continent?
7. What is the narrowest part of the English Channel called?
8. How many countries is the UK made up? What are they?
9. What are their capitals?
10. What parts does Great Britain consist of?
11. What is the UK washed by?
12. What are the two islands, Great Britain and Ireland, separated by?
13. How does the surface of the British Isles vary?
14. What is the north of Scotland called? Why?
15. What is the highest mountain in Scotland?
16. What is the south of Scotland called? Why?
17. What are the lakes of Scotland called?
18. What is the largest lake in Scotland?
19. Why does Loch Ness attract millions of tourists?
20. What can you see about the surface of England?
21. What rivers are there in Great Britain? What are the largest ones?
22. What is the deepest river in Great Britain?

**2. Прочитайте начало предложения в столбике А и найдите соответствующее окончание в столбике В.**

А	В
1. The UK is made up of.....	a) machinery, electronics, textile, aircraft and navigation equipment.
2. The climate of Great Britain is....	b) two large islands, Great Britain and Ireland, and about five thousands small islands.
3. The flag of the UK is known as....	c) the Union Jack.
4. The British Parliament has....	d) England, Wales, Scotland and Northern Ireland.
5. The UK is washed by....	e) a parliamentary democracy with a constitutional monarch.
6. The UK is the largest producer and exporter of...	f) two "houses", the House of Lords and the House of Commons.
7. The UK is....	g) temperate and mild.
8. The British Isles consist of....	h) the Atlantic Ocean in the north and the North Sea in the east.

**London**

London is the capital of the UK, it's political, economic and commercial centre. London is one of the largest cities in the world and the largest city in Europe. Its population is about 8 million. London is one of the oldest and most interesting cities in the world.

London was founded by the Romans in 43 AD. It was called Londinium. They built a town on the River Thames. In 61 AD the town was burnt down. Then Londinium was rebuilt by the Romans and surrounded by a wall. This wall is now called the City of London.

Sometimes there were fires in the city. On Saturday, 2<sup>nd</sup> September, 1666 the Great Fire of London took place. It started in the house of the king's baker, near London Bridge. The fire burnt for four days and destroyed 80% of the city. After the Great Fire people built a new city.

Traditionally London is divided into several parts. They are the City, Westminster, the West End and the East End.

The City is the heart of London. It is a financial and business centre of London. There are a lot of

banks, offices and firms there. For example, the Bank of England, the Stock Exchange and the Old Bailey. Few people live here but over a million people come to the City to work. There are some interesting places in the City. They are the Tower of London and one of the greatest English Churches St. Paul's Cathedral.

Westminster is the historical and political centre of London. There you can see Westminster Abbey, Westminster Palace or the Houses of Parliament and Buckingham Palace. Buckingham Palace is the official residence of the Queen. The British Prime Minister lives at number 10, Downing Street.

The West End is the richest and most beautiful part of London. It is the symbol of wealth and luxury. The best hotels, shops, restaurants, clubs and theatres are situated there.

Trafalgar Square is the centre of London.

The East End is the poorest district of London. There are a lot of factories, workshops and docks there. The streets are narrow, the buildings are unimpressive. The East End is densely populated by working class families.

**Names**

- Londinium [lɒn'dɪniəm] – Лондиниум
- the Romans [ˈrɒmən] – римляне
- the Stock Exchange [stɜ:k ɛksʃeɪndʒ] – Лондонская фондовая биржа
- St. Paul's Cathedral [seɪn ˈpɔ:l kəθɪdrəl] – Собор святого Павла
- Westminster [ˈwestmɪnstə] – Вестминстер
- Buckingham Palace [ˈbʊkɪŋəm ˈpæləs] – Букингемский дворец
- Trafalgar Square [trəˈfælgə ˈskweɪ] – Трафальгарская площадь

**3. Прочитайте текст и ответьте на вопросы к нему:**

Read and answer the following questions:	Do you agree with the answers given below?
1. What is the climate like in America?	1. The climate is rather various. The USA is usually affected by different natural disasters like tornadoes, tropical cyclones, floods, and earthquakes.
2. Who is the head of the USA?	2. The head of the USA is the president.
3. How many people live there?	3. There are 298,444,215 people in the USA.
4. Who do you think is the most famous person in this country? Why?	4. There are a lot of famous people, e.g. Hollywood stars, pop stars, sportsmen and politicians. It's different to choose

	the one person. But as for me the most famous man is Bill Gates. He made a brilliant career and is known all over the world. He is the former chief executive and the current chairman of Microsoft. He is the wealthiest man in the world.
5. Would you like to visit the US? Why?	5. Of course I'd like to visit the US. It's the country with a rich history. I want to go there and see the main sights of that magnificent country.

**4. Заполните следующую карточку. Распределите названия в нужные колонки:**

Cities:	States:	Natural features:	Famous people:	Industries:

Florida, Henry Ford, machine-building, the Rocky Mountains, New York, Alaska, Washington, Dallas, San Francisco, the Great Lakes, radio & television sets, Kansas, Washington, Colorado, Marilyn Monroe, Charlie Chaplin, the Mississippi, the Missouri, George Washington, Abraham Lincoln, the Columbia, the Colorado, the Appalachian Mountains, the Cordillera, Philadelphia, Detroit, Martin Luther King, Walt Disney, O. Henry, ship-building, cars, paper, furniture, cars Ernest Hemingway, Boston, Chicago, Los Angeles, aircraft, California, Texas, Vermont, textiles, Utah.

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

**Vocabulary**

1. to run a country – управлять страной
2. to raise finance – обеспечивать финансирование, привлекать средства
3. statutory law – право, выраженное в законах, статутное право, писанный закон
4. common law – общее право, неписанный закон, обязательность которого основывается на всеобщем признании
5. universal suffrage – всеобщее избирательное право
6. parliamentary constituency – избирательный округ по выборам в парламент
7. the Royal Proclamation – официальное сообщение по общему вопросу
8. to alter the constitution – изменить конституцию
9. an absolute monarchy – абсолютная/неограниченная монархия
10. revision – пересмотр
11. to remain responsible to smb – оставаться ответственным перед кем-то

**Просмотрите текст и озаглавьте каждый абзац, используя следующие заголовки.**

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

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

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

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

The UK has a cabinet Government. They meet weekly to run the country, while the British Parliament is in session. The UK Cabinet has collective responsibility for decision-making. no Cabinet minister can oppose it. Although the executive power is exercised by Her Majesty's Government, all the ministers remain responsible to the UK Parliament. 75



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

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

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

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

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

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

1. The constitution of the United Kingdom is made up of ... .
2. The Executive power is exercised by ... .
3. The United Kingdom's supreme legislative body is ... .
4. The United Kingdom doesn't have a single unified judicial system ... .
5. The essence of common law is ... .
6. For electoral purposes Britain is divided into ... .
7. General elections take place on ... .
8. The UK is a multi-party system and it is sometimes called a two-and-a-half party system ... .

**Тема 1.2. Государственное устройство России**

Практические работы № 4-5

**Цель: Формирование навыков монологической и диалогической речи и перевода.**

**Содержание занятий:**

Введение новой лексики

Работа с диалогами

Беседа по теме

**Прочитайте текст и выполните задания:**

**The System of State and Government of the Russian Federation Vocabulary**

1. a constituent entity – субъект федерации
2. to contradict federal laws – противоречить федеральным законам
3. to sign a treaty – подписывать договор
4. to enforce the law – обеспечить исполнение закона
5. to be subject to approval by smb – подлежать утверждению кем-то
6. to announce pre-term election – объявлять досрочные выборы
7. to introduce the state of emergency – вводить чрезвычайное положение
8. to suspend the acts – приостанавливать действие

9. to vest power in smb – возлагать власть на кого-либо
10. to combat crimes – бороться с преступлениями
11. state security – государственная безопасность
12. to be subject to the constitution – подчиняться конституции

**1. Прочитайте и переведите текст.**

The President of the Russian Federation is the head of state. He is the Supreme Commander-in-Chief of the Armed Forces of the Russian Federation. The President organizes and heads the Security Council of Russia, signs treaties, enforces the law. The President appoints ministers, who are subject to approval by the Federal Assembly. He nominates judges to the Constitutional Court, the Supreme Court and the Higher Arbitration Court of the Russian Federation, and the Procurator-General of the Russian Federation. The President has the right to introduce the state of emergency within the Russian Federation. He announces pre-term elections. He has the right to suspend the acts of executive bodies of the Russian Federation members, if they contradict the Constitution of the Russian Federation, federal laws or the international obligations of the Russian Federation.

State power in the Russian Federation is exercised on the basis of its separation into legislative, executive and judicial branches. Each of them is balanced by the President.

The legislative power is vested in the Federal Assembly (the Parliament). It consists of two chambers: the Federation Council (the upper chamber) and the State Duma (the lower chamber). The two chambers of the Federal Assembly possess different powers and responsibilities, the State Duma being the more powerful. The Federation Council includes two representatives from each constituent entity of the Russian Federation, one from the representative and one from the executive bodies of the subject of the Federation.

The State Duma consists of 450 deputies and is elected for a term of 4 years. In December 2008 the term was extended to 5 years. Each chamber elects a chairman (the Speaker) to control the internal procedures of the chamber. The Federal Assembly is a permanently functioning body. The Federation Council and the State Duma sit separately. Their sessions are open (public). Each of the Houses forms committees and commissions and holds hearings on the appropriate issues. Bills may be initiated by each chamber. But to become a law a bill must be approved by both chambers and signed by the President. The President may veto the bill.

The executive power is exercised by the Government which consists of the Chairman of the Government (the Prime Minister), deputy chairmen and federal ministers. The Prime Minister is appointed by the President with the consent of the State Duma. Should the selected candidate be rejected three times, the President appoints the Prime Minister himself, dissolves the State Duma and announces new elections. The Prime Minister proposes to the President his candidates for the offices of federal ministers. The Government presents a draft budget to be discussed by the State Duma and provides its implementation as well as realization of financial, credit and monetary policies. It carries out measures to ensure legality, rights and freedoms of citizens, protects property, public order and combats crimes. The Government ensures state security and the realization of foreign policy. It pursues a uniform state policy in the sphere of culture, science, education, social security, health and ecology.

Justice in the Russian Federation is treated as a special type of state activity. It is administered by courts of law unified within a single judicial system which is independent of other state systems. The aim of justice in Russia is to safeguard both the citizens' rights and interests as well as those of the state and individual institutions, enterprises and organizations. Judicial power is effected by means of constitutional, civil, administrative and criminal judicial proceedings. Judges are independent and subject only to the Constitution of the Russian Federation and federal law.

The Russian Federation was established by the Constitution of 1993. Under the Constitution Russia is a democratic federative law-governed state with a republican form of government. The Russian Federation consists of 83 constituent entities (republics, regions, and territories, cities of federal significance, the autonomous regions and one autonomous area, which have equal rights). The authorities of the constituent entities have the right to pass laws independently of the federal government. The laws of the subjects of the Russian Federation may not contradict federal laws. In case of conflicts between federal and local authorities, the President uses consensual procedures to resolve the problem. In the event a consensus is not reached, the dispute is transferred to the appropriate court for its resolution.

