

ЧАСТНОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
«СТАВРОПОЛЬСКИЙ КООПЕРАТИВНЫЙ ТЕХНИКУМ»



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по учебно-воспитательной работе
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«19» марта 20 23 г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО РАБОЧЕЙ ПРОГРАММЕ УЧЕБНОЙ ДИСЦИПЛИНЫ
ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК

программы подготовки специалистов среднего звена по специальности СПО
40.02.01 Право и организация социального обеспечения

Базовая подготовка

квалификация специалиста среднего звена
Юрист

Уровень образования, на базе которого осваивается ППССЗ: основное общее образование, среднее общее образование

Форма обучения: очная, заочная

Рассмотрено на заседании цикловой комиссии
«Общобразовательных, правовых
и коммерческих дисциплин»
Протокол № от «10» 19.06 2023 г.
Председатель п/к Л.Ф. Магомедова

Ставрополь, 2023

Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности 40.02.01 Право и организация социального обеспечения и рабочей программы учебной дисциплины ОГСЭ.03 Иностранный язык.

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Фонд оценочных средств по рабочей программе учебной дисциплины ОГСЭ.03 Иностранный язык рекомендован Методическим советом ЧПОУ «Кооперативный техникум»

Протокол № 6 от 19 июня 2023 года

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1. Паспорт фонда оценочных средств

1.1. Область применения

Фонд оценочных средств предназначен для проверки результатов освоения учебной дисциплины ОГСЭ.03 **Иностранный язык** программы подготовки специалистов среднего звена по специальности СПО **40.02.01 Право и организация социального обеспечения**.

В результате освоения дисциплины обучающийся *должен уметь*:

- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
- переводить (со словарем) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

В результате освоения дисциплины обучающийся *должен знать*:

- лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности

Освоение дисциплины ОГСЭ.03 Иностранный язык направлено:

- на формирование *общих компетенций*, включающими в себя способность:

ОК 1 Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

ОК 2 Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.

ОК 3 Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.

ОК 4 Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.

ОК 5 Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК 6 Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями.

ОК 7 Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий.

ОК 8 Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

ОК 9 Ориентироваться в условиях постоянного изменения правовой базы.

ОК 10 Соблюдать основы здорового образа жизни, требования охраны труда.

ОК 11 Соблюдать деловой этикет, культуру и психологические основы общения, нормы и правила поведения.

ОК 12 Проявлять нетерпимость к коррупционному поведению.

Реализация воспитательного содержания рабочей программы учебной дисциплины достигается посредством решения воспитательных задач в ходе каждого занятия в единстве с задачами обучения и развития личности студента; целенаправленного отбора содержания учебного материала, использования современных образовательных технологий.

Воспитательный потенциал дисциплины направлен на достижение следующих личностных результатов, составляющих портрет выпускника СПО, определенного рабочей Программой воспитания:

ЛР 1 Осознающий себя гражданином и защитником великой страны

ЛР 2 Проявляющий активную гражданскую позицию, демонстрирующий приверженность принципам честности, порядочности, открытости, экономически активный и участвующий в студенческом и территориальном самоуправлении, в том числе на условиях добровольчества, продуктивно взаимодействующий и участвующий в деятельности общественных организаций

ЛР 3 Соблюдающий нормы правопорядка, следующий идеалам гражданского общества, обеспечения безопасности, прав и свобод граждан России. Лояльный к установкам и проявлениям представителей субкультур, отличающий их от групп с деструктивным и девиантным поведением. Демонстрирующий неприятие и предупреждающий социально опасное поведение окружающих

ЛР 4 Проявляющий и демонстрирующий уважение к людям труда, осознающий ценность собственного труда. Стремящийся к формированию в сетевой среде личностно и профессионального конструктивного «цифрового следа»

ЛР 5 Демонстрирующий приверженность к родной культуре, исторической памяти на основе любви к Родине, родному народу, малой родине, принятию традиционных ценностей многонационального народа России

ЛР 6 Проявляющий уважение к людям старшего поколения и готовность к участию в социальной поддержке и волонтерских движениях

ЛР 7 Осознающий приоритетную ценность личности человека; уважающий собственную и чужую уникальность в различных ситуациях, во всех формах и видах деятельности.

ЛР 8 Проявляющий и демонстрирующий уважение к представителям различных этнокультурных, социальных, конфессиональных и иных групп. Сопричастный к сохранению, преумножению и трансляции культурных традиций и ценностей многонационального российского государства

ЛР 9 Соблюдающий и пропагандирующий правила здорового и безопасного образа жизни, спорта; предупреждающий либо преодолевающий зависимости от алкоголя, табака, психоактивных веществ, азартных игр и т.д. Сохраняющий психологическую устойчивость в ситуативно сложных или стремительно меняющихся ситуациях

ЛР 10 Заботящийся о защите окружающей среды, собственной и чужой безопасности, в том числе цифровой

ЛР 11 Проявляющий уважение к эстетическим ценностям, обладающий основами эстетической культуры

ЛР 12 Принимающий семейные ценности, готовый к созданию семьи и воспитанию детей; демонстрирующий неприятие насилия в семье, ухода от родительской ответственности, отказа от отношений со своими детьми и их финансового содержания

ЛР 13 Демонстрирующий готовность и способность вести с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения в профессиональной деятельности

ЛР 14 Проявляющий сознательное отношение к непрерывному образованию как условию успешной профессиональной и общественной деятельности

ЛР 15 Проявляющий гражданское отношение к профессиональной деятельности как к возможности личного участия в решении общественных, государственных, общенациональных проблем

Фонд оценочных средств позволяет оценивать:

1.1.1. Освоенные умения и усвоенные знания:

Результаты обучения (освоенные умения, усвоенные знания)	Формы и методы контроля и оценки результатов обучения
Умения:	
– общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;	<i>практические занятия</i>
– переводить (со словарем) иностранные тексты профессиональной направленности;	<i>практические занятия</i>
– самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;	<i>практические занятия</i>
Знания:	
– лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	<i>практические занятия</i>
Промежуточная аттестация в форме дифференцированного зачета в IV и VI семестрах - для поступивших на базе основного общего образования и в форме дифференцированного зачета во II и IV семестрах - для поступивших на базе среднего общего образования	

ЛР1-ЛР15. - В ходе оценивания учитываются в том числе и личностные результаты (см. раздел 2 Программы воспитания).

1.2. Система контроля и оценки освоения программы учебной дисциплины:

В соответствии с локальными актами и учебным планом изучение дисциплины ОГСЭ.03 Иностранный язык завершается в форме дифференцированного зачета, а текущий контроль осуществляется в форме защиты оценки деятельности во время практических работ, тестирования, письменных контрольных работ, заслушивания сообщений, докладов, защиты рефератов, а также выполнения студентами индивидуальных заданий, исследований.

1.2.1. Организация контроля и оценки освоения программы учебной дисциплины

Промежуточная аттестация освоенных умений и усвоенных знаний по дисциплине ОГСЭ.03 Иностранный язык осуществляется на дифференцированном зачете.

Условием допуска к дифференцированному зачёту является положительная текущая аттестация по всем практическим работам учебной дисциплины, ключевым

теоретическим вопросам дисциплины. Дифференцированный зачёт проводится по разработанным заданиям для промежуточной аттестации.

Критерии определения оценок по дисциплине.

Умение студента говорить оценивается, исходя из эффективности осуществления коммуникации. Для удовлетворительной оценки правильность речи менее важна, если коммуникация осуществляется, но чем выше оценка, тем более важна и правильность речи. Хотя студентов надо поощрять работать как над беглостью, так и правильностью речи. Выдвигаются следующие критерии, по которым оценивается говорение: **произношение, грамматическая правильность, беглость, независимость и содержание.**

В каждой из вышеназванных категорий обучающийся может получить **0, 1 или 2 балла. Оценка за 5-6 баллов-3; за 7-8 ставится 4; за 9-10 баллов студент получает 5.**

Произношение.

- 0- Произношение очень плохое, сообщение не будет понятно носителю языка.
- 1- Несмотря на некоторые трудности в восприятии, большая часть сообщения достаточно понятна.
- 2- Хороший ритм, правильное положение ударных и безударных слогов, правильная интонации. При очень небольшом напряжении сообщения понятно для носителя языка.

Грамматическая правильность.

- 0- Возникает барьер при коммуникации из-за частоты или типа ошибок.
- 1- Несмотря на некоторую трудность при непосредственном восприятии, большая часть сообщения достаточно понятна, то есть основные структуры достаточно хорошо контролируются при разговоре.
- 2- Основные структуры употребляются правильно, хотя более трудные структуры могут быть не совсем точны. Сообщения понятны для носителя языка.

Беглость.

- 0- Студент испытывает большие затруднения, не может быстро реагировать, коммуникацию осуществлять очень трудно.
- 1- Хотя может возникать некоторая замедленность реакции, коммуникация осуществляется и идёт обмен информацией.
- 2- Несмотря на некоторые запинки, реакция достаточно быстрая. Коммуникация осуществляется хорошо.

Самостоятельность.

- 0- Студент не вносит своего вклада в разговор, не проявляет собственной инициативы.
- 1- Хотя студент полагается в основном на информацию собеседника, он может использовать эту информацию для своих целей.
- 2- Несмотря на некоторую зависимость от собеседника, студент проявляет способность к расширению разговора.

Содержание.

- 0- Словарный запас недостаточен. Студент не передаёт необходимую информацию.
- 1- Хотя есть некоторая ограниченность словарного запаса, информация может быть достаточно хорошо передана.
- 2- Студент способен передать любую информацию по всем аспектам, затронутым в разговоре.

- 2. Фонд контрольно- оценочных средств для текущего контроля умений и знаний**
1. Контрольная работа
2. Тестовые задания
3 Задания для практического контроля

Контрольная работа №1

Чтобы правильно выполнить задание № 1, необходимо усвоить следующие разделы курса английского языка по рекомендованному учебнику:

1. Грамматические функции и значения слов *that, one, it*.
2. Страдательный залог (The Passive Voice) видовременных форм Indefinite, Continuous, Perfect.
3. Функции глаголов *to be, to have, to do*.
4. Простые неличные формы глагола. Инфинитив в функции: а) подлежащего, б) составной части сказуемого, в) определения, г) обстоятельства цели.
5. Бессоюзное подчинение в определительных и дополнительных придаточных предложениях.

Используйте образцы выполнения упражнений.

Образец выполнения 1 (к упражнению 1)

The plan has already been adopted.

План уже приняли.

has been adopted – Present Perfect Passive стандартного глагола 'to adopt'

This crime is much spoken about.

Об этом преступлении много говорят.

is spoken – Present Indefinite Passive стандартного глагола 'to speak'.

Образец выполнения 2 (к упражнению 2)

1. It is necessary to use the latest means of control.

Необходимо использовать новейшие средства контроля.

2. One should agree that that experiment was of great importance for our investigation.

Следует согласиться, что тот эксперимент имел большое значение для нашего расследования.

It is the cloning of human being that attracted his attention.

Именно клонирование человека привлекло его внимание.

Образец выполнения 3 (к упражнению 4)

1. What is the name of the book you are reading?

Как называется книга, которую ты читаешь?

- 2 The case we must investigate is very strange.

Дело, которое мы должны расследовать, очень странное.

Вариант 1

I. Перепишите следующие предложения, определите в каждом из них видовременную форму и залог глагола-сказуемого (см. образец выполнения 1).

1. The General Assembly of Interpol is composed of delegates from each member country.
2. All prisoners will be treated with humanity and respect to their dignity.
3. In the past policemen were often known as “bobbies”.
4. The co-operation of the public has always been determined by the degree of respect to police.

II. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения слов 'it', 'that', 'one'.

1. Few people realize that the police in Britain are organized very differently from many other countries.
2. One cannot be found guilty without sufficient evidence.
3. It is fingerprinting that is a simple means of recording unchanging characteristic of an individual.

III. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения глаголов 'to be', 'to have', 'to do'.

1. Policemen do not, as a rule, carry firearms in their day-to-day work.
2. The police forces themselves are subject to the law.
3. The witness had to repeat his words twice.
4. The patrol officer is to arrive at the scene of the crime.

IV. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на бессоюзное подчинение.

1. The preliminary investigation the patrol officer makes includes providing aid to victims.
2. The police inspector said he had already got all necessary information.

V. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфинитива в предложении.

1. It is necessary for the police officer to conduct a search of a crime scene very thoroughly.
2. To obtain information about suspected criminal activity, the police make use of informants.
3. The task of Interpol is to hunt down the international criminal.
4. He spoke of the problems to be solved in the nearest future.

VI. Прочитайте и устно переведите с 1-го по 4-й абзацы текста. Перепишите и письменно переведите 1, 2, 3 и 4-й абзацы.

Пояснения к тексту

- 1) to keep law and order – обеспечивать правопорядок;
- 2) the Home Office – министерство внутренних дел (в Великобритании);
- 3) local county councillors – члены местного совета;
- 4) Chief Constable – главный констебль;
- 5) armed robbery – вооруженный разбой;
- 6) police force – полицейские силы, полиция.

