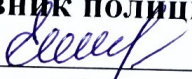


Министерство внутренних дел Республики Казахстан  
Карагандинская академия имени Баримбека Бейсенова

Кафедра языковой подготовки

Утверждаю  
Заместитель начальника  
Карагандинской академии  
МВД Республики Казахстан  
им.Б.Бейсенова  
полковник полиции  
  
\_\_\_\_\_ С. Ералина  
« 20 » \_\_\_\_\_ 07 / \_\_\_\_\_ 2023 г.

**Рабочая учебная программа (SYLLABUS)**  
**по дисциплине IYa 1103 «Иностранный язык»**  
для обучающихся по образовательной программе  
«6В12301- Правоохранительная деятельность»

форма обучения: очная  
курс: 1 курс  
семестр: 1,2  
количество кредитов: 10  
практические: 90  
СРКП: 30  
СРК: 180  
Рубежный контроль: 4  
Форма контроля: экзамен

Караганда, 2023

**Рабочая учебная программа (SYLLABUS) по дисциплине «Иностранный язык» для обучающихся по образовательной программе «БВ12301-Правоохранительная деятельность», 47 с.**

Составитель:

Луговой Алексей Александрович, преподаватель кафедры языковой подготовки

Рассмотрена на заседании кафедры языковой подготовки  
«16» мая 2023 г., протокол № 18

Старший преподаватель  
кафедры языковой подготовки



А.Дүйсембеков

Утверждена на заседании УМС  
«20» июля 2023 г., протокол № 11

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## 2.1. Предисловие

В структуру курса включены лексический и языковой материал (на уровне текста и предложения), что удовлетворяет двум главным принципам обучения языку: коммуникативности и системности. Лексический и грамматический материал организован по уровням преподавания. Отбор языкового материала определяется важностью его функционирования в изучаемых сферах коммуникации. Материал текстов носит познавательно-развивающий характер, отражает специфику учебной, научно-популярной и специальной литературы.

Изучение материала следует излагать с учетом поставляющих, нормативных документов по вопросам обучения иностранному языку таких, как Закон «О языках в Республике Казахстан», концепция языковой политики Республики Казахстан. При реализации настоящей Рабочей программы рекомендуется использовать дидактические и наглядные пособия: плакаты, модели, диапозитивы, мультимедийный проектор, учебные и учебно-методические пособия по иностранному языку.

Настоящая Рабочая программа предусматривает проведения практических занятий, которые должны способствовать профессиональному познанию: ролевые и деловые игры, анкетирование, интервью, разыгрывание в группе ситуаций на заданную тему, диалоги и др.

В преподавании дисциплины учитываются межпредметные связи с предметами. При изучении дисциплины «Иностранный язык» рекомендуется проводить интеграцию с общепрофессиональными и специальными дисциплинами.

Силлабус выступает в качестве конкретного руководства деятельностью преподавателя и студента, определяя их тактические шаги по реализации целей и непосредственно включаясь тем самым в учебный процесс.

## 2.2. Основная информация:

1. Шифр и название образовательной программы	6В12301- Правоохранительная деятельность
2. Курс, семестр	1 курс, 1,2 семестр
3. Цикл дисциплины	обязательный компонент
4. Количество кредитов	10
5. Место проведения занятий	учебная аудитория
6. Преподаватели, ведущие виды занятий (Ф.И.О., должность, ученая степень, др. контактная информация)	Луговой Алексей Александрович преподаватель кафедры языковой подготовки тел: 3-05, 30-34-13, кабинет №323

**2.3. Пререквизиты:** Иностранный язык расширяет лингвистический кругозор курсантов, способствует формированию культуры общения, содействует общему речевому развитию курсантов. В этом проявляется взаимодействие всех языковых учебных предметов, способствующих формированию основ филологического образования.

**2.4. Постреквизиты:** В качестве интегративной цели обучения рассматриваются формирование иноязычной коммуникативной компетенции,

то есть способности и реальной готовности курсантов осуществлять иноязычное общение и добиваться взаимопонимания с носителями иностранного языка, а также развитие и воспитание средствами учебного предмета.

**2.5. Содержание дисциплины:** Иностранный язык входит в общеобразовательную область «Филология». Язык является важнейшим средством общения, без которого невозможно существование и развитие человеческого общества. Происходящие сегодня изменения в общественных отношениях, средствах коммуникации (использование новых информационных технологий) требуют повышения коммуникативной компетенции курсантов, совершенствования их филологической подготовки. Все это повышает статус предмета «Иностранный язык» как общеобразовательной учебной дисциплины

**Краткое описание каждой темы:**

**Theme 1. Greetings, introductions**

Introducing yourself - You describe yourself as a member of the Family of the Policeman and state that you are a future detective. This implies that you come from a family with a law enforcement background and aspire to pursue a career in detective work.

**Theme 2. Introducing yourself. The Family of the Policeman**

The Family of the Policeman refers to a family with a strong connection to law enforcement. It signifies a lineage or tradition of individuals who have chosen careers in policing, dedicating themselves to upholding law and order, protecting communities, and ensuring public safety. In such a family, members may include police officers, detectives, law enforcement administrators, or other roles within the criminal justice system. The Family of the Policeman often carries a sense of pride and commitment to serving the community, valuing justice, and maintaining the rule of law. Growing up in the Family of the Policeman can shape one's values, ethics, and aspirations, instilling a deep understanding of the challenges and rewards associated with law enforcement. It may also foster a strong sense of camaraderie and support among family members, who share a common dedication to public service and the pursuit of a safer society.

**Theme 3. Future profession. I am a future detective**

Future profession - I am determined to pursue a career as a detective. Inspired by the dedication and commitment of law enforcement professionals, I aim to use my skills and knowledge to investigate crimes, uncover the truth, and bring justice to those who have been wronged. Being a detective will allow me to combine my analytical thinking, problem-solving abilities, and passion for serving the community to make a meaningful difference in the realm of criminal justice.

**Theme 4 Motherland. My mother-land – Kazakhstan. The Constitution of the Republic of Kazakhstan**

Motherland - You identify your homeland as Kazakhstan. Kazakhstan is a country located in Central Asia and is known for its diverse landscapes, including vast steppe regions, mountains, and deserts. It gained independence from the Soviet Union in 1991 and has since developed into a modern and progressive nation. The

Constitution of the Republic of Kazakhstan - The Constitution of the Republic of Kazakhstan is the supreme law of the country. It outlines the fundamental rights and freedoms of the citizens, establishes the principles of governance, and defines the structure and powers of the government institutions.

#### **Theme 5. Repetition lesson**

Introducing yourself. The Family of the Policeman. Future profession. I am a future detective. Motherland. My mother-land – Kazakhstan. The Constitution of the Republic of Kazakhstan.

#### **Theme 6. State structure, legal institutions of the Republic of Kazakhstan.Parliament of Kazakhstan**

State structure and legal institutions of the Republic of Kazakhstan - Kazakhstan is a presidential republic with a multi-party system. It has a three-branch system of government, consisting of the executive, legislative, and judicial branches. The executive power is vested in the President, who is the head of state and government. The legislative power is exercised by the Parliament, which consists of two chambers: the Senate and the Mazhilis. The judicial branch is responsible for interpreting and applying the law, ensuring justice, and protecting the rights of individuals. Parliament of Kazakhstan - The Parliament of Kazakhstan is the legislative body of the country. It consists of two chambers: the Senate and the Mazhilis. The Senate has 47 members, with each region of Kazakhstan represented by two senators. The Mazhilis is the lower chamber and comprises 107 deputies who are elected through a proportional representation system. The Parliament is responsible for passing laws, overseeing the government's activities, and representing the interests of the citizens.

#### **Theme 7. Traveling.The United States of America**

Traveling - You mention the United States of America as a destination for travel. The United States is a vast country located in North America and is known for its diverse landscapes, vibrant cities, and cultural diversity. It offers a wide range of attractions and experiences, including iconic landmarks like the Statue of Liberty, the Grand Canyon, and the vibrant cities of New York, Los Angeles, and Chicago. Traveling to the United States provides an opportunity to explore its rich history, experience different cultures, and enjoy various natural wonders.

