

Частное образовательное учреждение высшего образования  
«САНКТ-ПЕТЕРБУРГСКИЙ УНИВЕРСИТЕТ ТЕХНОЛОГИЙ  
УПРАВЛЕНИЯ И ЭКОНОМИКИ»

РАССМОТРЕНО И ОДОБРЕНО

УТВЕРЖДАЮ

На заседании кафедры лингвистики  
и переводоведения  
Протокол № 8 от 26.05.2023 г.

Первый проректор  
С.В. Авдашкевич  
28.06.2023

## РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Дисциплина:	Б1.В.ДВ.01.01 Перевод юридических текстов
Направление подготовки:	45.03.02 Лингвистика
Направленность (профиль):	Перевод и переводоведение
Уровень высшего образования:	Бакалавриат
Форма обучения:	очная, заочная, очно-заочная
Разработчики:	Кандидат филологических наук, доцент А.-М. Ариас

Санкт-Петербург  
2023

**1. Цели и задачи дисциплины:***Цель освоения дисциплины:*

формирование у студентов практических навыков двустороннего перевода специализированных текстов юридической тематики, создание систематического представления о способах, средствах и приемах преобразования языковых единиц в процессе двустороннего перевода, а также развитие навыков осуществления делового общения на английском языке.

*Задачи дисциплины:*

- рассмотрение наиболее типичных ситуаций, в которых действия переводчиков связаны с преобразованием лексических, грамматических или стилистических характеристик исходных единиц текстов;

- ознакомление с возможными способами, средствами и приемами преобразования исходных единиц текстов (конкретизации, генерализации, модуляции, смыслового развития и целостного переосмысления;

компрессия, декомпрессия;

антонимический перевод, описательный перевод, прием компенсации);

- выработка умения определять такие типичные ситуации и применять наиболее эффективные приемы преобразования;

- ознакомление со специализированными языковыми лакунами;

- развитие оперативной памяти;

- развитие механизма переключения на другой язык;

- тренировка в различных контекстах наиболее частотных, употребительных переводческих соответствий с целью выработки автоматизированного навыка их использования;

- развитие навыков редактирования и саморедактирования;

- выработка умения реферировать и аннотировать.

**2. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы высшего образования**

Планируемые результаты освоения ОП ВО (код и содержание компетенций)	Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)	Примечание
ПК-3 Способен осуществлять письменный перевод официально-деловых документов	ПК-3.1 Знает особенности перевода официально-деловых документов, терминологию предметной области, основы форматирования текстов в текстовом редакторе и специализированном программном обеспечении, основы нотариального делопроизводства в части, касающейся профессионального перевода.	04.015 Профессиональный стандарт «Специалист в области перевода»
	ПК-3.2 Умеет выполнять поиск аналогичных текстов в справочной, специальной литературе, переводить с одного языка на другой письменно, использовать текстовые редакторы и специализированное программное обеспечение для грамотного оформления текста перевода.	
	ПК-3.3 Владеет навыками межъязыкового письменного перевода текста с использованием имеющихся шаблонов, навыками оформления текста перевода в соответствии с требованиями, обеспечивающими аутентичность исходного формата.	

<b>Планируемые результаты обучения по ОП ВО (индикаторы достижения компетенций)</b>	<b>Планируемые результаты обучения по дисциплине</b>
ПК-3.1. Знает особенности перевода официально-деловых документов, терминологию предметной области, основы форматирования текстов в текстовом редакторе и специализированном программном обеспечении, основы нотариального делопроизводства в части, касающейся профессионального перевода.	Знает: фонетические, лексические, словообразовательные явления и морфологические, синтаксические особенности и закономерности развития русского языка и изучаемого; категории различных частей речи в английском языке, грамматические формы и их значения; функциональные стили, подстили языка и их отличительные черты; грамматические формы и конструкции, типичные для формального и неформального регистров общения, письменной и устной коммуникации на английском языке; выразительные средства английского и русского языков и способы их перевода; правила современного английского речевого этикета; теоретические основы переводоведения (в частности, коммуникативно-прагматические факторы, детерминирующие перевод; лексико-семантические и грамматические переводческие трансформации и правила их применения и пр.); особенности перевода английской специальной лексики и фразеологии; основные машинные переводческие программы и иметь базовые умения работы с ними.
ПК-3.2. Умеет выполнять поиск аналогичных текстов в справочной, специальной литературе, переводить с одного языка на другой письменно, использовать текстовые редакторы и специализированное программное обеспечение для грамотного оформления текста перевода.	Умеет: профессионально грамотно выбирать общую стратегию перевода с учётом прагматической установки и типа текста оригинала; осуществлять предпереводческий анализ текста, готовиться к выполнению перевода, включая поиск информации в справочной, специальной литературе; осуществлять письменный перевод и перевод с листа текстов различных жанров и стилей на профессиональном уровне; эффективно использовать синонимические и другие ресурсы русского языка при переводе; работать с мультимедийными средствами; работать с компьютером как средством получения, обработки и управления информацией; работать с основными машинными переводческими программами; пользоваться электронными словарями и другими электронными ресурсами для решения лингвистических задач.
ПК-3.3. Владеет навыками межъязыкового письменного перевода текста с использованием имеющихся шаблонов, навыками оформления текста перевода в соответствии с требованиями, обеспечивающими аутентичность исходного формата.	Владеет: английским языком в экономической сфере его применения на среднепродвинутом или продвинутом уровне, а также культурой устной и письменной речи; навыками предпереводческого анализа текста; навыками письменного перевода и устного перевода с листа с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических и стилистических норм; основами современной информационной и библиографической культуры, навыками осуществления поиска информации в справочной, специальной литературе и компьютерных сетях; навыками редактирования и форматирования текста; навыками аналитического восприятия информации, составления аннотаций и рефератов текстов различных стилей и жанров.

### 3. Содержание, объем дисциплины и формы проведения занятий

№ п/п	Наименование темы дисциплины	Компетенции	Оценочные средства текущего контроля		
			ЗНАТЬ	УМЕТЬ	ВЛАДЕТЬ
			ПК-3.1	ПК-3.2	ПК-3.3
1	Объект и предмет современной теории перевода	ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №1 (10)	Задания творческого уровня №1 (20)
2	Общелексикологические вопросы перевода	ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №1 (10)	Задания творческого уровня №1 (20)
3	Использование специфических элементов грамматического строя языка для перевода юридических текстов	ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №2 (10)	Задания творческого уровня №1 (20)
4	Лексико-грамматические трудности перевода юридических текстов	ПК-3	Тестирование №1 (10)	Собеседование, опрос/ Контрольная работа №2 (10)	Задания творческого уровня №1 (20)
5	Предпереводческий анализ юридического текста	ПК-3	Тестирование №2 (10)	Собеседование, опрос/ Контрольная работа №3 (10)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
6	Официально-деловой и научный стили речи	ПК-3	Тестирование №2 (10)	Собеседование, опрос/ Контрольная работа №3 (10)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
7	Основные характеристики текстов юридической тематики и особенности их перевода	ПК-3	Тестирование №2 (10)	Собеседование, опрос/ Контрольная работа №4 (10)	Деловая и (или) ролевая игра/Кейс-задача №1 (20)
<b>Количество баллов (100 баллов):</b>			100		