**2. Найдите в тексте английские эквиваленты.**

- 1) республиканская форма правления
- 2) противоречить федеральным законам
- 3) подписывать договоры
- 4) постоянно действующий орган
- 5) представительный орган
- 6) кандидат на должность
- 7) быть избранным на срок
- 8) объявить новые выборы
- 9) проводить слушания
- 10) независимая государственная деятельность
- 11) судебная власть
- 12) государственная безопасность
- 13) исполнительная ветвь власти
- 14) внешняя политика
- 15) уголовное судопроизводство
- 16) обеспечивать права граждан

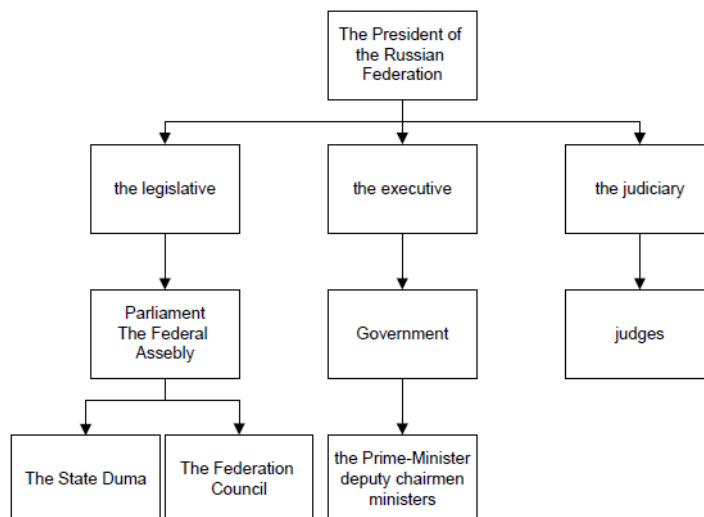
**3. Прочитайте текст еще раз и определите, справедливы ли данные утверждения. Исправьте неверные утверждения.**

1. The Russian Federation was established by the Constitution of 1995.
2. The Government consists of the federal ministers only.
3. The authorities of the constituent entities don't have the right to pass laws independently of the Federal Government.
4. Should the selected candidate be rejected three times, the President appoints the Prime Minister himself.
5. A draft budget is to be discussed by the State Duma.
6. To become a law a bill must be signed by the President.
7. Judges are subject to the President only.
8. The Prime Minister heads the Security Council of the Russian Federation.
9. In case of a conflict between federal and local authorities, the President uses consensual procedures to resolve the problem.

**4. Ответьте на вопросы по тексту.**

1. What type of state is Russia?
2. Who is the head of the Russian Federation?
3. What are the three independent branches of state power in Russia?
4. What kind of a working body is the Federal Assembly?
5. Which chamber is more powerful?
6. Why are legislative and executive functions performed by different institutions?
7. Are these two establishments (the Government and the State Duma) equally important? Why?
8. Who does the Government consist of?
9. What is the aim of justice in Russia?
10. How does the judicial system function?
11. What are the functions of: a) the President; b) the Federal Assembly; c) the Government?

11. Используя текст и данную схему, расскажите о государственном устройстве Российской Федерации.



### Тема 1.3. Роль образования в современном мире

#### Практические работы № 6-7

**Цель:** Формирование навыков работы чтения и перевода текста страноведческого характера.

**Содержание занятий:**

Обсуждение проблемы с использованием новой лексики

Составление плана рассказа, исторической справки

Поиск информации, подбор иллюстративного материала

**I. Прочитайте текст и выполните задания.**

#### **EDUCATION IN RUSSIA**

Children **under the age of six** are taken to **crèches** and **nursery schools** or **kindergartens** in our country.

They go to school **at the age of six**. **The course of studies** at schools is 11 years now: 4 years of **primary school** and 7 years of **secondary school**.

There is a **wide choice** of schools nowadays: **state schools**, **private schools**, **lyceums** and **gymnasiums**. The **majority** of schools are **free of charge**.

In primary school there are three or four lessons a day. They usually are Reading, Writing, Arithmetic. A lesson lasts 40 minutes. **The list of subjects** in primary schools **includes: Handicrafts**, Drawing, Music, Physical Education, World History of Arts, Fundamentals of Security, History, Geography and others. At a primary school all lessons **are** usually **conducted** by one teacher.

In secondary school there is a **wide variety** of **subjects** and teachers specialize. After finishing the ninth form and getting **the Certificate of Basic Secondary Education** schoolchildren may either continue their education in the tenth form or go to the **vocational schools** and colleges.

At the end of the eleventh form the **school-leavers** take State Final exams and get **the Certificate of Complete Secondary Education**.

Among **higher educational establishments** are institutes, **academies** and **universities**. At the end of their last year the students take **final examinations** and **get a diploma**. Besides, they can take **post graduate courses** in the chosen field.

**1. Give Russian equivalents of the following:**

Private school, primary school, secondary school, lyceum, vocational school, a wide choice, free of charge, school-leavers, the majority of schools, the Certificate of Basic Secondary Education, take State Final exams, get a diploma, post graduate courses.

**2. Give English equivalents of the following:**

Если, большой выбор, государственная школа, детский сад , большинство школ, предметы, уроки ведутся, включать, ручной труд, Аттестат о полном среднем образовании, выпускник, академия, аспирантура.

### 3. Translate the following words in brackets:

- A. (Курс обучения) is eleven years.
- B. Children (младше шести лет) are taken to crèches and nursery schools.
- C. (Большинство школ) are free of charge.
- D. At the age of 6 children (идут в начальную школу).
- E. After (базовой средней школы) young people can enter (профессиональное училище или колледж).

### 4. Find in the text and write the information about:

- The list of subjects in primary schools;
- Types of schools existing in Russia;
- Secondary education;
- School-leaving examinations;
- Higher educational establishments.

### 5. Write chains of words in English: (20)

А. Ясли - детсад- начальная школа- средняя школа- лицей- профессиональная школа- гимназия- колледж.

Б. Высшее учебное заведение- институт- университет- академия- аспирантура.

В. Школьник (ученик) - выпускник- абитуриент- студент (без степени, со степенью), бакалавр - магистр- аспирант- кандидат- доктор- профессор.

Г. Экзамены – вступительные – семестровые - итоговые- государственные.

### 1. Прочитайте текст и выполните задания.

#### The UK education system

1. describes the school year?
2. gives an overview of education in the UK?
3. describes secondary education from 11 to 16?
4. describes primary education?
5. describes university education?
6. describes secondary education from 16 to 18?

**A** By law in the UK, all children between 5 and 16 years of age must receive a full-time education. The vast majority, over 90%, of these children attend state schools. The education systems in Wales, Northern Ireland, and England are similar, whereas the education system in Scotland differs in a number of ways. This description will generally refer to the English state system.

**B** The school year runs from September to July and is usually divided into three terms of approximately 13 weeks each. Students attend school from about 9.00 am to 3.30 pm, Monday to Friday, with a morning break and a break for lunch. Some students eat lunch in the school cafeteria, but many bring food from home. Most children go to state schools, which are maintained by the government or local education authorities, but some children go to private schools, which can be very expensive.

**C** Most children in England go to primary school from the age of 5 to 11. These schools are largely co-educational, that is, boys and girls attend together. All schools follow the National Curriculum. The core, or main subjects, are English, mathematics, and science. Other subjects include history, geography, physical education, music, and art. In Wales, the Welsh language is a subject in Welsh-speaking schools. In the same way, in Northern Ireland, the curriculum includes the Irish language in Irish-speaking schools.

**D** At the age of 11 students move to a secondary school. Most students go to large comprehensive schools which teach children of varying abilities. At the age of 16, most students take exams (GCSEs) in about ten different subjects. At this point, just under 50% leave school and start other training or work.

**E** Students who remain in education can choose to continue at their school for up to two years, or go to a special college. Wherever they study, students specialize in three or four subjects, and there

are further exams at the age of 17 (AS Levels) and again at 18 (A Levels). Good results in these are required to go to university.

**F** University courses normally last three years. At the end of university course, graduates are awarded a degree – probably BA (Bachelor of Arts), BSc (Bachelor of Science) or Bed (Bachelor of Education); postgraduates can take a further course or do research and write a thesis in the hope of getting an MA (Master of Arts) or a PhD (Doctor of Philosophy). At university, teaching is by tutorial (an individual lesson between a teacher and one or two students), seminar (a class of students discussing a subject with a teacher), lecture (when a teacher gives a prepared talk to a number of students) and of course private study. Most people who receive a university place are given a grant by the government to help pay their fees and living expenses.

**1.1 Comprehension check. Decide if the statements about the text are True or False.**

1. The 10% of all children between 5 and 16 in the UK attend private schools.
2. On average English students rest for 13 weeks a year.
3. There are no eating facilities in schools and students bring food from home.
4. The majority of primary schools are co-educational.
5. Students start learning history and geography in a secondary school.
6. Children of varying abilities go to different secondary schools.
7. GCSE exams are compulsory only for those who want to go to university.
8. The British government help all students pay their tuition fees.

**1.2 a) Look at the underlined expressions in the sentences from the text above. Do they show that things are similar or different?**

- 1) The education systems in Wales, Northern Ireland, and England are similar, whereas the education system in Scotland differs in a number of ways.
- 2) In Wales, the Welsh language is a subject in Welsh-speaking schools. In the same way, in Northern Ireland, the curriculum includes the Irish language in Irish-speaking schools.

**1.3 b) Underline other words and phrases in the sentences which show a similarity or a difference.**

- 1) The school year in the UK runs from September to July. In Australia, on the other hand, students go to school from late January to December.
- 2) Both Sweden and France have a compulsory national curriculum.
- 3) Japanese schools are different from schools in many other countries in that they usually have an entrance exam.
- 4) Malaysian schools have two terms a year. In contrast, Australian schools have four terms.
- 5) School students all over the world are similar in that they have to take exams.

**1.4 c) Fill in the gaps with the correct expression from the previous exercise:**

- 1) \_\_\_\_\_ Wales \_\_\_\_\_ Ireland include their own language in the curriculum.
- 2) State and private schools \_\_\_\_\_ all their students take school-leaving exams.
- 3) Northern Ireland and Wales have a similar education system to England. Scotland, \_\_\_\_\_, has its own system.
- 4) In the UK, education is compulsory for children until the age of 16, in \_\_\_\_\_ Brazil children can leave school at 14.
- 5) Students in Japanese schools often eat school lunches. \_\_\_\_\_, students in France also often eat in school.

**1.5 d) Complete the sentences with your own ideas:**

- 1) Schools and universities are similar in that \_\_\_\_\_.
- 2) Both boys and girls \_\_\_\_\_.
- 3) Literature is an arts subject. In contrast \_\_\_\_\_.
- 4) English students take A Levels, whereas students in my country \_\_\_\_\_.
- 5) Primary school is different from \_\_\_\_\_ in that \_\_\_\_\_.

**1. Прочитайте текст и выполните задания:**

## Education System in the USA

In the USA, children start school when they are five or six years old. Depending on the state, schooling is compulsory until the age of 16 or 18. Children younger than five can go to a nursery school or preschool.

At the age of five or six, the children attend elementary school (also known as grade school or grammar school), which last six years. The first year at elementary school is called kindergarten. After elementary school, students attend middle school (also known as junior high school) for three years. Then they continue at high school. In some states, students have to stay in school until they are 18 years old. In other states they may leave school at 16 or 17 with parental permission.

Age	School
< 5	Nursery school / preschool
5-11	Elementary school
11-14	Middle school / junior high school
14-18	High school / senior high school

When students in the USA say what year they are in, they usually use ordinal numbers, e. g. 'tenth grade'. (In the UK students would use cardinal numbers, e. g. 'year ten'.)

### Classes

At elementary school pupils primarily learn how to read, write and count. There are about 20 to 30 pupils in one class.

At junior and senior high school, mandatory subjects are English, math, biology, chemistry, physics, physical education and history. Schools also offer optional courses from which the students can choose, e. g. art, modern languages, computers. Physical education is a very important subject in the United States – many students participate in sports programs.

Gifted and talented students can take advanced courses in their schools or attend additional courses at community colleges in the afternoons or during the holidays. Often such courses are later acknowledged by universities, and can facilitate early graduation.

### Grading Scale

In the USA (as in other English speaking countries) letter grades are used in reports.