#### **Theme 8. Tourist attractions of the city.US Government**

Tourist attractions of the city - In the context of the United States, there are numerous tourist attractions in different cities. Some notable examples include the Statue of Liberty and Times Square in New York City, the Golden Gate Bridge in San Francisco, the Grand Canyon in Arizona, the White House and National Mall in Washington, D.C., and the Hollywood Walk of Fame in Los Angeles. Each city offers its own unique landmarks, cultural sites, and entertainment options for visitors to explore. US Government - The United States has a federal government system with three branches: the executive, legislative, and judicial branches. The executive branch is headed by the President, who is elected by the citizens. The legislative branch consists of the Congress, which is divided into two chambers: the Senate and the House of Representatives. The judicial branch is responsible for interpreting the law and is headed by the Supreme Court. The US government operates on a system

of checks and balances, ensuring separation of powers and protecting individual rights and freedoms.

### **Theme 9. Professional competencies. The Police Academy in New York**

Professional competencies - The Police Academy in New York provides comprehensive training and education for individuals aspiring to become police officers. The academy equips its students with the necessary skills and knowledge in areas such as law enforcement, criminal investigations, community policing, self-defense, and emergency response. Graduates from the Police Academy are prepared to handle various situations, enforce laws, protect public safety, and serve their communities effectively.

### **Theme 10. Repetition lesson**

State structure, legal institutions of the Republic of Kazakhstan. Parliament of Kazakhstan. Traveling. The United States of America. Tourist attractions of the city. US Government. Professional competencies. The Police Academy in New York.

### **Theme 11. Traveling. Great Britain**

Traveling - Great Britain, often referred to as the United Kingdom, offers a range of tourist attractions. Some popular destinations include historical sites like the Tower of London, Buckingham Palace, and Stonehenge. Additionally, cultural landmarks such as the British Museum, Tate Modern, and Westminster Abbey attract visitors. The country's scenic landscapes, including the Lake District, Scottish Highlands, and coastal areas like Cornwall, also provide opportunities for exploration and outdoor activities.

### **Theme 12. Tourist attractions of the city. The British System of Parliament**

The British System of Parliament - The British system of parliament is known as the Westminster system. It consists of two houses: the House of Commons and the House of Lords. The House of Commons is composed of Members of Parliament (MPs) who are elected by the public through general elections. The House of Lords is made up of appointed members, including life peers, bishops, and hereditary peers. This system allows for the representation of different interests and provides a platform for legislative debates and decision-making.

### **Theme 13. Advantages and disadvantages of the chosen profession The most glamorous aspect of police work**

Advantages and disadvantages of the chosen profession - The chosen profession of a police officer has various advantages and disadvantages. Some advantages include the opportunity to serve and protect the community, the sense of fulfillment from helping others, the potential for career advancement, and the chance to work in a dynamic and diverse environment. However, there are also challenges and disadvantages, such as the inherent risks involved in law enforcement, exposure to potentially traumatic situations, long and irregular working hours, high levels of stress, and the need to make difficult decisions in complex situations.

### **Theme 14. Professional competencies. The Federal Bureau of Investigation**

Professional competencies - The Federal Bureau of Investigation (FBI) is a federal law enforcement agency in the United States. It specializes in investigating and combating federal crimes, such as terrorism, cybercrime, organized crime, and white-collar crime. The FBI recruits highly skilled professionals who possess



competencies in areas such as criminal investigations, intelligence analysis, surveillance techniques, forensic science, and negotiation. These competencies enable FBI agents to carry out their investigative and counterintelligence duties effectively.

#### **Theme 15. Repetition lesson**

Traveling. Great Britain. Tourist attractions of the city. The British System of Parliament. Advantages and disadvantages of the chosen profession. The most glamorous aspect of police work. Professional competencies. The Federal Bureau of Investigation.

#### **Theme 16. Interpol**

Interpol - Interpol is an international organization that facilitates cooperation among law enforcement agencies from different countries. It aims to combat transnational crime, including terrorism, organized crime, drug trafficking, and cybercrime. Interpol provides a platform for sharing information, coordinating operations, and supporting investigations on a global scale. Law enforcement professionals who work with Interpol require competencies in international collaboration, intelligence sharing, and specialized investigative.

#### **Theme 17. Prisons**

Prisons - Prisons are institutions designed for the confinement and rehabilitation of individuals convicted of crimes. They serve as a means of punishment and aim to protect society by keeping offenders away from the general population. Prisons provide a controlled environment where inmates may undergo programs, education, and counseling to promote their rehabilitation and reduce the likelihood of reoffending.

#### **Theme 18. Terrorism**

Terrorism - Terrorism refers to the use of violence, intimidation, or the threat of violence for political, ideological, or religious purposes. It involves acts intended to create fear, disrupt society, and generate publicity for the perpetrators' cause. Counterterrorism efforts focus on preventing, investigating, and responding to terrorist activities through intelligence gathering, law enforcement actions, international cooperation, and security measures.

#### **Theme 19. Crime. Kidnapping**

Crime - Crime encompasses a broad range of illegal activities that violate established laws and regulations. It includes offenses such as theft, assault, fraud, drug trafficking, and more. Law enforcement agencies are responsible for investigating crimes, apprehending suspects, and gathering evidence for the prosecution. The judicial system then handles the legal process, determining guilt or innocence and imposing appropriate penalties. Kidnapping - Kidnapping involves the unlawful abduction and confinement of an individual against their will. It is a serious crime that often involves demands for ransom or other motives. Law enforcement agencies prioritize the safe recovery of the victim and employ various investigative techniques, negotiation strategies, and specialized units to combat kidnapping and bring the perpetrators to justice.

#### **Theme 20. Repetition lesson**

Interpol. Prisons. Terrorism. Crime. Kidnapping.

#### **Theme 21. Description of Criminal**

Description of Criminal - Describing a criminal typically involves providing relevant information such as their physical appearance, identifying features, known aliases, criminal history, modus operandi, and any outstanding warrants. These details assist law enforcement in recognizing and apprehending the individual, aiding investigations, and ensuring public safety.

**Theme 22. An interview with a foreigner –a victim a crime**

An interview with a foreigner - a victim of a crime - Conducting an interview with a foreign victim of a crime involves gathering firsthand information about the incident, documenting their account, and providing support and assistance. The interview process aims to obtain essential details such as the time, location, nature of the crime, descriptions of the perpetrator(s), and any other relevant information that may assist in the investigation and prosecution of the case.

**Theme 23. Public order maintenance**

Public order maintenance - Public order maintenance involves the efforts undertaken by law enforcement agencies to ensure societal peace, safety, and the enforcement of laws and regulations. This includes managing public gatherings, responding to civil unrest, preventing and resolving conflicts, and maintaining general order in communities. The objective is to create an environment where individuals can live, work, and engage in activities without fear of disruption or harm.

**Theme 24. Human rights**

Human rights - Human rights refer to the fundamental rights and freedoms to which all individuals are entitled, regardless of their race, nationality, gender, religion, or other characteristics. Law enforcement plays a crucial role in upholding human rights by ensuring that individuals are treated fairly, with dignity and respect, and that their rights are protected during interactions with the police and throughout the criminal justice process.

**Theme 25. Repetition lesson**

Description of Criminal. An interview with a foreigner –a victim a crime. Public order maintenance. Human rights.

**Theme 26. Crime scene and the duties of a police officer at a crime scene**

Crime scene and the duties of a police officer at a crime scene - A crime scene refers to the physical location where a crime has occurred and where evidence related to the crime is present. Duties of a police officer at a crime scene include securing and protecting the area to preserve evidence, conducting initial assessments and observations, documenting and photographing the scene, collecting and packaging evidence, interviewing witnesses, and coordinating with forensic experts. Their role is vital in ensuring the integrity of the crime scene and facilitating a thorough investigation.