The British Police

1. The British police officer is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen are to be seen in towns and cities keeping law and order, either walking in pairs down the streets (“walking the beat”) or driving specially marked police cars.

2. In the past, policemen were often known as 'bobbies' after Sir Robert Peel, the founder of the police force. Nowadays, common nicknames include 'the cops', 'the fuzz', 'the pigs', and 'the Old Bill' (particularly in London). Few people realise, however, that the police in Britain are organized very differently from many other countries.

3. Most countries, for example, have a national police force which is controlled by central Government. Britain has no national police force, although police policy is governed by the central Government's Home Office. Instead, there is a separate police force for each of 52 areas into which the country is divided. Each has a police authority – a committee of local county councillors and magistrates.

4. The forces co-operate with each other, but it is unusual for members of one force to operate in another's area unless they are asked to give assistance. This sometimes happens when there has been a very serious crime. A Chief Constable (the most senior police officer of a force) may sometimes ask for the assistance of London's police force, based at New Scotland Yard known simply as 'the Yard'.

5. In most countries the police carry guns. In Britain, however, this is extremely unusual. Policemen do not, as a rule, carry firearms in their day-to-day work, though certain specialist units are trained to do so and can be called upon to help the regular police force in situations where firearms are involved, e.g. terrorist incidents, armed robberies etc. The only policemen who routinely carry weapons are those assigned to guard politicians and diplomats, or special officers who patrol airports. In certain circumstances specially trained police officers can be armed, but only with the signed permission of a magistrate.

VII. Прочитайте 5-й абзац текста и ответьте письменно на следующий вопрос:
In what situations do British policemen routinely carry weapons?

Вариант 2

I. Перепишите следующие предложения, определите в каждом из них видовременную форму и залог глагола–сказуемого (см. образец выполнения 1).

1. By that time the crime had already been investigated by the police.
2. Large amounts of money are spent on locking people up.
3. At first the jury was made up of local people.
4. The problem of human cloning is being discussed all over the world now.

II. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения слов 'it', 'that', 'one'.

1. The two major stages of the investigation process are the preliminary investigation and the follow-up one.
2. It is the police who are responsible for controlling the offences.
3. Every member of the police must remember that his duty is to protect and help members of the public.

III. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения глаголов 'to be', 'to have', 'to do'.

1. Policemen are to be seen in towns and cities.
2. The crime investigator had to make a thorough search of the scene of the crime.
3. Interpol does not have power of arrest or any investigating rights.
4. The smallest police departments have no separate detective units.

IV. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на бессоюзное подчинение.

1. The fingerprints the policeman found on the table top did not belong to the woman.
2. The article the student found in this journal describes criminal justice system.

V. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфинитива в предложении.

1. To understand English Constitutional Law you should study numerous documents.
2. The matter was too difficult for the solicitor to clarify it within a day.
3. The crime to be investigated by Scotland Yard occurred on the Thames.
4. The job of judge is to decide questions of law.

VI. Прочитайте и устно переведите с 1-го по 4-й абзацы текста. Перепишите и письменно переведите 1, 2, 3 и 4-й абзацы.

Пояснения к тексту

- 1) causes of crime – причины преступлений;
- 2) case study – изучение обстоятельств правонарушения по материалам дела;
- 3) prevention of crime – предотвращение преступлений;
- 4) penal institution – исправительное учреждение; места заключения;
- 5) to mitigate legal penalties – смягчать наказание.

Criminology

1. Criminology is a social science dealing with the nature, extent, and causes of crime; the characteristics of criminals and their organizations; the problems of apprehending and convicting offenders; the operation of prisons and other correctional institutions; the rehabilitation of convicts both in and out of prison; and the prevention of crime.

2. The science of criminology has two basic objectives: to determine the causes, whether personal or social, of criminal behaviour and to evolve valid principles for the social control of crime. In pursuing these objectives, criminology draws on the findings of biology, psychology, psychiatry, sociology, anthropology, and related fields.

3. Criminology originated in the late 18th century when various movements began to question the humanity and efficiency of using punishment for retribution rather than deterrence and reform. There arose what is called the classical school of criminology, which aimed to mitigate legal penalties and humanise penal institutions. During the 19th century the positivist school attempted to extend scientific neutrality to the understanding of crime. Positivists of the 19th century held that criminals were shaped by their environments, they emphasized case studies and rehabilitative measures. A later school, the 'social defence' movement, stressed the importance of balance between the rights of criminals and the rights of society.

4. Criminologists commonly use several research techniques. The collection and interpretation of statistics is generally the initial step in research. The case study, often used by psychologists, concentrates on an individual or a group. The typological method involves classifying offences, criminals, or criminal areas according to various criteria. Sociological research, which may involve many different techniques, is used in criminology to study groups, subcultures, and gangs as well as rates and kinds of crime within geographic areas.

5. Criminology has many practical applications. Its findings can give lawyers, judges, and prison officials a better understanding of criminals, which may lead to more effective treatment. Criminological research can be used by legislators and in the reform of laws and of penal institutions.

VII. Прочитайте 5-й абзац текста и ответьте письменно на следующий вопрос:
In what spheres of life can criminology find a useful application?

Вариант 3

I. Перепишите следующие предложения, определите в каждом из них видовременную форму и залог глагола-сказуемого (см. образец выполнения 1).

1. Fingerprints of the offender are often found at the scene of the crime.
2. Of all robbers arrested only 63 per cent have been prosecuted.
3. With this method no additional burden will be placed on the welfare system.
4. Interpol was recognized as an intergovernmental organization.

II. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения слов 'it', 'that', 'one'.

1. Of four basic models of punishment restitution is the least severe one.
2. The possibility that the weapons of science can be turned against the public cannot be ignored.
3. It is criminology that deals with the nature, extent and causes of crime.

III. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения глаголов 'to be', 'to have', 'to do'.

1. All members of the police have gained a certain level of academic qualification.
2. Members of Criminal Investigation Department are detectives, and they do not wear uniform.
3. You'll have to free the defendant for insufficient evidence.
4. The police are to maintain the order.

IV. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на бессоюзное подчинение.

1. The witness we wanted to listen to hasn't come yet.
2. The book I am interested in deals with criminology.

V. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфинитива в предложении.

1. The evidence to be found at a crime scene is very important for the investigation.
2. To make a facsimile of a fingerprint for some purpose is not difficult.
3. There exist different methods to punish the offenders.
4. The Bill was too complicated for the Parliament to approve it after the first reading.

VI. Прочитайте и устно переведите с 1-го по 4-й абзацы текста. Перепишите и письменно переведите 1, 2, 3 и 4-й абзацы.

Пояснения к тексту

- 1) layman – непрофессионал;
- 2) legal proceedings – процессуальные действия; судопроизводство;
- 3) trial by jury – рассмотрение дела с участием присяжных;
- 4) the ordeal by water – ордалия, испытание водой.

Origins of the Jury. Early Juries

1. A jury is a body of lay men and women randomly selected to determine facts and to provide a decision in a legal proceeding. Such a body traditionally consists of 12 people and is called a petit jury or trial jury.

2. The exact origin of the jury system is not known; various sources have attributed it to different European peoples who at an early period developed similar methods of trial. The jury is probably of Frankish origin, beginning with inquisition, which had an accusatory and interrogatory function. Trial by jury was brought to England by the Normans in 1066.

3. In medieval Europe, trials were usually decided by ordeals, in which it was believed God intervened, revealing the wrongdoer and upholding the righteous. In the ordeal by water, for instance, a priest admonished the water not to accept a liar. The person whose oath was being tested was then thrown in. If he floated, his oath was deemed to have been perjured. If he was telling the truth, he might drown but his innocence was clear.

4. In 1215, however, the Catholic Church decided that trial by ordeal was superstition, and priests were forbidden to take part. As a result, a new method of trial was needed, and the jury system emerged. At first the jury was made up of local people who could be expected to know the defendant. A jury was convened only to "say the truth" on the basis of its knowledge of local affairs. The word verdict reflects this early function; the Latin word from which it is derived, veridictum, means "truly said".

5. In the 14th century the role of the jury finally became that of judgement of evidence. By the 15th century trial by jury became the dominant mode of resolving a legal issue. It was not until centuries later that the jury assumed its modern role of deciding facts on the sole basis of what is heard in court.

VII. Прочитайте 5-й абзац текста и ответьте письменно на следующий вопрос:
In what way does the jury decide facts in modern times?

Вариант 4

I. Перепишите следующие предложения, определите в каждом из них видовременную форму и залог глагола-сказуемого (см. образец выполнения 1).

1. Interpol has never been established by any international treaty.
2. The verdict was reached by a simple majority.
3. In reality all over the world thousands of people are being held in prisons.
4. The criminal justice system is composed of three components: police, court, corrections.

II. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения слов 'it', 'that', 'one'.

1. It is common knowledge that imprisonment returns a man to society with a scarred psyche.
2. One must know that any violation of law will be punished.
3. It was President Clinton who called for a ban on human cloning experiments.

III. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения глаголов 'to be', 'to have', 'to do'.

1. The officer was to inform the defendant of his rights.
2. The police had to use firearms to prevent the criminal from escaping.
3. Fingerprint records did help in determining the identity of the dead.
4. For every twelve burglaries there is one conviction.

IV. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на бессоюзное подчинение

1. The Chief Constable said the criminal would be convicted.
2. The evidence the crime investigator got from the witness are of great importance.

V. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфинитива в предложении.

1. To alter the Constitution it is not necessary to have a complicated machine in England.
2. The matter was too difficult for the jury to reach their verdict unanimously.
3. The criminal case to be tried by our district court next week is rather difficult.
4. The court's duty is to protect the interests of the public.

VI. Прочитайте и устно переведите с 1-го по 4-й абзацы текста. Перепишите и письменно переведите 1, 2, 3 и 4-й абзацы.

Пояснения к тексту

- 1) legal process – судебный процесс;
- 2) trial by jury – рассмотрение дела с участием присяжных;
- 3) jury trial – суд присяжных;
- 4) criminal trial – судебный процесс по уголовному делу, уголовное судопроизводство;
- 5) to render verdict – выносить вердикт.

The Value of Juries. Falling Bastion?

1. How valuable is the jury in modern times? This is a very controversial question. On the one hand the jury has much ancient history behind it (though some scholars have argued it is more mythology than true history) as a bastion of the liberty of the subject against repressive governments. To a minor degree the jury can, and occasionally still does, play this role.

2. The jury system is the ordinary citizen's link with the legal process. It is supposed to safeguard individual liberty and justice because a commonsense decision on the facts either to punish or acquit is taken by fellow citizens rather than by professionals. But the system has been criticized because of its high acquittal rates; allegedly unsuitable or subjective jurors; intimidation of jurors; and administrative reason for saving time and costs.

3. Throughout the world the use of jury trials is limited. The French Revolution initiated trial by jury in continental Europe, and this spread to other civil-law countries, but only for criminal trials.

4. In the 20th century jury trials have been abandoned or eliminated in most civil-law countries. Jury trials survive primarily in the common-law countries, above all, the United States. Each year, over 5 million Americans are summoned for jury duty to render verdicts in approximately 120,000 trials. Even there and in England jury trial has declined in favour of trial by judge.

5. Many critics urge the curtailment or elimination of the jury trial as an amateurish and inefficient method of determining a legal issue. Critics would like to replace the jury with panels of experts in relevant fields. But, after widespread opposition to such proposals, it seems as though the jury will continue in its present form.

VII. Прочитайте 5-й абзац текста и ответьте письменно на следующий вопрос:
Why is the jury system often criticized?

Вариант 5

I. Перепишите следующие предложения, определите в каждом из них видовременную форму и залог глагола–сказуемого (см. образец выполнения 1).

1. Now jury trials have been abandoned in most civil law countries.
2. The fingerprint classification was worked out in the XIX century.
3. Most prisoners serving longer sentences will be held in correctional institutions.
4. Technical specialists in investigation are usually located in a separate administrative unit.

II. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения слов 'it', 'that', 'one'.

1. The only policeman who carries weapons is that assigned to guard politicians.
2. It is the jury that decides whether the defendant is guilty or not guilty.
3. The criminal justice system is composed of three components, the first one is police.

III. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на разные значения глаголов 'to be', 'to have', 'to do'.

1. Interpol, like any other police force, is under governmental control.
2. The crime investigator didn't make thorough search of all the surfaces in that room.
3. Lawmakers had to prepare legislation to ban human cloning.
4. The primary objective of giving testimony in the court is to present facts as the investigator found them.

IV. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на бессоюзное подчинение.

1. The patrol officer you must speak to isn't here now.
2. We hoped this Nazi war criminal would be arrested.

V. Перепишите следующие предложения и переведите их на русский язык, обращая внимание на функцию инфинитива в предложении.

1. The judge announced the sentence for the correspondents to hear him.
2. To understand the question of the High Court jurisdiction he studied a great deal of literature.
3. The basic responsibility of the police is to fight crime.
4. The report to be written by the investigator must include facts collected during the investigation.