- A > 90 % (excellent)
- B > 80 % (very good)
- C > 70 % (improvement needed)
- D > 60 % (close fail)
- E > 50 % (fail)
- F < 50 % (fail)

In general, only grades A to C are a 'pass' – a plus (+) or minus (-) might be added (e. g. A-, B+).

### Different Kinds of Schools

Most students in the USA are enrolled in public schools. These are financed through taxes, so parents do not have to pay for their children's education. About 10 % of US students attend private schools, where parents have to pay a yearly fee.

Another option is homeschooling: approximately 1-2 % of parents in the USA educate their children at home. Some reasons for homeschooling are religious views, special needs (e. g. handicapped children), or problems in traditional schools (bullying, drugs etc.). However, there is also opposition to homeschooling claiming that the students have difficulties socializing with others, that homeschooling (often carried out by the parents) is of a poor academic quality and that (especially concerning religion) extremist views might be encouraged.

### School Uniforms

It is not common for students in the USA to wear school uniforms, but many schools have dress codes telling students what kind of clothing is or is not allowed in school. Some schools (especially private schools) have started to require their students to wear school uniforms in order to improve school discipline and avoid 'fashion cliques'.

**1) Read and translate the text.**

**2) Find the following words and expressions in English. Write them out with the sentences where they are used**

1. Начальная школа
2. Средняя школа
3. Детский сад
4. Курсы по выбору
5. Принимать участие
6. Углубленный курс
7. Государственные школы
8. Частные школы
9. Платить ежегодно
10. Домашнее обучение
11. Примерно
12. Религиозные взгляды
13. Особые нужды
14. Иметь трудность в общении
15. Низкое качество
16. Поощрять экстремистские взгляды
17. Дресс код
18. Улучшить школьную дисциплину
19. Избегать модных клише

**3) Make up your own sentences using the words and expressions from exercise 2**

**4) Translate the sentences from Russian into English using the words from exercise 2**

1. В пять лет дети начинают посещать начальную школу.
2. В начальной школе дети учатся читать, писать и считать.
3. В средней школе дети могут посещать курсы по выбору
4. Одаренные и талантливые дети обычно выбирают углубленные курсы
5. Государственные школы в США финансируются государством за счет налогов.
6. В частных школах родители ежегодно оплачивают обучение детей
7. Примерно 1-2% родителей в США предпочитают домашнее обучение для своих детей
8. Причиной для выбора домашнего обучения могут послужить религиозные взгляды семей, проблемы с поведением в традиционных школах или физические или умственные отклонения у ребенка.
9. Тем не менее, иногда домашнее обучение показывает низкое качество обучения или поощряет экстремистские взгляды.
10. Чтобы улучшить дисциплину, многие школы ввели форму для учащихся.

**5) Answer the questions**

1. What age do children start school?
2. Where do children younger than 5 go?
3. When do children attend elementary school?
4. How long does elementary school last?
5. How is the first year at elementary school called?
6. What school lasts for 3 years?
7. When do children need to have parental permission?
8. What do children learn at elementary school?
9. What are mandatory subjects?
10. What are optional courses?
11. What children can take advanced courses?
12. What grades are a "pass"?
13. What schools are financed through taxes?
14. How many students attend private schools?
15. What do parents have to pay at private schools?
16. How many parents educate children at home?
17. What are the reasons for homeschooling?
18. What is the opposition to homeschooling?
19. What is the dress code for?



## 20. What is the aim of uniform?

### Тема 1.4. Значение иностранного языка в освоении профессии

#### Практическая работа №8

**Цели: Формирование лексических и грамматических навыков**

**Содержание занятий:**

Работа с лексикой

Чтение, перевод текста по теме

Выполнение лексических упражнений по тексту

#### **1. Ознакомьтесь с содержанием предлагаемого текста.**

It is only during the last hundred years that English has become one of the world's most important languages. In Shakespeare's days English as well as Russian was "a provincial language", a language of secondary importance. People spoke mostly French, Italian, German and some other languages.

Today English has become one of the most important and universal languages in the world. It is used in politics, economy, science, medicine, technology, business and trade, tourism and cultural relations.

A lot of various articles about important scientific discoveries and achievements are published in English. Great deal of information for computers (over 80%) is written in English. It is also the major working language of most international congresses and seminars, conferences and symposiums. In the total number of speakers, English holds the second place only to Chinese. It is the native language (or mother tongue) for many people from various countries. It is the official language of the United Kingdom of Great Britain and Northern Ireland and the United States of America, Australia and Canada, Ireland, New Zealand and some other states. It is also spoken as the second official language by many people in India, Pakistan, numerous countries of Africa, to say nothing of the people all over the world, who know English as a foreign language. English holds the first place in the world among the foreign languages taught at schools, colleges, lyceums and higher educational establishments. To know English is now necessary to get a good job in many countries. Today English is the main means for various business and social contacts with numerous foreign partners. All English-speaking nations have one common language, English, but it is not the same with all of them. Languages are constantly changing and English is no exception. National features, historic and cultural changes in different countries brought changes into the language too. In some countries old English words got new meanings, while in others new terms were needed because there appeared new and un-English things. In addition, a lot of new words were borrowed from other languages: Indian, Eskimo, Gaelic and others, to say nothing of such languages as: Danish, French, German, Spanish, Greek, Italian and Latin. In fact, English has become a mixture of numerous languages. Nowadays there exist several variants of English on the Globe: British, American, Canadian, Australian, Irish, etc. There are numerous differences between them in intonation, pronunciation and grammatical constructions. However, the most noticeable difference is in the vocabulary. Among all these variants of English two ones occupy special places: the British English (as the standard literary language) and the American English (due to the USA great influence in the world).

#### **1. Найдите в тексте предложения:**

1. подтверждающие тот факт, что английский язык является одним из самых распространенных и важных языков в мире сегодня;
2. объясняющие причины изменений, происшедших в языке многих англоязычных стран;
3. содержащие информацию о существовании нескольких вариантов английского языка и различиях между ними.

#### **2. Работа в парах: проверьте друг у друга перевод следующих речевых отрезков.**

- 1) официальный язык страны;
- 2) самый важный/универсальный/распространенный язык на земном шаре;
- 3) язык науки/политики/коммерции;
- 4) не исключение;
- 5) говорить на общем языке;
- 6) по географической распространенности;
- 7) вносить изменения в язык;
- 8)

заимствовать новые слова из других языков; 9) многочисленные/заметные различия; 10) необходимы новые термины; 11) значение слова; 12) исторические и культурные перемены; 13) англоязычные страны; 14) изучать восточные языки; 15) необходимо знать язык для получения работы/образования; 16) рабочий/иностраный/официальный/родной язык; 17) язык конференций и семинаров; 18) не говоря о; 19) средство контактов; 20) зарубежные партнеры; 21) преподавать иностранный язык; 22) занимать первое место; 23) люди доброй воли во всем мире; 24) словарный состав/интонация/произношение; 25) стандартный литературный язык; 26) получать новое значение; 27) национальные особенности; 28) кроме того; 29) постоянно меняться; 30) смесь различных языков; 31) иметь очень большое влияние в мире; 32) выдающиеся достижения/открытия.

### **Тема № 1.5. Основы делового общения**

#### Практические работы № 9-11

**Цель: Формирование навыков работы чтения и перевода текста страноведческого характера.**

**Содержание занятий:**

Обсуждение проблемы с использованием новой лексики

Составление плана рассказа, исторической справки

Поиск информации, подбор иллюстративного материала

**1. Прочитайте текст и выполните задание к нему:**

**Planning and Participating in Productive Meetings**

Call meetings only when ideas must be exchanged, and invite only key people. Businesses become more team oriented and management becomes more participatory. In spite of employee reluctance and despite terrific advances in communication and team technology, face-to-face meetings are not going to disappear.

Our task, then, as business communicators, is to learn how to make them efficient, satisfying, and productive.

Meetings, by the way, consist of three or more individuals who gather to pool information, solicit feedback, clarify policy, seek consensus, and solve problems. But meetings have another important purpose for you. They represent opportunities. Because they are a prime tool for developing staff, they are career-critical. At meetings judgments are formed and careers are made. Therefore, instead of treating them as thieves of your valuable time, try to see them as golden opportunities to demonstrate your leadership, communication, and problem-solving skills. The following techniques for planning and conducting successful meetings will help you make the most of these opportunities.

**Заполните таблицу:**

**What is a face-to-face meeting for? Fill in the table:**

advantages	disadvantages

**1. Прочитайте дополнительную информацию и запишите несколько тезисов на английском языке:**

**Small talk: большое искусство "маленькой беседы"**

Удачная светская беседа (small talk) может оказать значительное влияние на установление деловых контактов. Любой контакт начинается именно со светской беседы (small talk). Таким образом, происходит как бы первое взаимное сканирование. Светская беседа (small talk) является очень важным фактором карьеры, потому что часто она зависит от контактов и отношений с определенными людьми.

Не нужно забывать о том, что светская беседа (small talk) – это только средство, поэтому его содержание не должно стоять на первом плане. На самом деле, важна общая атмосфера беседы. Во время светской беседы (small talk) мы подсознательно анализируем осанку человека, его интонацию, общий настрой. Мы получаем очень много невербальной информации. Именно для этого и нужна легкая, на первый взгляд ничего не значащая беседа. Чтобы светская беседа (small talk) удалась, рекомендуется придерживаться нескольких правил:

- Постарайтесь как можно скорее найти общую тему для разговора, тогда ваш интерес в беседе будет неподдельным.
- Внимательно слушайте и проявляйте интерес к услышанному.
- Задавайте открытые вопросы, на которые не последует односложный ответ "да" или "нет".
- Делайте вашему собеседнику комплименты. Но не перестарайтесь. Ваша похвала должна быть обоснованной.
- Регулярно читайте и заведите оригинальное хобби. Это сделает вас занимательным собеседником.

Small talk – это искусство ассоциаций, то есть элегантный переход от одной темы к другой.

Еще существует ряд вещей, которые не стоит делать, чтобы непринужденная беседа удалась:

- Не затевайте продолжительного разговора, если вы видите, что ваш собеседник спешит или занят чем-то другим.
- Не пересказывайте содержания книг или фильмов, если никто, кроме вас, не знаком с ними.
- Не затрагивайте тем, которые могут стать причиной конфликта или получить неприятное развитие. К таким темам относятся политика, религия или болезни. В США считается вполне допустимым разговор о доходах, в Германии эта тема – табу. Насколько прилична та или иная тема, иногда зависит часто от национальной ментальности. Например, на юге Европы собеседники часто почти

сразу начинают разговаривать о семье. В Германии же с не очень знакомыми людьми эта тема не обсуждается. Сами того не желая, мы можем кого-то задеть своим вопросом. Может быть, наш собеседник болезненно переживает развод. Или у него нет детей, потому что он не может их иметь. Тема семьи – достаточно интимная, поэтому лучше обходить ее стороной.

**Вот список наиболее распространенных тем светской беседы:**

- спорт – текущие матчи или игры, любимые команды, и т.д.;
- хобби;
- погода – скучно, но может сдвинуться с мертвой точки!
- семья – общие вопросы, не связанные с личными проблемами;
- медиа – фильмы, книги, журналы и т.д.;
- праздники – где, когда, и т.д.;
- работа – опять же, общие вопросы, не слишком конкретные;
- последняя мода и тенденции;
- знаменитости – любая сплетня.

**Вот список тем, которые, вероятно, не очень хороши для светской беседы:**

- зарплата;
- политика;
- интимные отношения;
- религия;
- смерть;
- продажи.