**Theme 27. Traffic law enforcement**

Traffic law enforcement - Traffic law enforcement involves the enforcement of regulations and laws related to road safety and traffic management. Police officers monitor and enforce speed limits, issue citations for traffic violations, conduct sobriety tests to prevent drunk driving, investigate traffic accidents, and promote safe driving practices through education and awareness campaigns. Traffic law



enforcement aims to reduce accidents, ensure compliance with traffic laws, and enhance overall road safety.

### **Theme 28. Types of legal professions**

Types of legal professions - Legal professions encompass a variety of roles involved in the practice of law and the administration of justice. Some common types of legal professions include lawyers (attorneys), judges, legal consultants, legal researchers, legal assistants, paralegals, prosecutors, and legal advisors. Each profession has distinct responsibilities and plays a unique role within the legal system.

### **Theme 29. Fingerprints**

Fingerprints - Fingerprints are unique patterns of ridges and valleys on the skin's surface of human fingers and thumbs. They serve as a reliable and widely used biometric identifier, as no two individuals possess the same fingerprint pattern. Law enforcement agencies use fingerprints for identification purposes, linking suspects to crime scenes, and as evidence in criminal investigations. Techniques such as fingerprint lifting, analysis, and matching against databases help establish connections between individuals and criminal activities.

### **Theme 30. Repetition lesson**

Description of Criminal. An interview with a foreigner –a victim a crime. Public order maintenance. Human rights. Repetition lesson. Crime scene and the duties of a police officer at a crime scene. Traffic law enforcement. Types of legal professions. Fingerprints.

## **2.6. График выполнения и сдачи заданий по дисциплине:**

№	Виды работ	Цель и содержание задания	Ссылка на список рекомендованной литературы	Форма контроля (согласно рейтинг-)	Баллы (согласно рейтинг-шкале)	Форма отчетности	Сроки сдачи
	2	3	4	5	6	7	8
1.	Контрольная работа	Закрепление полученных навыков и умений	Словари, справочники		0-100	Письменная	3 неделя
2.	Самостоятельная работа	Контроль полученных навыков и умений	Словари, справочники		0-100	Письменная	7 неделя
3.	Устный опрос	Закрепление полученных навыков и умений, коммуникативных навыков и умений	Словари, справочники		0-100	Письменная	15 неделя

## **2.7. Политика и процедура курса**

При изучении дисциплины «Иностранный язык» просим соблюдать следующие правила:

1. Не опаздывать на занятия.
2. Не пропускать занятия без уважительной причины, в случае болезни просим предоставлять справку, в других случаях – объяснительную записку.
3. Регулярно посещать занятия
4. Своевременное представление всех заданий по СРК и СРКП
5. Корректное поведение на занятиях
6. Активное участие в процессе усвоения знаний.
7. Быть терпимыми, открытыми, откровенными и доброжелательными к сокурсникам и преподавателям.

**Недопустимо:**

- опоздание и уход с занятий;
- пользование сотовыми телефонами во время занятий;
- плагиат с литературных источников и друг у друга;
- отвлекание преподавателя и товарищей во время занятий посторонними вопросами и разговорами;
- дерзость и грубость по отношению к преподавателю и к своим товарищам;
- несвоевременная сдача заданий и др.

**2.8. Список рекомендованной литературы**

№№ п/п	Автор, наименование	Год, место издания
<b>1. Нормативные правовые акты</b>		
1	Конституция Республики Казахстан	30 августа 1995г., с изменениями и дополнениями
2	Закон Республики Казахстан. «О языках в Республике Казахстан»	11 июля 1997 г., с изменениями и дополнениями
3	Назарбаев Н.А. К экономике знаний через инновации и образование. Лекция Президента РК в Евразийском национальном университете имени Л.Н.Гумилева //Казахстанская правда.- 27 мая 2006 г. Концепция развития системы образования в Республике Казахстан до 2015 года.	Астана, 2004.
<b>2. Основная литература</b>		
4	Иностранный язык для юристов. Жданович Н.П., Джагипарова Д.Б., Бобеш Р.С.	Караганда,2017
5	Бонк Н.А., Котий Г.А., Лукьянова Н.А..Учебник английского языка. Часть 1.	Бишкек,1997
6	Жданович Н.П., Джагипарова Д.Б., Науанова А.А. Английский язык в ситуациях профессионального общения сотрудников ОВД	Караганда,2014
7	Face2Face Elementary. Student’s book with CD-ROM. C.Redston, J. Cunningham.	Cambridge University Press, 2012
8	Комаровская С.Д.. Английский язык для юристов. Justice and the Law in Britain.	М., 2000

9	Бонк Н. А., Лукьянова Н. А., Памухина Л.Г. Учебник английского языка. Часть 2-я.	М.: ДеКонт - ГИС, 1998 г
10	Мукатова А. Н. Пособие для студентов юридических специальностей I курса	КЭУК, 2005 г
11	Just English. Учебное пособие для студентов юридических специальностей под ред. Т.Н.Шишкиной.	М., 1996
12	Куценко Л. И., Тимофеева Г. И., «Английский язык» Учебное пособие для юридических учебных заведений	М., 1998
13	Зеликман А. Я. «Английский язык для юристов»	Ростов-на-Дону, «Феникс» 2001.
14	Жданович Н.П. Сборник тестовых заданий по английскому языку	Караганда, 2018
<b>3. Дополнительная литература</b>		
15	Джагипарова Д.Б. Использование ролевых игр на занятиях английского языка	Караганда, 2017
16	Аратаева А.Т., Аубакирова Г.Т.. Сборник лексико-грамматических тестов по английскому языку на продвинутых этапах обучения. Test your grammar.	Караганда КЭУК, 2004
17	Жданович Н.П., Джагипарова Д.Б., Бобеш Р.С. Topics for discussion	Караганда, 2017
18	Голицинский Ю.Б. Английская грамматика. Сборник упражнений.	Сан-Петербург, 2005
19	Жданович Н.П., Джагипарова Д.Б. Improve your speaking	Караганда, 2017
20	Сексембаева Е., Туреханов А., Туреханова Б., Туреханова М.. English-Kazakh-Russian Dictionary of Law Terms	Алматы. Жеты жаргы, 1999
21	Мажитаева Ш.М., Оспанова Б.Н., Мухамекалиева А.А.. Русско-казахско-английский разговорник.	Караганда, издательство КарГУ., 2005
22	Аракин В.Д. Практический курс английского языка	М. 1997

## 2.9. Тематический план проведения занятий по дисциплине

№ п/п	Номер темы	Название темы	Кол-во кредитов (часов)	Аудиторные часы			SWCT (СРКП)	SWC (СРК)
				лекции	семинарские занятия	практические занятия		
I семестр								
1.	1.	<b>Лексическая тема:</b> Greetings, introductions <b>Грамматика:</b> English alphabet. Types of reading.	11			3	1	7
2.	2.	<b>Лексическая тема:</b> Introducing yourself. The Family of the Policeman <b>Грамматика:</b> the verb to be, Personal pronouns.	11			3	1	7

3.	3.	<b>Лексическая тема:</b> Future profession. I am a future detective. <b>Грамматика:</b> Pronoun, Imperative mood.	11			3	1	7
4.	4.	<b>Лексическая тема:</b> Motherland. My motherland – Kazakhstan. The Constitution of the Republic of Kazakhstan. <b>Грамматика:</b> Numeral. Article: Definite, Indefinite, Zero Article	11			3	1	7
5.	5.	<b>Лексическая тема:</b> Repetition lesson	5			3	1	1
6.	6.	<b>Лексическая тема:</b> State structure, legal institutions of the Republic of Kazakhstan. Parliament of Kazakhstan. <b>Грамматика:</b> The category of number.	11			3	1	7
7.	7.	<b>Лексическая тема:</b> Traveling. The United States of America. <b>Грамматика:</b> Prepositions.	13			3	1	9
8.	8.	<b>Лексическая тема:</b> US Government. <b>Грамматика:</b> Types of questions. The category of case.	13			3	1	9
9.	9.	<b>Лексическая тема:</b> Professional competencies. The Police Academy in New York. <b>Грамматика:</b> Types of questions.	10			3	1	6
10.	10.	<b>Лексическая тема:</b> Repetition lesson	5			3	1	1
11.	11.	<b>Лексическая тема:</b> Traveling. Great Britain. <b>Грамматика:</b> There + to be	11			3	1	7
12.	12.	<b>Лексическая тема:</b> The British System of Parliament. <b>Грамматика:</b> Adjective, Adverb.	11			3	1	7