VI. Прочитайте и устно переведите с 1-го по 4-й абзацы текста. Перепишите и письменно переведите 1, 2, 3 и 4-й абзацы.

Пояснения к тексту

- 1) juvenile delinquent – несовершеннолетний преступник;
- 2) life-sentence prisoner – приговоренный к пожизненному тюрем-ному заключению;
- 3) effective penalty – эффективная мера наказания;
- 4) crime rate – уровень преступности;
- 5) minor offender – лицо, совершившее малозначительное правона-рушение.

Imprisonment: Retribution or Rehabilitation?

1. Nowadays prisoners are kept in separate institutions according to the severity of crime committed, as well as to the age, sex and other conditions. Consequently, the inmates include non-convicted prisoners, juvenile delinquents, women prisoners, recidivists and life-sentence prisoners.

2. The International Covenant on Civil and Political Rights declares that “all persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person”. However, in reality all over the world, hundreds of thousands of people are being held in prisons that are: squalid, overcrowded, dilapidated, insanitary, inhumane, unjust, very expensive and ineffective in tackling crime. In many countries, conditions are so bad that prisoners die from malnutrition, diseases, attacks from other prisoners or prison staff, or suicide. Under extremely overcrowded and insanitary conditions, diseases such as tuberculosis and dysentery spread very rapidly, and without medical treatment they may easily be fatal.

3. At the same time there are a small number of people who present such a danger to the community or to themselves that they need to be detained. However, for most offences, imprisonment is not an effective penalty. Many countries which may have very high prison populations have very high crime rates. This shows that prison is probably not deterring many people from crime. Whilst in prison, the attitudes of minor offenders may harden as they mix with those convicted of more serious crimes. This often leads to minor offenders committing more serious crime after they are released from prison.

4. Large amounts of money are spent on locking people up, even when prison staff are poorly paid, buildings are not maintained and prisoners are treated inadequately.

5. In many countries, prison populations have been increasing substantially over recent years. Most prisoners are young, poor, urban men. Locking up this section of the general population for substantial periods has a destabilizing effect on the whole of society in the longer term.

VII. Прочитайте 5-й абзац текста и ответьте письменно на следующий вопрос:

What are the consequences of locking young people up for substantial periods ?

Контрольная работа № 2

Чтобы правильно выполнить контрольное задание № 2, необходимо усвоить следующие разделы курса английского языка по рекомендованному учебнику:

1. Сложные формы инфинитива (Passive infinitive, Perfect Infinitive), обороты, равнозначные придаточным предложениям: объектный инфинитивный оборот, субъектный инфинитивный оборот.
2. Причастия (Participle I, Participle II), независимый (самостоятельный) причастный оборот.
3. Условные предложения.

Используйте образцы выполнения упражнений.

Образец выполнения 1 (к упражнению 1)

1. Many famous politicians are reported to have taken part in the discussion of this bill

Сообщают, что многие знаменитые политики приняли участие в обсуждении этого законопроекта.

2. They expect this case to be investigated quickly

Они ожидают, что это дело будет расследовано быстро.

Образец выполнения 2 (к упражнению 2)

1. Leaving the crime scene the criminal left some traces.

2. The officer conducting the investigation is an experienced detective.

3. There being no evidence, he was released.

Убегая с места преступления, преступник оставил следы.

Офицер, ведущий это расследование, – очень опытный детектив.

Так как не было никаких улик, он был освобожден.

Образец выполнения 3 (к упражнению 3)

1. The policeman will let him escape if he pays money.

Полицейский позволит ему скрыться, если он заплатит.

2. If all the people were honest, the police would lose their job.

Если бы все люди были честными, вся полиция потеряла бы работу.

3. Had you come the day before, you would have spoken to the judge.

Пришли бы вы днем раньше, вы бы поговорили с судьей.

Вариант 1

I. Перепишите и письменно переведите на русский язык следующие предложения. Помните, что объектный и субъектный инфинитивный обороты соответствуют придаточным предложениям (см. образец выполнения I).

1. The police happened to have located the dangerous fugitive rather quickly.

2. The witness saw that woman enter the house.

3. The investigator expected her to give all the information about that fact.

4. The correctional establishments are supposed to rehabilitate the offenders through labour.

II. Перепишите и письменно переведите на русский язык следующие предложения. Обратите внимание на перевод зависимого и независимого причастных оборотов (см. образец выполнения 2).

1. The officer investigating the crime must be very careful in the crime scene.

2. The district courts being the primary link of the judiciary, most of criminal and civil cases are tried by these courts.

3. Having grounds to suspect of an offence, the police must caution a person.

III. Перепишите и письменно переведите на русский язык следующие сложные предложения. Обратите внимание на перевод придаточных предложений условия (см. образец выполнения 3).

1. If the imprisonment were really effective penalty, many countries wouldn't have so high crime rates.

2. The bill will become a law if it passes both Houses of Parliament.

3. Had he ever committed a crime, he would have never been appointed a judge.

IV. Прочитайте и устно переведите с 1-го по 4-й абзацы текста. Перепишите и письменно переведите 1, 2, 3 и 4-й абзацы.

Пояснения к тексту

1) to maintain public order – поддерживать общественный порядок;

2) to enforce rules of conduct – обеспечивать соблюдение правил поведения;

3) to commit crime – совершать преступление;

The Lasting Principles

1. Police is the agency of a community or government that is responsible for maintaining public order and preventing and detecting crime.

2. The basic police mission – preserving order by enforcing rules of conduct or laws – was the same in ancient societies as it is in the contemporary sophisticated urban environments.

3. In 1829 Sir Richard Mayne, one of the founders of Scotland Yard, wrote: "The primary object of an efficient police is the prevention of crime and detection and punishment of offenders if crime is committed. To these ends all the efforts of police must be directed. The protection of life and property, the preservation of public tranquillity, and the absence of crime, will alone prove whether those efforts have been successful and whether the objects for which the police were appointed have been attained."

4. In attaining these objects, much depends on the approval and co-operation of the public, and these have always been determined by the degree of esteem and respect in which the police are held. Therefore, every member of the Force must remember that it is his duty to protect and help members of the public, no less than to bring offenders to justice. Consequently, while prompt to prevent crime and arrest criminals, he must look on himself as the servant and guardian of the general public and treat all law-abiding citizens, irrespective of their race, colour, creed or social position, with unflinching patience and courtesy.

5. By the use of tact and good humour the public can normally be induced to comply with directions and thus the necessity for using force is avoided. If, however, persuasion, advice or warning is found to be ineffective, a resort to force may become necessary, as it is imperative that a police officer being required to take action shall act with the firmness necessary to render it effective.

V. Прочитайте 5-й абзац текста и ответьте письменно на следующий вопрос:
Why does a police officer have to resort to force?

Вариант 2

I. Перепишите и письменно переведите на русский язык следующие предложения. Помните, что объектный и субъектный инфинитивный обороты соответствуют придаточным предложениям (см. образец выполнения I).

1. Everybody knows him to be a highly qualified detective.
2. Criminality is considered to be a social phenomenon.
3. The investigating officer supposed the discovered evidence to be linked with the suspect.
4. The police officer happened to be present at the crime scene

II. Перепишите и письменно переведите на русский язык следующие предложения. Обратите внимание на перевод зависимого и независимого причастных оборотов (см. образец выполнения 2).

1. The scene of crime being horrifying, we left the place immediately.
2. Having made particular efforts, the police obtained good relations with school.
3. American constitution provides the practical norms and standards regulating the work of the government.

III. Перепишите и письменно переведите на русский язык следующие сложные предложения. Обратите внимание на перевод придаточных предложений условия (см. образец выполнения 3).

1. Were he suspected of an offence, he would be detained.
2. If there is no guaranteed labour, guaranteed income and health care, the workers will be guaranteed inadequately.
3. If the young man had been cautioned beforehand, he wouldn't have committed a crime.

IV. Прочитайте и устно переведите с 1-го по 4-й абзацы текста. Перепишите и письменно переведите 1, 2, 3 и 4-й абзацы.

Пояснения к тексту

- 1) fail to solve the crime – не раскрывает преступление;
- 2) to arrive at the crime scene – прибыть на место преступления;
- 3) to secure the crime scene – оградить (обезопасить) место преступления;
- 4) the follow-up investigation – дальнейшее расследование;
- 5) modus operandi – лат.модус операнди, способ действия, «почерк» (преступника);
- 6) physical evidence – вещественные доказательства.

The Most Glamorous Aspect of Police Work

1. The basic responsibility of the police is to fight crime, maintain order, and provide miscellaneous services to the public. Patrol remains the basic manner in which police services are delivered to the public.

2. Criminal investigation is the most glamorous aspect of policing. Most police officers regard detective work as «real» police work. Detective work has a specific mission: apprehending the offender. The quality of work can also be measured in terms of the number of arrests. This contrasts sharply with patrol duty, which largely involves peace-keeping. Good detectives are believed to be able to solve most crimes, so the citizen-victim becomes angry when the police fail to solve the crime he or she suffered from.

3. The process of investigating a crime involves several different steps performed by at least three different units within the police department: patrol officers, detectives, criminalistics technicians. The two major stages of the investigation process are the preliminary investigation and the follow-up investigation.

4. The preliminary investigation is normally the responsibility of the patrol officer who is the first to arrive at the scene of the crime. The five major responsibilities include:

- 1) arresting any suspect or suspects,
- 2) providing aid to any victims,
- 3) securing the crime scene to prevent loss of evidence,
- 4) collecting all relevant physical evidence, and
- 5) preparing a preliminary report.

Once the responding officer has completed the preliminary investigation, the case is assigned to the detective bureau for the follow-up investigation.

5. Technical specialists in investigation are normally located in a separate administrative unit. They are available upon request to assist detectives in the follow-up investigation. Only the larger police departments are able to maintain their own specialists in criminalistics.

The follow-up investigation includes the following steps:

- 1) interrogation of suspect or suspects, if arrested at the scene of the crime;
- 2) interview of witnesses;
- 3) search of the crime scene for physical evidence;
- 4) modus operandi review to determine, if the crime is similar to others under investigation or resembles crimes committed by known suspects;
- 5) development of additional information from informants, contacts, official records, etc.;
- 6) preparation of reports.

V. Прочитайте 5-й абзац текста и ответьте письменно на следующий вопрос:

What is modus operandi?

Вариант 3

I. Перепишите и письменно переведите на русский язык следующие предложения. Помните, что объектный и субъектный инфинитивный обороты соответствуют придаточным предложениям (см. образец выполнения I).

1. The police officer wanted the young man to be invited here.
2. We believe the prevention of crime to be one of the main functions of the militia.
3. The defendant's fingerprints proved to be the only means of identifying the victim.

4. The crime is reported to have been committed by a group of young people.

II. Перепишите и письменно переведите на русский язык следующие предложения. Обратите внимание на перевод зависимого и независимого причастных оборотов (см. образец выполнения 2).

1. Releasing the offender, the officer cautioned him not to drive so fast.

2. The police must investigate any case having involved serious injury.

3. The Constitution proclaiming the peaceful nature of the state, there is a special chapter in it formulating principles of foreign policy.

III. Перепишите и письменно переведите на русский язык следующие сложные предложения. Обратите внимание на перевод придаточных условных (см. Образец выполнения 3).

1. If a jury doesn't reach a unanimous verdict, the judge will direct it to bring in a majority verdict.

2. Had the evidence been obtained without observing the constitutional rights of the accused, the latter would have asked the court not to use it.

3. If somebody tried to clone a human being, it would be illegal in the USA.

IV. Прочитайте и устно переведите с 1-го по 4-й абзацы текста. Перепишите и письменно переведите 1, 2, 3 и 4-й абзацы.

Пояснения к тексту

1) the crime scene – место преступления;

2) physical evidence – вещественные доказательства.

3) to bring to justice – предавать суду, отдавать в руки правосудия.

fingerprints

1. The study of fingerprints is the best means available for identifying individuals. Fingerprinting is a simple and inexpensive means of recording an unchanging characteristic of an individual. Fingerprint records are consulted to determine if there is any prior criminal record. They help in determining the identity of the dead or injured.

2. First the anthropometrical system introduced by Alphonse Bertillon in 1882 was used as the means of individual identification. But in 1896 Argentina became the first country to introduce dactylographic method with the formation of a fingerprint classification system developed by Dr. Juan Vucetich. In 1897 in India Inspector Edward Henry worked out his fingerprint classification system. And by the beginning of World War I England and practically all of Europe were using dactylographic method. This method is still used today though it has been further improved.

3. Fingerprints are perhaps the most common form of physical evidence and certainly one of the most valuable. They relate directly to the final aim of every criminal investigation – the identification of an offender.

4. Fingerprints of the offender are often found at the scene of a crime. However, the prints can be easily destroyed by the first careless act. They are also, in many cases, difficult to find, especially latent prints. So it is necessary that the crime investigator make a thorough search of all surfaces in and around the scene of a crime. Particular attention should be paid to such places as the backs of chairs, table tops, telephone, etc.

5. Valuable help in obtaining latent prints may be given from a person who knows the usual layout of the crime scene. He may point out articles that are out of place or identify objects that may have been brought in by the criminal. The possibility that the weapons of science can be turned against itself by the forging of fingerprints cannot be ignored. The best weapon against such forgeries is, basically, the photographic enlargement.