## **Тема 1.6. Рынок труда, трудоустройство и карьера** Практические работы №12-14

**Цель: Формирование навыков диалогической и монологической речи, чтения и перевода специального текста.**

**Содержание занятия:**

Перевод профессионального текста

Составление глоссария по теме

**1. Прочитайте и переведите устно текст. Выберите профессиональные умения, которые подошли бы юристу.**

**Legal Profession**

**Vocabulary**

1. a person learned in law – специалист в области права

2. an individual licensed by the state to engage in the practice of law – человек, получивший государственную лицензию на ведение юридической практики
3. to do all the legal work – заниматься всеми видами юридической работы
4. solicitors and barristers – солиситоры и барристеры
5. preparing cases to be tried in the civil or criminal courts – подготовка дел, которые должны слушаться в судах гражданской и уголовной юрисдикции
6. to have rights of audience – иметь право выступать в суде
7. to pursue a Bachelor (LLB) or a Master (LLM) of Laws degree – добиваться получения степени бакалавра или магистра права
8. a series of advanced examinations – ряд экзаменов повышенной сложности
9. to require extensive clinical training in a form of apprenticeships - требуют прохождения юридической практики широкого профиля в форме ученичества
10. legal education around their chosen specialty – юридическое образование смежное с выбранным направлением

### **Top Ten Legal Skills**

While legal positions vary greatly in scope and responsibility, there are several core legal skills that are required in most legal functions. If you are considering a career in law, it is wise to polish these top ten legal skills to excel in today's competitive legal market.

#### **1. Oral Communication**

Language is one of the most fundamental tools of the legal professional. Legal professionals must:

- ✓ Convey information in a clear, concise, and logical manner.
- ✓ Communicate persuasively.
- ✓ Advocate a position or a cause.
- ✓ Master legal terminology.
- ✓ Develop keen listening skills.

#### **2. Written Communication.**

From writing simple correspondence to drafting complex legal documents, writing is an integral function of nearly every legal position. Legal professionals must:

- ✓ Master the stylistic and mechanical aspects of writing.
- ✓ Master the fundamentals of grammar.
- ✓ Learn how to write organized, concise and persuasive prose.
- ✓ Draft effective legal documents such as motions, briefs, memos, resolutions and legal agreements.

#### **3. Client Service.**

In the client-focused legal industry, serving the client honestly, capably and responsibly is crucial to success.

#### **4. Analytical and Logical Reasoning.**

#### **5. Legal Research.**

Researching legal concepts, case law, judicial opinions, statutes, regulations and other information is an important legal skill.

#### **6. Technology.**

Technology is changing the legal landscape and is an integral part of every legal function. To remain effective in their jobs, legal professionals must master communications technology including e-mails, voice messaging systems, videoconferencing and related technology.

#### **7. Knowledge of Substantive Law and Legal Procedure.**

All legal professionals, even those at the bottom of the legal career chain, must have basic knowledge of substantive law and legal procedure.

#### **8. Time Management.**

In a profession based on a business model (billable hours) that ties productivity to financial gain, legal professionals are under constant pressure to bill time and manage large workloads.

#### **9. Organization.**

In order to manage large volumes of data and documents, legal professionals must develop top-notch organizational skills.

#### **10. Teamwork.**

Legal professionals do not work in a vacuum. Even solo practitioners must rely on secretaries and support staff and team up with co-counsels, experts to deliver legal services.

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

- 1) профессиональные компетенции юриста
- 2) представлять информацию в ясной и краткой форме
- 3) овладеть юридической терминологией
- 4) развивать способность внимательно слушать собеседника
- 5) составлять сложные юридические документы
- 6) овладеть основами грамматики
- 7) составлять ходатайства, записки по делу
- 8) обслуживать клиента честно и ответственно
- 9) просматривать и усваивать большой объем информации
- 10) навыки логического рассуждения
- 11) делать выводы и умозаключения
- 12) осваивать технологии общения (коммуникации)
- 13) на нижней ступеньке карьерной лестницы
- 14) знания материального права и судопроизводства
- 15) выдерживать большие рабочие нагрузки
- 16) почасовая оплата
- 17) развивать высочайшие навыки самоорганизации
- 18) работа в команде

## 2. Прочитайте и переведите интервью.

**Correspondent:** Генри, почему Вы выбрали профессию юриста?

**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?

**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?

**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?

**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.

**С.:** Как изменилась Ваша личность во время обучения в юридическом колледже?

**Mr. Dahut:** It turns out I had just enough left-brain skills to get me through law school and the bar. The mental gymnastics is necessary for forming the plasticity of the human mind. Unconsciously, I began to relate to and observe others within the context of my new way of thinking. The old lawyer I once met was right: Learning to think like lawyers made us less capable of the kind of emotive thinking necessary to make creative choices, manage and inspire people, and respond quickly to change.

## 3. Работа в парах. Прочитайте резюме, обсудите с возможности соискателя получить работу юриста. Аргументируйте свою точку зрения, используя информацию из текста.

**John Applicant**

123 Main St. New York, New York 12345 John.Applicant@email.com

## EDUCATION

University of State, College of Law, Springfield, CA

Candidate for Juris Doctor May 2010

Oral Advocacy Award, spring 2008

State University, College of Arts and Sciences, Los Angeles, CA

Bachelor of Arts, American Government (Honours), May 2006

Parliamentary Debate Team (2002-2004)

## WORK EXPERIENCE

**Honourable Judge Johnson, U.S. Court of Appeals, autumn 2008.** Externship was comprised of researching and writing memos, draft opinions and draft orders.

**Thomas & Smith, P.A., Summer Associate, Phoenix, AZ, Summer 2008** Researched and wrote memoranda and motions for commercial (trade secrets), criminal defence (racketeering) and pro bono (Constitutional standards for conditions of confinement) matters.

## OTHER INTERESTS AND ACTIVITIES

Spanish (proficient); travelled extensively throughout Latin America

4-time 4A State Policy Debate State Champion (1998-2002); 2-time National Tournament Qualifier (2000, 2001)

## 4. РОЛЕВАЯ ИГРА.

Группа делится на подгруппы, состоящие из четырех человек. Один студент из подгруппы будет исполнять роль «Работодателя», трое других – «Соискателей на должность юрисконсульта компании». Работодатель должен выбрать самого достойного на эту должность, для этого он должен заранее продумать, какие вопросы он задаст каждому из соискателей, как будет оценивать их, в соответствии с рекомендациями, данными выше. Соискатели тоже должны хорошо подготовиться к собеседованию, придти с написанными заранее заявлениями (анкетами), просмотреть вопросы, которые обычно задают на собеседовании, и подготовить свои ответы на них (Potential Interview Questions). Работодатель начинает:

(Opening) “Good morning Mr. (Ms) (X, Y, Z). I have got your application form and I would like to ask you a few questions about yourself.”

(Closing) Thank you very much, Mr. (Ms) (X, Y, and Z). I’ll make my decision and contact you in the near future. Goodbye.

## GRADES

После того, как соискатели пройдут собеседование, работодатель должен оценить каждого из претендентов по предложенной ниже шкале оценок, написать краткую характеристику каждого из соискателей и огласить свое решение о том, кто из них и почему будет принят на работу. **MR (MS) X**

QUALIFICATIONS

1 2 3 4 5 6 7 8 9 10

LEGAL SKILLS

1 2 3 4 5 6 7 8 9 10

APPROPRIATE EXPERIENCE

1 2 3 4 5 6 7 8 9 10

PERSONALITY

1 2 3 4 5 6 7 8 9 10

**OVERALL GRADE**

**1 2 3 4 5 6 7 8 9 10**

## Тема 2.1. Устройство и применение компьютера

### Практическая работа №15

**Цель: Формирование навыков чтения с извлечением необходимой информации**

**Содержание занятий:**

Введение новой лексики

Обсуждение темы

Работа над текстом по теме

**1.Прочтите текст и скажите, что такое компьютер и каковы его основные функции.**

**WHAT IS A COMPUTER?**

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one or two

possible states, that is, on or off; magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters (symbols).

The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magnetize the cores.

The basic job of computers is processing of information. For this reason computers can be defined as devices which accept information in the form of instructions, called a program, and characters, called data, perform mathematical and / or logical operations on the information, and then supply results of these operations. The program, or part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called memory.

It is considered that computers have many remarkable powers. However most computers, whether large or small, have three basic capabilities.

First, computers have circuits for performing arithmetic operations, such as: addition, subtraction, division, multiplication and exponentiation.

Second, computers have a means of communicating with the user. After all, if we couldn't feed information in and get results back, these machines wouldn't be of much use. Some of the most common methods of inputting information are to use terminals, diskettes, disks and magnetic tapes. The computer's input device (a disk drive or tape drive) reads the information into the computer. For outputting information two common devices used are: a printer, printing the new information on paper, and a cathode-ray-tube display, which shows the results on a TV-like screen.

Third, computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type: "Who would win the war between two countries?" or "Who is the richest person in the world?" Unfortunately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? and, Is one number greater than another?

A computer can solve a series of problems and make thousands of logical decisions without becoming tired. It can find the solution to a problem in a fraction of the time it takes a human being to do the job.

A computer can replace people in dull, routine tasks, but it works according to the instructions given to it. There are times when a computer seems to operate like a mechanical 'brain', but its achievements are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and gives it the necessary information; but because electric pulses can move at the speed of light, a computer can carry out great numbers of arithmetic-logical operations almost instantaneously. A person can do the same, but in many cases that person would be dead long before the job was finished.

## **2. Переведите текст. Ответьте на вопросы, используя информацию текста.**

1. What is a computer? 2. What are the two possible states of the switches? 3. What are the main functions of a computer? 4. In what way can we make the computer do what we want? 5. What is the basic task of a computer? 6. In what form does a computer accept information? 7. What is a program? 8. What are data? 9. What is memory? 10. What three basic capabilities have computers? 11. What are the ways of inputting information into the computer? 12. What is the function of an input device? 13. What devices are used for outputting information? 14. What decisions can the computer make? 15. What are the computer's achievements limited by?

## **3. Найдите в тексте английские эквиваленты следующих словосочетаний:**

Сложная сеть электронных цепей; управлять (приводить в действие) переключателями; возможные состояния; хранить (запоминать) числа; обрабатывать символы; посредством ввода сигналов; включать; выключать; размагничивать сердечники; обработка информации; информация в виде команд; символы, называемые данными; выполнять математические операции; выдавать результаты; обеспечивать необходимую информацию; иметь замечательные возможности; основные свойства; сложение, вычитание, деление, умножение; возведение в степень; средства для общения с пользователем; устройство ввода; дисковод; считывать информацию; вывод информации; катодноручевая трубка; принимать решения; выполнять тысячи логических операций; без усталости; находить решение задачи; значительно меньший промежуток времени; человек; нудная рутинная

работа; в соответствии с введенной программой; вырабатывать свои суждения; возможности ограничены программой, заложенной в него человеком; дать требуемую информацию; электрические импульсы; со скоростью света; мгновенно производить огромное количество математических операций; человеку может не хватить всей жизни, чтобы закончить работу

#### **4. Выполните письменный перевод текста по вариантам.**

##### **APPLICATION OF COMPUTERS**

1. At present a great deal of the work force of most countries is engaged in creating, processing, storing, communicating and just working with information. Computers have become commonplace in homes, offices, stores, schools, research institutes, plants.

The use of computers in business, industry and communication services is widespread today. Computer-controlled robots are able to improve the quality of manufactured products and to increase the productivity of industry. Computers can control the work of power stations, plants and docks. They help in making different decisions and in management of economy.

The work of banks depends upon computer terminals for millions of daily operations. Without these terminals, records of deposits and withdrawals would be difficult to maintain, and it would be impossible to make inquiries about the current status of customer accounts.

Computers form a part of many military systems including communication and fire control. They are applied for automatic piloting and automatic navigation. Space exploration depends on computers for guidance, on-board environment and research.

2. Computers find application in astronomy and upper atmosphere research. Weather forecasting, library information services can benefit from computers too.