13.	13.	<b>Лексическая тема:</b> Advantages and disadvantages of the chosen profession. The most glamorous aspect of police work. <b>Грамматика:</b> Indefinite pronouns: some, any, no.	11			3	1	7
14.	14.	<b>Лексическая тема:</b> Professional competencies. The Federal Bureau of Investigation <b>Грамматика:</b> Modal verbs.	11			3	1	7
15.	15.	<b>Лексическая тема:</b> Repetition lesson	5			3	1	1
		<b>Всего:</b>	150			45	15	90
II семестр								
16.	16.	<b>Лексическая тема:</b> Interpol. <b>Грамматика:</b> The Present Indefinite Tense.	11			3	1	7
17.	17.	<b>Лексическая тема:</b> Prisons. <b>Грамматика:</b> The Past Indefinite Tense.	11			3	1	7
18.	18.	<b>Лексическая тема:</b> Terrorism. <b>Грамматика:</b> The Past Indefinite Tense	11			3	1	7
19.	19.	<b>Лексическая тема:</b> Crime. Kidnapping. <b>Грамматика:</b> The Future Indefinite Tense.	11			3	1	7
20.	20.	<b>Лексическая тема:</b> Repetition lesson	5			3	1	1
21.	21.	<b>Лексическая тема:</b> Description of Criminal <b>Грамматика:</b> The Present Continuous Tense.	11			3	1	7
22.	22.	<b>Лексическая тема:</b> An interview with a foreigner – a victim a crime <b>Грамматика:</b> The Past Continuous Tense.	13			3	1	9
23.	23.	<b>Лексическая тема:</b> Public order maintenance <b>Грамматика:</b> The Future Continuous Tense.	13			3	1	9

24.	24.	<b>Лексическая тема:</b> Human rights <b>Грамматика:</b> The Present Perfect Tense	10			3	1	6
25.	25.	<b>Лексическая тема:</b> Repetition lesson	5			3	1	1
26.	26.	<b>Лексическая тема:</b> Crime scene and the duties of a police officer at a crime scene. <b>Грамматика:</b> Active and Passive Voice	11			3	1	7
27.	27.	<b>Лексическая тема:</b> Traffic law enforcement <b>Грамматика:</b> Conditional sentences	11			3	1	7
28.	28.	<b>Лексическая тема:</b> Types of legal professions <b>Грамматика:</b> Review	11			3	1	7
29.	29.	<b>Лексическая тема:</b> Fingerprints. <b>Грамматика:</b> Review	11			3	1	7
30.	30.	<b>Лексическая тема:</b> Repetition lesson	5			3	1	1
		<b>Всего:</b>	150			45	15	90
		<b>Всего:</b>	300			90	30	180

**2.10. Планы занятий с указанием темы, вида занятия, рассматриваемых вопросов, вида и содержания заданий, рекомендуемой литературы, планы самостоятельной работы обучающихся**

## I семестр

### **Theme № 1. Greetings, introductions**

*Practice lesson – 3 hours*

**Phonetic guide:** The English alphabet. Types of reading letters (vowels) in a stressed position: a, e, i, o, u, y.

**Exercises:** 1, 2, 3, 4 (Main literature: 4).

**Self-study task:** Learn the English alphabet and types of reading letters.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Vocabulary introduction:** How to make a dialogue.

**Exercises:** Writing: make a dialogue. Pair work: retell the dialogue by the roles.

**Form of SWCT:** spoken work.

**Self-study:** Learn the words by heart on «Greetings, introductions».

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC -7 hours*

**Greetings, introductions.**

**Exercises:** 5, 6, 7, 8, 9 (Main literature: 4)

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Theme № 2. Introducing yourself. The Family of the Policeman**

*Practice lesson – 3 hours*

**Phonetics:** Reading letter combinations.

**Exercises:** 1, 2, 3 (Main literature: 4).

**Self-study:** Watch short video <https://www.engvid.com/how-to-introduce-yourself-other-people/>, <https://www.youtube.com/watch?v=V1xt7zgnuK0>).

**Self-study task:** Learn the English alphabet and types of reading letters.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Word formation:** formation of nouns.

**Exercises:** 4, 5, 6, 7 (Main literature: 4).

**Form of SWCT:** spoken work.

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.



*SWC – 7 hours*

**Introducing yourself. The Family of the Policeman.**

**Language focus:** personal pronouns, the verb «to be», the verb «to have».

**Exercises:** 8 – 26 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Theme № 3. I am a future detective**

*Practice lesson – 3 hours*

**Phonetic guide:** Reading vowels in an unstressed position: *a, e, i, o, u, y*.

**Word formation:** Formation of nouns «suffix – ist».

**Exercises:** 1, 2 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** Demonstrative pronouns, Possessive pronouns, Infinitive. Imperative mood.

**Exercises:** 3 – 12 (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**Self-study:** Watch short video <https://www.engvid.com/talking-about-your-profession-in-english/>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**I am a future detective:** speak about your future profession, your study, your institute.

**Exercises:** 12 – 16 (Main literature: 4)

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.  
**Main literature:** 4.  
**Additional literature:** 15, 17, 19.

**Theme №4. My motherland – Kazakhstan. The Constitution of the Republic of Kazakhstan.**

*Practice lesson – 3 hours*

**Phonetic guide:** Reading vowels combinations in a stressed position.

**Word formation:** Formation of nouns and adjectives.

**Exercises:** 1 - 7 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**My motherland – Kazakhstan. The Constitution of the Republic of Kazakhstan**

**Exercises:** 22, 23, 24 (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Language focus:** numeral, definite and indefinite article.

**Exercises:** 8 – 21 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Theme № 5. Repetition lesson**

*Practice lesson – 3 hours*

**Repetition theme:** «Greetings, introductions», «Introducing yourself. The

Family of the Policeman», «Future profession. I am a future detective», «Motherland. «My motherland – Kazakhstan. The Constitution of the Republic of Kazakhstan».

**Exercises:** chose one of the lexical theme and make some sentences.

**Self-study:** retell one of the texts.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Presentation your own dialogues to the class by the previous themes.**

**Exercises:** making the dialogues (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 1 hours*

**Repetition grammar:** Types of reading, the verb «to be», Personal pronouns, Pronoun, Imperative mood, Numeral, Article: Definite, Indefinite, Zero Article.

**Exercises:** make sentences with this rules.

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Theme № 6. State structure, legal institutions of the Republic of Kazakhstan.Parliament of Kazakhstan**

*Practice lesson – 3 hours*

**Phonetic guide:** Reading consonants.

**Word formation:** Formation of nouns and adjectives.

**Exercises:** 1 – 8 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** English countable nouns have two numbers: the singular and the plural.

**Exercises:** 9 – 17 (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Work with text «Parliament of Kazakhtsan»**

**Exercises:** 18 – 21 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme № 7. Traveling. The United States of America**

*Practice lesson – 3 hours*

**Phonetic guide:** Reading letters (consonants): c, g, s, x.

**Word formation:** Suffixes ing, izm, an.

**Exercises:** 1 – 5 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** Prepositions.

**Exercises:** 6 – 19 (Main literature: 4)

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 9 hours*

**Work with text «United States of America».**

**Exercises:** 20– 21 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Theme № 8. US Government.**

*Practice lesson – 3 hours*

**Phonetic guide:** Reading letters combinations.

**Word formation:** Suffixes – ance – cy, – ful.

**Exercises:** 1 – 5 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** types of questions, possessive case of nouns, frequency adverbs.

**Exercises:** 6 – 17 (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 9 hours*

**Work with text «US Government».**

**Exercises:** 18– 22 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme № 9. Professional competencies. The Police Academy in New York**

*Practice lesson – 3 hours*

**Word formation:** Suffixes – sy, ate, en.

**Exercises:** 1 – 4 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** the verb to have, article, much/many, few/little.