V. Прочитайте 5-й абзац текста и ответьте письменно на следующий вопрос:
What help may be given from a person who knows the usual layout of the crime scene?

Вариант 4

I. Перепишите и письменно переведите на русский язык следующие предложения. Помните, что объектный и субъектный инфинитивный обороты соответствуют придаточным предложениям (см. образец выполнения I)

1. These facts are expected to help identify the offender.
2. We consider the traces to be very important for the investigation.
3. The policeman saw the criminal run away.
4. He seems to be investigating that complicated case.

II. Перепишите и письменно переведите на русский язык следующие предложения. Обратите внимание на перевод зависимого и независимого причастных оборотов (см. образец выполнения 2).

1. No person having committed a crime should avoid punishment.
2. All the data having been collected, the investigator could make a report.
3. Investigating that serious crime the officer discovered very important evidence against that young man.

III. Перепишите и письменно переведите на русский язык следующие сложные предложения. Обратите внимание на перевод придаточных предложений условия (см. образец выполнения 3).

1. If a ban on cloning had not been voted down in Senate, there would have been ways around it.
2. If a man is accused of having violated the traffic rules, he will pay the fine.
3. Were the fingerprint forged, they wouldn't stand up to expert examination.

IV. Прочитайте и устно переведите с 1-го по 4-й абзацы текста. Перепишите и письменно переведите 1, 2, 3 и 4-й абзацы.

Пояснения к тексту

- 1) to enforce laws – обеспечивать, соблюдение (исполнение) законов;
- 2) criminal justice – уголовная юстиция, правосудие по уголовным делам;
- 3) to result in a conviction – приводить к осуждению;
- 4) by force or threat of force – с применением силы или под угрозой силы;
- 5) crimes reported to police – преступления, регистрируемые полицией;
- 6) the rate of solution – коэффициент раскрываемости.

The Criminal Justice System

1. The criminal justice system is composed of those agencies which must enforce the laws that society has enacted for its self-protection and preservation. Theoretically, it is an integrated apparatus whose functions are to apprehend, prosecute, convict, sentence, and correct offenders.

2. The US system is federal by its nature, i.e. it consists of three subsystems: state, local and federal criminal justice agencies. The system is composed of three components: police, court, corrections. Each component must contribute to the same goal — the prevention and control of crime and the rehabilitation of offenders. So the effectiveness of the whole system depends on the efficient functioning of each component and their efficient interaction.

3. But at present the criminal justice system doesn't work successfully. Of the several million serious crimes reported every year to police, ranging from murder to car theft, only one in nine results in a conviction.

4. The rate of solution varies with different crimes. Murder is usually reported, and 86 per cent of all reported murders lead to arrests. Among those arrested, however, only 64 per cent are prosecuted and not more than 43 per cent of the cases prosecuted result in convictions. Of persons prosecuted for murder 19 per cent are convicted of a lesser crime and 38 per cent are acquitted or dismissed. In contrast, only 19 per cent of all the burglaries reported to police lead to an arrest. Four out of five arrested are prosecuted and 56 per cent are found guilty. So, for every twelve burglaries reported there is one conviction.

5. Robbery – taking property from a person by force or threat of force – is a crime of violence, dangerous to life and increasing rapidly. But chances of a robber being convicted are small. Only 27 per cent of all robberies lead to an arrest. Of those arrested, 63 per cent are prosecuted, of whom one-half are convicted.

V. Прочитайте 5-й абзац текста и ответьте письменно на следующий вопрос:

Why is robbery a crime dangerous to life?

Вариант 5

I. Перепишите и письменно переведите на русский язык следующие предложения. Помните, что объектный и субъектный инфинитивный обороты соответствуют придаточным предложениям (см. образец выполнения I).

1. That evidence proved to be very important.
2. The people watched the policeman protect the crime scene.
3. Good detectives are believed to solve the most complicated crimes.
4. Most of the historians regard the US Constitution to be a conservative document.

II. Перепишите и письменно переведите на русский язык следующие предложения. Обратите внимание на перевод зависимого и независимого причастных оборотов (см. образец выполнения 2).

1. Having arrived at the crime scene the first the investigator was able to question all the persons present there.
2. Policemen moving mostly in cars rather than on foot are less obviously in contact with public.
3. The Senate of the USA consists of two members from each state, one third being re-elected every 2 years.

III. Перепишите и письменно переведите на русский язык следующие сложные предложения. Обратите внимание на перевод придаточных предложений условия (см. образец выполнения 3).

1. If the government refused to support research on cloning, private businesses would use it in their own interests.
2. If the arrest is made as a result of a law violation, the investigation will be conducted.
3. If the police had found corroborative evidence, the defendant would have been convicted.

IV. Прочитайте и устно переведите с 1-го по 4-й абзацы текста. Перепишите и письменно переведите 1, 2, 3 и 4-й абзацы.

Пояснения к тексту

- 1) police force – полицейские силы, полиция;
- 2) bona fide – (лат.) добросовестный, честный, без обмана;
- 3) law enforcement agencies – правоохранительные органы;
- 4) wanted – разыскиваемый.

Interpol

1. Interpol is an international corporation founded in 1923 as a service organization devoted to coordinating actions against international criminals. Its clients are 174 agencies throughout the world. This organization is not under the control or supervision of any government.

2. Interpol is a recognized intergovernmental police force whose task is to hunt down the international criminals. A multinational force, much like the United Nations, Interpol is made up of police of the Free World and a bona fide law enforcement agency in its own right. Among the first to fight international terrorism and sky-jacking, Interpol still leads the war on narcotics, assists a number of nations in the continuing search for wanted Nazi war criminals. One of the most highly respected groups in the world, Interpol, like any other police force is under governmental control to safeguard the basic rights of every citizen. It operates according to a strict code of behaviour and adheres to the highest ethical standards.

3. Interpol has never been recognized or established by any international charter or treaty and has no police powers. Because of Interpol's cooperation with the UN particularly in the area of drugs, Interpol was recognized as an intergovernmental organization.

4. Interpol members are, for the most part, police and not governmental representatives, although certain governments have sent observers from their military, intelligence, customs, post office, and im-migration departments.

5. Interpol does not have powers of arrest or any investigative rights. Its function is to disseminate information. Today 80 percent of the permanent staff is French. Interpol is much like any large corporation with bureaus in various countries and with representatives from these offices also stationed at the main office. Information is exchanged between the many national bureaus, but the police forces themselves are subject to the laws and policies of their respective nations. Interpol is divided into four main bodies — the General Assembly, the Executive Committee, the General Secretariat and the National Central Bureaus.

V. Прочитайте 5-й абзац текста и ответьте письменно на следующий вопрос:
What are the main bodies of Interpol?

Контрольная работа № 2

Раздел: Развивающий курс. Лексико-грамматический материал.

В а р и а н т 1

I. *Перепишите следующие предложения. Выпишите слова с окончанием -ing, определите являются ли они герундием или причастием. Переведите предложения на русский язык.*

1. By producing and distributing goods and services every economic system tries to meet human needs.
2. Producing goods an economic system makes use of natural resources.
3. The health of an economy is determined by the number of people working in the country.
4. Immigrants came to the USA hoping to find work.

II. *Выпишите и переведите на русский язык предложения, где слова с -ed являются причастиями.*

1. Goods and services are produced and distributed to meet human needs.
2. Goods and services produced and distributed by an economic system must meet human needs.
3. The type of economic system described in the article is the result of a historical experience.
4. The author described a few ingredients of an economic system.

III. *Переведите предложения, обращая внимание на функции инфинитива.*

1. The economic system is the mechanism that brings together natural resources, the labor supply, technology and the necessary entrepreneurial and managerial talents to meet consumer demands.

2. The first ingredient of an economic system to mention is natural resources.

3. The government tries to determine the amount of natural resources and labor force.

4. Immigrants aim was to find work and to prosper in the USA.

IV. *Выпишите по соответствующим группам и переведите на русский язык предложения с:*

а) объектным инфинитивным оборотом;

б) субъектным инфинитивным оборотом.

1. Every economic system is supposed to meet consumer demands.

2. People expect their government to meet their needs.

3. The type of economic system is likely to become a national culture.

4. The government allowed the people to work hard and to prosper.

V. *Найдите предложения с независимым причастным оборотом, выпишите их и переведите на русский язык.*

1. Working productively immigrants earned more than they had in their native lands.

2. With immigrants working at slightly less than the wage rates paid to acculturated workers, the economy prospered.

3. On accumulating money entrepreneurs invested in new projects.

4. With the economy prospering in the USA, the corporation appears as an effective device for accumulating funds for investment.

VI. *Выпишите предложения с герундием и переведите их.*

1. On bringing together natural resources, the labor supply, technology and the necessary entrepreneurial and managerial talents, the economic system meets human needs.

2. After absorbing the newcomers the USA grew fast.

3. Though working at a lower payment than the US citizens, immigrants lived better in the USA than in their native lands.

4. Investing money in high-tech projects gives a high return to investors.

VII. *Прочитайте и устно переведите следующий текст.*

В а р и а н т 2

I. *Перепишите следующие предложения. Выпишите слова с окончанием -ing, определите, являются*

ли они герундием или причастием. Переведите предложения на русский язык.

1. Contrasting the US economic system with a socialist one, it should be noted that the difference between them is in the type of ownership of the means of production.

2. On voting for their government, citizens choose their economic policy.

3. Regulating and guiding the US economy, the government promotes its objectives.

4. Producers are looking for the best price and profit when they have to sell.

II. *Выпишите и переведите на русский язык предложения, где слова с -ed являются причастиями.*

1. A range of services provided by private enterprises is rather wide.

2. The prices of goods and services established by supply and demand make the economy function.

3. National policy objectives are promoted by government regulations.

4. Price and income stability, regional development and environmental preservation are national objectives pursued by the government.

III. *Переведите предложения, обращая внимание на функции инфинитива.*

1. The US government regulates and guides the economy to promote the national policy objectives.

2. Consumers, producers and the government have common tasks to settle.

3. The aim of entrepreneurs is to maximize profits.

4. A market economy makes businessmen compete with each other.

IV. *Выпишите по соответствующим группам и переведите на русский язык предложения с:*

а) объектным инфинитивным оборотом;

б) субъектным инфинитивным оборотом.

1. The US economic system is considered to be a market economy.

2. The government expects the citizens to vote for those who set economic policy.

3. Private enterprises are unlikely to own the post service.

4. The government wants public enterprises to promote the public safety.

V. *Найдите предложения с независимым причастным оборотом, выпишите их и переведите на русский язык.*

1. Regulating and guiding the US economy the government pursues its own aims.

2. With competition going on, only efficient enterprises remain in business.

3. Private businesses are involved in providing a wide range of services.

4. With supply and demand establishing the prices of goods and services, entrepreneurs are free to develop their businesses.

VI. *Выпишите предложения с герундием и переведите их.*

1. By performing services of a quality enterprises make progress.

2. While establishing regulations the government tries to promote national policy objectives.

3. The government helps enterprises make a free market by interacting with consumers and producers.

4. Looking for the best values for what they spend consumers take part in a market economy.

В а р и а н т 3

I. *Перепишите следующие предложения. Выпишите слова с окончанием -ing, определите, являются ли они герундием или причастием. Переведите предложения на русский язык.*

1. Large numbers of people crowding into cities make the government provide more services.

2. Organized collection of trash is not economically feasible for people living in rural areas.

3. Turning over some of its municipal functions to the private sector the government provided needed services.

4. On employing private companies to perform a wide variety of activities major US cities achieved great progress in urban services.

II. *Выпишите и переведите на русский язык предложения, где слова с -ed являются причастиями.*

1. In the USA large numbers of people are crowded into cities.

2. People opposed to privatization have a number of reasons for it.

3. A contract awarded to one bidder doesn't do any good to social services.

4. The word 'privatization' coined to describe the private sector performance of the municipal functions in social services is accepted worldwide.

III. *Переведите предложения, обращая внимание на функции инфинитива.*

1. Many large cities employed private companies to perform social services.

2. The process of privatization of public services leaves much to be desired.

3. The aim of the government in privatization was to reduce costs and increase public-sector productivity.

4. Local government workers began to work more efficiently with the spur of threatened privatization.

IV. *Выпишите по соответствующим группам и переведите на русский язык предложения с:*

а) объектным инфинитивным оборотом;

б) субъектным инфинитивным оборотом.

1. The private-sector services seem to have high productivity.

2. Public-sector unions don't want their workers to lose their jobs.

3. Privatization of public services is reported to remain a highly controversial subject.
4. Private contractors expect municipal authorities to award them contracts at low costs.

V. Найдите предложения с независимым причастным оборотом, выпишите их и переведите на русский язык.

1. It is very expensive to employ organized collection of trash in rural areas, with their population being dispersed.
2. Having employed non-profit organizations to perform social services, the municipal council settled a lot of problems.
3. Opposing to privatization public-sector unions put forward good reasons.
4. With low bids being submitted on social services private companies manage to win contracts.