It is interesting to note that computers are widely used in medicine. They became valuable medical diagnostic tools. Computers are used for optical scanning and image processing, ranging from pattern recognition to image processing. Technicians can operate computer tomography scanners which combine x-rays with computer technology to give sectional views of the body of patients. The views then can be combined into a single image shown on the screen.

It should be noticed that learning on a computer can be fun. Students spend more time with computer-aided instruction performing the assigned task, as compared with conventional classroom.

At last air traffic control is impossible without computer application. It fully depends upon computer-generated information.

Many other uses of computers that we cannot imagine at present will become commonplace in the transition from an industrial to post industrial, or information society.

#### **5. Письменно ответьте на следующие вопросы:**

##### **Your computer**

1. What kind of computer do you have?
2. Do you know the technical specifications of your computer?
3. Would you like to upgrade your computer? If so, what kind of computer would you like to get?
4. Which peripherals do you use most often? Why?
5. Do you use computer networks? If so, how do you connect to the networks you use?

### **Тема 2.2. Достижения и инновации в науке и технике и их изобретатели.**

#### **Отраслевые выставки**

#### **Практическая работа №16**

**Цели:** Развитие умений читать с извлечением необходимой информации

##### **Содержание занятий:**

Работа с лексикой

Чтение, перевод профессиональных текстов по теме

Выполнение лексических упражнений по тексту

Подготовка устного сообщения

#### **1. Прочитайте текст и выполните задания к нему**

##### **Continental Equipment**



Let me introduce myself, my name is John Cartwright. I work as a Sales Manager at Continental Equipment. I am responsible for selling products to the customers. And now I would like to tell you about our company "Continental Equipment". As you know we produce process equipment. We have been in this business for over ten years. You'll be pleased to find out that service life of our equipment was considerably extended, moreover, we reduced its price. Our products have a competitive position for their highest quality and long warranty terms.

Our firm was based in London by its General Director, Mr. Rogers. It consists of 6 departments: Production, Sales, Export, Personnel, Financial and Research & Development. The last one is the newest at the company. There are canteens, sporting facilities, a recreation centre, a medical care centre at the company.

According to our legal status we are a Public Limited Company. The management of the company is called the Board of Directors headed by the General Director and the Meeting of Shareholders. Currently we employ about 1,650 people. Our turnover is more than \$325 million. We export our equipment to 5 countries all over the world. Besides, we have 3 daughter companies in Holland and Germany with headquarters in those countries. But we are looking for new partners in Eastern Europe as well. We are extending our business, and our company provides advanced technology and efficient service, which small companies can't provide. Our new equipment corresponds to the highest technical level and the highest standards existing in the world.

I have got some advertising materials so you'll be able to study the main characteristics of our equipment yourself.

---

*to be responsible for – быть ответственным за*

*customer – заказчик, покупатель*

*service life – срок службы*

*extend – продлевать*

*canteen – столовая*

*to look for – искать*

*advanced technology – передовые технологии*

*characteristics – характеристики*

**I. Ответьте на вопросы по тексту:**

1. What does the company deal with?
2. How many departments are there at the company? What is in your opinion the most important department?
3. What is the company according to its legal status?
4. Are there any overseas subsidiaries?

**II. Найдите в тексте английские эквиваленты следующим выражениям:**

1. требования международных стандартов –
2. совет директоров –
3. внедрять передовые технологии –
4. открытая компания с ограниченной ответственностью –
5. технологическое оборудование –
6. быть конкурентоспособным –
7. рекламные материалы –
8. гарантийный период –

**III. Выберите нужное слово из рамки и заполните пропуски в предложениях:**

staff, company, departments, turnover, corporation, customers

1. Accounting and advertising are important.....
2. Our....is more than \$300 million.
3. They are regular...of our company.
4. Working for a well-known...can make you feel proud.
5. The future success of a company depends on training and developing its...
6. In America a large firm is called a.....

**IV. Нарисуйте схему управления вашей компании:**

### Тема 3.1. История права. Правовые системы

#### Практические работы №17-18

**Цель:** Формирование у обучающихся самостоятельно работать с текстом, отработка навыков перевода профессиональных текстов.

#### Содержание занятий:

Работа со справочной литературой

Чтение и перевод специального текста

Выполнение заданий по тексту

#### 1. Прочитайте текст и устно передайте его содержание

##### What is law?

The term “law” is used in many senses: we may speak of the laws of physics, mathematics, science, nature, or the laws of football, logic or health. Some laws are descriptive: they simply describe how people, or even natural phenomena, usually behave. An example of descriptive law is rather consistent law of gravity, another example is the less consistent laws of economics.

Other laws are prescriptive – they prescribe how people should or must behave. An example of prescriptive law is traffic regulations. When we speak of the law of a state we use the term “law” in a special and strict sense, and in that sense law may be defined as “a rule of human conduct, imposed upon and enforced among, the members of a given state”. In any society, laws have several characteristics. First, laws symbolize norms, values, traditions. Second, laws must be codified in some way, usually through writing. Third, there must exist a method of enforcement: this can include police, social pressure, “magic”, or some other force that enable society to punish or reward its members. And finally, there must be something specific to be enforced: laws are not general, but specific.

The main characteristic of law is that it is enforced, and such enforcement is usually carried out by the State. If the rules or laws are broken, compulsion is used to enforce obedience. Thus if A steals a watch from B, A may be prosecuted before the court. The court may then order the restitution of the watch to its rightful owner, B. If A refuses to obey, he or she may be punished, that means a penalty will be imposed on A. This is why we need law: if we all behaved according to our personal standards of behaviour and morality, anarchy would rule the world. We may say, then, that two ideas underlie the concept of law: 1) order, in the sense of method or system; and 2) compulsion – i.e. the enforcement of obedience to the rules or laws laid down.

#### KEY VOCABULARY

**Descriptive** (a) – описательный

**describe** (v) – описывать

**behave** (v) – вести себя,

поступать

**behaviour**(BrE) /

**behavior**(AmE)(n) – поведение

**prescriptive** (a) –

предписывающий

**prescribe** (v) – предписывать

**regulation** (n) – правило,

предписание

**define** (v) – определять

**conduct** (n) – поведение

**impose upon/on** (v) –

навязывать, налагать

**enforce** (v) – принуждать,

заставлять, обеспечивать

соблюдение

**enforcement** (n) – давление,

принуждение, осуществление

**codify** (v) - кодифицировать

**enable** (v) – давать право,

возможность

**punish** (v) – наказывать

**carry out** (v) – выполнять

**compulsion** (n) – принуждение

**obedience** (n) – повиновение

**prosecute** (v) – преследовать в

судебном порядке

**order** (v) – приказывать, велеть

**restitution** (n) –возвращение,

возмещение

**owner** (n) – владелец

**obey** (v) – повиноваться

**penalty** – наказание, штраф

**underlie** – лежать в основе

**order** (n) – порядок

**lay down** (v) - устанавливать

#### 2. Письменно ответьте на вопросы по тексту

1. In what senses can we use the word “law”?

2. What is the difference between descriptive laws and prescriptive laws? Give some examples.

3. How is the law of the state defined?
4. What do laws symbolize?
5. What can be used as methods of enforcement?
6. Why do methods of enforcement exist?
7. What is the chief characteristic of law?
8. Explain the notion “compulsion”. Give examples.
9. Identify two main ideas underlying the concept of law.
10. Why do we need law?

### 3. Соотнесите английские выражения с русским переводом

1. unwritten law	a) юридический факультет
2. civil law	b) быть равным перед законом
3. criminal law	c) гражданское право
4. natural law	d) законодатель
5. law of nature	e) теория вероятности
6. Mosaic laws	f) доктор юридических наук
7. law of nations	g) неписанный закон
8. canon law	h) судебный процесс
9. to keep within the law	i) Моисеевы законы (библ.)
10. to be equal before the law	j) баранья кожа для переплетов юр. справочников
11. question of law	k) уголовное право
12. doctor of law	l) юридический факультет
13. law of self-preservation	m) естественное право
14. law of probability	n) международное право
15. the faculty of law	o) свод законов
16. law-book	p) инстинкт самосохранения
17. law-sheep	q) вопрос права
18. lawsuit	r) закон природы
19. lawmaker (lawgiver)	s) каноническое право

### 4. Найдите в тексте английские эквиваленты следующим словосочетаниям на русском языке.

1. *Законы и традиции общества определяют поведение людей.* 2. *Традиции – это неписанные законы, лежащие в основе норм поведения, взглядов и вкусов любого общества.* 3. *Законы государства устанавливаются законодателями, полиция и суды обеспечивают соблюдение законов при помощи различных методов принуждения.* 4. *Если человек нарушает закон, он может быть наказан.* 5. *Законы должен знать каждый человек, но, к сожалению, не каждый их знает.* 6. *Особенно пристально законы изучаются на юридических факультетах университетов, где студенты рассматривают различные вопросы права, изучают гражданское право, уголовное право и другие предметы.* 7. *Предписывающие законы создаются законодателями и могут быть нарушены, в то время как описательные законы не созданы законодателями и не могут быть нарушены.*

#### 1. Прочитайте текст и выполните задание.

##### Laws of the past

Different countries had different laws in the past. Sometimes these laws were strange, or at least they seem now to be strange. The following information illustrates some peculiar laws adopted in various countries years ago.

Everyone knows that in the times of Peter the Great in Russia noblemen weren't allowed to have beards. If they were against the law, or they didn't obey it, and still wanted to keep their beards, they had to pay a special tax to the Tsar's government.

Some singular laws were introduced in eighteenth-century England. How strange it might seem now, people had to pay “window tax” for each window in their house. Later, this law was changed because many poor people chose to live in houses without windows just so that they didn't have to pay. Another law was no less funny. If you traveled in any motor vehicle in nineteenth-century

Britain, the law said that someone had to walk in front of you waving a red flag, or at night time a red lamp. This meant, in practice, that you couldn't travel at more than about 8 kilometers per hour! Some other British laws concerning social behaviour were very strict. For example, until recently pubs in Britain weren't allowed to stay open all day. They opened at eleven in the morning and had to shut again at three in the afternoon. In the evening they closed at half past ten. On Sundays the laws were stricter.

The USA are also famous for their quite odd laws. For example, in Illinois animals could go to jail, in Florida you had to wear clothes in the bath, in Kansas you were not permitted eat snakes in public, in North Carolina you could not drink milk on train, in Idaho you could not buy a chicken at night without the sheriff's permission. Such bizarre laws originate from the fact that each state was ruled by its own government, which enacted laws according to political, economical, or religious reasons. Geographical position and natural resources might also influence legal rules. Modern feminist-oriented women would be struck to know that in the 19-th century, female teachers in the USA couldn't get married, or even go out with men. If they got engaged, they had to resign from their job immediately. Male teachers, on the contrary, could get married and have children without any problem! Or in Montana it was a criminal offense for a wife to open a telegram sent to her husband. However it was perfectly acceptable for a husband to do the same.

One more curious law in the Midwest of the USA in the 1880s was that you were not allowed to eat ice-cream sodas on a Sunday. Restaurant owners managed to solve this problem by serving ice-cream without soda, which became known as a "Sunday" or a "Sundae". In the beginning of the 20-th century drinking of alcoholic beverages was prohibited in the USA. A new word – "prohibition"- appeared: it meant that you could not produce or consume alcoholic drinks. Prohibition was not popular, and it was too expensive to make sure that the law was obeyed. So later the prohibition law was changed, because it was causing terrible crime, and people were drinking more alcohol than they had done before! Prohibition amendment was the only repealed amendment to the US Constitution.