**Exercises:** 5 – 14 (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 6 hours*

**Work with text** «The Police Academy in New York».

**Exercises:** 15– 16 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme №10. Repetition lesson**

**Practice lesson – 3 hours**

**Repetition theme:** «State structure, legal institutions of the Republic of Kazakhstan.Parliament of Kazakhstan», «Traveling.The United States of America» , «US Government», «Professional competencies. The Police Academy in New York».

**Exercises:** chose one of the lexical theme and make some sentences.

**Self-study:** retell one of the texts.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Presentation your own dialogues to the class by the previous themes.**

**Exercises:** making the dialogues (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 1 hours*

**Repetition grammar:** the category of number, prepositions, types of questions, the category of case, types of questions.

**Exercises:** make sentences with this rules.

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme № 11 Traveling.Great Britain**

*Practice lesson – 3 hours*

**Language focus:** There + to be.

**Exercises:** 1 – 8 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Work with text « Great Britain».**

**Exercises:** 9 – 11 (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Work with texts about Britain.**



**Exercises:** 12– 18 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme № 12. The British System of Parliament**

*Practice lesson – 3 hours*

**Language focus:** adjective.

**Exercises:** 1 – 8 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** adverb.

**Exercises:** 9 – 12 (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Work with text «The British Parliament».**

**Exercises:** 13– 15 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Theme № 13. Advantages and disadvantages of the chosen profession. The most glamorous aspect of police work**

*Practice lesson – 3 hours*

**Language focus:** pronouns some, any, no, none.

**Exercises:** 1 – 8 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** both, neither, either.

**Exercises:** 9 – 10 (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Work with text** «The most glamorous aspect of police work».

**Exercises:** 10– 12 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme № 14. Professional competencies. The Federal Bureau of Investigation**

*Practice lesson – 3 hours*

**Language focus:** Modal verbs.

**Exercises:** 1 – 4 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** Modal verbs.

**Exercises:** 5 – 9 (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.  
**Main literature:** 4.  
**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Work with text « The Federal Bureau of Investigation».**

**Exercises:** 10– 17 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

### **Theme №15. Repetition lesson**

*Practice lesson – 3 hours*

**Repetition theme:** «Traveling.Great Britain», «The British System of Parliament», «Advantages and disadvantages of the chosen profession The most glamorous aspect of police work».

**Professional competencies. The Federal Bureau of Investigation Exercises:** chose one of the lexical theme and make some sentences.

**Self-study:** retell one of the texts.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Presentation your own dialogues to the class by the previous themes.**

**Exercises:** making the dialogues (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 1 hours*

**Repetition grammar:** there + to be, adjective, adverb, indefinite pronouns: some, any, no, modal verbs.

**Exercises:** make sentences with this rules.

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## II семестр

### Theme №16. Interpol

*Practice lesson – 3 hours*

**Language focus:** The Present Indefinite Tense.

**Exercises:** 1 – 8 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** The Present Indefinite Tense.

**Exercises:** make a small text about your everyday life.

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Work with text «Interpol».**

**Exercises:** 9– 18 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

### Theme №17. Prisons

*Practice lesson – 3 hours*

**Language focus:** The Past Indefinite Tense.

**Exercises:** 1 – 9 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.  
**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** The Past Indefinite Tense.

**Exercises:** write your biography.

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Work with text «Prison population».**

**Exercises:** 10 –14 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme №18. Terrorism**

*Practice lesson – 3 hours*

**Language focus:** The Past Indefinite Tense.

**Exercises:** 1 – 5 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** The Past Indefinite Tense.

**Exercises:** make sentences with irregular verbs.

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Work with text «Terrorism».**

**Exercises:** 6 –12 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme №19. Crime. Kidnapping**

*Practice lesson – 3 hours*

**Language focus:** The Future Indefinite Tense.

**Exercises:** 1 – 8 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Language focus:** The Future Indefinite Tense.

**Exercises:** write about your future profession.

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Work with text «Crime».**

**Exercises:** 9 –20 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme №20. Repetition lesson**

*Practice lesson – 3 hours*

**Repetition theme:** «Interpol», «Prisons», «Terrorism», «Crime. Kidnapping»

**Exercises:** chose one of the lexical theme and make some sentences.

**Self-study:** retell one of the texts.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Presentation your own dialogues to the class by the previous themes.**

**Exercises:** making the dialogues (Main literature: 4).

**Form of SWCT:** spoken work

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 1 hours*

**Repetition grammar:** the present indefinite tense, the past indefinite tense, the future indefinite tense.

**Exercises:** make sentences with this rules.

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme №21. Description of Criminal**

*Practice lesson – 3 hours*

**Language focus:** The Present Continuous Tense.

**Exercises:** 1 – 11 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Vocabulary introduction:** Description of Criminal.

**Exercises:** write the description of a criminal using new words.

**Form of SWCT:** spoken work

**Methodological recommendations for completing tasks:** Practice reading,



listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Work with text « Do you know this robber?».**

**Exercises:** 12 –22 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Tema №22. An interview with a foreigner –a victim a crime**

*Practice lesson – 3 hours*

**Language focus:** The Past Continuous Tense.

**Exercises:** 1 – 9 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Vocabulary introduction:** An interview with a foreigner –a victim a crime.

**Exercises:** make a dialogue using new words.

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 9 hours*

**Work with text «A dangerous place».**

**Exercises:** 11 –22 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Тема №23. Public order maintenance**

*Practice lesson – 3 hours*

**Language focus:** The Future Continuous Tense.

**Exercises:** 1 – 8 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Vocabulary introduction:** Public order maintenance.

**Exercises:** make a dialogue using new words.

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 9 hours*

**Works with new vocabulary on the theme «Public order maintenance»**

**Exercises:** 11 – 22 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme №24. Human rights**

*Practice lesson – 3 hours*

**Language focus:** The Present Perfect Tense.

**Exercises:** 1 – 10 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Working on exercises about human rights.**

**Exercises:** 11 – 17 (Main literature: 4).

**Form of SWCT:** written work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Regulatory legal acts:** 15, 17, 19.

*SWC – 6 hours*

**Work with international documents related to human rights.**

**Exercises:** study the International Bill of Human Rights.

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Theme №25. Repetition lesson**

*Practice lesson – 3 hours*

**Repetition theme:** «Description of Criminal», «An interview with a foreigner – a victim a crime», «Public order maintenance», «Human rights».

**Exercises:** chose one of the lexical theme and make some sentences.

**Self-study:** retell one of the texts.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Presentation your own dialogues to the class by the previous themes.**

**Exercises:** making the dialogues (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 1 hours*

**Repetition grammar:** the present continuous tense, the past continuous tense, the future continuous tense, the present perfect tense.

**Exercises:** make sentences with this rules.

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.  
**Main literature:** 4.  
**Additional literature:** 15, 17, 19.

## **Theme №26. Crime scene and the duties of a police officer at a crime scene**

*Practice lesson – 3 hours*

**Language focus:** Active and Passive Voice.

**Exercises:** 1 – 10 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Work with text «Crime scene and the duties of a police officer at a crime scene».**

**Exercises:** 11.

**Form of SWCT:** written work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Study the selection of newspaper articles covering shop-lifting cases.**

**Comment on the penalties given in each case.**

**Exercises:** 12 – 16 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

## **Theme №27. Traffic law enforcement**

*Practice lesson – 3 hours*

**Language focus:** Conditional sentences.

**Exercises:** 1 – 11 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading,

listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Vocabulary introduction:** Traffic law enforcement.