Содержание учебного материала, лабораторные работы и практические занятия, курсовая работа
<p><b>Тема 1:</b> Объект и предмет современной теории перевода  <b>Практические занятия/самостоятельная работа:</b>            Возникновение современной теории перевода, перевод как объект теории, неизбежность потерь при переводе, предмет теории перевода. Выполнение переводов текстов юридической направленности  <b>Лабораторная работа:</b> -</p>
<p><b>Тема 2:</b> Общелексикологические вопросы перевода  <b>Практические занятия/самостоятельная работа:</b>            Условия выбора языковых средств в переводе, основные возможности передачи слова как лексической единицы, значение слова и контекст, безэквивалентная лексика, ложные эквиваленты, понятие лексического варианта в переводе, основные условия верной передачи слов, обозначающих национально-специфические реалии. Выполнение переводов текстов юридической направленности  <b>Лабораторная работа:</b> -</p>
<p><b>Тема 3:</b> Использование специфических элементов грамматического строя языка для перевода юридических текстов  <b>Практические занятия/самостоятельная работа:</b>            Категория вида, уменьшительные суффиксы и суффиксы субъективной оценки в русском языке, отказ от использования формально совпадающих, но отличных по функции грам. элементов, учет различия синтаксических возможностей двух языков, выбор грамматического варианта при переводе юридических текстов. Выполнение переводов текстов юридической направленности  <b>Лабораторная работа:</b> -</p>
<p><b>Тема 4:</b> Лексико-грамматические трудности перевода юридических текстов  <b>Практические занятия/самостоятельная работа:</b></p>

<b>Содержание учебного материала, лабораторные работы и практические занятия, курсовая работа</b>
Перевод многозначных слов в юридических текстах, синонимов, заимствований, неологизмов, устаревших и сокращенных слов, фразеологизмов, имен собственных, передача цитат. Выполнение переводов текстов юридической направленности <b>Лабораторная работа:</b> -
<b>Тема 5:</b> Предпереводческий анализ юридического текста <b>Практические занятия/самостоятельная работа:</b> Предпереводческий анализ текста и переводческий комментарий, структура, основные элементы экономического текста. Выполнение переводов текстов юридической направленности <b>Лабораторная работа:</b> -
<b>Тема 6:</b> Официально-деловой и научный стили речи <b>Практические занятия/самостоятельная работа:</b> Официально-деловой стиль речи, речевые жанры и подтипы текстов, научный стиль речи, речевые жанры и подтипы текстов, жанрово-стилистические особенности официально-делового стиля речи, жанрово-стилистические особенности научного стиля речи. Выполнение переводов текстов юридической направленности <b>Лабораторная работа:</b> -
<b>Тема 7:</b> Основные характеристики текстов юридической тематики и особенности их перевода <b>Практические занятия/самостоятельная работа:</b> Лингвистические особенности юридических текстов, структурные элементы текстов юридической тематики, перевод заглавий, термины в текстах юридической тематики, заимствования из других языков в текстах юридической тематики, особенности перевода текстов юридической тематики. Выполнение переводов текстов юридической направленности <b>Лабораторная работа:</b> -
<b>Курсовая работа:</b> не предусмотрено учебным планом

### Очная форма обучения

Вид учебной работы	Всего часов	Семестр 7
Аудиторные занятия (АЗ):	36	36
Лекционные занятия (Лек)	0	0
Лабораторные занятия (Лаб)	0	0
Практические занятия (Пр)	36	36
Самостоятельная работа студента (СР)	33	33
Курсовая работа	0	0
Другие виды самостоятельной работы*	33	33
Контроль самостоятельной работы (КСР)	3	3
Контактная работа (КоР)	39	39
Форма промежуточной аттестации	0	Зачет
Подготовка к экзамену и сдача экзамена (СР, КоР)	0	0
Общая трудоемкость дисциплины, часы/ЗЕТ	72/2	72/2

\* Подготовка к аудиторным занятиям, подготовка к зачету (при наличии)

№	Наименование темы дисциплины	Семестр/ Курс	Количество учебных часов				Практическая подготовка
			В том числе по видам аудиторных занятий			СР	
			Лек	Пр	Лаб		
1	Объект и предмет современной теории перевода	7	0	4	0	5	4
2	Общелексикологические вопросы перевода	7	0	4	0	5	4
3	Использование специфических элементов грамматического строя языка для перевода юридических текстов	7	0	4	0	5	4
4	Лексико-грамматические трудности перевода юридических текстов	7	0	6	0	5	6
5	Предпереводческий анализ юридического текста	7	0	6	0	5	6
6	Официально-деловой и научный стили речи	7	0	6	0	5	6
7	Основные характеристики текстов юридической тематики и особенности их перевода	7	0	6	0	3	6
Итого:			0	36	0	33	36

\* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий

и (или) выполнения лабораторных и (или) курсовых работ и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

### *Заочная форма обучения*

Вид учебной работы	Всего часов	Семестр 8
Аудиторные занятия (АЗ):	8	8
Лекционные занятия (Лек)	0	0
Лабораторные занятия (Лаб)	0	0
Практические занятия (Пр)	8	8
Самостоятельная работа студента (СР)	57	57
Курсовая работа	0	0
Другие виды самостоятельной работы*	57	57
Контроль самостоятельной работы (КСР)	3	3
Контактная работа (КоР)	11	11
Форма промежуточной аттестации	0	Зачет
Подготовка к экзамену/зачету и сдача экзамена/зачета (СР, КоР)	4	4
Общая трудоемкость дисциплины, часы/ЗЕТ	72/2	72/2

\* Подготовка к аудиторным занятиям

№	Наименование темы дисциплины	Семестр Курс	Количество учебных часов				СР	Практическая подготовка
			В том числе по видам аудиторных занятий					
			Лек	Пр	Лаб			
1	Объект и предмет современной теории перевода	8	0	0	0	8	4	
2	Общелексикологические вопросы перевода	8	0	2	0	8	4	
3	Использование специфических элементов грамматического строя языка для перевода юридических текстов	8	0	2	0	8	4	
4	Лексико-грамматические трудности перевода юридических текстов	8	0	2	0	8	6	
5	Предпереводческий анализ юридического текста	8	0	0	0	8	6	
6	Официально-деловой и научный стили речи	8	0	0	0	8	6	
7	Основные характеристики текстов юридической тематики и особенности их перевода	8	0	2	0	9	6	
Итого:			0	8	0	57	36	

\* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и (или) путем выделения часов из часов, отведенных на самостоятельную работу, и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

### *Очно-заочная форма обучения*

Вид учебной работы	Всего часов	Семестр 8
Аудиторные занятия (АЗ):	24	24
Лекционные занятия (Лек)	0	0
Лабораторные занятия (Лаб)	0	0
Практические занятия (Пр)	24	24
Самостоятельная работа студента (СР)	46	46
Курсовая работа	0	0
Другие виды самостоятельной работы*	46	46
Контроль самостоятельной работы (КСР)	2	2
Контактная работа (КоР)	26	26
Форма промежуточной аттестации	0	Зачет
Подготовка к экзамену и сдача экзамена (СР, КоР)	0	0
Общая трудоемкость дисциплины, часы/ЗЕТ	72/2	72/2

\* Подготовка к аудиторным занятиям, подготовка к зачету (при наличии)

№	Наименование темы дисциплины	Семестр/ Курс	Количество учебных часов				Практическая подготовка
			В том числе по видам аудиторных занятий			СР	
			Лек	Пр	Лаб		
1	Объект и предмет современной теории перевода	8	0	2	0	6	4
2	Общелексикологические вопросы перевода	8	0	4	0	6	4
3	Использование специфических элементов грамматического строя языка для перевода юридических текстов	8	0	2	0	6	4
4	Лексико-грамматические трудности перевода юридических текстов	8	0	4	0	7	6
5	Предпереводческий анализ юридического текста	8	0	4	0	7	6
6	Официально-деловой и научный стили речи	8	0	4	0	7	6
7	Основные характеристики текстов юридической тематики и особенности их перевода	8	0	4	0	7	6
Итого:			0	24	0	46	36

\* Практическая подготовка при реализации дисциплин организована путем проведения практических занятий и (или) выполнения лабораторных и (или) курсовых работ и (или) путем выделения часов из часов, отведенных на самостоятельную работу, и предусматривает выполнение работ, связанных с будущей профессиональной деятельностью.

