

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SUMY NATIONAL AGRARIAN UNIVERSITY**

**Foreign Languages Department  
Faculty of Biology and Technology**

**MODULE SYLLABUS**

**ENGLISH (as a foreign language)**

**(compulsory)**


**Implemented in the “International law” Academic Program**

**Area of specialization 293 “International law”**

**at the first (bachelor's) level of higher education**

**Sumy-2021**


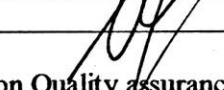
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at Foreign Languages Department


Module syllabus agreed at the Foreign Languages Department meeting	Minutes No 21 dated June 17, 2021
	Head of Foreign Languages Department PhD in Pedagogical Sciences, Associate professor   T.I. Klochkova

**Approved by:**

Guarantor of the Academic program  S.I. Zapara

Dean of the Faculty  O.V. Rohovenko

Syllabus review (attached) is provided by:  (A.M. Klochko)  
 (T.I. Klochkova)

Representative of the Department of Education Quality assurance  
licensing and accreditation  H.D. Babitskaya

Registered in electronic data base *32 06.* 2021

**Syllabus review data:**

The academic year in which changes are made	The Academic program attachment number with changes description	Changes revised and approved		
		Minutes No and date of the department meeting	Head of Department	Guarantor of the Academic program

## 1. MODULE OVERVIEW

1.	Title	<b>English (as a foreign language)</b>		
2.	Faculty/Department	Biology and Technology/ Foreign Languages		
3.	Type (compulsory or optional)	compulsory		
4.	Program(s) to which module is attached (to be filled in for compulsory types)	Academic program “International Law” Area of specialization 293 “International Law”		
5.	Module can be suggested for (to be filled in for optional types)	-		
6.	Level of the National Qualifications Framework	The first (bachelor's) level of higher education, NQF - 6th level		
7.	Semester and duration of module	III semester, week 1-15 IV semester, week 1-15		
8.	ECTS credits number	10		
9.	Total workload and time allotment - <b>300</b>	Directed study		Self-directed study
		Lectures	Practicals	Labs
		-	<b>90/90</b>	-
10.	Language of instruction	English		
11.	Module leader	Ridel Tetiana Mykolaivna, PhD in Pedagogical Sciences, Ass.professor, Ass prof. at the Foreign Languages department Official consulting hours – every Tuesday, 12:30-2:00 p.m., room 301 (main building)		
12.	Module leader contact information	<a href="mailto:tridel@ukr.net">tridel@ukr.net</a>		
13.	Module description	The module meets the internationally recognized standards (CEF 2001) and take into account the requirements of the IELTS system of communicative competence assessment. According to the recommendations of the ESP National Curriculum for universities, the module is both student- and language acquisition-centered, based on modern didactic principles of language teaching and learning that guarantees the realization of intercultural differences and the development of cognitive competence. The module is based on clear-cut aims and objectives of teaching, professional and cognitive skills, embracing the professional (job-related areas), situational (job-related situations) and pragmatic (practical skills) components; takes into account the students’ needs and experience.		
14.	Module aim	The module is aimed at developing sociocultural and textual aspects of communication, as well as its professional content. The underlying idea of the integrative development of all skills (speaking, listening, reading and writing) contributes to the improvement of students’ communicative competence by means of accomplishing professionally oriented communicative tasks to provide them with a reliable tool for effective communication in the field of international law.		
15.	Module Dependencies (prerequisites, co-requisites, incompatible modules)	Prerequisites are necessary knowledge and skills of General English and Basic Legal English should be at least at B1+ level according to Common European Framework of Reference for Languages, sufficient for the perception of the categorical apparatus and adequate understanding of sources and developed		