**Exercises:** make a dialogue using new words.

**Form of SWCT:** written work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 7 hours*

**Works with new vocabulary on the theme «Traffic law enforcement».**

**Exercises:** 12 – 15.

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Theme №28. Types of legal professions**

*Practice lesson – 3 hours*

**Language focus:** Review.

**Exercises:** 1 – 3 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Work with text «Judges in Great Britain».**

**Exercises:** 8 – 9 (Main literature: 4).

**Form of SWCT:** written work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC –7 hours*

**Work with the main types of legal professions.**

**Exercises:** 12 – 15 (Main literature: 4).

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Theme №29. Fingerprints**

*Practice lesson – 3 hours*

**Language focus:** Review.

**Exercises:** 1 – 5 (Main literature: 4).

**Self-study:** Learn new words by heart.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Work with text «Fingerprints».**

**Exercises:** 6 –9 (Main literature: 4).

**Form of SWCT:** written work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC –7 hours*

**Works with new vocabulary on the theme «Fingerprints».**

**Exercises:** make sentences with new words.

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

**Theme №30. Repetition lesson**

*Practice lesson – 3 hours*

**Repetition theme:** «Crime scene and the duties of a police officer at a crime

scene», «Traffic law enforcement», «Types of legal professions», «Fingerprints».

**Exercises:** chose one of the lexical theme and make some sentences.

**Self-study:** retell one of the texts.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWCT – 1 hour*

**Presentation your own dialogues to the class by the previous themes.**

**Exercises:** making the dialogues (Main literature: 4).

**Form of SWCT:** spoken work.

**Methodological recommendations for completing tasks:** Practice reading, listening and writing regularly, use online resources such as language learning apps.

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 15, 17, 19.

*SWC – 1 hours*

**Repetition grammar:** active and passive voice, conditional sentences.

**Exercises:** make sentences with this rules.

**Self-monitoring materials:** <https://www.youtube.com/@bbclearningenglish>

**References:**

**Regulatory legal acts:** 1, 2, 3.

**Main literature:** 4.

**Additional literature:** 3,5, 7.

## 2.11 Вопросы и задания к рубежному контролю

### Вопросы и задания 1 рубежного контроля

#### Variant 1

#### 1. Fill in the gaps with prepositions and adverbs, where necessary.

1. Please open that book ... page eight.
2. Whose exercise-books are ... the table?
3. Please take that red cup ... that boy.
4. «Where's Jack?» «He's ... the blackboard. He's looking ... it».
5. The walls ... the rooms ... my flat are yellow and blue.

#### 2. Write nouns in the plural.

A jar, an umbrella, a glass, a bench, a boy, a loaf, a man, a wing, a pilot, a tomato, a city, a chief, a fish, a car, a lady, a mouse, a foot, a teacher, a thief, a story.

### 3. Put questions to the underlined words.

1. My friend is a teacher.
2. Her name's Mary.
3. It is an English newspaper.
4. That's a bad cap.
5. The books are on the table.

### 4. Read the text. Decide if the statements are true (T) or false (F).

In England everything is different. You must understand that when people say 'England' they sometimes mean 'Great Britain', sometimes 'The United Kingdom', sometimes 'The British Isles' – but never just England. On Sundays in Europe, the poorest person wears his best clothes and the life of the country becomes happy, bright and colourful; on Sundays in England, the richest people wear their oldest clothes and the country becomes dark and sad. In Europe nobody talks about the weather; in England, you have to say 'Nice day, isn't it?' about two hundred times a day, or people think you are a bit boring. In Europe you get Sunday newspapers on Monday. In England, a strange country, you get Sunday newspapers on Sunday. In Europe people like their cats but in England they love their cats more than their family.

In Europe people eat good food. In England people think that good manners at the table are more important than the food you get to eat. The English eat bad food but they say it tastes good. And one more thing – in Europe important people speak loudly and clearly; in England they learn to speak slowly and quietly so you cannot understand them.

- 1 \_\_\_\_\_ 'England' always means 'United Kingdom'.
- 2 \_\_\_\_\_ A rich English person puts on his oldest clothes on Sunday.
- 3 \_\_\_\_\_ In England people talk about the weather all the time.
- 4 \_\_\_\_\_ In England people can buy newspapers on Sunday.
- 5 \_\_\_\_\_ In Europe people like their pets more than their family.
- 6 \_\_\_\_\_ The English think they eat good food.

### Variant 2

#### 1. Fill in the gaps with prepositions and adverbs, where necessary.

1. They're looking ... the boys.
2. Please go ... the table.
3. Fred is ... home now.
4. Please go ... ... the room.
5. Take a piece ... chalk ... the table and write these words, please.

#### 2. Write nouns in the plural.

A lion, a toy, a granny, a leaf, a child, a fork, a tree, a boss, a potato, a tooth, a house, a tray, a match, a dress, a wolf, a sheep, a woman, a goose, a roof, a lily.

#### 3. Put questions to the underlined words.



1. The walls in my room are yellow.
2. Bess is a good pupil.
3. It is our classroom.
4. This is a large map.
5. The matches are on the table.

**4. Read the text. Decide if the statements are true (T) or false (F).**

In England everything is different. You must understand that when people say ‘England’ they sometimes mean ‘Great Britain’, sometimes ‘The United Kingdom’, sometimes ‘The British Isles’ – but never just England. On Sundays in Europe, the poorest person wears his best clothes and the life of the country becomes happy, bright and colourful; on Sundays in England, the richest people wear their oldest clothes and the country becomes dark and sad. In Europe nobody talks about the weather; in England, you have to say ‘Nice day, isn’t it?’ about two hundred times a day, or people think you are a bit boring. In Europe you get Sunday newspapers on Monday. In England, a strange country, you get Sunday newspapers on Sunday. In Europe people like their cats but in England they love their cats more than their family.

In Europe people eat good food. In England people think that good manners at the table are more important than the food you get to eat. The English eat bad food but they say it tastes good. And one more thing – in Europe important people speak loudly and clearly; in England they learn to speak slowly and quietly so you cannot understand them.

- 1 \_\_\_\_\_ The Europeans know how to celebrate Sundays.
- 2 \_\_\_\_\_ If you talk about the weather in England, you seem boring to other people.
- 3 \_\_\_\_\_ Families are more important to Europeans than their cats.
- 4 \_\_\_\_\_ The Europeans value table manners more than food.
- 5 \_\_\_\_\_ The English eat good food.
- 6 \_\_\_\_\_ Important Europeans speak in a loud but clear manner.

**Вопросы и задания 2 рубежного контроля**

**Variant 1**

**1. Put the following sentences in the negative form.**

1. He goes to the office every day.
2. They often read English books.
3. His marks are always good.
4. Her sister lives in Moscow.
5. He is having a dictation now.

**2. Put questions to the underlined words.**

1. My friends work at the Ministry of Foreign Trade.
2. I sometimes give Peter my exercise-books.
3. She writes a lot of sentences on the blackboard.
4. We usually have our English in the evening.
5. You are going to the blackboard.

### **3. Read the text and answer the questions.**

#### **How to Be a Good Interpreter.**

Foreign languages are socially demanded especially at the present time when the progress in science and technology has led to an explosion of knowledge and has contributed to an overflow of information. Today more and more people are trying to learn at least one foreign language, but there are still a great number of people who have to appeal to an interpreter. Hence, interpreters play a very important role in modern life. They are people who make possible the communication between different nations. To be a good interpreter one must work hard. The work starts when you enter a university and it never ends because you are to improve your knowledge permanently. A lot of things depend on an interpreter and his abilities. It is important for him not only to be good at languages but he has to be intelligent and to be able to get out of a difficult situation when it is impossible to make a metaphrase. Generally, he must be ready for out-of-order situations. So, we can see that the role of interpreter is really great especially in modern conditions when all countries are open to each other. And due to this fact labour-market is in need of qualified and competent interpreters.

1. Why do people learn foreign languages?
2. What do you need to be a good interpreter?
3. What is the role of an interpreter?

#### **Variant 2**

##### **1. Put the following sentences in the negative form.**

1. These students read a lot.
2. Sometimes we have dictations.
3. He is usually at his office in the morning.
4. His sisters always give me books to read.
5. Her friend does English exercises at home.

##### **2. Put questions to the underlined words.**

1. Our teacher always speaks English in class.
2. We often have dictations in class.
3. They do a lot of exercises at home.
4. Ann goes abroad twice a year.
5. They are having their lunch now.

