

**Министерство внутренних дел Республики Казахстан
Карагандинская академия имени Баримбека Бейсенова**

**Институт послевузовского образования
Кафедра языковой подготовки**

**Утверждаю
Начальник кафедры
языковой подготовки
полковник полиции
доктор филологических наук,
профессор**

Жалмаханов Ш.Ш.

« ___ » _____ 2018г.

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС

по дисциплине:

АЯП 7306«Английский язык (профессиональный)»

Специальность «6D030300 – Правоохранительная деятельность»

Форма обучения - очная

Курс - 1

Семестр - 1

Количество кредитов – 1

Лекции- 7

Практические - 8 часов

СРДП - 10 часов

СРД - 20 часов

Всего - 45 часов

Экзамен – 1 семестр

Караганда 2018

Учебно-методический комплекс по дисциплине АЯП 7306 «Английский язык (профессиональный)» для специальности 6D-030300 - Правоохранительная деятельность, 110 с.

Составитель: Доцент кафедры языковой подготовки
подполковник полиции
кандидат педагогических наук, член-
корреспондент АПНК Туркенова С.С.

Рассмотрен на заседании кафедры языковой подготовки
«30» 05 2018 г., протокол № 18

Начальник кафедры языковой подготовки
полковник полиции

Жалмаханов Ш.Ш.

Утвержден на заседании УМС
«___» 06 2018г., протокол №

**Министерство внутренних дел Республики Казахстан
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**Утверждаю
Заместитель начальника академии
по учебной работе
полковник полиции
доктор юридических наук,
профессор**

Токубаев З.С.

« ____ » _____ 2018г.

**Рабочая учебная программа (SYLLABUS)
по дисциплине:
АЯП 7306«Английский язык (профессиональный)»
Специальность «6D030300 – Правоохранительная деятельность»**

Форма обучения - очная
Курс - 1
Семестр - 1
Количество кредитов – 1
Лекции- 7
Практические - 8 часов
СРДП - 10 часов
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Караганда 2018

**Рабочая учебная программа (SYLLABUS) по дисциплине АЯП
7306«Английский язык (профессиональный)» специальности «6D-030300 –
Правоохранительная деятельность» , 120 с.**

Составитель: Доцент кафедры языковой подготовки подполковник полиции, член-корреспондент АПНК, кандидат педагогических наук Туркенова С.С.

Рассмотрена на заседании кафедры языковой подготовки
«30» мая 2018 г., протокол № 18

Начальник кафедры языковой подготовки
полковник полиции

Жалмаханов Ш.Ш.

Утверждена на заседании УМС
«__»_____ 2018г., протокол №__

2.1 Основная информация:

1. Шифр и название специальности	«6D-030300 – Правоохранительная деятельность»
2. Курс, семестр	1 курс, 1 семестр
3. Цикл дисциплины	Цикл общеобразовательных дисциплин, обязательный компонент
4. Количество кредитов	1
5. Место проведения занятий	учебная аудитория
6. Преподаватели, ведущие остальные виды занятий (Ф.И.О., должность, ученая степень, др. контактная информация)	Доцент кафедры языковой подготовки, член-корреспондент АПНК подполковник полиции Туркенова С. С.

2.2 Пререквизиты:

Для изучения данной дисциплины необходимо усвоение следующих дисциплин:

- 1 История государства и права зарубежных стран
«Правосудие и закон в Великобритании, США»
- 2 Уголовное право Республики Казахстан
«Полицейская служба. Органы осуществляющие наказание»
- 3 Оперативно розыскная деятельность
«Полицейская служба, розыск, преследование, следственные действия»
- 4 Судебная экспертология
«Судебный процесс», «Система наказаний за преступления в Великобритании»
- 5 Конституционное право Республики Казахстан
«Демократия», «Права человека»
- 6 Международное право
«Конфликты и мировые соглашения», «Наркобизнес», «Международный терроризм»

2.3 Постреквизиты:

Знания, полученные при изучении дисциплины, используются при освоении следующих дисциплин: Судебная экспертология, Культура речи юриста. Владение иностранным языком является неотъемлемым компонентом профессиональной подготовки специалиста органов внутренних дел. Курс иностранного языка при подготовке докторанта носит профессионально ориентированный характер, задачи которого определяются коммуникативными потребностями и профилем вуза.