#### 4. Способ реализации дисциплины

Без использования онлайн-курса.

#### 5. Учебно-методическое обеспечение дисциплины:

*Основная литература:*

1. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЮРИСТОВ. ENGLISH IN LAW. Учебник для вузов / Рубцова С. Ю., Шарова В. В., Винникова Т. А., Пржигодзкая О. В. ; Под общ. ред. Рубцовой С.Ю. - Санкт-Петербургский государственный университет (г. Санкт-Петербург), 2022 г. - 213 с. - ISBN 978-5-534-02815-7 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-dlya-yuristov-english-in-law-468963>

2. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЮРИСТОВ И СОТРУДНИКОВ ПРАВООХРАНИТЕЛЬНЫХ ОРГАНОВ (А1-В1). Учебное пособие для вузов / Макарова Е. А. - Таганрогский институт управления и экономики (г. Таганрог), 2022 г. - 161 с. - ISBN 978-5-534-08711-6 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-dlya-yuristov-i-sotrudnikov-pravoohranitelnyh-organov-a1-b1-490734>

3. АНГЛИЙСКИЙ ЯЗЫК: ПЕРЕВОД КОММЕРЧЕСКОЙ ДОКУМЕНТАЦИИ (В2) 2-е изд., пер. и доп. Учебное пособие для вузов / Пестова М. С. - Уральский государственный юридический университет (г. Екатеринбург), 2022 г. - 191 с. - ISBN 978-5-534-11543-7 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-perevod-kommercheskoy-dokumentacii-b2-494858>

*Дополнительная литература:*

1. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЮРИСТОВ (В1–В2) 2-е изд., пер. и доп. Учебник и практикум для вузов / Под общ. ред. Чироновой Ирины Игоревны - Национальный исследовательский университет «Высшая школа экономики» (г. Москва), 2022 г. - 331 с. - ISBN 978-5-534-08959-2 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-dlya-yuristov-b1-b2-488690>

2. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЮРИСТОВ (В2-С1). Учебник для вузов / Караулова Ю. А. - Московский государственный институт международных отношений (университет) МИД России (г. Москва), 2022 г. - 302 с. - ISBN 978-5-534-06733-0 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-dlya-yuristov-b2-c1-468932>

3. АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЮРИСТОВ (А2–В2) 2-е изд., пер. и доп. Учебник для вузов / Югова М. А., Тросклер Е. В., Павлова С. В., Садыкова Н. В. ; Под ред. Юговой М.А.

- Уральский государственный юридический университет (г. Екатеринбург), 2022 г. - 522 с.  
- ISBN 978-5-534-13600-5 – Режим доступа: <https://urait.ru/book/angliyskiy-yazyk-dlya-yuristov-a2-b2-468929>

## **6. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения**

1. Операционная система
2. Пакет прикладных офисных программ
3. Антивирусное программное обеспечение
4. LMS Moodle
5. Вебинарная платформа

## **7. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», информационных справочных систем и профессиональных баз данных, необходимых для освоения дисциплины**

1. [ibooks.ru](https://ibooks.ru) : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://ibooks.ru>. - Текст: электронный
2. Электронно-библиотечная система СПбУТУиЭ : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <http://libume.ru>. - Текст: электронный
3. Юрайт : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://urait.ru>. - Текст: электронный
4. [eLibrary.ru](http://elibrary.ru) : научная электронная библиотека [Электронный ресурс] : профессиональная база данных. - Режим доступа: <http://elibrary.ru>. - Текст: электронный
5. Архив научных журналов НЭИКОН [Электронный ресурс] : профессиональная база данных. - Режим доступа: [arhiv.neicon.ru](http://arhiv.neicon.ru). - Текст: электронный
6. КиберЛенинка : научная электронная библиотека [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://cyberleninka.ru>. - Текст: электронный
7. Лань : электронно-библиотечная система [Электронный ресурс] : профессиональная база данных. - Режим доступа: <https://e.lanbook.com>. - Текст: электронный
8. Политическое обозрение [Электронный ресурс] : информационная справочная система . - Режим доступа: <https://politobzor.net>. - Текст: электронный
9. [Philology.ru](http://www.philology.ru) [Электронный ресурс] : информационная справочная система . - Режим доступа: <http://www.philology.ru>. - Текст: электронный
10. [Langinfo.ru](http://www.langinfo.ru): языкознание [Электронный ресурс] : информационная справочная система. - Режим доступа: <http://www.langinfo.ru>. - Текст: электронный
11. Министерство просвещения Российской Федерации: профессиональная база данных . - Режим доступа: <https://edu.gov.ru>. - Текст: электронный
12. Министерство юстиции Российской Федерации: профессиональная база данных. - Режим доступа: <https://minjust.gov.ru/ru>. - Текст: электронный
13. Министерство иностранных дел Российской Федерации (МИД России): профессиональная база данных. - Режим доступа: <http://www.mid.ru>. - Текст: электронный

## **8. Материально-техническое обеспечение дисциплины**

1. Учебная аудитория для проведения занятий семинарского типа - практических занятий, для групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, оборудованная: рабочими местами для обучающихся, оснащенные специальной мебелью; рабочим местом преподавателя, оснащенный специальной мебелью, персональным компьютером с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде Университета; техническими средствами обучения -



мультимедийным оборудованием (проектор, экран, колонки) и маркерной доской; лицензионным программным обеспечением

2. Помещение для самостоятельной работы, оборудованное специальной мебелью, персональными компьютерами с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде Университета, лицензионным программным обеспечением

3. При применении электронного обучения, дистанционных образовательных технологий используются: виртуальные аналоги учебных аудиторий - вебинарные комнаты на вебинарных платформах, рабочее место преподавателя, оснащенное персональным компьютером (планшет, мобильное устройство) с возможностью подключения к сети «Интернет», доступом к электронной информационно-образовательной среде Университета и к информационно-образовательному portalу Университета [imeos.ru](http://imeos.ru), веб-камерой, микрофоном и гарнитурой (в т.ч. интегрированными в устройства), программным обеспечением; рабочее место обучающегося оснащено персональным компьютером (планшет, мобильное устройство) с возможностью подключения к сети «Интернет», доступом к электронной информационно-образовательной среде Университета и к информационно-образовательному portalу Университета [imeos.ru](http://imeos.ru), веб-камерой, микрофоном и гарнитурой (в т.ч. интегрированными в устройства). Авторизация на информационно-образовательном portalе Университета [imeos.ru](http://imeos.ru) и начало работы осуществляются с использованием персональной учетной записи (логина и пароля). Лицензионное программное обеспечение

## 9. Оценочные материалы по дисциплине

Описание оценочных средств (показатели и критерии оценивания, шкалы оценивания) представлено в приложении к основной профессиональной образовательной программе «Каталог оценочных средств текущего контроля и промежуточной аттестации».