VI. Выпишите предложения с герундием и переведите их.

1. On providing more services than in any previous era the government tries to meet the people's demands.
2. Turning over some of the municipal and regional functions to the private sector the government makes for the development of a free market economy.
3. After winning contracts private contractors raise their prices on social services.
4. There are people advocating and opposing privatization.

2. Тестовый контроль

Test 1

- 1.1 found my lost pen while I ... for my pencil sharpener.
 - a) look
 - b) looked
 - c) was looking
 - d) am looking
2. When my friend studied abroad, his parents ... him every week.
 - a) phone
 - b) was phoning
 - c) had phoned
 - d) phoned
3. When I got home I realized that I ... my wallet.
 - a) lose
 - b) lost
 - c) had lost
 - d) has lost
4. When you ... to the Chinese restaurant next time, what will you eat?
 - a) go
 - b) will go
 - c) goes
 - d) would go
5. The man ... by the police yesterday, but he denies robbing the bank.
 - a) arrest
 - b) was arrested
 - c) is arrested
 - d) had been arrested
6. It's raining, but if you take your umbrella, you ... wet.
 - a) don't get
 - b) didn't get
 - c) won't get
 - d) doesn't get
7. Last year Helen was staying with her brother while her house
 - a) repaired
 - b) was being repaired
 - c) was repaired
 - d) had been repaired
8. Cars are fast and convenient. On the other hand they ... problems in cities.
 - a) cause
 - b) caused
 - c) has caused
 - d) will cause
9. When I ... up yesterday, I was told this good news.
 - a) wake
 - b) woke
 - c) woken
 - d) has woken
10. We ... come to your party, but it depends on our finding a babysitter.
 - a) may
 - b) couldn't
 - c) has to
 - d) mustn't
11. Our teacher is a reliable person, we ... trust everything to her.
 - a) shouldn't
 - b) is able

- b) can
12. I'll feel ... when my exams are over.
a) happy c) more happily
b) happily d) happiest
13. I felt ... because I had fever.
a) badly c) worse
b) bad d) the worst
14. Have you ever seen a film at ... Embassy cinema?
a) - c) an b)a d)the
15. I don't like to have ... animals in my flat.
a)the c) an
b) — d) some
16. Excuse me, could you move. I can't see
a) something c) nothing
b) anything d) none
17. ... is at home and no one knows where they are.
a) Anybody c) Everybody
b) Somebody d) Nobody
18. I'd like to thank everybody who has helped me ... this experiment.
a) in c) at
b) on d) with
19. He wanted to borrow my bike ... the weekend but I couldn't lend it to him.
a) to c) for
b)in d)on
20. My cat catches a lot of
a) mouse c) the mice
b) mice d) a mouse

Test 2

1. If I ... lots of money, I'll help the poor.
a) will have c) had
b) have d) would have
2. The trouble with you is that you always I don't like it.
a) are complaining c) had complained
b) were complaining d) complain
3. I ... her a letter and sent it off immediately.
a) had written c) was writing
b) will write d) wrote
4. I'm afraid my hands are a bit dirty. I ... in the garden since morning.
a) have been working c) work
b) was working d) worked
5. By the year 2100 most of the Earth's natural resources ... up.
a) will use c) will have been used
b) will be used d) will be using
6. The first person who ... the finishing line is the winner.
a) crosses c) crossed
b) cross d) will cross
7. My trousers ... ironing. Have you got an iron?
a) needs c) will need
b) need d) had
8. What happens in your class? ... lectures every day?
a) Had the teachers read c) Do the teachers read

- b) Did the teachers read d) Are the teachers reading
9. If you ... me a song, I will sing it at the concert.
a) write c) has written
b) will write d) had written
10. I disapprove of people who ... all sorts of promises which they have no intention of keeping.
a) made c) have made
b) makes d) make
11. When the burglar ran out of the house he ... by a policeman.
a) arrested c) had been arrested
b) was arrested d) would be arrested
12. I think you ... practise driving every day to become a safe driver.
a) can't c) should
b) might d) has to
13. You ... have my car if you like. I shan't be using it tomorrow.
a) had to c) may
b) are to d) must
14. ... war between these two countries was the longest in history.
a) - c) a
b) the d) those
15. On my way home I saw a terrible fire. Luckily the fire brigade soon came and put out ... fire.
a) a c) -
b) the d) such
16. There are ... things that money can't buy.
a) any c) some
b) much d) something
17. Helen had to pay extra at the airport because she had too ... luggage.
a) much c) little
b) many d) few
18. There is a newspaper shop ... the end of the street.
a) at c) on
b) in d) by
19. ... we get to the theatre, the play will have started.
a) until c) as soon as
b) by the time d) whenever
20. Nowadays there are many good reasons for using bicycles ... cars to travel in city centers.
a) instead of c) except for
b) but d) such as

Test 3

1. An Englishman very seldom ... on the Underground. He prefers to read newspapers.
a) talk c) is talking
b) talks d) has talked
2. If you ... with the traffic regulations, you will get into trouble with the police.
a) aren't complied c) don't comply
b) won't comply d) wouldn't comply
3. I ... whether you are telling the truth or not and if you are telling a lie, I will never believe you again.
a) shall know c) should know
b) know d) knew
4. Whose horse you ... when I saw you yesterday?
a) were riding c) was riding
b) did ride d) rode

5. Do you know the time? It ... to me it's about two o'clock.
 a) seem c) seemed
 b) seems d) will seem
6. Tom met me at lunch time and said, "I ... you at the bus stop this morning".
 a) haven't seen c) didn't see
 b) not seen d) hadn't seen
7. Since my first visit to this city many new houses ... here and it has become very noisy.
 a) are built c) had been built
 b) were built d) have been built
8. My doctor says, "A week in the country ... you feel better". I want to follow his advice.
 a) made c) will make
 b) has made d) is making
9. I don't like that she always ... with you.
 a) arguing c) had argued
 b) argue d) is arguing
10. I noticed that it ... all night and everything was wet.
 a) was raining c) rained
 b) had been raining d) has been raining
11. She ... him your message as soon as she sees him.
 a) give c) will give
 b) gives d) gave
12. Yesterday I was going home on foot and all the time I had an impression that I ...
 a) am followed c) followed
 b) was followed d) was being followed
13. ... you remember what you were doing at this time yesterday?
 a) can c) must
 b) may d) should
14. We moved last week and now we have a much ... flat.
 a) good c) best
 b) better d) the best
15. The Mediterranean is not as ... as the Pacific Ocean.
 a) larger c) largest
 b) large d) the largest
16. I didn't expect to see him there. He was ... last person I wanted to see.
 a) the c) a
 b) - d) one
17. I didn't know ... answer to that question, so I left it out.
 a) the c) an
 b) - d) no
18. I don't go swimming very ... nowadays.
 a) many c) few
 b) much d) a little
19. Excuse me, there is ... I'd like to ask you.
 a) anything c) something
 b) everything d) none
20. A combination of the use of bicycles ... cheap public transport solves the problem of traffic jams in large cities.
 a) with c) of
 b) by d) in

Test 4

1. There ... several groups of people in Britain that try to protect the environment.
 a) is c) was

- b) are d) were
2. Money ... the root of all evil in our life.
a) are c) have been
b) were d) is
3. This time next week I ... on a beach in the Crimea.
a) shall lie c) will be lying
b) lie d) was lying
- 4.1 just ... some soup. Would you like some?
a) have made c) had made
b) made d) had to
5. Jim told me that he ... in the school basketball team.
a) plays c) will play
b) had played d) is playing
6. Some birds, such as parrots, ... alive and sold as pets.
a) catch c) will be caught
b) caught d) are caught
7. He is used to working late at the office. He ... it every day.
a) do c) did
b) does d) will do
8. The boy ... a bicycle along the motorway when he was hit by the car.
a) ride c) has been riding
b) rode d) was riding
9. The boy ... to hospital by the driver of the car.
a) was taken c) had been taken
b) took d) will take
10. As soon as the traffic ... the children ran across the road.
a) stop c) stopped
b) had stopped d) will stop
11. How long you ... for me? - For half an hour.
a) are waiting c) do wait
b) did wait d) have been waiting
12. People ... prevent pollution of the rivers before it gets worse.
a) could c) must
b) need d) had to
13. If you are spoiled as a child you ... have a lot of problems in adult life.
a) must c) could
b) may d) should
14. The more you work the ... you'll pass your exams.
a) good c) best
b) better d) the best
15. In Britain you officially become ... adult on your eighteenth birthday.
a) the c) -
b) an d) a
16. What plant does your father work at? - He works at ... plant down the road.
a) a c) -
b) the d) those
17. Shall we have ... dinner today? - Don't worry, at the end of the conference they will serve a dinner.
a) - c) the
b) a d) an
18. Whose spectacles are these? - ... are on the table, and these are my spectacles.
a) your c) our
b) yours d) their

19. Most visitors to Britain aren't used to driving ... the left and have a lot of problems.
 a) to c) in
 b) at d) on
20. Don't forget to thank Martin ... coming. He risked his life to get there.
 a) in c) at
 b) by d) for

Test 5

1. My mother is ill. She will stay in bed until she ... better.
 a) get c) will get
 b) gets d) is getting
2. When he lived in London, he ... a lot of time in the museums.
 a) spend c) spent
 b) had spent d) was spending
3. I ... by the door for a long time until someone opened it.
 a) wait c) waited
 b) am waiting d) had been waiting
4. It's raining. I hope you ... your car outside.
 a) won't repair c) didn't repair
 b) don't repair d) were not repaired
5. In two years' time my parents ... for twenty-five years.
 a) will be married c) are married
 b) will have been married d) have been married
6. They said they would not work after 6 p.m. if you ... them overtime.
 a) won't pay c) didn't pay
 b) don't pay d) not pay
7. When I ... her, I waved her, but she didn't notice me.
 a) had seen c) see
 b) saw d) have seen
8. Where were you at about three yesterday afternoon? -Oh, I ... my car at that time.
 a) was repairing c) had been repairing
 b) repaired d) had repaired
9. My sister will not finish medical training until she ... twenty-two.
 a) will be c) have been
 b) is d) are
10. Do you know what you ... in your life by the year 2020?
 a) will achieve c) will have achieved
 b) achieve d) will be achieved
11. What a surprise! There ... a fall in the cost of living lately.
 a) has been c) will be
 b) had been d) was
12. I decided to have some English lessons so that I ... practise when I come to the US.
 a) can c) may
 b) must d) should
13. If you telephone early next week, the secretary ... give you your exam results.
 a) must c) may
 b) can d) will be able to
14. The man said to me, "Just don't park your car ... my gate again. O.K.?"
 a) far c) behind
 b) nearly d) in front of
15. ... young nowadays have a very cynical attitude to the police.
 a) the c) an

- b) a d) -
16. ... old people sometimes feel lonely.
a) - c) an
b) the d) this
17. The government is going to provide ... houses for homeless people.
a) most c) few
b) much d) more
18. ... is wrong with the car, and it won't start.
a) anything c) nothing
b) something d) everything
19. Prices go up and up. Everything gets ... expensive.
a) most c) more
b) least d) less
20. I won't do the job ... being paid for it.
a) with c) without
b) out d) by

Test 6

1. The passengers were tired because they ... all night.
a) didn't sleep c) don't sleep
b) hadn't slept d) won't sleep
2. Where is your umbrella? - Oh, it seems to me I ... it on the bus.
a) left c) had left
b) have left d) will leave
3. Bill said that he ... the tickets for the performance the day before.
a) had bought c) was buying
b) bought d) would buy
4. She said she didn't know where her friend
a) is c) has been
b) was d) will be
5. When we reached the theatre, there ... any tickets left.
a) wasn't c) hadn't been
b) were not d) aren't
6. When I finally found the house and knocked at the door, I ... no answer.
a) heard c) didn't hear
b) have heard d) won't hear
7. I don't know where Susan is. Maybe she ... in the garden reading a book.
a) sits c) was sitting
b) is sitting d) will be sitting
8. My brother ... when I use his computer without asking.
a) doesn't like c) don't like
b) didn't like d) like
9. You can have the book on Monday. I ... it by that time.
a) read c) will be reading
b) will read d) will have read
10. Unless we leave now, the film will have started when we ... there.
a) get c) would get
b) will get d) got
11. When we ... home last night we saw a lot of stars twinkling in the sky.
a) drove c) are driving
b) drive d) were driving

12. Many species of animals are threatened, and ... easily become extinct if people do not make an effort to protect them.
 a) can c) might
 b) must d) have to
13. Last week we ... write an essay about the causes of the French Revolution.
 a) must c) may
 b) could d) had to
14. I think the film was terrible! It was ... film I have ever seen.
 a) terrible c) most terrible
 b) more terrible d) the most terrible
15. Nobody in our group knows ... about England than Peter does.
 a) much c) most
 b) more d) the most
16. My mother wants me to play ... piano, but I want to buy a guitar.
 a) the c) -
 b) a d) mine
17. I had ... wonderful dream last night. I wish it would come true.
 a) a c) -
 b) the d) such
18. They say that in future the officials will demand a fine if ... breaks the law.
 a) everyone c) someone
 b) everybody d) all
19. When we arrived ... the station, we ate a sandwich, drank a cup of coffee and waited for the train.
 a) to c) in
 b) at d) for
20. If the weather is fine tomorrow, I'll go ... a cycle ride.
 a) at c) by
 b) on d) for

Test 7

I'm sure I ... the door of my house.