### **3. Read the text and answer the questions.**

#### **The Role of Foreign Languages in Education.**

During the educational process we learn different subjects and get different skills. It will help us in our future life to get interesting well-paid job and we want. But as usual there is always a foreign language in every educational curriculum. So why do we need foreign languages for? The answer is rather simple. There are for about 6 billions of people on our planet and all of them speak a great number of languages. Most popular of them are very necessary for every person in modern life. The reason is simple – to understand people from others countries and make communication with them easier. It is very important because people don't live separately from each other. But it isn't enough to know only popular languages. People also need to study ancient languages. Why? Because they are maternal to modern languages and learning them help us to understand modern languages better.

1. Why do we need foreign languages for?
2. Why is it important to know foreign languages?
3. What is the role of ancient languages in learning modern ones?

#### **Вопросы и задания 3 рубежного контроля**

##### **Variant 1**

##### **1. Read the text.**

##### **Complete the tasks for the text.**

One day a well-known singer was invited to the house of a rich lady to sing for her guests at a dinner-party. But instead of inviting the singer to dine with her guests, the lady ordered dinner for him in the servants' room. The singer said nothing. He dined well and after dinner said to the servants: «Now, my dear friends, I am going to sing for you». The servants were very much surprised but said they were awfully glad to have a chance to hear the great singer. He sang many beautiful songs and servants enjoyed listening to him. Later the lady sent one of her servants to bring the singer up to the drawing room, where all her guests were waiting for him. «But I cannot sing twice in one evening. Madam», said the singer to the lady when she met him at the door leading into the drawing-room. «What do you mean?» asked the lady. «I mean I have already sung for about an hour for your servants, Madam», -answered the singer. -»It was a pity you were not there, for I always sing for the people with whom I dine». And with these words he left the house.

##### **1) Put the title corresponding to the content of the text.**

- a) Rich lady b) Dinner c) Good lesson d) Friends

##### **2) Which statement does not correspond to the content of the text.**

- a) A well-known singer was invited to a rich house.

- b) The singer had his dinner with servants.
- c) The servants were very glad to listen to the famous singer
- d) He sang only one song

**3) Finish the sentence The singer sang...**

- a) for famous people b) for a rich lady c) for his friends with whom he had dinner d) for the guests of the rich lady

**2. Put much, many, little, few, a little or a few.**

1. When we walked ... farther down the road, we met another group of students.
2. Have you got ... ink in your pen?
3. At the conference we met ... people whom we knew well.
4. There are very ... old houses left in our street. Most of them have already been pulled down.
5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting.
6. There are ... things here which I cannot understand.
7. Shall I bring ... more chalk? — No, thank you. There is... chalk on the desk. I hope that will be enough for our lesson.
8. There are ... apples in the fridge. Shall I go to the shop?

**Variant 2**

**1. Read the text.**

**Complete the tasks for the text.**

We are in Oxford Circus, one of the busiest street in the West End of London, and that street over there is Regent Street, famous all over the world for its splendid shops. On both sides of the street there are shops, banks and restaurants. In the roadway there is a constant stream of cars, taxis, buses and lorries-. Most of London buses are the famous red double-deckers that have two platforms (or decks) for passengers. The noise is deafening', but one soon gets used to it. The pavements are crowded with people, and it's dangerous to cross tt.4 We are in Oxford Circus, one of the busiest streets in the road until the traffic is stopped, either by a policeman or by the red traffic light. In any case before crossing the road, take care to look to your right, and when you reach the middle of the road, look to your left. You must not do the reverse, because the cars in Britain keep to the left and not to the right as in most countries of the world. At night, the streets are lit by electricity. The main streets are flooded with light from brilliant shop-windows and the illuminated signs, so that after dark everything looks as bright as in broad daylight.

**1)Put the sentence corresponding to the text.**

- a) Oxford Circus is one of the busiest streets in the East End.
- b) Regent Street is famous as a business centre of London.
- c) Most of London buses are the famous green double-deckers.
- d) In Regent Street there are many splendid shops.

**2)The text is devoted to the description of...**

- a) the traffic in London.

- b) some streets in the West End.
- c) London sights.
- d) peculiarities of the British traffic.

**3) Find the word closest in meaning to the highlighted one.**

There is a *CONSTANT* stream of cars, taxis and buses.

- a) Straight
- b) firm
- c) endless
- d) immense

**2. Put much, many, little, few, a little or a few.**

1. He had ... English books at home, so he had to go to the library for more books.
2. She gave him ... water to wash his hands and face.
3. I'd like to say ... words about my journey.
4. After the play everybody felt ... tired.
5. Let's stay here ... longer: it is such a nice place.
6. There were ... new words in the text, and Peter spent ... time learning them.
7. There was ... water in the river, and they decided to cross it.
8. My mother knows German ... and she can help you with the translation of this letter

**Вопросы и задания 4 рубежного контроля**

**Variant 1**

**1. Choose the correct answer.**

1. While Tom \_\_\_\_\_ a book, Marhta \_\_\_\_\_ TV.

- a) was reading, watched
- b) read, watched
- c) was reading, was watching
- d) read, was watching

2. We called our friends in London yesterday to tell them about the reunion that we \_\_\_\_\_.

- a) will plan
- b) were planning
- c) plan
- d) have planned

3. I feel terrible. I think I \_\_\_\_\_ to be sick.

- a) will
- b) go
- c) am going
- d) will be going

**2. Open the brackets, using the adjective form.**

1. Which is (large): the United States or Cana-da?
2. What is the name of the (big) port in the United States?
3. The London underground is the (old) in the world.
4. There are a (great) number of cars and buses in the streets of Moscow than in any other city of Russia.
5. St. Petersburg is one of the (beau-tiful) cities in the world.
6. The rivers in America are much (big) than those in England.

**3. Put some or any.**

1. Are there ... pens on the desk? - - Yes, there are....
2. Are there ... sweets in

your bag? - - Yes, there are.... 3. Have you got ... English books at home? -- Yes, I have... . 4. There are ... beautiful pictures in the magazine. Look at them.

### Variant 2

#### 1. Open the brackets by putting the verb in the correct tense.

1. I .....(watch) Frank de la Selva on TV last night.

a) watch b) was watching c) watched d) will watch

2. She .....(visit) the Prado Museum.

visit b) have visited c) has visited

#### 2. Open the brackets, using the adjective form.

1. The island of Great Britain is (small) than Greenland. 2. What is the name of the (high) mountain in Asia? 3. The English Channel is (wide) than the straits of Gibraltar. 4. Russia is a very (large) country .5. Moscow is the (large) city in Russia. 6. The Bolshoi Theatre is one of the (famous) theatres in the world.

#### 3. Put some or any.

1. There are ... pictures in the book. 2. Are there ... new students in your group? 3. There are ... old houses in our street. 4. Are there ... English textbooks on the desks? - - Yes, there are... . 5. Are there ... maps on the walls? —No, there aren't ... .

### 2.12. Вопросы и задания к итоговому контролю

По дисциплине «Иностранный язык» экзамен принимается в устной форме:

### I-семестр

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. Introducing yourself          | 18. Adjectives                    |
| 2. The verb to be                | 19. Academy in New York           |
| 3. My family                     | 20. Some, any, no                 |
| 4. Personal pronouns             | 21. Great Britain                 |
| 5. I'm a future detective        | 22. Modal verb can                |
| 6. Numerals                      | 23. The British Parliament        |
| 7. My motherland- Kazakhstan     | 24. The verb to be in the present |
| 8. Articles a/an                 | 25. Aspect of police work         |
| 9. The capital of Kazakhstan     | 26. The verb to be in the past    |
| 10. Article the                  | 27. Nature in Kazakhstan          |
| 11. My future profession         | 28. The verb to be in the future  |
| 12. Prepositions                 | 29. Police work                   |
| 13. The United States of America | 30. Singular pronouns             |
| 14. Types of questions           | 31. Sightseeing in USA            |
| 15. Our life in the Academy      | 32. Plural pronouns               |
| 16. There is/There are           | 33. Parliament of Kazakhstan      |
| 17. US Government                | 34. Phone numbers in English      |