Процедуры оценивания знаний, умений, навыков и (или) опыта деятельности приводятся в соответствующих методических материалах и локальных нормативных актах Университета.

Для оценивания учебных достижений студентов в Университете действует балльно-рейтинговая система.

Если оценка, соответствующая набранной в семестре сумме рейтинговых баллов, удовлетворяет студента, то она является итоговой оценкой по дисциплине при проведении промежуточной аттестации в форме экзамена/зачета с оценкой/зачета.

Условием сдачи экзамена/зачета с оценкой/зачета с целью повышения итоговой оценки по дисциплине является сдача студентом экзамена, за который он получает экзаменационные баллы без учета баллов, полученных за текущий контроль:

### Шкала оценивания учебных достижений по дисциплине, завершающейся зачетом без оценки

Баллы по дисциплине	60 и менее		61-73		74-90		91-100	
Итоговая оценка по дисциплине	Незачет		Зачет					
Баллы в международной шкале ECTS с буквенным обозначением уровня	50 и менее	51-60	61-67	68-73	74-83	84-90	91-100	
	F	Fx	E	D	C	B	A	
Уровень сформированности компетенций	Не сформированы		Пороговый		Высокий		Повышенный	

### Шкала оценивания учебных достижений по дисциплине, завершающейся экзаменом/зачетом с оценкой

Баллы по дисциплине	60 и менее		61-73		74-90		91-100	
Итоговая оценка по дисциплине	Неудовлетворительно		Удовлетворительно		Хорошо		Отлично	

Баллы в международной шкале ECTS с буквенным обозначением уровня	<50	51-60	61-67	68-73	74-83	84-90	91-100
	F	Fx	E	D	C	B	A
Уровень сформированности компетенций	Не сформированы		Пороговый		Высокий		Повышенный

## 9.1. Типовые контрольные задания для текущего контроля

### Тестирование №1

*Match each person in the box with the description given below.*

**forger, hooligan, murderer, shoplifter, vandal, burglar, hijacker, pickpocket, smuggler, witness**

1. This person takes control of a plane or boat by force \_\_\_\_\_.
2. This person sees what happens during a crime or accident. \_\_\_\_\_
3. This person brings goods into the country illegally. \_\_\_\_\_
4. This person might steal food from a supermarket. \_\_\_\_\_
5. This person kills someone on purpose. \_\_\_\_\_
6. This person makes illegal copies of paintings, documents etc. \_\_\_\_\_
7. This person damages other people's property. \_\_\_\_\_
8. This person might steal your wallet in a crowd. \_\_\_\_\_
9. This person steals from houses. \_\_\_\_\_
10. This person causes trouble at football matches. \_\_\_\_\_

### Тестирование №2

*There are words denoting types of crimes in the box. Choose the suitable word for each definition. Mind that there are odd words in the box.*

**armed robbery, blackmail, vagrancy, arson, fraud, murder, speeding, shoplifting, burglary, assault, libel, theft, treason, sexual assault, assassination, money laundering, perjury, homicide, bigamy, drug dealing, forgery, parking, smuggling, battery, embezzlement, gambling, extortion, manslaughter**

1. A generic term for the killing of another person.
2. Any instance in which one party deceives or takes unfair advantage of another.
3. Attempt to use illegal force on another person.
4. Attempt to use illegal force on another person in the absence of consent to sexual relations.
5. Attempt to transform illegally acquired money into apparently legitimate money.
6. Driving a vehicle in excess of the permitted limit.
7. Leaving one's vehicle in an area or for a duration in contravention of the law.
8. Possession of and/or trading in illegal substances.
9. Taking the property of another without right or permission.
10. The actual use of illegal force on another person.
11. The crime of breaking into a private home with the intention of committing a felony.
12. The unlawful killing of a person with intent.
13. The unlawful killing of a person without malicious intent and therefore without premeditation.
14. The unlawful taking of another's property using a dangerous weapon.
15. Setting fire to a building.
16. Going through a ceremony of marriage when you are still married to someone else.
17. Killing a public figure illegally and intentionally.
18. Getting money from people by using threats.
19. Telling lies when you have sworn an oath to say what is true in court.
20. Betraying your country to a foreign power.
21. Making an illegal copy of a banknote or document.
22. Using illegally or stealing money which you are looking after for someone else.

23. Taking goods illegally into or out of a country.

24. Getting money from people by threatening to publicise facts they do not want revealed.

25. Writing, publishing or broadcasting a statement which damages someone's character.

### Собеседование, опрос / Контрольная работа №1

*Read the newspaper article*

#### **Pensioner is banned over speed trap alert.**

A pensioner who warned motorists of a police speed trap was convicted of obstructing a constable in the execution of his duty, banned from driving and ordered to pay £364 costs yesterday.

Stuart Harding, 71, was attempting to slow motorists down as they approached a Sunday morning **car boot sale\*** where many people were crossing the road. Noticing that police were parked nearby with an officer using a hand-held laser speed camera, he decided that a warning stating "Speed Trap – 300 yards ahead" would be the most effective way of getting drivers to reduce their speed. But as soon as the officer noticed his placard he was cautioned for committing an offence.

Harding said: "I have been convicted of breaking the law because I was trying to stop others from doing so. It is totally unjust." Harding also said he had stood at the same spot on previous Sundays warning drivers of the car boot sale, and had received a thumbs-up sign from a passing police car. But the attitude of officers changed when he warned drivers of the speed camera.

Sergeant Sarah Cashman told the court that when she cautioned Harding and confiscated the sign he told her: "I stop people speeding down here. I am only doing what I think is right".

Banning Harding for a month, Alex Wyman, the magistrate, said: "The use of the sign was a deliberate act and by use of the words 'speed trap' you were assisting speeding motorists from being prosecuted". The court also confiscated Harding's sign and ordered it to be destroyed.

After the case he said that he had been told that fines collected from speeding motorists on that stretch of the road had netted £12,000 in one morning alone. "It seems to be more about raising revenue than road safety.

I'm just so angry and upset about driving ban. It was totally uncalled for because this wasn't a motoring offence", he said.

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\***car boot sale** – an informal market, often in a field, where people sell things from the backs of their cars. People usually sell books, clothes, children's toys, etc. which they no longer want. Car boot sales are very popular in Britain and take place regularly in many parts of the country.

*Answer the questions:*

1. What was the pensioner convicted of? 2. What was he doing and why? 3. Explain what actions were regarded as an offence. 4. Mr. Harding said that previously his actions had been approved bypassing police officers. Why did the officers' attitude change later? 5. What penalty was imposed on Stuart Harding? 6. What was Mr. Harding's reaction to it?