Some American laws served their function at some point of time, but outlived their usefulness. However, they are still on the books...may be because no one can be bothered to get rid of them. In Michigan, for example, a woman is breaking a law if she cuts her hair without getting her husband's permission, because in this state a man legally owns his wife's hair. Similarly, in Kentucky lady must have her husband's permission to buy a hat. These days the state laws are becoming more and more similar across the country, but there are still different laws in different states concerning age limits for driving cars, getting married, having guns, etc.

In other European countries there were also many unusual laws which arose from country's policy of that time. For example, during the French Revolution, people could not use the polite form of "you" ("vous"), because this was the word servants used to speak to their masters. Instead everyone had to use "tu", the familiar form. Or in Italy in the 1930s when Mussolini ruled the country, Italians weren't allowed to use foreign words. That's why Italian is one of the few languages which doesn't use the international word "football": they use their own word "*calcio*".

**Закончите предложения:**

- a) If noblemen wanted to keep their beards they had to pay .....
- b) Poor people in England didn't want to pay "window tax", so they .....
- c) Until recently pubs in Britain .....to stay open all day.
- d) State governments adopted laws according to .....
- e) Female teachers in the USA had to .....immediately in case they got married.
- f) In Montana it was .....for a husband to read a telegram sent to his wife.
- g) In the beginning of the 20-th century drinking of alcohol .....in the U.S.
- h) The government had to change this law because .....
- i) In European countries many unusual laws originate from .....
- j) During the French Revolution people couldn't use .....because

.....

## 6. Прочитайте текст и ответьте на вопросы.

1. Why is common law called “English”? 2. Why are so many countries influenced by common law?

**Common Law** (Anglo-Saxon legal family) is a type of legal system, often synonymous with “English common law”, which is the system of England and Wales in the UK. It is also in force in approximately 80 countries which were a part of or greatly influenced by the former British Empire. The English common law reflects Biblical influences as well as systems imposed by early conquerors including the Romans, Anglo-Saxons, and Normans. Some legal scholars attribute the formation of the English common law system to King Henry II (r. 1154-1189). Until the time of his reign, laws customary were administered locally. Henry II, having established the King’s court, designated that laws were “common” to the entire England. The foundation of English common law is “legal precedent” – referred to as *stare decisis* (Lat), meaning “to stand by things decided”. In the English common law system, court judges are bound in their decisions in large part by the rules and other doctrines developed by the judges of earlier English courts. These rules were supplemented or amended over time.

## Тема 3.2. Различные отрасли права

### Практические работы №19-21

**Цель: Формирование навыков чтения с извлечением необходимой информации**

**Содержание занятий:**

Введение новой лексики

Обсуждение темы

Работа над текстом по теме

**1. Прочитайте текст и ответьте на вопросы по тексту**

#### KEY VOCABULARY

*establish* (v) – устанавливать

*consolidate* (v) – укреплять,  
объединять

*safeguard* (v) – охранять

*source* (n) – источник

*consist of* (v) – состоять из

*executive* (adj) –

исполнительный

*deal with* (v) – иметь дело с ...,

заниматься

*responsibility* (n) –  
ответственность

*apply to* (v) – применять,  
употреблять

*punishment* (n) – наказание

*code* (n) – кодекс

*taxation* (n) – налогообложение

*distribution* (n) – распределение

#### THE LAW SYSTEM

Law is a system of rules established by the state. The main aim of law is to consolidate and safeguard the social and state system and its economic foundation. The system of law in our country consists of different categories of law.

Constitutional law is a leading category of the whole system of law. Its principal source is the country’s Constitution. It deals with social structure, the state system, organization of state power and the legal status of citizens.

Administrative law is closely connected with constitutional law but it deals with the legal forms of concrete executive and administrative activity of a government and ministries.

Criminal law defines the general principles of criminal responsibility, individual types of crimes and punishments applied to criminals. Criminal law takes the form of a criminal code.

International law regulates relations between governments and also between private citizens of one country and those of another.

Financial law regulates the budget, taxation, state credits and other spheres of financial activity.

Civil law is connected with relations in the economic sphere of life, with relations involving property, its distribution and exchange. The right in property is the central institution of civil law.

The rules of employment law include the legislation on the employment of industrial and office workers and regulate matters arising from employment relations.

1) What is law?

- 2) What is the main aim of law?
- 3) What categories of law does the system of law in Russia consist of?
- 4) What is the principal source of constitutional law?
- 5) What category of law is closely connected with constitutional law?
- 6) What is the central institution of civil law?
- 7) What does criminal law define?
- 8) What forms does criminal law take?
- 9) What is civil law connected with?
- 10) What rules does employment law include?

2. *Просмотрите текст, выпишите в свой словарь незнакомые слова, которые затрудняют понимание текста.*

### **Civil Law**

1. *Civil law* is the part of law that deals mainly with the relationship between individuals, thus it covers *matters* related to the family, property, contracts and torts. The main sub-divisions of civil law are:
  2. *Law of property* governs the various forms of *ownership* in *real property* and in *personal property*, which can be further divided into *tangible property* and *intangible property*.
  3. *Law of succession* determines how property is passed on after someone dies.
  4. *Law of trust* specifies the conditions when someone is supposed to deal with property for the interest of someone else.
  5. *Law of contract* encompasses the rules and principles controlling the *voluntary assumption of obligations*, regulating the *performance* of obligations so *assumed*, and providing sanctions for failure to perform.
  6. *Commercial law* (or business law) comprises the special rules relating to specific types of contract such as *sale of goods*, supply of services, *hire purchase*, insurance, *consumer credit*, carriage of goods.
  7. *Company law* is the field of law concerning companies and other business organizations. It regulates the formation of commercial *enterprises*, their *liability*, directors' duties and *shareholder agreements*.
  8. *Labour law* can be divided into two parts. First, employment law which regulates individual *employment* rights, for example, the rules relating to *unfair dismissal*, *equal pay*, etc. Secondly, collective labour law or *industrial law* which relates to such questions as *industrial action*, or membership in *trade unions*.
  9. *Law of torts* governs injuries suffered by one person at the hands of another - for instance, *negligence*, *trespass* and *nuisance*; it encompasses only those civil wrongs except contracts.
  10. Family law includes the laws governing marriage, divorce, parent-and-child relationships, *custody*, *adoption*.
  11. *Law of evidence* relates to *proof* that is provided in a court room.
  12. *Law of remedies* defines the legal remedies given by the court for an offense:
    - *damages*: when money is offered as compensation for the offense;
    - *injunction*: when the court orders an individual to perform or to
    - *refrain from performing* a certain act;
    - *specific performance*: when the court orders someone to *fulfill an obligation*.
  13. *Civil procedure* concerns different *issues* which can be analyzed in the following order: jurisdiction, *venue*, *pleading*, *parties*, *discovery*, trial, *post-trial*. Venue is the local area where a case may be *tried*. Jurisdiction is the power or authority that a court has to hear a particular case.
  14. An *appeal* is the normal procedure for obtaining *review* by a higher court. The function of the appeal is to assure that the *trial* was conducted in a lawful manner and that *judgments* conform to the law.

*Подготовьтесь к собеседованию по тексту на основе следующих вопросов:*

1. What does civil law cover?
2. What are the main sub-divisions of civil law?
3. What is referred to “civil procedure”?
4. What do they understand by “jurisdiction”?

5. What is “venue”?

6. What do they call the normal procedure for obtaining review by a higher court? What functions does it have?

### Тема 3.3. Правоохранительные органы и их функционирование

#### Практические работы №22-24

**Цель: Формирование у обучающихся самостоятельно работать с текстом, отработка навыков перевода профессиональных текстов.**

**Содержание занятий:**

Работа со справочной литературой

Чтение и перевод специального текста

Выполнение заданий по тексту

**1. Every violation of law is a crime, isn't it?**

**2. Do different societies define crimes in the same way?**

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 practice resulting in physical harm to another, then such action becomes both criminal and immoral.

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. Cybercrimes may intentionally harm the reputation of the victim, they may threaten a nation’s security or financial health.

Most crimes are not reported, not recorded, not followed through, or not able to be proved. When informal relationships and sanctions are insufficient to establish and maintain a desired social order, a state may impose more strict systems of social control.

**Прочитайте текст еще раз и скажите, какие преступления, появившиеся за последнее время, были упомянуты в тексте.**

**2. Обсудите высказывания (1-9), сделанные обвиняемыми. Подберите для каждого высказывания вид совершенного преступления, представленного в рамке.**

*blackmail burglary embezzlement bigamy forgery espionage piracy murder bribery*

1. “I arrived home late and found that I’d forgotten my keys. I didn’t want to wake my wife up, and I saw there was a ladder in the garden of the house next door. I got the ladder and climbed in. We’ve just moved to the house and I didn’t realise I was in the wrong street”.

2. “I was walking my dog when I saw a gun lying on the ground. I picked it up - it was still warm - and at that moment I saw the body lying in the long grass. I went across to look and it was my business partner. That’s when the police arrived”.

3. “I opened the bank account in a false name as a way to help my employer pay less tax- It’s perfectly legal. I kept meaning to tell him, but somehow I just forgot. I bought the villa in France with my own money. It was an inheritance”.

4. “OK, so there are a hundred and twenty-three copies of ‘Four Weddings and a Funeral’. That’s perfectly true, but I had no intention of selling them. I’m a collector. “Well, this obviously isn’t my suitcase. I’ve never seen these things before in my life”.

5. “I didn’t know she was still alive, I thought she’d died in a car accident. I couldn’t believe it when I saw her walk into the room. Surely you don’t think I did this just to get your money?”

6. "You misunderstand me. When I offered him the money I meant it as a gift. I know that life can be difficult for a young man on a police salary, especially if he has a family, young children etcetera. It isn't easy and I know that. I just wanted to help. I didn't expect him to do anything in return".
7. "After leaving the office I realized I'd forgotten my umbrella. I went back in to get it. When I went in I noticed that the photocopier was still turned on. It had been working very badly all day, and I decided to quickly see what was wrong with it before going home. I made a few test copies of documents that were in the office; I didn't even look at what I was copying. The machine seemed to be working much better. I put the copies in my briefcase - intending to use the other side as notepaper. I don't believe in wasting paper. At that moment Mr Sanders came out of his office".
8. "I painted them for pleasure. I had no intention of deceiving people. I never said they were painted by other people. Yes, I did include the signatures of other artists but that's because I wanted them to be perfect copies".
9. "Mr Wills sent me the money to help me in my business venture - I'm trying to start a design agency. He sent me checks every month for \$1200. A couple of times he sent extra money when I had special expenses. It was always understood that he would participate in the profits of the business when it was running. We didn't write anything down, it was an oral agreement. The photographs I have of him with his secretary have no connection with these payments".

### Тема 3.4. Страхование и страховая деятельность

#### Практическая работа №25

**Цель:** Активизация речемыслительной деятельности обучающихся, развитие кругозора.

**Содержание занятий:**

Работа с профессиональной лексикой по теме

Выполнение лексических упражнений

**What Is Social Insurance?**

**Two Points of View.** We know that poverty is found in every country in the world. Each year millions of people starve to death. Many millions more die at an early age because they do not have proper food, shelter or medical care. One-third, and perhaps more, of the world's people go to bed hungry each night. In country after country the same question is raised: Shouldn't a nation try to help all of its people living better and longer lives?

Until about one hundred years ago, the answer was the same in every part of the world. Nobody should have to depend upon others for help! Each person should be strong enough and ambitious enough to provide for his own needs! True, a government might do something to help its poorest and least able citizens stay alive. It might set up a few poorhouses. It might give away some food from time to time. Private persons might form charities to add to the little help a government offered. But little or nothing was done to give all people the medical care they needed.