Search, process and analyze information from various English-language sources related to the sphere of Legal English; make predictions using the keys given; generalize, paraphrase and synthesize personal ideas within the scope of the topics taught.	X	X	X	X	X	X	
MLOs 2. <b>Listening</b> Comprehend and understand audio texts related to the sphere of Legal English, of different linguistic composition and time on the topics taught by the module.	X	X	X	X			<b>Listening-comprehension tests (gap-filling: open/banked; table completion)</b>  <b>End-of-unit test</b>
MLOs 3. <b>Reading</b> Critically analyze English texts of professional legal content, summarize, paraphrase and synthesize	X	X	X				<b>Essay</b>  <b>End-of-year written test</b>

ideas from legal English types of texts, apply this knowledge in practical situations.							
<p>MLOs 4.  <b>Speaking and vocabulary</b>  Use professional legal English vocabulary to take part in discussions, debates, negotiations within the scope of the topics taught reacting to opponent's view, expressing personal opinions.</p>	X	X	X	X	X	X	Oral test
<p>MLOs 5.  <b>Writing</b>  Write clear, logical texts of different linguistic styles, generate English-language information content on a given topic using available as well as mandatory sources of information; prepare reports; compile the list of various</p>	X	X	X			X	<p>Written test (multiple choice; multiple matching; error detection /correction; open-ended questions)</p> <p>Written reports</p> <p>Legal English letters writing</p>

types of Business letters.							
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### 3. MODULE INDICATIVE CONTENT

#### III semester

Topics	Distribution of hours				Learning resources
	Directed study			Self-directed study	
	Lectures	Practicals	Labs		
<p><b>Topic 1. <i>Judicial system of Ukraine.</i></b> Academic vocabulary – Judicial system in Ukraine. Reading - “Judicial system in Ukraine” Speaking - “Types of courts”, “Requirements for a judge”, “Tasks of the judicial system”. Dialogues - “Imagine you are a judge. Choose a court you work in and describe your job (types of cases, rights and duties, advantages and disadvantages, etc.)”.</p>		5		4	1, 2, 6, 7
<p><b>Topic 2. <i>The status and role of judges in judicial proceedings.</i></b> Reading 1 - “Independence of judges, their status and role in judicial proceedings”. Speaking - “Make a summary of the text”. Reading 2 - “Coroner’s Court”. Speaking – “You are participants of the International Seminar on Judicial System. Be ready to give a talk on one of the issues: 1) Powers of Judges: too many or too few? 2) Role of People’s Assessors in Judicial Proceedings. 3) Judges Immunity: pros and cons. 4) Judicial reform: what should be done to improve justice?” Writing – Write a letter to your friend in the UK or the USA about 1) the judicial system of Ukraine; or 2) judges in Ukraine.</p>		5		4	2, 6, 7
<p><b>Topic 3. <i>The verb ‘to be’.</i></b> Peculiarities of ‘there + to be’ functioning.</p>		5		2	4, 5, 8, 9, 10, 11
<p><b>Topic 4. <i>The USA judicial system.</i></b> Academic vocabulary – judicial, appellate, federal, original, civil, criminal. Reading - “The USA Court System” Speaking - “The US Federal Court System”. Listening - “Courts of different</p>		5		4	1, 2, 6, 7



jurisdiction”. Dialogues – “Choose a court in the US judicial system you would like to work in. Explain your choice”, “Speak about 1) similar features in the court systems of Ukraine and the USA and 2) their differences”					
<b>Topic 5. <i>The judicial system of the UK.</i></b> Reading - “Judicial system in England and Wales” Speaking - “Courts of appellate jurisdiction”, “courts of original jurisdiction”, “Judges and their appointment”. Dialogues - “Choose any two types of the UK courts and compare them”, “Mrs. George is a witness to the robbery. The judge is questioning her”. Writing – “Compare the judicial system of the USA and that of England and Wales”.	5		4	1, 2, 6, 7	
<b>Topic 6. <i>Verb.</i></b> Basic morphological forms of verbs, rules of their formation and writing. Grammatical categories of verbs. Semantic and syntactic classification of verbs. Transitive and intransitive verbs.	5		2	4, 5, 8, 9, 10, 11	
<b>Topic 7. <i>Main principles of trial.</i></b> Reading 1 - “Never Judge a Judge by his Judgements” Reading 2 - “Going bench – Choosing Between Jury and Non-jury Trials” Listening - “The Man in Court”. Speaking – “Tell your partner everything you know about judge’s and jury’s functions and obligations”. Reading 3 - “The Process of Choosing Jurors” Writing – Write a survey report on the choosing a jury in the US law system.	5		4	1, 2, 6, 7	
<b>Topic 8. <i>Trial procedures.</i></b> Reading 1 - “Opening Statements” Speaking - “Tell your partner everything you know about the attorney’s opening statements”. Writing – Write a survey report on the main aims and principles of opening statements in the US law system. Reading 2 - “How Evidence is Presented” Listening - “Direct and Cross-examination of Witnesses in US courts”.	5		4	1, 2, 6, 7	
<b>Topic 9. <i>Indefinite Tenses.</i></b> Formation. Use.	5		2	4, 5, 8, 9, 10, 11	