Докторант должен уметь понимать английскую речь и иметь навыки

диалогической речи, знать особенности фонетической, грамматической системы английского языка, изучить страноведческий материал, быть знакомым с историей и культурой Великобритании, владеть юридической терминологией на английском языке, иметь навыки аннотирования и реферирования текста по специальности.

2.4 Краткое описание дисциплины:

Дисциплина АЯП 7306 «Английский язык (профессиональный)» рассчитана для докторантов специальности «6Д-030300 – Правоохранительная деятельность»

Курс послевузовского английского языка включает работу с юридическими текстами, насыщенными специальной терминологией. Курс распадается на три этапа: первый охватывает лекции и практические занятия, второй - работа под руководством преподавателя, третий – самостоятельная работа докторантов. Обязательный основной курс строится в соответствии с программой и его целью является достижение докторантами уровня коммуникативной компетенции, предусматриваемого данной программой.

Цель дисциплины

Целью обучения является овладение иностранным языком как средством межкультурного, межличностного и профессионального общения в различных сферах научной деятельности.

В процессе достижения этой цели реализуются коммуникативные, когнитивные и развивающие задачи:

- развитие коммуникативных навыков и умений поискового, просмотрового и ознакомительного чтения оригинальной литературы соответствующей отрасли знаний на иностранном языке;

- владение письменной речью на темы, связанные с научной работой докторанта (научная статья, тезисы, доклад, перевод, реферирование и аннотирование);

- совершенствование умений иноязычной профессионально-ориентированной речи в форме докладов, сообщений, презентаций и дискуссий.

В качестве источника информации используются аутентичные научные тексты по специальности.

По своим целям, задачам, структуре и содержанию учебный курс соответствует специфике профессиональной подготовки докторантов по специальности «6D030300 – Правоохранительная деятельность»

Задачи дисциплины

Формируемым составом компетенций на этапе формирования уровня сверх-базовой стандартности (уровень С1-Язык для академических целей) являются: лингво-культурологическая, социо-культурологическая, профессионально-ориентирующая, контентно-профессиональная.

Моделируемыми формами речи и типами коммуникации на этапе формирования уровня сверх-базовой стандартности являются: интервью, дискуссия, диспут.

Типы устной и письменной коммуникации: описание, повествование, рассуждение, сообщение, рассуждение.

Типы речевых высказываний: интервью, дискуссия, диспут, аргументированная оценка, интерпретация, комментирование, обзор, резюме.

Типы письменных речевых произведений: частное и официальное письмо, тезисы, доклад, эссе.

Данный курс предусматривает формирование умений вычленять опорные смысловые блоки в читаемом, определять структурно-семантическое ядро, выделять основные мысли и факты, находить логические связи, исключать избыточную информацию, а также формирует навыки чтения аутентичных текстов научного стиля (монографии, научные журналы, статьи, тезисы).

В области развития речи курс формирует умение логично и целостно выразить точку зрения по обсуждаемым вопросам, умение составить план и выбрать стратегию сообщения, доклада, презентации проекта по проблеме научного исследования, умение устанавливать и поддерживать речевой контакт с аудиторией с помощью адекватных стилистических средств.

В результате изучения дисциплины докторант должен:

знать

- язык реалий юридической терминологии, грамотно пользоваться в речи юридическими терминами;

уметь

- подвергать критической оценке точку зрения автора;
- делать выводы о приемлемости или неприемлемости предлагаемых автором решений;
- сопоставлять содержание разных источников по данному вопросу,
- делать выводы на основе информации, полученных из разных источников о решении аналогичных задач в иных условиях;
- готовить и проводить презентации.
- участвовать в дискуссии, выступать перед аудиторией с презентациями по темам в рамках профессиональной и социально-культурной сфер общения;
- правильно пользоваться этикетом устной и письменной речи;
- воспринимать и обрабатывать различную информацию на английском языке, полученную из печатных, аудиовизуальных и электронных источников в профессиональной (научно-технической), общественно-политической и социально-культурной сферах общения;