35. The duties of police officer
36. Dates numbers in English
37. Order of day
38. Modal verb must
39. My home city
40. Modal verbs may, need
41. Culture in Kazakhstan
42. Prepositions of time
43. Climate in Kazakhstan
44. Prepositions of place
45. New York
46. Types of questions
47. The capital of USA
48. Degrees of Comparison of Adjectives
49. Climate in USA
50. Irregular form of Adjectives
51. Famous people in USA
52. Pronouns this/that
53. One day in our Academy
54. Adverbs much/many
55. Famous people in Kazakhstan
56. There is/There are
57. Police work in the USA
58. Irregular plural forms
59. Police work in Kazakhstan
60. The verb to have
61. Hello, new friend!,
62. Meeting at the park,
63. Introduction to law enforcement
64. Baxter slate,
65. Growing up in a policeman's family
66. I am a future detective,
67. Karaganda Police Academy
68. Becoming a detective: my path to investigation,
69. Police ethics and professionalism
70. My motherland – Kazakhstan.,
71. The most beautiful places in Kazakhstan
72. The constitution of the republic of Kazakhstan.
73. Parliament of Kazakhstan.,
74. Work of parliament
75. The United States of America.,
76. Discovering the USA: from coast to coast
77. Us government.,
78. Democracy in action: understanding the us government
79. Elections in USA
80. The police academy in New York.,
81. Great Britain.,
82. Interesting places of the Great Britain
83. British Monarchy and Royal Traditions
84. Buckingham palace
85. The British system of parliament.,
86. Inside the houses: understanding the British parliamentary system
87. The most glamorous aspect of police work.,
88. Crime Prevention Strategies
89. The federal bureau of investigation,
90. The FBI and International Partnerships: Collaborating to Combat Transnational Crime

## II-семеcтp

1. Present Indefinite Tense (affirmative)
2. Interpol
3. Past Indefinite Tense (affirmative)
4. Terrorism
5. Future Indefinite Tense (affirmative)
6. Crime
7. Present Continuous Tense
8. Kidnapping
9. Past Continuous Tense
10. Description of a criminal
11. Future Continuous Tense
12. Human rights
13. Degrees of comparison of adjectives
14. The duties of police officer
15. Modal verbs can, may, must
16. Crime scene
17. «There + to be» construction
18. Traffic law
19. Indefinite pronouns: some, any, no
20. Types of legal profession
21. The verb «to be» in the Present Indefinite Tense
22. Traffic law in Kazakhstan
23. Verb to have in Present Indefinite Tense
24. Describe the suspect
25. The verb «to be» in the Past Indefinite Tense
26. Crime scene report
27. The verb «to be» in the Future Indefinite Tense
28. We are future investigators
29. Active and Passive Voice
30. Human rights in Kazakhstan
31. Irregular form of Adjectives
32. Our daily routine
33. Irregular form of verbs
34. Definitions-an arsonist, a shop lifter
35. Modal verbs need, should
36. Definitions-a vandal, a kidnapper
37. The verb «to have» in the Past Indefinite Tense
38. Definitions-a drug dealer, a terrorist
39. The verb «to have» in the Future Indefinite Tense
40. Definitions-a hijacker, a gangster
41. Questions: How many? How much?
42. Aspect of police work
43. Present Indefinite Tense (negative)
44. Karaganda Police Academy
45. Present Indefinite Tense (questions)
46. Crime scene report
47. Past Indefinite Tense (negative)
48. Describe the criminal
49. Past Indefinite Tense (questions)
50. Work of a criminalist
51. Future Indefinite Tense (negative)
52. Work of a criminalist
53. Future Indefinite Tense (questions)
54. Work of an investigator
55. Questions with the verb to be
56. Road traffic rules
57. Questions with the verb to have
58. What is the public order?!
59. Questions: When? Where?
60. Report writing
61. Interpol.,
62. Drug Enforcement and Substance Abuse
63. Prison population.,
64. Prison inmates
65. International terrorism.,
66. The battle against terrorism
67. Terrorism and Counterterrorism Measures
68. Kidnapping.,
69. The menace of kidnapping
70. Do you know this robber?
71. Armed robbery
72. Domestic Violence and Family Crisis Intervention
73. A dangerous place,
74. An interview with a foreigner dealing with crime
75. Public order maintenance,
76. Community Policing and Relationship Building
77. The cases of public disorder
78. Human rights,
79. The global fight for human rights



- 80. Crime scene and the duties of a police officer at a crime scene.,
- 81. Evidence Collection and Crime Scene Management
- 82. Investigative Techniques and Criminal Investigations
- 83. Shop-lifting cases
- 84. Patrol and Traffic Control

- 85. Traffic law enforcement,
- 86. A closer look at traffic law enforcement officers
- 87. Types of legal professions,
- 88. Judges in great britain
- 89. Fingerprints.,
- 90. Unlocking secrets with fingerprints

### **Критерии оценки знаний обучающихся.**

#### **Критерии оценки знаний**

**Текущий контроль успеваемости обучающихся (ТКУ)** – систематическая проверка знаний обучающихся в соответствии с образовательной программой, проводимая преподавателем на аудиторных и внеаудиторных занятиях согласно расписанию в течение академического периода.

**Рубежный контроль (РК)** – контроль знания обучающихся по завершении крупного раздела (модуля) одной учебной дисциплины. Рубежный контроль проводится в целях подведения промежуточных, предварительных итогов текущей успеваемости обучающихся в течение академического периода. Рубежный контроль проводится не менее двух раз в течение одного академического периода в рамках одной учебной дисциплины.

Допуск обучающихся к экзамену по дисциплине осуществляется на основании оценки рейтинга допуска (РД), которая формируется из оценок текущего контроля успеваемости (при этом у обучающегося должно быть не менее одной оценки по каждой теме изученной дисциплины) и оценок рубежных контролей.

$$(ТКУ+РК1+РК2):3=РД$$

Итоговая оценка по дисциплине (ИО) включает оценки рейтинга допуска (РД) и итогового контроля (экзамен) (Э).

$$РД \times 60\% + Э \times 40\% = ИО$$

#### **Балльно-рейтинговая буквенная система оценки знаний обучающихся с переводом в традиционную шкалу оценок**

Оценка по буквенной системе	Цифровой эквивалент	Баллы (%-ное содержание)	Оценка по традиционной системе
A	4,0	95-100	Отлично
A-	3,67	90-94	
B+	3,33	85-89	Хорошо
B	3,0	80-84	
B-	2,67	75-79	
C+	2,33	70-74	Удовлетворительно
C	2,0	65-69	
C-	1,67	60-64	

D+	1,33	55-59	Неудовлетворительно
D-	1,0	50-54	
FX	0,5	25-49	
F	0	0-24	

«А», «А-» («отлично») - если обучающийся глубоко и прочно усвоил весь программный материал, исчерпывающе, последовательно, грамотно и логически стройно его излагает, не затрудняется с ответом при видоизменении задания, свободно справляется с поставленными задачами, показывает знания монографического материала, правильно обосновывает принятые решения, владеет разносторонними навыками и приемами выполнения практических работ, обнаруживает умение самостоятельно обобщать и излагать материал, не допуская ошибок.

«В+», «В», «В-», «С+» («хорошо») - если обучающийся твердо знает программный материал, грамотно и по существу излагает его, не допускает существенных неточностей в ответе на вопрос, может правильно применить теоретические положения и владеет необходимыми навыками при выполнении практических задач.

«С», «С-» («удовлетворительно») - если обучающийся усвоил только основной материал, но не знает отдельных деталей, допускает неточности.

«D+», «D» («удовлетворительно») - если обучающийся усвоил только основной материал допускает недостаточно правильные формулировки, нарушает последовательность в изложении программного материала и испытывает затруднения в выполнении практических заданий.

«FX» («неудовлетворительно») - если обучающийся допускает существенные ошибки, с большим затруднением выполняет практические работы. Обучающийся имеет возможность пересдать итоговый контроль без повторного прохождения программы учебной дисциплины/модуля.

«F» («неудовлетворительно») - если обучающийся не знает значительной части программного материала. Обучающийся вновь проходит эту дисциплину, выполняет все требования текущего контроля, получает допуск и сдает итоговый контроль.

### **2.13 Составитель:**

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