<p><b>Topic 10. Closing arguments.</b>  Reading - “A Closing Argument”  Speaking – “Tell your partner everything you know about closing arguments at a trial”.  Listening - “The Jury Instructions in US courts”.  Listening - “The Verdict in US Courts”.  Writing – Write a survey report on the jury deliberations and verdict in the US law system.</p>	5		4	1, 2, 6, 7
<p><b>Topic 11. Judgements and Enforcement. Post-trial motions.</b>  Reading 1 - “Types of Judgements in US Courts”  Speaking - “ Tell your partner everything you know about judgements and enforcement”.  Listening - “The Post-Trial Procedures in US Courts”.  Writing – Write a survey report on the main principles of filing post-trial motions in the US law system.</p>	5		4	1, 2, 6, 7
<p><b>Topic 12. Continuous Tenses.</b>  Formation. Use.</p>	5		2	4, 5, 8, 9, 10, 11
<p><b>Topic 13. Ministry of Internal Affairs. Security Service. Tax police.</b>  Academic vocabulary – what is meant by law enforcing agencies? What law enforcing agencies do you know in Ukraine? Predict their main aim and tasks.  Reading 1 - “Ministry of the Interior”  Reading 2 - “Security Service of Ukraine. Tax Police.”  Speaking – “Compare two law enforcing agencies: bodies of the interior affairs and the Security Service of Ukraine”.  Listening - “Special Forces of the Security Service of Ukraine”.  Dialogues - “Subordination of high-rank officials of the law enforcing agencies appointments in modern Ukraine”.</p>	5		4	1, 2, 6, 7
<p><b>Topic 14. Prosecutor’s Office.</b>  Reading 1 - “The Prosecutor’s Office”  Speaking - “Activity of the Prosecutor’s office”, “System of the Prosecutor’s office”.  Reading 2 – “Penal System of Ukraine”.  Speaking - “State your opinion about Institutions of Executing Penalties in Ukraine”.  Dialogues - “Compare the Prosecutor’s office of Ukraine and Penal System of</p>	5		4	1, 2, 6, 7

Ukraine as for their tasks, functions, structure and others”. Writing – Prepare reports on the topics: 1) Role of the law-enforcement system in Ukraine; 2) The most famous spies of the 20 <sup>th</sup> century.					
<b>Topic 15. Perfect Tenses.</b> Formation. Use.		<b>5</b>		<b>2</b>	4, 5, 8, 9, 10, 11
<b>Topic 16. Law enforcement bodies in the UK.</b> Academic vocabulary – improvement of the police work; the public attitude to the police in GB; should the police control the moral behavior of individuals. Reading - “Law Enforcement Bodies in the United Kingdom” Speaking - “Compare the structures of the law-enforcement agencies in the UK and Ukraine”. Listening - “Recommendations for vehicle crime prevention”. Dialogues – “Imagine you are a policeman and give advice to an ordinary citizen on safeguarding mobile phones while driving”		<b>5</b>		<b>4</b>	1, 2, 6, 7
<b>Topic 17. Law enforcement bodies in the USA.</b> Academic vocabulary – What agencies in the USA can exercise law-enforcement powers? Could a society exist without law-enforcement agencies? Reading - “Law-enforcement Agencies in the USA” Speaking - “Federal Bureau of Investigation”, “United States Department of Homeland Security”. Dialogues - “The process of hiring FBI agents”. Writing – Prepare a report on “The structure of law-enforcement agencies in the USA”		<b>5</b>		<b>4</b>	1, 2, 6, 7
<b>Topic 18. Revision of tenses in the Active voice.</b>		<b>5</b>		<b>2</b>	4, 5, 8, 9, 10, 11
<b>Total hours/semester:</b>		<b>90</b>		<b>60</b>	