### Собеседование, опрос / Контрольная работа №2

*Read the newspaper article*

A criminal case begins when a person goes to court and files a complaint that another person has committed an offence. This is followed by issuing either an arrest warrant or a summons. A criminal case is started when an indictment is returned by a grand jury before anything else happens in the case. Indictments most often are felony accusations against persons who have been arrested and referred to the grand jury. After an accused is indicted, he is brought into court and is told about the nature of the charge against him and asked to plead. He can plead guilty, which is the admission that he committed the crime and can be sentenced without a trial. He can plead not guilty and be tried.

As a general rule the parties to civil suits and defendants in criminal cases are entitled to trial by jury

of 12 jurors. But a jury is not provided unless it is demanded in writing in advance of the trial; in this case a civil or a criminal case is trial to the judge alone, greater criminal cases are tried to a three-judge panel.

In trial by the jury the attorneys for each party make their opening statements. The prosecution presents its evidence based on the criminal investigation of the case.

The attorney for the defence pleads the case of the accused examines his witnesses and cross-examines the witnesses for the prosecution. Both, the prosecution and the defence, try to convince the Jury. When all the evidence is in, the attorneys make their closing arguments to the jury with the prosecutor going first. Both attorneys try to show the evidence in the most favourable light for their sides. But if one of them uses improper material in his final argument the opponent may object, the objection may be ruled out by the judge who will instruct the jury to disregard what was said or may be sustained. After this the judge proceeds to instruct the jury on its duty and the jury retires to the jury room to consider the verdict. In civil cases at least three fourths of the jurors must agree on the verdict. In a criminal case there must not be any reasonable doubt as to the guilt of the accused, the verdict must be unanimous.

The next stage is for the judge to decide, in case of a verdict of guilty, what sentence to impose on the convict.

*Answer the questions.*

1. Who are the participants in the legal procedure?
2. In what way does a legal procedure start?
  - a) in civil cases
  - b) in criminal cases
3. Describe the procedure of the trial in the American court of common pleas.
4. Specify the felony and misdemeanor.
5. What penalties and sentences are imposed in the US courts?

### Собеседование, опрос / Контрольная работа №3

1. Match the following headings with the sections of the text below:

- Psychological and psychiatric theories
- Biological theories
- Multiple causation theory
- Social environment theories
- Theological and ethical theories
- Climatic theory

(1) No one knows why crime occurs. The oldest theory, based on theology and ethics, is that criminals are **perverse persons** who **deliberately commit crimes** or who do so **at the instigation of the devil** or other **evil spirits**. Although this idea has been **discarded** by modern criminologists, it persists among **uninformed people** and provides **the rationale for the harsh punishments** still meted out to criminals in many parts of the world.

(2) Since the 18<sup>th</sup> century, various scientific theories have been advanced to explain crime. One of the first efforts to explain crime **on scientific, rather than theological, grounds** was made at the end of the 18<sup>th</sup> century by the German physician and anatomist Franz Joseph Gall, who tried to **establish relationships** between **skull structure** and **criminal proclivities**. This theory, popular during the 19<sup>th</sup> century, **is now discredited** and has been **abandoned**. A more **sophisticated theory** – a biological one

– was developed late in the 19<sup>th</sup> century by the Italian criminologist Cesare Lombroso, who asserted that crimes were committed by persons who are born with **certain recognizable hereditary physical traits**.

Lombroso's theory was disproved early in 20<sup>th</sup> century by the British criminologist Charles Goring. Goring's **comparative study of jailed criminals and law-abiding persons** established that so-called **criminal types**, with **innate dispositions to crime**, do not exist. Recent scientific studies have tended to confirm Goring's findings. Some investigators still hold, however, that specific abnormalities of the brain and of the endocrine system contribute to a person's **inclination toward criminal activity**.

(3) Another approach to an explanation of crime **was initiated** by the French political philosopher Montesquieu, who attempted **to relate criminal behavior to natural or physical environment**. His successors have gathered evidence tending to show that **crimes against persons**, such as **homicide**, are relatively more numerous in warm climates, whereas **crimes against property**, such as **theft**, are more frequent in colder regions. Other studies seem to indicate that the incidence of crime declines in direct ratio to drops in barometric pressure, to increased humidity, and to higher temperature.

(4) Many prominent criminologists of the 19<sup>th</sup> century, particularly those associated with the Socialist movement, **attributed crime mainly to the influence of poverty**. They pointed out that persons who are **unable to provide adequately for themselves** and their families through **normal legal channels** are frequently driven to **theft, burglary, prostitution, and other offences**. The incidence of crime especially tends to rise in times of **widespread unemployment**. Present-day criminologists take a broader and deeper view; they **place the blame** for most crimes on the whole range of environmental conditions associated with poverty. The living conditions of the poor, particularly of those in slums, are characterized by **overcrowding, lack of privacy**, inadequate play space and recreational facilities, and **poor sanitation**. Such conditions engender **feelings of deprivation** and hopelessness and are **conducive to crime as a means of escape**. The feeling is encouraged by the example set by those who have escaped to what appears to be the better way of life made possible by crime.

Some theorists **relate the incidence of crime to** the general state of a culture, especially the impact of **economic crises**, wars, and revolutions and the **general sense of insecurity** and uprootedness to which these forces give rise. As a society becomes more unsettled and its people more restless and **fearful of the future**, the **crime rate tends to rise**. This is particularly true of **juvenile crime**, as the experience of the United States since World War II has made evident.

(5) The final major groups of theories are psychological and psychiatric. Studies by such 20<sup>th</sup> century investigators as the American criminologist Bernard Glueck and the British Psychiatrist William Healy have indicated that about one-fourth of a typical **convict population** is psychotic, neurotic, or **emotionally unstable** and another one-fourth is **mentally deficient**. These emotional and mental conditions do not automatically make people criminals, but do, it is believed, make them more **prone to criminality**. Recent studies of criminals **have thrown further light on** the kinds of emotional disturbances that may **lead to criminal behavior**.

(6) Since the mid-20<sup>th</sup> century, the notion that crime can be explained by any single theory has fallen into disfavour among investigators. Instead, experts incline to so-called **multiple factor**, or **multiple causation** theories. They reason that **crime springs from a multiplicity of conflicting and converging influences** – biological, psychological, cultural, economic and political. The multiple causation explanations seem more **credible** than the earlier, simple theories. An understanding of the causes of crime is still elusive, however, because the interrelationship of causes is **difficult to determine**.

2. Write down Russian equivalents for the words and expressions in bold type, given in the text above.

3. Find in the text above the English equivalents for the following words and expressions and reproduce the context in which they were used:

1. мошенничество
2. кража
3. убийство

4. кража с взломом
5. сравнительный анализ преступников и законопослушных граждан
6. соотнести преступное поведение с факторами окружающей среды
7. преступления против человека
8. преступления против собственности
9. совершать преступления умышленно
10. некоторые узнаваемые наследуемые черты
11. выдающиеся учёные-криминологи
12. ряд условий
13. уровень преступности
14. быть склонным к преступной деятельности
15. пролить свет на проблему
16. теория многообразия факторов
17. достоверная теория

**4. Organize the words into four groups.**

Murder, thief, prison, barrister, robbery, burglar, cell, criminal, court, rape, shoplifting, judge, manslaughter, prisoner, jury, police station, lawyer, theft, witness, probation, hi-jacking, flogging, fine, death penalty, bribery, community service, smuggling, detective, drunken driving, traffic warden.