**Social Insurance.** People often need help in facing an emergency. This help can come from their own savings, if these are very large. It can also come from an insurance plan. This plan can be private (paid for through membership in some large insurance plan to which many people contribute), or government (provided by the government as one of its services to its people, and paid for by tax moneys.) The word *social* describes activities affecting people and the way they live within society. Social insurance includes those plans that help people meet four kinds of problems:

**1) *Medical Insurance.*** This kind of insurance pays the costs of medical and dental care. Such costs rise and rise. Few families can afford the costs of serious illness. Medical insurance plans pay all or a large part of the expense of helping people recover from illness. Some plans may pay for all or part of your regular medical care as well.

**2) *Life insurance.*** All life insurance plans pay money to some person or persons (*The beneficiary or beneficiaries*) when the insured person dies. The chief reason for life insurance is to provide money for the remaining members of a family when its chief wage-earner dies. However, the person who pays for the policy can decide who is to receive the payment. It can be a husband or wife, children, creditors or any

**3) *Income insurance.*** Some insurance plans give the insured person some income during an emergency. The insured person may lose his job and then need money. He may become ill and be



unable to work. An injury may make it impossible for him to continue his usual work. He may grow too old to work, or may decide to retire when he grows older. Finally, he may still be working, but be unable to earn enough.

4) **Services insurance.** Some insurance plans provide help, guidance, equipment or other services a person may need to solve a problem. A blind man may need a Seeing Eye dog or training in a new kind of work. A man or woman who has lost a job because of changes in industry may need training for a different kind of job. The parents of a child with a handicap may need help to pay for a special school for that child. A crippled person may need braces or a wheelchair to permit better movement.

**insurance** – гарантия, защита, страхование

**compulsory insurance** – обязательное страхование

**group insurance** – групповое (коллективное) страхование

**health insurance** – страхование на случай болезни

**hospital insurance** – основное страхование на случай госпитализации

**life insurance** – страхование жизни

**major medical expenses insurance** – страхование чрезвычайных медицинских расходов

**national insurance** – государственное страхование

**private insurance** – личное (индивидуальное) страхование

**retirement insurance** – страхование пенсии по старости

**social insurance** – социальное страхование

**voluntary insurance** – добровольное страхование

**voluntary medical insurance** – дополнительное страхование (считается добровольным, включает компенсацию за лабораторное лечение и визиты к врачу)

**unemployment insurance** – страхование по безработице

**insurance company** – страховая компания

**insure** – страховать(ся), застраховать(ся), гарантировать

**Ex. 1.1 Translate the text, using your dictionary.**

A great variety of risks can nowadays be covered by **insurance**. Some of the commoner risks which are usual for businesses and private individuals are as follows:

- the destruction of property by fire
- losses arising from burglary or other causes
- goods in transit
- motor vehicles
- third party claims arising out of accidents.

From past experience the probability of many risks can be calculated with great accuracy.

In Great Britain insurance business is conducted by **insurance companies**. The client or the prospective insured first approaches the **insurance broker** who then puts the client in touch with the insurer.

The insurer issues an **insurance policy** for the insured. It is a document setting out the exact terms and conditions of the insurance transaction. It states the precise risk covered, the period of cover and any exception there may be. The insured is to pay a premium the size of which is stated in the policy.

In many countries insurance against sickness, unemployment and old age is undertaken by the state. In Great Britain this insurance is undertaken by the state through the National Health Service. The employees' contributions are deducted from their wages and salaries.

The main benefits of this insurance include:

- retirement pensions
- unemployment benefits, or relief's
- sickness benefits
- maternity grants
- funeral grants
- industrial injuries
- family allowances

**Ex 1.2 Match the equivalents:**

1. to cover the risk	a) страховой бизнес
2. insurance business	b) страховой полис
3. insurance company	c) страховой риск
4. insurance broker	d) страховая компания
5. insurance policy	e) страховой брокер
6. insurance transaction	f) страхование
7. insurer	g) сделка по страхованию
8. the insured	h) страхователь
9. insurance cover	i) покрывать риск

**Ex. 1.3 Match the terms and their interpretations:**

1. it is a document setting out the exact terms and conditions of the insurance transaction	a) an insurer
2. the company issuing insurance policies	b) an insurance policy
3. the person putting the client in touch with the insurer	c) an insurance broker
4. the person or some business	d) the insured

**Тема 3.5. Юридическая деловая документация**

Практические работы №26-27

**Цель: Формирование коммуникативных умений письма.**

**Содержание занятия:**

Работа со справочной литературой

Оформление письма

**Text 1. Types of Legal Documents**

A 'legal document' or 'legal instrument' is a formally executed written document, which grants some right or states some contractual relationship. A legal document formally expresses a legally enforceable act, process, or contractual duty, obligation, or right. Even though there are some variations, all legal documents have three common characteristics: a statement of the parties involved, the terms and conditions of the legal document and a signature as an acknowledgment of the information the document contains. Following are the types of legal documents that paralegals often have to create: Letters. Letter of demand, opinion letter, transmittal letter and other types of business letters are all legal documents. Contracts - a contract is an agreement between two or more parties that creates rights and obligations for the parties and these rights and obligations are legally enforceable. To be valid, a contract must be signed by all parties involved in the exchange. Power of attorney - a legal instrument authorizing someone to act as the grantor's agent. Real property documents are legal instruments that transfer or give some interest in property. The most common real property documents are lease agreements, and deeds. License or permit – these are used to give someone else permission to do something, and they often set out how long someone may act in this capacity, as well as the fee they will pay if necessary. Intellectual property documents assert a legal right to a certain name or design. The most common intellectual property documents are trademarks and patents. Business formation documents are used to incorporate a business or create a limited liability company (LLC). They may be in the form of articles of association, corporation charter or company statute. Litigation documents - litigation happens when two or more parties have a disagreement and attempt to restore their violated rights via a lawsuit. Paralegals often have to prepare the documents associated with these legal actions. Such documents can include: - complaint - the claim filed with the court that starts the lawsuit; - interrogatory - a list of questions to the opposite party in the case, these questions must be answered in a written form; - petition or motion - a formal written request to a court for an order of the court; - legal brief - a document stating the facts and points of law of a client's case; - affidavit - written declaration made under oath; - discovery materials, which is evidence each side in a dispute must turn over to the other. Court documents are the documents pertaining to a court case; they can include: - summons – a legal document used to inform a defendant that a legal proceeding requires his or her presence; -

subpoena – a document that requires its recipient to appear in court as a witness; - writ - a formal written order of a court signed by the judge commanding someone to do something or refrain from doing something. Personal legal documents relate to issues such as a prenuptial agreement, divorce, or promissory note. Wills - a document that declares a person's wishes regarding the disposal of his property when he dies. Certified copies - a copy (often a photocopy) of a primary document may become a legal instrument if it has on it an endorsement or certificate that it is a true copy of the primary document.

**Exercise 1.** Complete the sentences

1. A legal instrument is ...
2. Paralegals often have to ...
3. In general all legal documents have ...
4. The most common legal documents are ...
5. Litigation documents include ...
6. Court documents include ...

**Exercise 2.** Are these sentences true or false?

1. A contract is a legally enforceable agreement between two or more parties. 2. A petition is a list of questions to the opposite party in the legal case. 3. A power of attorney authorizes an agent to act on behalf of the grantor. 4. All legal instruments have five common characteristics. 5. Business letters fail to be legal documents. 6. Lease agreements and deeds are the examples of intellectual property documents. 7. Personal legal documents include subpoenas, interrogatories, legal briefs and promissory notes.

**Exercise 3.** Answer the questions 1. What are the examples of legal documents drafted by paralegals? 2. What does a contract create for the contracting parties? 3. What does a legal document formally express? 4. What is a will? 5. What is the purpose of licenses and permits? 6. What legal documents certify the incorporation of a business? 7. When can a copy of a primary document become a legal instrument?

**Exercise 4. Read and translate the sample legal letter below. Identify the main structural components in it.**

---

N. E. Lawyer  
555 Courthouse Row Oklahoma City, OK 73101 1-800-GOOD LAW  
Friday, May 8, 2014  
Mrs. Jane Doe 5555 Amy Lane  
Oklahoma City, OK 73112  
Re: Doe v. Doe  
Case No. JFD-07-9990

Dear Mrs. Doe!

I appreciated the confidence that you showed by retaining me as the lawyer in your case and enjoyed meeting with you on February 1, 1998. I know that you will be completing the written questionnaire I gave you as soon as possible. As I advised you at that meeting, legal assistant Debi Garner has been assigned to be the legal assistant directly involved with your case.

The role of a legal assistant is very important in our office. As a litigator, I have many court appearances, depositions and other matters that require my personal attendance. I am therefore sometimes out of the office for days at a time. Sometimes this makes it difficult for me to promptly return my phone calls.

That is why I have assigned Debi to monitor your case. When you are unable to talk with me, you should feel free to discuss your concerns with Debi. She will normally be able to promptly get a message to me even though I may be otherwise involved.

Very truly yours,  
N. E. Lawyer  
N. E. Lawyer

### Тема 3.6. Система социальной защиты

#### Практические работы №28-29

**Цель:** Формирование навыков диалогической и монологической речи, чтения и перевода специального текста.

**Содержание занятия:**

Перевод профессионального текста

Составление глоссария по теме

*Read the text and say what social work is and what the philosophical underpinnings of social work practice are.*

### **Introducing Social Work.**

#### **Core Values of Social Work**

The question “what is social work?” is surprisingly difficult to answer.

The work that social workers do often goes unnoticed by members of the public. They often work out of sight, in families and institutional care settings. Social workers tend to work with people at times when they are unable to rely on family or community support systems, and they may be poor, oppressed, and marginalised in society. This means that social work sometimes comes into people’s lives at times when they do not want it to.

Definitions of social work change over time. Formerly, social work activities focused primarily on solving the immediate problems of the indigent and did little to change the conditions that caused those problems. More recently, however, a vast amount of new social research has made possible analyses of the social and economic maladjustments of modern society, and the activities of social workers have been coordinated in an effort to achieve the maximum possible benefit both for those individuals who are in need and for the entire community.

Social work practitioners and educators from across the world agreed the following definition at an international conference in July 2001: The social work profession promotes social change, problem solving in human relationships, and the empowerment and liberation of people to enhance well-being. Principles of human rights and social justice are fundamental to social work.

Therefore, social work is a profession concerned with helping individuals, families, groups, and communities to enhance their individual and collective well-being. However, it is also concerned with broader social issues such as poverty, unemployment, and domestic violence.

Human rights and social justice are the philosophical underpinnings of social work practice.

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.

The mission of the social work profession is rooted in a set of core values.

These core values are the foundation of social work’s unique purpose and perspective:

- service;
- social justice;
- dignity and worth of the person;
- importance of human relationships;
- integrity;
- competence.

*I. Are the following statements true or false?*

1. The public always see the work that social workers do.
2. Definitions of social work do not change over time.
3. Social workers try to achieve the maximum possible benefit only for the individuals who are in need.
4. Social work is concerned not only with individual and personal problems but also with broader social issues such as poverty, unemployment, and domestic violence.
5. Social work practitioners never provide preventive services.

*II. Complete the sentences using the text.*

1. Social workers often work out of sight, in families and \_\_\_\_.
2. Social workers tend to work with people at times when \_\_\_\_.
3. Formerly, social work activities focused primarily on \_\_\_\_.
4. Social work profession promotes \_\_\_\_.

5. Social work is a profession concerned with \_\_\_\_.

Ex. 1. Match English and Russian equivalents.