- a) lock c) have locked
 b) locked d) had locked

The inspector suspects that the thief ... a special key for opening this safe.

- a) will use c) had used
 b) has used d) use

3. When are you going to finish this translation? - I ... it by tomorrow.

- a) will finish c) will have finished
 b) will be finishing d) would finish

4. Have you heard the news? I ... my last exam yesterday.

- a) passed c) had passed
 b) have passed d) was passing

5. He says that he doesn't know where he ... after graduating from university.

- a) work c) had worked
 b) will work d) would work

6. When you ... older, you will understand everything.

- a) grow c) will grow
 b) grows d) have grown

7. As a rule the most important news ... broadcast on this channel.

- a) are c) is
 b) were d) had been

8. There ... hardly any furniture in his room. He hasn't even a chair to sit on.
 a) is c) were
 b) are d) have been
9. The rich collection of Hermitage regularly ... millions of people.
 a) attract c) have attracted
 b) attracts d) would attract
10. When my mother returns home she ... at once that we have redecorated our flat.
 a) will see c) has seen
 b) sees d) saw
11. He ... the car for many hours before he came to the crossroads.
 a) drives c) had been driving
 b) was driving d) has driven
12. We ... along the forest road when it started raining.
 a) were walking c) walked
 b) had been walking d) had walked
13. Sorry, I ... stay any longer, but I really must go home.
 a) mustn't c) cannot
 b) couldn't d) may not
14. This is ... problem I've ever had in my life.
 a) difficult c) most difficult
 b) more difficult d) the most difficult
15. When ... "Titanic" was crossing the Atlantic she struck an iceberg.
 a) - c) the
 b) a d) an
16. The weather is fine today, but I don't like ... hot weather.
 a) - c) a
 b) the d) an
17. Some women tint their hair when ... goes grey.
 a) they c) its
 b) it d) them
18. Your news ... very important to us.
 a) are c) aren't
 b) is d) were
19. I think it's important ... young people to get a good education.
 a) for c) about
 b) by d) among
20. They left ... Moscow some years ago and live there now.
 a) to c) for
 b) in d) at

Test 8

1. Before I came to the office the manager already ... the documents.
 a) signed c) was signing
 b) had signed d) will sign
2. Peter ... his TV-set when I came to see him yesterday.
 a) repaired c) was repairing
 b) had been repairing d) has repaired
3. I hoped that my article ... in this magazine soon.
 a) will be published c) would have been published
 b) would be published d) would publish
4. If you ... hard, you will enter the university.
 a) work c) are working

- b) will work d) have worked
 5.1 ... him for three years. I wonder where he is.
 a) didn't see c) don't
 b) haven't seen d) hadn't
 6. My mother ... in this school for twenty-five years.
 a) is teaching c) has been teaching
 b) taught d) teaches
 7.1 want to post this letter, but I ... to go out in the rain.
 a) don't want c) hadn't wanted
 b) didn't want d) not want
 8.1 need the car to get to the match. I ... on Sunday.
 a) played c) have played
 b) am playing d) have been playing
 9. My neighbour used to be such a hard worker, but now he ... interest in everything.
 a) lose c) has lost
 b) loses d) lost
 10. I'm so sorry. The camera which you lend me
 a) break c) had been broken
 b) broken d) has been broken
 11. Yesterday I ... finish the work because I was very tired.
 a) could c) can't
 b) couldn't d) mustn't
 12. Last week he said I ... use the car at the weekend but now he won't let me after all.
 a) can c) was able to
 b) could d) must
 13. I'm afraid I can't do it ... than you.
 a) good c) best
 b) better d) the best
 14. Be quiet! I don't want to discuss the matter any
 a) more c) the most
 b) most d) much more
 15. ... people cannot live without water and air.
 a) the c) a
 b) - d) this
 16. Before her marriage she lived in London, where she worked for ... National Gallery.
 a) - c) a
 b) the d) that
 17. Haven't you read ... by Shakespeare?
 a) something c) nothing
 b) anything d) none
 18. Something is wrong with my umbrella. May I take ...?
 a) yours c) her
 b) your d) their
 19. Have you ever been ... England?
 a) in c) into
 b) for d) to
 20. Tom has had to give ... playing football since he broke his leg.
 a) in c) at
 b) on d) up

Test 9

1. The Statue of Liberty ... by Gustave Eiffel.

- a) design c) was designed
b) designed d) have been designed
2. Where are your brothers? - They ... a swimming-pool in our garden.
a) are digging c) were digging
b) dig d) have been digging
3. How do your parents like their new house? - My mother likes it, but my father ... our old one.
a) miss c) missed
b) misses d) doesn't miss 4.1 didn't believe that you ... short of money.
a) are c) were
b) is d) have been
5. Actually it's a very friendly dog. If you ... it, it won't bite you.
a) won't touch c) didn't touch
b) haven't touched d) don't touch
6. The town of Kestwick, which ... at the heart of the Lake District, is the perfect place for a holiday.
a) laid c) is lying
b) lies d) lay
7. We ... forward to a concert in our town. It is next Sunday.
a) looks c) are looking
b) looked d) were looking
8. The picture, which ... lately, is worth thousands of pounds.
a) damage c) has been damaged
b) damaged d) was damaged
9. The scientist who ... a new planet has won the Nobel Prize.
a) had discovered c) has been discovered
b) discovered d) was discovering
10. ... we have something to eat? - Yes, but not here.
a) will c) do
b) would d) shall
11. My mother always moves my books around so I ... find them.
a) can't c) wasn't able
b) couldn't d) may not
- 12.1 don't like the cafes that don't have chairs and people ... eat standing up.
a) can c) may
b) could d) have to
13. There is a big hotel in the middle of ... park.
a) a c) -
b) the d) these
14. ... towns which attract tourists are usually crowded in summer.
a) - c) a
b) the d) this
15. Be sure to pick ... tomatoes before they get too ripe.
a) this c) much
b) that d) these
16. I suppose people are spending now ... money than they used to.
a) much c) fewer
b) many d) more
17. Was it exciting buying a car? - Well, it was a bit of a problem because I didn't have ... money to spend.
a) many c) most
b) much d) few
18. Once I hated flying, but now I feel ... nervous about it.

- a) most c) less
- b) least d) little
- 19. The trouble ... my father is that he never relaxes.
- a) of c) about
- b) with d) out
- 20. What did you buy this computer magazine ...? - To read about business software.
- a) at c) on
- b) in d) for

Test 10

1. All my money ... on the way to the airport yesterday and I couldn't fly anywhere.
- a) were stolen c) has been stolen
- b) have been stolen d) was stolen
2. This company ... millions on computers but it doesn't seem to become more efficient.
- a) spent c) will spent
- b) had spent d) has spent
3. We had to wait until the light ... to green.
- a) change c) changes
- b) will change d) changed
4. I heard the news on the radio while I ... home yesterday evening.
- a) drive c) had driven
- b) was driving d) drove
5. Before I left the house it ... to rain and I had to take my umbrella.
- a) started c) had started
- b) would start d) start
6. I was surprised that you ... the football match on television.
- a) hadn't watched c) don't watch
- b) haven't watched d) aren't watching
7. When Columbus landed on San Salvador, he ... where he was.
- a) knew c) doesn't know
- b) didn't know d) hadn't known
8. At one time people believed that Columbus ... America.
- a) discovers c) had been discovered
- b) discovered d) had discovered
9. The talks ... in London next week to discuss some problems of terrorist activity.
- a) is held c) would be held
- b) will be held d) hold
10. Didn't you ... this horror film last night? - No, I hate such films.
- a) saw c) see
- b) seen d) seeing
11. Who ... this ice-cream? - Oh, it's mine. I'm just going to eat it.
- a) didn't eat c) doesn't eat
- b) don't eat d) hasn't eaten
12. The new building looks awful. - I agree. It ... very nice.
- a) didn't look c) hasn't looked
- b) doesn't look d) won't look
13. "You ... spend your free time on playing football", my mother used to say when I was a schoolboy.
- a) needn't c) couldn't
- b) mustn't d) can't
14. You needn't wear your best clothes. You ... what you like.
- a) can wear c) might wear

- b) must wear d) need wear
15. I think ... people look after their cars better than young people.
- a) elderly c) elder
- b) older d) oldest
16. What are you going to do after you finish ... college, Rachel? — I want to travel.
- a) - c) a
- b) the d) an
17. There's been a lot of talk about ... 'spaceship' seen over our town on Sunday night.
- a) - c) a
- b) the d) an
18. ... is a new one-way traffic system in the city center. It's very confusing.
- a) this c) it
- b) that d) there
19. ... of these magazines would you like? - This one, please.
- a) what c) why
- b) how much d) which
20. They will come ... the three o'clock train.
- a) on c) with
- b) at d) by

Test 11

1. Nick said that he ... up smoking the week before.
- a) gave c) was giving
- b) had given d) would give
2. Thanks for your letter. Your news ... very interesting.
- a) was c) will be
- b) were d) have been
3. I wanted to buy a new ring but I ... my credit card at home.
- a) left c) had left
- b) leave d) have left
4. My father ... more than my mother for the same work.
- a) pays c) is paid
- b) paid d) is being paid
5. The company ... some land, but it's going to sell it.
- a) has bought c) will buy
- b) had bought d) buys
6. I rang my friend in London yesterday and he said it ... heavily there.
- a) is raining c) has been raining
- b) was raining d) had been raining
7. No one told me that the goods ... the week before.
- a) would arrive c) had arrived
- b) arrived d) was arriving
8. A number of attempts ... to find the Loch Ness monster lately.
- a) have been made c) made
- b) were made d) will make
9. He ... this trip for months. He is leaving on Sunday.
- a) plans c) has planned
- b) is planning d) has been planned
10. If you ... the music too loud, you'll wake up the neighbours.
- a) will play c) have played
- b) play d) played
11. You ... spend all your money as soon as you've earned it.

- a) can't c) couldn't
 b) mustn't d) shouldn't
12. This cheque ... be signed only by the manager of your company.
 a) can c) have to
 b) may d) must
13. Your new car looks very ... , I must say.
 a) nicely c) beautifully
 b) nice d) strangely
14. The book was ... than the film I saw last week.
 a) exciting c) the most exciting
 b) most exciting d) more exciting
15. How ... does this dress cost? — I don't know. It's a present.
 a) many c) money
 b) much d) a lof
16. You can apply for a ... job when you've had more experience.
 a) best c) worse
 b) better d) worst
17. People don't know what ... future will be.
 a) the c) a
 b) - d) these
18. I went to ... British Museum several times when I was in London.
 a) the c) a
 b) - d) that
19. There is a problem ... our TV-set, it breaks very quickly.
 a) at c) over
 b) on d) with
20. Don't worry ... your job prospects. Everything will be all right.
 a) with c) about
 b) for d) over

Test 12

1. My sister ... interested in medicine ever since she was a child.
 a) is c) has been
 b) was d) will be
2. When I started working for this company, I ... an architect for six years already.
 a) has been c) was
 b) had been d) have been
3. I'll take the decision after I ... to the manager.
 a) speak c) has spoken
 b) will speak d) spoke
4. Look! That window just ... again!
 a) has broken c) has been broken
 b) broke d) break
5. This cafe used to be much ... before they opened the new one next door.
 a) popular c) most popular
 b) more popular d) the most popular
6. My company has treated me well, and given me ... chance to succeed.
 a) every c) each
 b) all d) either

7. There may be no need to go to school in the future, since everyone will have a computer ... home.
 a) - c) in
 b) at d) for
8. The pilot ... land the plane on only one engine.
 a) could c) must
 b) was able to d) need
9. ... marriages end in divorce these days.
 a) many c) few
 b) much d) a few
10. You have to learn to accept ... ups and downs of life.
 a) the c) a
 b) - d) this
11. Belarus has always been rich in ... talented and gifted people.
 a) an c) the
 b) a d) -
12. Where ... my scissors? I can't find them.
 a) is c) was
 b) are d) has been
13. I don't believe in ghosts, so I'm not afraid ... them of course.
 a) of c) in
 b) at d) -
14. The two Prime Ministers ... discuss the current economic crisis tomorrow.
 a) can c) has to
 b) may d) are to
15. I think he was lonely because he had ... friends and none of his neighbours ever spoke to him.
 a) few c) many
 b) a few d) much
16. The journey to Paris had taken much ... before they built the Channel Tunnel.
 a) longer c) long
 b) the longest d) longest
17. A small sum of money ... from the cash some days ago and nobody knows who did it.
 a) steal c) is stolen
 b) stole d) was stolen
18. Man ... first in East Africa.
 a) is discovered c) discover
 b) discovered d) was discovered
19. Why are you so dirty? - I ... in the garden.
 a) dig c) was digging
 b) dug d) have been digging
20. Next summer we ... here for 20 years.
 a) will live c) will be living
 b) will have been living d) are living

Test 13

1. What are you looking for? - I'm afraid I ... my key.
 a) lose c) losing
 b) lost d) have lost
2. She took this decision after she ... to the manager.
 a) spoke c) had spoken
 b) was speaking d) would speak
3. I ... nervous since morning, but this feeling vanished as soon as I saw her.