#### IV semester

Topics	Distribution of hours			Learning resources	
	Directed study		Self-directed study		
	Lectures	Practicals	Labs		
<b>Topic 1. The nature of Criminal Law.</b> Academic vocabulary – What is the main task of criminal law?		<b>5</b>		<b>4</b>	1, 2, 3, 6, 7

Reading - "Criminal Law" Speaking/discussion – 1) Criminal law seeks to protect the public from harm. 2) What does criminal punishment include? 3) Criminal law enforcement. Discussion – Difference between criminal and civil law. Peculiarities of criminal offence. Listening - "A police officer places a person under arrest".					
<b>Topic 2. Criminal law in the UK and the USA.</b> Academic vocabulary – "Ignorance of the law excuses no man; not that all men know the law, but because it is an excuse every man will plead, and no man can tell how to confute him". Reading - "Criminal Law of England and the USA" Discussion – 1) Compare the way in which the criminal law is defined in England and the USA. 2) Describe classifications of crimes(offences) in England. 3) Characterize the initiation of criminal prosecution in the USA. Dialogues - "Preventing theft". Writing – Write a letter giving your advice on the given situation. Role play – Debates (Case 1. Case 2.)		5		4	1, 2, 3, 6, 7
<b>Topic 3. Verb. Passive voice.</b> General characteristics. Meaning.		5		2	4, 5, 8, 9, 10, 11
<b>Topic 4. Definition and elements of a crime.</b> Academic vocabulary – What action can be considered a crime? What is the main difference between a tort and a crime? What crimes are considered the gravest from the point of view of Ukrainian law? Reading 1 – "Definition and Elements of the Crime in English Law" Reading 2 – "Reported Crimes in the United States" Speaking – 1) Violent crimes. 2) Property crimes. 3) The most frequent crimes. 4) The crime rate. Debates.		5		4	1, 2, 3, 6, 7
<b>Topic 5. Classification of crimes.</b> Academic vocabulary – How are crimes classified in the Ukrainian legislation? Reading - "Classification of Crimes" Dialogues – Crimes against people, property, state. Discussion – Match the crimes with their		5		4	1, 2, 3, 6, 7

definitions. Crime and Punishment Quiz. Writing – Write a criminal story (With the given beginning).				
<b>Topic 6. Indefinite Passive Tense forms.</b> Formation. Use.	5		2	4, 5, 8, 9, 10, 11
<b>Topic 7. Crime investigation in different countries.</b> Academic vocabulary – What is meant by investigation in the Criminal-Procedure Code of Ukraine? What is the main task of criminalists? Reading - “Crime Investigation: Forensic Science” Discussion – The necessary aspects in the investigation of a crime. The main function of a crime laboratory. Dialogues – Testimonial evidence. Why do victims not report their crimes to the police? Writing – Write a report having the list of objects which are related to the crime reported.	5		4	1, 2, 3, 6, 7
<b>Topic 8. Investigators, detectives. Identification methods.</b> Academic vocabulary – What types of evidence do you know? What are the essential qualities of a successful investigator? Reading - “Investigators, Detectives. Identification Methods” (Speaking – Types of evidence at the scene of a crime. Methods of identification. Professional qualities of an investigator. Discussion – What makes an investigator? Listening - “Psychological types of witnesses”. Dialogues – Give instructions to the young specialist how he should carry out an interrogation and what he shouldn’t do to get necessary information. Writing – Write a report “Famous detectives in fiction”.	5		4	1, 2, 6, 7
<b>Topic 9. Continuous Passive Tense forms.</b> Formation. Use.	5		2	4, 5, 8, 9, 10, 11
<b>Topic 10. Criminal procedure.</b> Academic vocabulary – What are the main steps in criminal procedure? What is the difference between ‘arrest’ or ‘apprehension’ and ‘detention’? Why are the police officers sometimes called ‘aggressive preventive patrol’? Reading - “Criminal Proceedings” Speaking – A scheme of criminal justice process. Listening - “Not	5		4	1, 2, 3, 6, 7