**Собеседование, опрос / Контрольная работа №4**

**1. Put each of the following words and phrases into its correct place in the passage.**

Bigamy, civil, classes, community, countries, crimes, criminal law, felony, fine, forgery, laws, life imprisonment, misdemeanour, offences, penalty, person, prison, state, term, treason.

**CRIME**

Crime violates the laws of a community, ..... or nation. It is punishable in accordance with these .....

The definition of crime varies according to time and place, but the laws of most ..... consider as crimes such .... as arson, ..... burglary, .... , murder, and .....

Not all offences against the law are .....

The laws that set down the punishments for crimes form the .....

This law defines as crimes those offences considered most harmful to the .....

On the other hand, a ..... may wrong someone else in some other way that offends the .... law.

The common law recognizes three .... of crime: treason, ....., and misdemeanour. Death or .... is the usual .... for treason. Laws in the United States, for example, define a felony as a crime that is punishable by a .... of one year or more in a state or federal .....

A person who commits a ..... may be punished by a ..... or a jail term of less than one year.

**2. Give the name of the defined law breaker, who:**

- a) steals;
- b) steals purses and wallets;
- c) gets money by threatening to disclose personal information;
- e) seizes aeroplanes;
- f) takes things from a shop without paying;
- g) kills people;
- h) steals from houses or offices;
- i) steals from banks or trains;
- j) takes people hostage for a ransom;
- k) steals government secrets;
- l) wilfully destroys property;
- m) marries illegally while being married already.

**3. Choose the correct answer.**

1. This was one of the few crimes lie did not ..... .  
a) achieve; b) commit; c) make; d) perform.
  2. The ..... are still holding twelve people hostage on the plane.  
a) bandits; b) guerrillas; c) hijackers; d) kidnapers.
  3. He was charged with a(n) ..... of currency regulations.  
a) break; b) breach; c) disrespect; d) observance.
  4. Our insurance policy offers immediate ..... against the risk of burglary, accident or damage by fire.  
a) care; b) cover; c) relief; d) security.
  5. The man jumped out of the window and committed ..... .  
a) death; b) homicide; c) murder; d) suicide.
  6. " Thieves will be ..... "  
a) liable; b) lifted; c) persecuted; d) prosecuted.
  7. Police blamed a small hooligan ..... in the crowd for the violence which occurred.  
a) constituent; b) division; c) element; d) portion.
  8. The police said there was no sign of a ..... entry even though the house had been burgled.  
a) broken; b) burst; c) forced; d) smashed.
  9. The police car raced down the street with the ..... blaring.  
a) alarm; b) bell; c) gong; d) siren.
  10. The tourist's camera was ..... because he had brought it into the country illegally.  
a) bereaved; b) confiscated; c) deprived; d) extorted.
  11. Look, Officer. I'm not drunk. I'm as .... as a judge.  
a) calm; b) clear; c) sober; d) steady.
  12. He said he would sue us, but I don't think he'll ..... his threat.  
a) achieve; b) bring about; c) carry out; d) perform.
  13. The conspirators were plotting the ..... of the government.  
a) catastrophe; b) disaster; c) demolition; d) overthrow.
  14. The thieves .... the papers all over the room while they were searching for the money.  
a) broadcast; b) scattered; c) sowed; d) strayed.
  15. Ms Goodheart was completely ..... by the thief's disguise.  
a) taken away; b) taken down; c) taken in; d) taken up.
  16. The police caught the thief ..... .  
a) in black and white; b) in the red; c) red-handed; d) true blue.
  17. He was arrested for trying to pass ..... notes at the bank.  
a) camouflaged; b) counterfeit; c) fake; d) fraudulent.
  18. He offered me \$500 to break my contract. That's ..... .  
a) blackmail; b) bribery; c) compensation; d) reward.
  19. The child was kidnapped by a notorious ..... of robbers.  
a) crew; b) gang; c) staff; d) team.
  20. The burglar .... silently into the room.  
a) crept; b) stood; c) strode; d) wandered.
- 4. Match the criminal with the definition.**

1) an arsonist;	a) tries to enforce his political demands by carrying out or threatening acts of violence;
2) an assassin;	b) pretends or claims to be what he is not;
3) a deserter;	c) makes money by dishonest business methods, e.g. by selling worthless goods;
4) an embezzler;	d) steals from his own company;
5) a forger;	e) attacks and robs people especially in public places;
6) a fraud or conman;	f) sets fire to property;
7) a hooligan;	g) kills for political reasons or reward;
8) a mugger;	h) brings goods into one country from another illegally;
9) a poacher;	i) hunts illegally on somebody else's land;
10) a racketeer;	j) makes false money or documents;
11) a smuggler;	k) a soldier who leaves the armed forces without permission;
12) a terrorist;	l) causes damage or disturbance in public places.

**5. Choose the right answer.**

- The spy ..... the desk in an attempt to find the secret documents.  
a) invaded; b) kidnapped; c) looted; d) ransacked.
- The safe deposit box ..... a high-pitched sound when it was moved.  
a) ejected; b) emitted; c) expelled; d) excluded.
- He ..... his list and threatened to kill me.  
a) clenched; b) clutched; c) grabbed; d) gripped.
- Thieves got away with a .... of jewellery worth thousands of pounds.  
a) catch; b) haul; c) loot; d) snatch.
- The burglar's presence was betrayed by a ..... floorboard.  
a) cracking; b) creaking; c) crunching; d) groaning.
- Smugglers consistently ..... import regulations.  
a) break; b) flaunt; c) float; d) flout.
- Luckily my wallet was handed in to the police with its contents .....  
a) contained; b) intact; c) missing; d) preserved.
- The intruder was badly ..... by the guard dog in the palace garden.  
a) damaged; b) eaten; c) mauled; d) violated.
- When the police examined the house they found that the lock had been ..... with.  
a) broken; b) hindered; c) tampered; d) touched.
- The hooligan ..... the money out of my hand and ran away.  
a) clutched; b) gripped; c) snatched; d) withdrew.

**Задание творческого уровня №1**

*Read the text and do the exercises.*

**EYE WITNESS**

He had seen a murder, and the sight had sunken into the brown pits that were his eyes. It had tightened the thin line of his mouth and given him a tic over his left cheekbone.

He sat now with his hat in his hands, his fingers nervously exploring the narrow brim. He was a thin man with a moustache that completely dominated the confined planes of his face.

He was dressed neatly, his trousers carefully raised in a crease-protecting lift that revealed taut socks and the brass clasp of one garter.

"That him?" I asked.

"That's him," Magruder said.

"And he saw the mugging?"

"He says he saw it. He won't talk to anyone but the lieutenant."

"None of us underlings will do, huh?"

Magruder shrugged. He'd been on the force for a long time now, and he was used to just about every



type of taxpayer. I looked over to where the thin man sat on the bench against the wall. "Well," I said, "let me see what I can get out of him."

Magruder cocked an eyebrow and asked. "You think maybe the Old Man would like to see him personally?"

"Maybe. If he's got something. If not, we'd be wasting his time. And especially on this case, I don't think..." "Yeah," Magruder agreed.

I left Magruder and walked over to the little man. He looked up when I approached him, and then blinked. "Mr Struthers?" "Yes," he said warily. "I'm Detective Cappeli. My partner tells me you have some information about the..." "You're not the lieutenant, are you?" "No," I said, "but I'm working very closely with him on this case."