иметь навыки

- перевода текстов с английского языка на русский (казахский) и с русского (казахского) языка на английский в рамках профессиональной сферы общения;
- оценки, анализа, аннотирования и реферирования англоязычных текстов в рамках профессионального владения языком;
- владеть навыками чтения аутентичных текстов научного стиля (монографии, научные журналы, статьи, тезисы);

- владеть всеми видами чтения научной литературы (изучающее, ознакомительное, просмотровое, поисковое), предполагающими различную степень понимания и смысловой компрессии прочитанного.

В результате изучения данной дисциплины докторанты должны иметь представление о:

- аналитической работе с различными источниками информации на английском языке (документы, специальная и справочная литература, пресса, радио, интернет);
- переводческой работе в письменной форме, в том числе переводе юридических документов, писем, контрактов;
- практической работе по поддержанию контактов с иностранными коллегами в устной и письменной форме.

Докторант должен знать и уметь:

1) в системе речи и коммуникации:

-готовность и способность осуществлять следующие коммуникативные акты:

-спонтанно, не испытывая трудностей в подборе слов, выразить свои мысли; бегло говорить на общие, учебные и профессиональные темы, четко обозначая взаимосвязь идей;

- выражать свои мысли свободно, заменяя перифразой нехватку слов;
- общаться без подготовки, не допуская грамматических ошибок, без видимых ограничений с соблюдением партнером разных социальных ролей;
- подчеркивать личную заинтересованность в каком-либо событии или деле, объяснять и подкреплять свою точку зрения необходимыми доводами.

2) в области письменных и устных форм коммуникации докторанты демонстрируют готовность и способность:

- запрашивать информацию;
- выражать осведомленность об актуальных политических, экономических, культурных и др. событиях в Республике Казахстан и в мире;
- вступать в контакт с зарубежными коллегами по профессии, начать беседу, диспут, собрание;
- дать разъяснение;
- сформулировать обсуждаемую проблему, объявить повестку дня;
- сообщать, противопоставлять точки зрения;
- владеть спецификой реализации коммуникативных интенций на вербальном и невербальном уровне с использованием идиоматических выражений;
- реализовать коммуникативные интенции (аргументировать несогласие / согласие с той или иной точкой зрения, подводить итог, делать резюме, побуждать к интеллектуальной или эвристической деятельности, эмоционально воздействовать на собеседника, управлять его позицией и поведением, стимулировать продолжение беседы, убеждать, настаивать, требовать, предупреждать, предлагать, рекомендовать);
- вести собрание, направлять в нужное русло дискуссию, диспут;

- представить докладчика, сказать о нем несколько слов, стимулировать участников задавать вопросы докладчику;
- поблагодарить за выступление, перейти к следующему вопросу повестки дня;
- ограничить время выступления, прервать выступающего, отклонить предложение, выдвинуть альтернативное предложение;
- настоять на необходимости выступления, возразить на реплику, уточнить детали, развить аргументацию;
- изменить тему разговора;
- создать благоприятную атмосферу, подвести участников дискуссии к консенсусу;
- сопоставлять сходства и различия в описываемом опыте;
- критиковать;
- оправдывать, осуждать, обвинять;
- подбадривать, поощрять;
- защищать;
- имплицитно выражать согласие, протест;
- выражать личное мнение;
- выражать уверенность, возможность / невозможность;
- подключаться к спору;
- сохранять за собой или передавать партнеру инициативу;
- оформлять вступительное и заключительное слово;
- привлекать внимание;
- уклоняться от ответа;
- изменить тему разговора;
- настоять на продолжении беседы;
- излагать доказательства мысли по заданной теме, проблеме, ситуации с использованием различных опор и без них с учетом социального положения адресата речи;
- комментировать политические события;
- объяснять государственное устройство двух стран;
- кратко излагать основные мысли выступлений;
- делать доказательные выводы, обобщения по прочитанному, услышанному, увиденному;
- рассказать о роли избранной профессии в социально-экономическом, политическом, культурном развитии страны, о перспективах ее развития;
- построить монологическое высказывание в форме рассуждения по теме, пословице, проблеме с приемами обобщения, анализа, аргументации, комментирования с целью выражения своего личного отношения;
- анализировать высказывание или выступление говорящего по определенным критериям;
- интерпретировать текст с модально-оценочной характеристикой содержания и персонажей;
- резюмировать и оценивать результаты беседы, диспута, дискуссии;
- выступать с предложениями, рекомендациями;