Guilty by Reason of Insanity”. Writing – The role of a defense council.				
<b>Topic 11. <i>Criminal trial in the USA.</i></b> Academic vocabulary – Stages of a criminal trial. Parties to a trial. Reading - “Trial” Discussion – The role of prosecutor (defense council) at trial. Reaching a jury’s verdict. Dialogues – At a trial. Writing – Do research on “Typical Trial in Ukraine”.	5		4	1, 2, 6, 7
<b>Topic 12. <i>Perfect and Perfect-Continuous Passive Tense forms.</i></b> Formation. Use.	5		2	4, 5, 8, 9, 10, 11
<b>Topic 13. <i>Types of punishment.</i></b> Academic vocabulary – What types of punishment do you know? Which of them can be found in Ukraine? What punishment do you consider to be the least/most severe? Reading - “Types of Punishment” Role-play: Student A is a police officer and Student B is a suspect. Listening - “Goals of Criminal Punishment”. Dialogues.	5		4	1, 2, 3, 6, 7
<b>Topic 14. <i>Capital punishment.</i></b> Academic vocabulary – Agree or disagree: Prisons will never be empty; The debate about capital punishment will never finish; Let the punishment fit the crime. Reading - “Capital Punishment” Speaking – Methods of execution; History of debate; Countries that retain the death penalty. Dialogues – FOR and AGAINST death penalty. Writing – Do researches on “Current Executions”.	5		4	1, 2, 6, 7
<b>Topic 15. <i>The use of sentences in the passive state. Features of functioning of intransitive verbs as a part of passive constructions.</i></b> Peculiarities of translation of sentences with a verb in the passive voice into the Ukrainian language. Revision of tenses in the Passive voice.	5		2	4, 5, 8, 9, 10, 11
<b>Topic 16. <i>Firearm enhancement for felonies.</i></b> Academic vocabulary – What kind of penalty enhancement is applied for the offender’s use of a firearm in the commission of an offence? What is sentencing? Reading 1 - “Sentencing Procedures in	5		4	1, 2, 6, 7

Criminal Cases” Reading 2 - “Probation” Discussion – Limitations on probation. Listening - “The difference between parole and probation”. Dialogues. Writing – Write a survey report 1) “Sentencing Procedures in Criminal Cases and Firearm Enhancement for Felonies”. 2) “Probation and Parole”.				
<b>Topic 17. Constitutional rights of the accused.</b> Reading - “Constitutional Rights of the Accused Persons” Discussion – Tell your partner about the rights of the accused. Listening - “Review on the Appeal”. Writing – Write a survey report on the constitutional rights of accused persons in the USA.		<b>5</b>		<b>4</b> 1, 2, 6, 7
<b>Topic 18. Sequence of tenses. Direct/indirect speech.</b>		<b>5</b>		<b>2</b> 4, 5, 8, 9, 10, 11
<b>Total hours/semester:</b>		<b>90</b>		<b>60</b>
<b>Total hours/academic year:</b>		<b>180</b>		<b>120</b>

#### 4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
1	Brainstorming, solving crosswords, talk-shows, pair- work, case studies	40	Reading, information search, compiling legal terms vocabularies	40
2	Role-playing, group discussions/debates	40	Opinion polls	10
3	Making story maps/KWL charts, text structuring and retelling, quizzes, preparing article abstracts	40	Literature review	40
4	Case studies, round-the-table discussions, brainstorming, role playing	30	Questionnaires preparation	10
5	Preparing written reports/legal documents/business letters, peer conferencing, color coding, dealing with mentor texts	30	Business letters review, creating posts, written translation	20