- |                               |  |
|-------------------------------|--|
| 1) expert knowledge           | a) изолированный, обособленный                             |
| 2) social injustice           | b) неотложные проблемы                                     |
| 3) core values                | c) помогать бедным   |
| 4) marginalized               | d) принципы прав человека                                  |
| 5) to assist the poor         | e) вмешиваться   |
| 6) immediate problems         | f) экспертные знания                                       |
| 7) to intervene               | g) работники, оказывающие непосредственные услуги по уходу |
| 8) principles of human Rights | h) социальная несправедливость                             |
| 9) domestic violence          | i) ключевые ценности                                       |
| 10) direct-care workers       | j) домашнее насилие  |

Ex. 2. Make word partnerships with the adjectives on the left and the nouns on the right.

social	activities
social	work aid
economic	well-being
collective	workers
financial	maladjustments

### Тема 3.7. Техника безопасности и охрана труда

#### Практическая работа №30

**Цели:** Развитие умений читать с извлечением необходимой информации

**Содержание занятий:**

Работа с лексикой

Чтение, перевод профессиональных текстов по теме

Выполнение лексических упражнений по тексту

**1. Подберите соответствующую надпись к предупреждающему знаку:**



a. Don't smoke here	i. Do not enter
b. This way to the emergency exit	j. Danger! Radiation
c. Wear ear protectors	k. Danger! Overhead crane!
d. Don't eat here	l. This way to the pharmacy
e. Danger! High voltage!	m. Do not touch!
f. Fire exit	n. Drinking water is here
g. Wear boots	o. Wear goggles
h. Wear respirator	

### Тема 3.8. Решение стандартных и нестандартных профессиональных ситуаций Практические работы №31-32

**Цель:** Формирование навыков монологической и диалогической речи и перевода.

**Содержание занятий:**

Работа с лексикой

Чтение, перевод текста с извлечением необходимой информации

Выполнение заданий по тексту.

**Задание 1.** Посмотри видео. Запиши в тетрадь фразы для ведения

переговоров. [https://www.youtube.com/watch?time\\_continue=217&v=oxDn0gNxga4&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=217&v=oxDn0gNxga4&feature=emb_logo)

**Задание 2.** Запиши фразы ниже в тетрадь в виде таблицы, переведи и выучи их наизусть

<b>1. Приветствие противоположной стороны</b>	«It's my pleasure to welcome you to ...»  «I would like to welcome you to ...»	«Я рад приветствовать вас в...» «Я хотел бы приветствовать вас в ...»
<b>2. Определение повестки дня</b>		

**1. Приветствие противоположной стороны:**

«It's my pleasure to welcome you to ...»

«I would like to welcome you to ...»

**2. Определение повестки дня:**

«I would like now to begin by suggesting the following agenda»;

«To start with, I think we should establish the overall procedure»;

**3. Описание Вашей позиции, обозначение условий:**

«We'd like to propose that ...»

«We propose / suggest ...»

**4. Ответ на предложение оппонента:**

«Maybe it would be better to ...»;

«Perhaps a better idea would be ...»;

**5. Выражение согласия:**

«I think we can both agree that...»:

«I agree with you on that point».

«I think that would be acceptable».

**6. Фразы для выражения возражения:**

«That's not exactly how I look at it».

«If you look at it from my point of view...»

**7. Аргументирование в переговорах:**

«The reason for that is ...»

«This is because ...»

**8. Приоритизация интересов:**

«The most important issue for us is ...»

«Our intention is ...»

**11. Уточнение позиции стороны:**

«If I understood you correctly ...»

«Are you suggesting that ...»

**9. Фразы для выражения компромисса:**

«If you were prepared to ..., we might be able to...»

«We are ready to accept your offer; however, there would be one condition»

**10. Принятие предложения оппонента:**

«This agreement is acceptable to us».

«I think we have reached an agreement here».

**12. Фразы для завершения переговоров:**

«Let's just summarize our agreement?»

«I think you've covered everything».

**Задание 3.** Посмотри видео “10 Ways of Preventing Conflict”. Запиши в тетрадь 5 способов предотвращения конфликтов, которые, по-твоему мнению, наиболее действенны. Переведи их письменно. <https://www.youtube.com/watch?v=Z8R2dHi44Io>

**Задание 4.** Посмотри видео и запиши шаги, которые предприняла Эмили при разрешении конфликта между Анной и Саконом. <https://www.youtube.com/watch?v=iRg-HbqqBxI>

**Задание 5.** Используя слова ниже, дай совет, что люди должны и не должны делать, чтобы избежать конфликт.

1. To avoid a conflict we should ...
2. To avoid a conflict we should not ...
3. To resolve a conflict we should ...
4. To resolve a conflict we should not ...
  - ask for advice from someone who is older than you
  - listen attentively to other people
  - punish unfairly - наказать несправедливо
  - be optimistic
  - be confident and relaxed - быть уверенным и спокойным
  - use words like “never” and “always”
  - ignore someone’s opinion
  - keep a sense of humour
  - speak calmly
  - tell people what makes you unhappy - рассказать людям, что делает вас несчастным
  - respect someone’s opinion - уважать мнение

### Тема 3.9. Саморазвитие в профессии

#### Практическая работа №33

**Цель:** Формирование навыков работы чтения и перевода текста профессионального характера.

**Содержание занятий:**

Обсуждение проблемы с использованием новой лексики

Составление плана рассказа, исторической справки

**Legal Profession**

1. Lawyer is a person whose profession is to advise clients as to legal rights and obligations and to represent clients in legal proceedings. A lawyer applies the law to specific cases. He investigates the facts and the *evidence* by *conferring with* his client and reviewing documents, and he prepares and files the *pleadings* in court. At the trial a lawyer introduces evidence, *interrogates witnesses*, and argues questions of law and fact. If he does not win the case, he may *seek* a new trial or *relief* in an appellate court.

2. A lawyer, as a member of the legal profession, is a representative of clients, an officer of the legal system, and a public citizen having special responsibility for the quality of justice.

3. As a **representative of clients**, a lawyer performs various functions. As advisor, a lawyer instructs a client in his legal rights and obligations and explains their practical implications. As advocate, a lawyer zealously asserts the client's position under the rules of the adversary system. As negotiator, a lawyer seeks a result advantageous to the client but consistent with requirements of honest dealings with others. As evaluator, a lawyer acts by examining a client's legal affairs and reporting about them to the client or to others.

4. As an **officer of the legal system**, a lawyer in all his professional functions should be competent, prompt and diligent. A lawyer should use the law's procedures only for legitimate purposes and not to damage others. A lawyer should demonstrate respect for the legal system and for those who serve it, including judges, other lawyers and public officials. In addition, lawyers have a responsibility to keep information about their clients confidential as part of the client-lawyer relationship.

1. As a **public citizen**, a lawyer should seek improvement of the law, access to the legal system, the administration of justice and the quality of service rendered by the legal profession. In addition, a lawyer should further the public's understanding of and confidence in the rule of law and the justice system because legal institutions in a constitutional democracy depend on popular participation and support to maintain their authority.

2. The role of lawyer, of course, will vary from one legal system to another. But some general characteristics can be identified. Lawyers bring the law to non-lawyers by advising clients and by drafting legal documents on their behalf. Lawyers make the system of justice work. Lawyers also play an important role in law making. Many lawyers serve in parliaments and often lawyers are called upon to advise parliaments on the details of new laws.

3. Lawyers obviously play different roles depending on their place in the legal profession and the nature of their law practice or activity. Judges and prosecutors have fundamentally different roles from those of private lawyers. Criminal defense lawyers have some special responsibilities and duties; in-house counsels have their own functions; lawyers for government agencies serve somewhat different interests than do private lawyers.

**1. УСТАНОВИТЕ**, соответствуют ли данные утверждения содержанию прочитанного текста; если утверждение верно, исправьте его:

- 1 As negotiator, a lawyer seeks a result advantageous solely to the client even if it violates legal or moral norms.
- 2 Clients should keep information about their lawyers confidential as part of the client-lawyer relationship.
- 3 If a lawyer wins the case, he may seek a new trial in an appellate court.
- 4 Judges, criminal defense lawyers and prosecutors have actually the same functions.
- 5 Lawyer is a person who may represent clients in a court of law.
- 6 Lawyers apply the law in their practice but they are unauthorized to participate in law making.
- 7 Lawyers make the system of justice work.
- 8 Lawyers should use the legal procedures only for legitimate purposes.
- 9 The role of lawyer is completely the same in all legal systems.

**2. ОТВЕТЬТЕ** на вопросы к прочитанному тексту и будьте готовы перевести ответы других студентов на эти же вопросы:

1. What do lawyers investigate?
2. What do the duties and functions of lawyers depend on?
3. What does a lawyer apply in his practice?



4. What does a lawyer do at the trial?
5. What does the value of legal institutions in a constitutional democracy depend on?
6. What should a lawyer do as a public citizen?
7. What should a lawyer do as negotiator?
8. Whom do lawyers give legal advice to?
9. Whom does a lawyer represent as a member of the legal profession?
10. Whom should a lawyer demonstrate respect for?

## СПИСОК ЛИТЕРАТУРЫ

### Основные печатные издания

1. Английский язык: учебник для студентов средних профессиональных учебных заведений. / А.П. Голубев, Н.В. Балюк, И.Б. Смирнова. – 20-е изд., испр. и доп. – Москва: Издательский центр «Академия», 2022. – 386 с.
2. Карпова Т. А. English for Colleges = Английский язык для колледжей: учебное пособие / Т.А. Карпова. — 15-е изд., стер. — Москва : КноРус, 2022. — 282 с.
3. Мюллер В.К. Англо-русский словарь [Текст] / В.К. Мюллер. - М.: АСТ, 2021. – 1184 с.

### Основные электронные издания

1. Аванесян, Ж. Г., Английский язык для юристов : учебник / Ж. Г. Аванесян. — Москва : КноРус, 2020. — 219 с. — ISBN 978-5-406-00068-7. — URL: <https://book.ru/book/933937> (дата обращения: 23.02.2024).
2. Аитов В. Ф. Английский язык: учебное пособие для СПО / В. Ф. Аитов, В. М. Аитова. — 12-е изд., испр. и доп. — М. : Издательство Юрайт, 2018. — 144 с. — Книга находится в ЭБС ЮРАЙТ. Для просмотра следует получить пароль при регистрации. - Режим доступа:[www.biblio-online.ru/book/AA6B4AE8-10DC-4B89-9A32-63528EA689D7](http://www.biblio-online.ru/book/AA6B4AE8-10DC-4B89-9A32-63528EA689D7) (дата обращения: 19.11.2018).
3. Карпова, Т.А., English for Colleges = Английский язык для колледжей. Практикум + eПриложение : тесты : учебно-практическое пособие / Т.А. Карпова, А.С. Восковская, М.В. Мельничук. — Москва : КноРус, 2022. — 286 с. — ISBN 978-5-406-10145-2. — URL:<https://book.ru/book/944653> (дата обращения: 19.06.2022). — Текст : электронный.
4. Карпова, Т.А., English for Colleges=Английский язык для колледжей : учебное пособие / Т.А. Карпова. — Москва : КноРус, 2022. — 281 с. — ISBN 978-5-406-09153-1. — URL:<https://book.ru/book/943008> (дата обращения: 19.06.2022). — Текст : электронный.
5. Кузьменкова, Ю. Б. Английский язык + аудиозаписи : учебник и практикум для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва: Издательство Юрайт, 2023. — 441 с. — (Профессиональное образование). — ISBN 978-5-534-00804-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/511594> (дата обращения: 20.02.2023).
6. Онлайн словарь издательства Макмиллан (Режим доступа) URL: <http://www.macmillandictionary.com> (дата обращения: 25.08.2020)
6. Английский язык : электронный учебно-методический комплекс / Г. Т. Безкоровайная, Е. А. Койранская, Н. И. Соколова, Г. В. Лаврик. – М. : Издательский центр «Академия», 2021. – Текст : электронный // Электронная библиотека издательского центра «Академия» : [сайт]. – URL: <https://academia-moscow.ru/catalogue/4831/342944/> (дата обращения: 24.03.2023). – Режим доступа: платный.