- a) was feeling c) feel
b) have been feeling d) had been feeling
4. The second prize ... to an unknown author from India at yesterday's celebration.
a) awarded c) will be awarded
b) was awarded d) is awarded
5. I'm going to see ... of this city.
a) the sight c) a sight
b) the sights d) sight
6. ... teachers have complained about his behaviour at school.
a) much c) some
b) the most d) any
7. It would be difficult to imagine life without ... telephone.
a) - c) an
b) a d) the
8. Nobody nowadays thinks that women ... just stay at home and look after the children.
a) are to c) might
b) has to d) should
9. When I was a teenager, I argued ... my brother and sister all the time.
a) at c) on
b) with d) by
10. I think that we are not making as ... profit as we should do.
a) much c) little
b) many d) few
11. "I ... a convincing explanation of your absence yet", the teacher said.
a) not hear c) haven't heard
b) don't hear d) hasn't heard
12. She thinks she ... more forgetful as she grows older.
a) get c) would get
b) gets d) is getting
13. This is the first time I ... late for my English lesson.
a) am c) has been
b) was d) have been
14. It seems that they already ... everything without consulting us.
a) have decided c) decided
b) had decided d) decide
15. I don't think you ... to show your passport there.
a) ask c) will be asked
b) will ask d) asking
16. Happiness is not ... inevitable result of having money.
a) - c) the
b) a d) an
17. I am afraid there are ... vacancies in the company at present.
a) not c) neither
b) none d) no
18. I ... give you permission for going there, I'm afraid.
a) doesn't have to c) might
b) can't d) am not to
19. The tourists were not aware ... the danger of bandits in the hills.
a) in c) under
b) of d) during
20. She has ... smile I have ever seen. That's what attracts people to her.
a) beautiful c) the most beautiful

- b) more beautiful d) less beautiful

Test 14

1. He ... for several hours and needed a rest.
a) was driving c) had been driving
b) drove d) had driven
2. Somebody is at the door. - I ... to see who it is.
a) go c) will be going
b) will go d) will have gone
3. The boy is going to be a scientist when he ... up.
a) grow c) will grow
b) grows d) will have grown
4. By the time she qualifies, she ... law for 5 years.
a) will study c) will have been studying
b) will be studying d) study
5. This old house on the corner ... down in two weeks.
a) will knock c) will have been knocked
b) will be knocked d) knocked
6. It was a film about ... life of a polar explorer.
a) - c) an
b) a d) the
7. They met in May and it was then ... he fell in love with her.
a) that c) there
b) than d) this
8. I don't agree that the unemployed ... receive more help from the state.
a) can c) should
b) may d) has to
9. Being a nurse is not as ... as being a doctor.
a) more interesting c) less interesting
b) interesting d) most interesting
10. We arrived ... England at Gatwick Airport.
a) to c) in
b) for d) at
11. Don't worry, the sun ... our clothes by the time we get home.
a) will dry c) will be drying
b) will have dried d) dry
12. Traditional English afternoon tea ... rare nowadays, although the English are ready for a cup of tea at any time of the day.
a) is c) has been
b) was d) will be
13. My father who ... recently spends all day reading the newspapers.
a) retired c) retires
b) has retired d) will retire
14. Much that has just been said ... soon.
a) forget c) will have been forgotten
b) will forget d) will be forgotten
15. There ... interesting news in today's newspaper.
a) are c) have been
b) is d) were
16. I saw two films yesterday, but I didn't like ... of them.
a) neither c) none
b) no d) either
17. The judge sent him to ... prison for ten years.

- a) - c) the
b) a d) an
18. ... you tell me if this bus goes to Heathrow Airport?
a) must c) may
b) should d) could
19. Last year I stayed for a few days in an old house in Scotland which was famous ... its ghosts.
a) by c) about
b) at d) for
20. Your car costs ... than mine but it is more beautiful.
a) little c) the least
b) less d) fewer

Test 15

1. ... you still ... or have you found a job already?
a) are studied c) have studied
b) are studying d) have been studying
2. Any advice that the Queen may offer the Prime Minister ... secret.
a) keep c) is kept
b) are kept d) was kept
3. Members of British Parliament ... salaries since 1911.
a) paid c) are paid
b) have been paid d) were paid
4. I decided to change from central London to the suburbs because it ... so expensive to live there.
a) become c) will become
b) have become d) has become
5. The teacher asked her pupils where they ... to spend their holidays.
a) are going c) will be going
b) were going d) have been going
6. As you can see from the letter I ... my address and live in Oxford now.
a) change c) have changed
b) changed d) had changed
7. This time next week I ... on the beach in Spain.
a) lie c) will be lying
b) will lie d) will have been lying
8. Living in the country is ... than in a big city.
a) less expensive c) the least expensive
b) most expensive d) expensive
9. I would like to meet ... you and thank you for your help.
a) with c) by
b) at d) -
10. Every time I go to the supermarket I ask ... why I go shopping so often.
a) my c) mine
b) myself d) they
11. It rains every day. If you ... the television with you, you will have nothing to do there.
a) not to take c) won't take
b) don't take d) aren't taken
12. The British Queen is certainly one of ... women in the world.
a) rich c) the richest
b) richer d) not rich
13. In 1979 Margaret Thatcher became ... first woman Prime Minister, yet she never appointed a woman in her Cabinet.

- a) - c) a
b) the d) an
14. A passer-by asked if it ... the right road for Hastings.
a) is c) has been
b) was d) will be
15. Excuse me, ... I borrow your newspaper, if you are not reading it?
a) must c) might
b) can d) should
16. Bill said that he ... for me outside when I got to the station.
a) will be waiting c) is waiting
b) would be waiting d) waits
17. I need some time to think about ... offer you made me.
a) - c) a
b) the d) an
18. We can't go by train. The train-drivers are ... strike.
a) on c) for
b) in d) at
19. I think that he was lonely because he had few friends and ... of his neighbours ever spoke to him.
a) neither c) none
b) either d) no
20. After oil ... under the sea near the Welsh Coast, Britain has become self-sufficient in this energy source.
a) discovered c) will be discovered
b) was discovered d) is discovered

3. Задания для практического контроля

Раздел: Практикум по чтению

Вариант 1

High teenage delinquency blamed on friends and family shortcomings

Boys and girls are more likely to be delinquent if they have delinquent friends, do not regard stealing as particularly wrong, and are not close to their fathers. The discovery, which throws light on one of the most crimeprone age groups, has been made in a survey for the research and planning unit of the Home Office.

About a third of offenders dealt with by the criminal justice system are under 17 years of age. The peak age for officially recorded offending is 15 for males and 14 for females.

About 160,000 juveniles a year are found guilty or cautioned for indictable offences.

A report in the Research and Planning Unit Bulletin says: "The contribution to and cost of crime by young teenagers when they are still very much part of the family and still at school is enormous".

There have been big changes in the pattern of family life in the past 10 or 15 years with more mothers working outside the home, more marriage breakdowns and an increase in the numbers of single-parent families.

"Young people's lives also seem to be more autonomous than those of earlier generations, and there is ample publicity about apparent increases in vandalism, shoplifting, drug misuse and hooliganism", the report says, and adds that those factors help to fuel the fear that families are no longer effectively helping to protect their children from delinquency.

They also help to apportion blame for the problem of juvenile crime, perhaps unfairly, to families, it goes. Parents were trusting. Four out of five felt they could rely on their teenage

offspring to behave well when out in spare time, though that did not mean that parents did not worry about what the teenager might be up to. Almost half the parents admitted to worrying.

"Such worry may in fact be justified in that while most parents thought it very unlikely that their child could get into trouble with the police, half the boys and two-fifths of the girls admitted to delinquent activity during the past year," the report says.

Parents, perhaps unjustifiably, also seemed reasonably content with their teenagers' choice of friends. Only 9 per cent disapproved of any of their current friends and about four-fifths thought they knew most of them at least by name.

"Again, parents appeared to under-estimate the risks of delinquent involvement in that two-thirds of the teenagers reported that they had friends who had committed illegal behaviour in the past year," the survey reported.

In general, most parents appeared still to be exercising authority. Few teenagers escaped being scolded on a regular basis, but serious disputes seemed comparatively rare.

I. Find the paragraph proving the title.

II. Give the results of a statistical survey.

1. the age groups committing the crimes;

2. the offences.

III. Compare:

1. Youth gang problems described in the previous article with those in this one.

2. changes in the pattern of family life.

IV. Name the factors showing that families can't affectively protect their children from delinquency.

V. Express parents' attitude to their children's' behavior and the choice of friends.

VI. Express your attitude to the problem. Use the linking words: as for me, personally I believe, it strikes me that, for this reason, needless to say, consequently.

VII. Make up a plan of the article and render it according to this plan.

Вариант 2

Bergenfield's tragic foursome

It has become a frighteningly familiar scene in recent years: A rash of suicides by teenagers in the same school or community, followed by the benumbed gropings of parents, teachers and friends to sort it all out and prevent still more death. Yet rarely do "cluster suicides" take so dramatic a form as they did recently in Bergenfield, N. J., a middle-class suburb 10 miles west of New York City. Two 19-year-old boys and two teenage sisters sat in an idling car while it filled a garage with carbon monoxide.

Before they died, all four helped to scrawl a note on a brown paper bag asking that they be given a joint funeral and burial. Last summer four of Bergenfield's young men died separate gruesome deaths that may have been suicides. And the day after recent suicide pact was discovered, two depressed teenage girls in the Chicago suburb of Alsip, 111., killed themselves in much the same way, their bodies recovered in an exhaust-filled garage. One held a stuffed animal and a rose, the other a photo album.

Since 1982, other clusters of suicides among young people have occurred in Omaha; Cheyenne, Wyo.; three cities in Texas - Plano, Clear Lake City and Richardson; Westchester County, N. Y., and Jefferson County, Colo. Why such surges of copycat self-destruction? Psychologists cite drug and alcohol problems and alienation caused by working parents, divorce and frequent moves.

Whatever the causes, suicide is second only to accidents as the leading cause of death in the United States among those age 15-24, according to the most recent figures. There's a glimmer of good news: Teen suicide totals have leveled off in the 1980s. But the rate per 100,000 is still more than twice that of 1960.

- I. Read and explain "cluster suicides".**
- II. Name the states and the cities where the suicides occurred.**
- III. Find:**
 1. What forms of the suicides are;
 2. The causes of them;
 3. Statistics.
- VI. Exchange your opinions on the problem.**
- VII. Give a summary of the text.**

Вариант 3

How to stop criminals who murder for no apparent reason? That's the task now facing police in many areas.

At a time when violent crime is dropping, one category of deceptively dangerous men - called serial killers - is causing alarm from coast to coast with seemingly motiveless murders.

The growth in this brand of law-breaking is a glaring exception to a trend, confirmed in an April 19 report by the Federal Bureau of Investigation, of declining violent crime.

Still, nearly 20,000 Americans are murdered each year, and more of the crimes are going unsolved.

One key reason, authorities say, is a surge in the number of men roaming from state to state looking primarily for female and juvenile victims. "They are killing for the sake of killing, and the crimes are very difficult to solve," comments Director Alfred Regnery of the U.S. Office of Juvenile Justice and Delinquency Prevention.

One crime spree ended in mid-April when Christopher Wilder wanted for eight murders or disappearances in eight states, was shot to death with his own gun during a scuffle with police in a small New Hampshire town.

Investigators said Wilder was just one on a long list of criminals who are responsible for strings of homicides has been recognized since a man dubbed Jack the Ripper murdered seven London prostitutes in 1888. A few spectacular one-man crime waves have occurred since then in the U.S., but only in recent years have law-enforcement authorities noticed the increase in what the FBI calls murders with "unknown motives."

Each case has its own peculiarities, but interviews by experts with more than 40 persons convicted in multiple-murder cases reveal common trends.

Typically, serial killers have a desire to dominate others. Their targets usually are women and children, whom they can overpower. The murders often are accompanied by sexual assaults; if the defendants are caught, they frequently are found awash in pornography.

Some serial criminals are discovered to have set fires and tortured animals as youths, and many had been abused by their parents. "These victims later become victimizers," remarks Justice official Regnery.

What frightens many people about mass murderers is that despite mental aberrations that cause them to kill, they usually look and act normal. "They can deal well with society," says Robert Keppel, an investigator for the Washington State attorney general's office who has worked on 10 such cases. "They are not 'creatures' or 'animals' who can easily be identified." In fact, assailants often befriend their victims. Wilder, a photographer, allegedly enticed many of the women he later

killed or assaulted by suggesting that they become fashion-models and offering to take their pictures.