"I won't talk to anyone but the lieutenant, he said. His eyes met mine for an instant and then turned away. He was not being stubborn, I decided. I hadn't seen stubbornness in his eyes. I'd seen fear."

"Why, Mr Struthers?"

"Why? Why what? Why won't I tell my story to anyone else? Because I won't, that's why."

"Mr Struthers, withholding evidence is a serious crime. It makes you an accessory after the fact. We'd hate to have to..."

"I'm not withholding anything. Get the lieutenant, and I'll tell you everything I saw. That's all, get the lieutenant."

I waited for a moment before trying again. "Are you familiar with the case at all sir?" Struthers considered his answer. "Just what I read in the papers. And what I saw."

"You know that it was Lieutenant Anderson's wife who was mugged? That the mugger was after her purse and killed her without getting it?"

"Yes, I know that."

"Can you see then why we don't we don't want to bring the lieutenant into this until it's absolutely necessary? So far we've had ten people confessing to the crime, and eight people who claim to have seen the mugging and murder."

"I didn't see it," Struthers protested.

"I'm not saying you didn't, sir. But I'd like to be sure before I bring the lieutenant in on it."

"I just don't want any ship-ups," Struthers said. "I... don't want him coming after me next."

"We'll offer you every possible protection, sir. The lieutenant, as you can well imagine, has a strong personal interest in this case. He'll certainly see that no harm comes to you."

Struthers looked around him suspiciously. "Well, do we have to talk here?"

"No, sir, you can come into my office."

He deliberated for another moment, and then said. "All right." He stood up abruptly, his fingers still roaming the hat brim. When we got to my office, I offered him a chair and a cigarette. He took the seat, but declined the smoke.

"Now then, what did you see?"

"I saw the mugger, the man who killed her," Struthers lowered his voice. "But he saw me too. That's why I want to make absolutely certain that... that I won't get into any trouble over this."

"You won't, sir. I can assure you. Where did you see the killing?"

"On Third and Elm. Right near the old paint factory, I was on my way home from the movies."

"What did you see?"

"Well, the woman, Mrs Anderson – I didn't know it was her at the time, of course – was standing on a corner waiting for the bus. I was walking down toward her. I walk that way often, especially coming home from the show. It was a nice night and..."

"What happened?"

"Well, it was dark, and I was walking pretty quiet, I guess. I wear gummies – gum sole shoes." "Go on."

"The mugger came out of the shadows and grabbed Mrs Anderson around the throat, from behind her. She threw up her arm, and her purse opened and everything inside fell on the sidewalk. Then he lifted his hand, brought it down, and she screamed, and he yelled, "Quiet, you bitch!" He lifted his hand again and brought it down again, all the time yelling, "Here, you bitch, here, here," while he was stabbing her.

He must have lifted the knife at least a dozen times.”

“And you saw him? You saw his face?”

“Yes. She dropped to the ground, and he came running up the street toward me. I tried to get against the building, but I was too late. We stood face to face, and for a minute I thought he was going to kill me, too. But he gave a kind of a moan and ran up the street.”

“Why didn’t you come to the police at once?”

“I... I guess I was scared. Mister, I still am. You’ve got to promise me I won’t get into any trouble. I’m a married man, and I got two kids. I can’t afford to...”

“Could you pick him out of a line-up? We’ve already rounded up a lot of men, some with records as muggers. Could you pick the killer?”

“Yes. But not if he can see me. If he sees me, it’s all off. I won’t go through with it if he sees me.”

“He won’t see you, sir. We’ll put you behind a screen.”

“So long as he doesn’t see me. He knows what I look like, too, and I got a family. I won’t identify him if he knows I’m the one doing it.”

“You’ve got nothing to worry about.” I clicked down Magruder’s toggle on the intercom, and when he answered, I said, “Looks like we’ve got something here, Mac. Get the boys ready for run-through, will you?”

“Right. I’ll buzz you.”

We sat around and waited for Magruder to buzz. “I won’t do it unless I’m behind a screen,” Struthers said. “You’ll have a one-way mirror, sir.”

We’d waited for about five minutes when the door opened. A voice lined with anguish and fatigue said, “Mac tells me you’ve got a witness.” I turned from the window, ready to say, “Yes, sir,” and Struthers turned to face the door at the same time. His eyebrows lifted, and his eyes grew wide. He stared at the figure in the doorway, and I watched both men as their eyes met and locked for an instant. “No!” Struthers said suddenly. “I... I’ve changed my mind. I... I can’t do it. I have to go. I have to go.”

He slammed his hat on his head and ran out quickly, almost before I’d gotten to my feet. “Now what the hell got into him all of a sudden?” I asked. Lieutenant Anderson shrugged wearily. “I don’t know,” he said. “I don’t know.”

(By Ed McBain, British Press)

A. Give one word for the following definitions using the text.

- 1) nervous movement of face muscles;
- 2) the edge of a hat;
- 3) was the most obvious feature;
- 4) the man had pulled up his trousers so that his knees would not smooth out the creases;
- 5) elastic to hold up socks or stockings;
- 6) lifted his shoulders as if to say “I don’t know why.”;
- 7) in the police;
- 8) the boss;
- 9) if he really knows who did it;
- 10) closed his eyes and opened them quickly;
- 11) carefully;
- 12) guilty of helping the criminal after the crime has been committed;
- 13) handbag (American English);
- 14) thought carefully;
- 15) shoes with soft bottoms;
- 16) sound of pain or unhappiness;
- 17) a line of people including those suspected of a crime (witnesses have to recognise the person they saw);
- 18) button, knob;
- 19) internal phone;
- 20) call (on the phone).

## **B. Translate into Russian.**

To tighten the line of his to withhold evidence; mouth; the brim of the hat; to crease; mugging; to shrug; taxpayer; cocked an eyebrow; to blink; warily; sidewalk; to yell; to stab; accessory after the fact; to confess; to bring smb in on it; I don't want any slip-ups; he'll see that no harm comes to you; to deliberate; he declined the smoke; with records as murders; I won't go through it; to click down.

### **Деловая и (или)ролевая игра / Кейс-задача №1**

Discuss the problem of kidnapping. One of the problems about being successful is that you may become rich and famous and thus become a target for kidnappers, who may take you hostage and demand an enormous ransom for your release.

#### **HOW NOT TO BE KIDNAPPED**

Travel in isolated areas.

Keep to a set routine at work or on holiday.

Keep a low profile.

Make reservations in your own name.

Carry identification documents and medical details.

Park in protected areas.

Carry luggage with your name and address on it.

Stop at the same bar\restaurant\park on your way home.

Tell family and friends where you are going.

Vary your route to and from the office.

Arrive early for appointments.

Arrive exactly on time at airports and stations.

Arrange covert signals to use with family on phone.

Be suspicious of everybody you don't know.

Think it could never happen to you.

Find out about the politics of any country you visit.

Ignore the possibility of danger to your family.

### **9.2. Примерный перечень тем курсовой работы**

Не предусмотрено учебным планом

### **9.3. Типовые контрольные задания для промежуточной аттестации: зачет**

#### **Примерный перечень теоретических вопросов к зачету**

1. Особенности перевода текста юридической направленности.
2. Понятие «перевод». Основные принципы перевода.
3. Основы научной теории перевода.
4. Виды переводоведения в зависимости от предмета исследования.
5. Общая теория перевода, частные и специальные теории перевода.
6. Основные задачи теории перевода.
7. Эквивалентность перевода.
8. Типология переводов.
9. Особенности официально-делового стиля.
10. Принцип стилистической адаптации при переводе.
11. Особенности выполнения полного письменного перевода деловых документов и юридической литературы.