#### 5. ASSESSMENT

##### 5.1. Diagnostic assessment

##### 5.2. Summative assessment

##### 5.2.1. Intended learning outcomes methods:

No	Summative assessment methods	Grades	Deadline
<b>III semester</b>			
1.	End-of-unit test	30 (6 x 5)	2,4,6,8,10,12,14

			weeks
2.	Mid-term written test	10	8 week
3.	Mid-term oral test	10	8 week
4.	Essay	20 (4 x 5)	4, 8, 12, 15 week
5.	Case study	20 (2 x 10)	5 week 9 week
6.	End-of-semester written test	10	15 week
<b>IV semester</b>			
1.	End-of-unit test	30 (6 x 5)	2,4,6,8,10,12,14 weeks
2.	Essay	20 (4 x 5)	4, 8, 12, 15 week
3.	Mid-term written test	10	8 week
4.	Mid-term oral test	10	8 week
5.	End-of-semester written examination	30	15 week

### 5.2.2. Grading criteria

Summative assessment method	Unsatisfactory	Satisfactory	Good	Excellent
End-of-unit test	<5 <60% correct answers	5-6 60-74% correct answers	7-8 75-89% correct answers	9-10 90-100% correct answers
Mid-term written test	<5 <60% correct answers	5-6 60-74% correct answers	7-8 75-89% correct answers	9-10 90-100% correct answers
Mid-term oral test	<5 No subject-verb agreement; no verbs conjugated correctly. Few or no vocabulary words from the semester were used. Pronunciation was very difficult to understand; searched for words with many starts and stops. Student was unable to express ideas fluently; many pauses or breaks.	5-6 Some subjects agreed with verbs; some verbs were correctly conjugated. Some vocabulary words from the semester were used. Student's pronunciation was difficult to understand, but effort made. Student had difficulty expressing ideas fluently.	7-8 Subjects generally agreed with verbs; verbs generally conjugated in appropriate past tense (preterit or imperfect). Many vocabulary words from the semester were used. Student's pronunciation was understandable with some errors. Student was able to express ideas fluently with little difficulty.	9-10 Consistent subject-verb agreement; consistent and logical conjugation of verbs, including expression in the past (preterit and imperfect). Extensive and creative use of semester vocabulary. Student's pronunciation was understandable with a few errors. Student was able to communicate clearly with no difficulty.
Essay	2 Piece had no style	3 Piece had little	4 Piece was	5 Piece was written



	<p>or voice. Gives no new information and very poorly organized. Ideas are vague or unclear. So many spelling, punctuation and grammatical errors that it interferes with the meaning.</p>	<p>style or voice. Gives some new information but poorly organized. Ideas are too general. A number of spelling, punctuation or grammatical errors.</p>	<p>written in an interesting style and voice. Somewhat informative and organized. Presents ideas in a consistent manner. Few spelling and punctuation errors, minor grammatical errors.</p>	<p>in an extraordinary style and voice. Very informative and well-organized. Presents ideas in an original manner. Virtually no spelling, punctuation or grammatical errors.</p>
Case study	<p>&lt;5 Does not apply the unit principles and material as called for in the case study. Does not address the relevant issues posed by the case study. You fail to make any important points and analyze the material presented in the unit and case study. You fail to make your point, and do not use the concepts, theories and material presented in the unit. Themes and concepts are not integrated and incorporated to support the thesis. Concepts are not presented as a whole</p>	<p>5-6 Applies unit material with gaps in information. Addresses some of the issues covered in unit and called for in the assignment instructions, Some important points are addressed, but not fully covered. You made some points, but they were not logically related to the case itself. 50% of the themes and concepts throughout the paper are integrated and incorporated to support the thesis. 50% of concepts are presented as a whole.</p>	<p>7-8 Applies unit material with some logical order of ideas, with minimal gaps in information. . Substantially addresses issues covered in unit and called for in the assignment instructions, and is supported by text and/or other literature. Important points are presented while unnecessary content is left out. You make your point, but could present more logically. Points are supported by evidence and research. Various themes and concepts throughout the paper are integrated and incorporated to form strong support for the thesis. Concepts, overall, are presented as a whole.</p>	<p>9-10 Applies unit material with logical order of ideas, with no gaps in information. Completely addresses the concepts, theories and material issues covered in unit and called for in the assignment instructions, and is supported by text and/or other literature. Best and most applicable points are presented while unnecessary content is left out. Points are logical and well supported by evidence and research. Various themes and concepts throughout the paper are integrated and incorporated to form even stronger support for the thesis. Concepts are not presented independently of one another, but as part of a whole.</p>