III. Find:

1. the paragraphs where the weapons of serial killers are mentioned;
2. the paragraph proving the little of the article;
3. the name of an “outstanding” criminal.

IV. Comment on: “the murders with unknown motives”.

V. Find and describe the actions of such criminals, their motives and behaviour.

VI. Answer the questions:

1. What kind of crime alarms people?
2. Who are the victims of, serial killers’?
3. What facts do their biographies reveal?
4. Why is it very difficult to find such criminals?
5. Is the phenomenon of serial killers’ new?

VII. What new information have you got from this article?

Вариант 4

Drug smugglers jailed after brilliant coup by customs

A judge imposed prison sentences totalling 36 years on five smugglers who tried to land cannabis resin worth more than 10 million pounds at a remote creek in Essex.

The illicit cargo of 4.3 tonnes, packed up off the coast of Lebanon on board the schooner Robert Gordon, would have reached the streets if it had not been for the brilliance of the customs officers who thwarted the enterprise, Judge Greenwood said at Chelmsford Crown Court.

The court was told 'that the drugs had been loaded on to the Robert Gordon by a squad of at least 15 armed Lebanese in quasimilitary uniforms brandishing rocket-launchers.

It was also told that the principal organizer of the smuggling ring, Mr Brian Barker, aged 42, a businessman from Brentwood, Essex, had evaded arrest by leaving the country.

His business partner, Terence Guy, aged 46, from Romford, Essex, whom the Crown alleged had organized the British end of the operation, was sent to prison for 10 years after changing his plea to guilty to the smuggling charge during the trial.

The judge ordered the forfeiture of 24,000 pounds intended as part payment to the crew, which was found in his possession when he was arrested.

Keith Jones, aged 37, the skipper of the twin-masted vessel, who ferried the cannabis into the small Essex port of North Fambridge on the river Crouch on October 4 last year, was also sentenced to 10 years after pleading guilty.

Jones also received two sentences of two years each on charges of possessing firearms found on the vessel. Jones, who was to have been paid 50,000 pounds for the enterprise, had pleaded not guilty to the firearms offences.

Two crew members, Nikoulous Keferakis, aged 26, a fisherman from Rhodes, and Brian Hill, aged 36, from Corringham, Essex, who were to have received 25,000 pounds each in payment, were each given five-year prison sentences. The judge recommended that Keferakis be deported at the end of his sentence.

John Bridger, aged 38, a decorator, from Waltham Cross, Hertfordshire, whom the Crown alleged had organized the transport to pick up the drugs at North Fambridge, was found guilty by the jury and sentenced to six years.

Two other men, David Crighton, aged 23, from Corby, Northamptonshire, and Geoffrey King, aged 41, from Harlow, Essex, were acquitted after a jury retirement lasting six hours 40 minutes.

Judge Greenwood, who ordered the forfeiture of the cannabis, said at the end of the three-week trial: "Were it not for the undoubted brilliance of the Customs and Excise over a very long period of time, each and every one of you in different ways would have been strutting around rich men.

"I have been told, and I accept, that the principal behind all this was a man called Barker and the sooner he is brought to justice the better, but this plan could not have been operated, and so carefully thought out, were it not at any rate in a large part due to the way you, Jones, carried out your part in the Mediterranean on bringing the drugs back to England, and you, Guy, for a very large part. I have no doubt of the organization of the operation in this country."

I. Read the article and choose the paragraph proving the title of the article.

III. Find the information about the following things:

1. What court considered the case;
2. the country that sent the drugs;
3. the cargo;
4. the place of destination of the drugs.

IV. Make up a table of all the members of the smuggling ring.

No	Name	Age	Prison sentences	Arrested Not arrested acquitted
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V. Answer the questions:

1. What was the aim of the smugglers?
2. Who caught them?
3. What court tried the smugglers?
4. How many smugglers were tried? (were brought to trial?)
5. Who were the members of the smuggling ring?
6. What prison sentences did they receive?

**ЧАСТНОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
« СТАВРОПОЛЬСКИЙ КООПЕРАТИВНЫЙ ТЕХНИКУМ»**

УТВЕРЖДАЮ
Заместитель директора
по учебно-воспитательной работе
_____ Н.А. Авакова
« __ » _____ 20__ г

**2. Фонд оценочных средств для проведения промежуточной аттестации
по дисциплине ОГСЭ.03 Иностранный язык
Форма аттестации - дифференцированный зачет**

Рассмотрено на заседании
цикловой комиссии
«Общеобразовательных, правовых и
коммерческих дисциплин»
Протокол № ____ от « __ » _____ 20__ г.
Председатель цикловой комиссии
_____ Л.Ф. Магомедова

3. Фонд оценочных средств для проведения промежуточной аттестации по дисциплине

3.1. Перечень вопросов для подготовки к промежуточной аттестации по дисциплине

Грамматический материал:

1. Имя существительное. Артикль. Образование множественного числа существительных. Падеж имён существительных.
2. Повелительные предложения.
3. Местоимение. Классификация местоимений.
4. Имя числительное. Количественные числительные. Порядковые числительные.
5. Глагол. Основные глагольные формы. Инфинитив.
6. Времена английского глагола. Действительный залог. Формы настоящего времени. The Indefinite Forms.
7. Прилагательное. Место прилагательного в предложении. Степени сравнения прилагательных. Сравнительные конструкции с прилагательными.
8. Классификация и употребление наречий. Степени сравнения наречий.
9. Времена английского глагола. Действительный залог. The Continuous Forms.
10. Постановка вопросов к предложению. Общий вопрос и краткие ответы. Специальный вопрос. Альтернативный вопрос. Разделительный вопрос.
11. Времена английского глагола. Действительный залог. The Perfect Forms.

Лексический материал:

1. Государственное устройство Великобритании, правовые институты.
2. Государственное устройство США, правовые институты
3. Государственное устройство России, правовые институты
4. Юридические профессии
5. Судебный процесс
6. Устройство пенитенциарной (уголовно-исполнительной) системы

3.2. Задания для промежуточной аттестации по дисциплине

Билет № 1

1. Прочтите и переведите текст со словарем.

POLICE SERVICE IN THE UNITED KINGDOM

The entire history of the police shows that they were designed to protect property, and therefore the wealth and privilege of the minority who in Britain control the major industry, trade, finance and land.

This minority is to be protected not only from robbers and other criminal individuals, but from popular movement that might threaten their position and power. Thus when there is a strike, the police act on behalf of the employers; when there is opposition to war preparing for war

2. Имя существительное (образование множественного числа и притяжательного падежа). Приведите примеры из текста.

3. Беседа по теме «Причины преступлений».

Билет № 2

1. Прочтите и переведите текст со словарем.

POLICE SERVICE IN THE UNITED KINGDOM

In Great Britain the police forces are formed and administered financially by the local authorities.

According to the area within their jurisdiction they form: country forces, city and borough forces, combined forces, the Metropolitan Police Force and the City of London is known as a police district, which may be organized in divisions, subdivisions, sections and beats, varying in size according to the property, traffic control and rural duties.

It is for the police to establish guilt and they are responsible for the whole investigation. Although free to question any person, whether suspect or not, the police must strictly respect certain administrative rules.

2. Образование и употребление пассивного залога. Переведите примеры из текста.
3. Беседа по теме «Криминалогия»

Билет № 3

1. Прочтите и переведите текст со словарем.

THE SYSTEM OF RUSSIAN LAW

Russian law is a system of legal rules established by the state.

Socialist law and legality consolidate and safeguard the social and state system and economic foundation – system of economy and property – the rights and freedoms of Russian citizens, and ensure the development of relations in society.

The system of law consists of branches of law. Here is short description of some of them.

CONSTITUTIONAL LAW

Constitutional law is a leading branch of the whole system of law. Its principal source is the Constitution, the most democratic in the world, it deals with civil structure, state system, organization of state power and legal status of persons.

2. Расскажите о согласовании времен в английском языке. Приведите примеры.
3. Беседа по теме «Наказание».

БИЛЕТ № 4

1. Прочтите и переведите текст со словарем.

THE SYSTEM OF RUSSIAN LAW

ADMINISTRATIVE LAW

It is closely connected with Constitutional law but is deals with the forms of concrete executive and administrative activity of a government and ministries.

FINANCIAL LAW

It regulates the activity of state organs in the sphere of the budget, taxation, state credit and other sphere of state financial activity.

CIVIL LAW

Civil law is cjnected with relations on the economic sphere of socil life, with those involving property, distributionand exchange. The right in property of the central institution.

LABOUR LAW

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

- 2.Расскажите о временных формах в страдательном залоге. Приведите примеры из текста

2. Беседа по теме: «Исправление преступников».

Билет № 5

1. Прочтите и переведите текст со словарем.

THE INTERNATIONAL COURT OF JUSTICE

The international Court of justice established organ of the United Nations. All members are ipso facto parties to the Stature of the Court.

Other states may become parties to the Court's stature on condition determined in each by the General Assembly on the reccomendation of the Security Council.

Every member is pledged to comply with the cdecisions of the Court in a case to wich is a party.

The jurisdiction of the Court Comprises cases which parties submit to it and maters especially provided for in the Charter or in theaties in forse.

2. Расскажите о правилах перевода прямой речи в косвенную. Приведите примеры из текста.

3. Беседа по теме: «Полиция».

Билет № 6

1. Прочтите и переведите текст со словарем.

THE INTERNATIONAL COURT OF JUSTICE

The Court consist of 15 judges elected for a nine- year term by the General Assembly and the Security Council , each organ voting independently. The judges are elected on the basis of their qualifications, not on the basis of the basis of their national- ity. No two of the judges may be national of the same state. The Court remains permanently in session, except during judicial vacations. A quorum of 9 judges suffices to constitute the Court. All questions are decided by majority. The hearing of the cases is under the control of the President or Vice – President, the latter being elected by the Court itself.

2. Расскажите о временных формах в страдательном залоге. Приведите примеры из текста.
3. Беседа по теме: «История возникновения судебной системы».

Билет № 7

1. Прочтите и переведите текст со словарем.

The role of a solicitors was originally designed as a service to the public, to give advice to citizens concerning their right within the law. It is a profession largely independent of government control. The Law Society, founded from within the profession itself, is the guardian and private solicitors' professional ethics. Because they belong to an independent and private profession, solicitors themselves are not protected by the law. They can be sued by clients in the same way as doctor or architects, for being negligent in their work.

In order to become a solicitors, the prospective applicant must be considered suitable by the Law Society.

2. Расскажите о группе неопределенных времен. Приведите примеры из текста.
3. Беседа по теме: «Суд присяжных».

Билет № 8

1. Прочтите и переведите текст со словарем.

RUSSIAN LABOUR LAW

Labour law regulates labour relation and other relation linked up with them; for example, the activity of the trade unions, material security in old age and in event of sickness or disability, the procedure of supervising labour protection, the procedure of examining labour disputes, and so forth.

The legal relation of labour relation is founded on definite principles reflecting the objective of organization. They are; Universal duty to work, freedom from exploitation and freedom of choosing employment. The fact that the means of production belong to those who work makes it necessary for each citizen to take part in socially useful labour.

2. Расскажите о группе длительных времен. Приведите примеры из текста
Беседа по теме: «Полномочия судей».

Билет № 9

1. Прочтите и переведите текст со словарем.

THE US COURT SYSTEM

The United States court system has varied a great deal throughout the history of the country. At the present time the US court systems may be likened to a pyramid.

At the apex of the pyramid stand the Supreme Court of the United States, the highest court in the land. It consists of nine justices appointed for life by the President with the advice and consent of the US Senate. One justice is designated the Chief Justice. The court meets on the first Monday of October each year. It continues in session usually until June\\

On the next level stand the US courts of appeal in 11 circuits. Each circuit includes three or more states

2. Расскажите о группе совершенных времен. Приведите примеры из текста

3. Беседа по теме: «Ход судебного разбирательства».

Билет № 10

1. Прочтите и переведите текст со словарем.

On the lowest level stand the US district court, 94 in all, where cases are initially tried and decided. Each state has at least one court and from 1 to 27 judges depending upon the volume of cases which must be decided.

A person involved in a suit in a US court may thus proceed through three levels of decision. His case will be heard and decided by one of the courts on the lower level. If either party is dissatisfied with the decision rendered, he may usually have review of right in one of the courts of appeals

2. Расскажите о порядке слов в английском предложении. Приведите примеры из текста.

4. Тематика рефератов (проектов) исследовательского, творческого характера.

1. The System of Government
2. Parliament
3. Elections
4. The Royal Family
5. Crime
6. Punishment
7. The difference between lay judges and professional ones
8. Appellate courts
9. The main difference between barristers and solicitors
10. Attorneys in the USA

Лист регистрации изменений
 в Фонд оценочных средств на 20__ - 20__ учебный год
ОГСЭ.03 Иностранный язык
 по специальности 40.02.01 Право и организация социального обеспечения

№ п/п	Внесенные изменения	Содержание изменений

РАССМОТРЕНО
 на заседании цикловой комиссии
 Протокол № __ от ____ 20__ г.

ОДОБРЕНО
 Методическим советом
 Протокол № __ от ____ 20__ г.