12. Процесс образования новых терминов.
13. Виды конверсии.
14. Виды сокращений.
15. Формы неологизмов.
16. Система переводческих соответствий.
17. Особенность перевода безэквивалентных грамматических единиц.
18. Грамматические соответствия.
19. Основные типы лексических трансформаций.
20. Основные типы грамматических и стилистических трансформаций.
21. Технические приемы перевода.

### Примерный перечень практических заданий к зачету

Прочитайте и переведите текст

Текст №1

#### WIFE WHO KILLED HER HUSBAND IS CLEARED

A woman who stabbed her husband to death on the night before they were due to go on holiday in the Maldivian islands was cleared of murder and manslaughter yesterday after telling a court that she acted in self defence.

Wendy Hopcraft had hidden a knife under her pillow after the couple had been drinking at a barbecue party and she stabbed her husband, Andrew, when he made a drunken lunge at her.

Members of her family cheered loudly as she was found not guilty at Reading Crown Court. Her husband's father had to be carried out of the court.

The jury heard that the couple, who had been married for 18 months, had moved into a new home a few days before the stabbing and had talked of starting a family.

On the night Mr Hopcraft died he had been with friends at a barbecue and both he and his wife were drunk when they returned to their home in Lower Earley, Reading, Berks.

Mr Hopcraft, who had attacked his wife on previous occasions, tried to strangle her and she stabbed him. One of the wounds penetrated his heart.

She then called an ambulance and told the controller: "I think I've killed my husband. I have stabbed him really, really badly. We have had a terrible, terrible fight."

When police arrived Hopcraft was embracing her husband as he lay in a pool of blood in the bathroom.

Nigel Mylne, QC, defending, told the jury that Hopcraft had been a "battered wife, but was also a loving wife" and that the couple had everything to live for.

"Something horrific, unique and terrible happened in those 20 minutes," he said. "There are inconsistencies; she has got lots of things wrong. But she believed that she was fighting for her very life blood."

When the couple married in the Dominican Republic in 1993 Hopcraft appeared in wedding photographs with bruises which she said her husband had caused. She told the court that she had been beaten seven or eight times during their marriage. She left court without commenting.

Текст №2

There is nothing that man fears more than the touch of the unknown. He wants to *see* what is reaching towards him, and to be able to recognize or at least classify it. Man always tends to avoid physical contact with anything strange. In the dark, the fear of an unexpected touch can mount to panic. Even clothes give insufficient security: it is easy to tear them and pierce through to the naked, smooth, defenceless flesh of the victim.

All the distances which men create round themselves are dictated by this fear. They shut themselves in houses which no one may enter, and only there feel some measure of security. The fear of burglars is not only the fear of being robbed, but also the fear of a sudden and unexpected clutch out of the darkness.

The repugnance to being touched remains with us when we go about among people; the way we move

in a busy street, in restaurants, trains or buses, is governed by it. Even when we are standing next to them and are able to watch and examine them closely, we avoid actual contact if we can. If we do not avoid it, it is because we feel attracted to someone; and then it is we who make the approach.

The promptness with which apology is offered for an unintentional contact, the tension with which it is awaited, our violent and sometimes even physical reaction when it is not forthcoming, the antipathy and hatred we feel for the offender, even when we cannot be certain who it is — the whole knot of shifting and intensely sensitive reactions to an alien touch — proves that we are dealing here with a human propensity as deep-seated as it is alert and insidious; something which never leaves a man when he has once established the boundaries of his personality. Even in sleep, when he is far more unguarded, he can all too easily be disturbed by a touch.

It is only in a crowd that man can become free of this fear of being touched. That is the only situation in which the fear changes into its opposite. The crowd he needs is the dense crowd, in which body is pressed to body: a crowd, too, whose physical constitution is also dense, or compact, so that he no longer notices who it is that presses against him. As soon as a man has surrendered himself to the crowd, he ceases to fear its touch. Ideally, all are equal there; no distinctions count, not even that of sex. The man pressed against him is the same as himself. He feels him as he feels himself. Suddenly it is as though everything were happening in one and the same body. This is perhaps one of the reasons why a crowd seeks to close in on itself: it wants to rid each individual as completely as possible of the fear of being touched. The more fiercely people press together, the more certain they feel that they do not fear each other. This reversal of the fear of being touched belongs to the nature of crowds. The feeling of relief is most striking where the density of the crowd is greatest.

*(from Crowds and Power by Elias Canetti)*

Текст №3

#### POLICEMAN FORCED TO QUIT EARLY WINS STRESS TEST CASE

A police jailer, who retired prematurely because of chronic depression, won a test case yesterday to prove he had been disabled by stress suffered in the course of his work.

The decision, which will lead to enhanced pension rights for Pc Robert Pickering, is seen as an important precedent by the Police Federation, who backed the case. They are currently dealing with 30 similar cases and now expect to receive many more claims.

"Stress is becoming increasingly recognized as a major concern for police officers and this ruling will be welcomed by the profession", said David Franey, Mr Pickering's lawyer. "It is as much an injury caused in the execution of duty as some physical ailment".

Mr Pickering, 52, retired last year after collapsing with chest pains which were ascribed by his doctor to the stress he was suffering with his job as a jailer at Brighton magistrates' court. But Sussex police authority decided his condition did not rank as a work-related injury under government regulations and they refused to pay him a disability pension.

Mr Pickering, who joined the police in 1971, told the court he had become stressed by the constant scuffles, confrontations and tension experienced in the cell block. His condition worsened when he was attacked by an escaping prisoner in November 1991.

"I became increasingly nervous, was tense all the time and dreaded going to work", he said. "I would go to bed sweating and get up at four in the morning. I would have crying fits. I lost my confidence and dreaded going back to work after the weekends."

He added: "It was a very stressful job. We were dealing with a large number of criminals and prisoners were very often violent. There were constant confrontations and threats. I was threatened on many occasions. Very often if people were remanded in custody they would react violently."

Mr Pickering, of Shoreham, West Sussex, said after the case at Lewes Crown Court that it was unlikely he would ever be able to work again.

Although Mr Pickering received a retirement pension based on his contributions over and above the entitlement of an officer disabled at work.

Judge John Gower, sitting with a magistrate's panel, ruled yesterday that Mr Pickering should be given enhanced payments because the stress, which had been sustained in the line of duty, was a disabling

45.03.02 Лингвистика, направленность (профиль) "Перевод и переводоведение"

Рабочая программа дисциплины

Дисциплина: Б1.В.ДВ.01.01 Перевод юридических текстов

Форма обучения: очная, заочная, очно-заочная

Разработана для приема 2021/2022, 2022/2023 учебного года

Обновлена на 2023/2024 учебный год

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**injury.**

A policeman who was sacked after it was alleged that he was mentally ill has won his 13-year battle for a full apology from the police.

Gordon Warren, 59, of Carshalton, south London, claimed he was victimized and lost his job after objecting to an all-night drinks party at Sutton police station, south London, in 1982. He rejected a £85,000 settlement offer in March and plans to sue Metropolitan Police for £150, 000.