End-of-semester written test	<5 <60% correct answers	5-6 60-74% correct answers	7-8 75-89% correct answers	9-10 90-100% correct answers
End-of-semester written examination	<18 <60% correct answers	18-21 60-74% correct answers	22-26 75-89% correct answers	27-30 90-100% correct answers

### 5.3. Formative assessment

Formative exercises are designed to enable students to develop particular aspects of their learning, prior to summative assessments. Formative exercises are designed to help students use feedback and self-reflection to manage and develop their learning so that they can see how to improve their work.

No	Formative Assessment elements	Date
<b>III semester</b>		
1.	Written vocabulary test on completion topics 1-3, 4-6, 7-9, 10-12, 13-15, 16-18	Every two weeks
2.	Grammar tests (error detection / correction, true / false / not given, matching / multiple matching, multiple choice)	Every week
3.	Oral presentations (discussions, debates, negotiations, presentations, messages, news) and teacher's feedback	Every week
4.	Self- and peer assessment	Every week
5.	Written feedback on essays	During a week after submission
6.	Discussion and self-correction	Every week
7.	Assessing business/academic writing skills	Every month
<b>IV semester</b>		
1.	Written vocabulary test on completion topics 1-3, 4-6, 7-9, 10-12, 13-15, 16-18	Every two weeks
2.	Grammar tests (error detection / correction, true / false / not given, matching / multiple matching, multiple choice)	Every week
3.	Oral presentations (discussions, debates, negotiations) and teacher's feedback	Every week
4.	Self- and peer assessment	Every week
5.	Written feedback on essays	During a week after submission
6.	Discussion and self-correction	Every week
7.	Assessing business/academic writing skills	Every month

Self-assessment can be used both an element of formative and summative assessment.

## 6. LEARNING RESOURCES

### 6.1. Key resources

1. English for Lawyers: підруч. для студ. вищ. навч. закл. / за ред. В.П.Сімонок. – Х.: Право, 2011. – 648 с.
2. Буква закону: навчальний посібник з англійської мови для навчання професійного спілкування майбутніх правників / Л. М. Черноватий, І. П. Липко, С. М. Романюк, А. В. Говорун, В. Я. Міщенко, О. І. Петухова, Н. А. Сорока, Т. М. Щокіна; за ред. Л. М. Черноватого, І. П. Липко. – Х.: Право, 2013. – 526 с.
3. Amy Krois-Lindner, Matt Firth. Introduction to International Legal English. A course for classroom or self-study use. Student's Book. – Cambridge University Press, University Printing House, Cambridge CB2 8BS, United Kingdom. 2012. – 160 p.
4. 4. Prodromou L. Grammar and Vocabulary for First Certificate. - Longman. Pearson Education Limited, 2014.

5. Jenny Dooley, Virginia Evans. - Grammarway 4. Express Publishing. 2019. - 272 p.

## **6.2. Guidelines**

6. Рідель Т.М. Англо-український словник-мінімум юридичної термінології. – Суми: СНАУ, 2018. – 60 ст.

7. Рідель Т.М. Українсько-англійський словник-мінімум юридичної термінології. – Суми: СНАУ, 2019. – 62 ст.

## **6.3. Additional resources**

8. Рідель Т.М. Збірник граматичних вправ з англійської мови (на основі фахової лексики) для студентів 1-3 курсів денної та заочної форм навчання юридичного факультету. – Суми: СНАУ, 2010. – 183 с.

9. Murphy R. Essential Grammar in Use. – Cambridge University Press, 2010.

10. O'Connell S. Ready for First Certificate. - Macmillan, 2012.

11. Jenny Dooley, Virginia Evans. - Grammarway 3. Express Publishing. 2019. - 272 p.

## **6.4. Computer Applications and soft**