- перестроить высказывание по прочитанному или прослушанному тексту в соответствии с заданиями с учетом адресата речи, ситуации общения;
- использовать языковые средства в соответствии с адресатом речи и коммуникативным намерением;
- выступить с приветственной речью, обращением;
- обосновывать правильность / неправильность высказываний других;
- писать различные тексты, используя разнообразные языковые средства в зависимости от предполагаемого адресата;
- составить текст выступления доклада;
- оповестить факсом коллегу о встрече в аэропорту;
- составить приглашение для коллег-иностранцев принять приглашение участвовать в профессионально-ориентированных конференциях симпозиумах;
- резюмировать в письменном виде содержание прослушанных или прочитанных текстов;
- написать эссе с элементами рассуждения;
- составить вопросник анкету.

2.5. График выполнения и сдачи заданий по дисциплине:

№	Виды работ	Цель и содержание задания	Ссылка на список рекомендованной литературы	Форма контроля (согласно рейтинг-шкале)	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	Зачет	A – 91-100 B – 81-90 C – 69-89 D – 53-68	Письменная	3 неделя
2.	Самостоятельная работа	Контроль полученных навыков и умений	Словари, справочники	Зачет	A – 91-100 B – 81-90 C – 69-89 D – 53-68	Письменная	7 неделя
3.	Устный опрос	Закрепление полученных навыков и умений, коммуникативных навыков и умений	Словари, справочники	Зачет	A – 91-100 B – 81-90 C – 69-89 D – 53-68	Письменная	15 неделя

2.6. Политика курса

При изучении дисциплины АЯП 7306«Английский язык (профессиональный)» докторанты обязаны соблюдать следующие правила:

1. Не опаздывать на занятия.
2. Не пропускать занятия без уважительной причины, в случае болезни необходимо предоставлять справку, в других случаях – объяснительную записку.
3. Регулярно посещать занятия.
4. Своевременное представление всех заданий по СРД и СРДП.

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 у 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.

Политика выставления оценок:

Изучение дисциплины заканчивается экзаменом в форме тестов, который охватывает весь пройденный материал. Обязательным условием для допуска к экзамену является выполнение всех предусмотренных заданий в программе. По темам лекционного курса запланированы: письменные работы, дискуссии по наиболее актуальным проблемам правоохранительных органов в рамках СРДП.

При выставлении итоговой оценки учитываются баллы по результатам текущих контролей.

Рубежный контроль № 1 (включая текущий контроль) - 30% проводится на 7 неделе

Рубежный контроль №2 (включая текущий контроль)-30% проводится на 15 неделе

Экзамен - 40%

Итоги рубежного контроля и текущего контроля проставляется в ведомости по накопительному принципу и является основанием допуска к экзамену

Если докторант по итогам сдачи рубежных контролей набрал менее половины максимальной оценки (60%) по дисциплине, то к экзамену он не допускается

Экзаменационная оценка по дисциплине определяется как сумма показателей успеваемости по рубежным контролям (60%) и промежуточной аттестации (экзамену) – 40% и составляет – 100%.

2.7. Список рекомендованной литературы

№ № п/п	Автор, наименование	Год, место издания
1. Нормативные правовые акты		
1	Конституция Республики Казахстан	30 августа 1995г.

2	Закон Республики Казахстан. «О языках в Республике Казахстан» (по состоянию законодательства на 13 марта 2000 года).	Астана: ИКФ «Фолиант» - 2000.
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.	Астана, 2004.
4	Государственная программа развития образования в Республике Казахстан на 2012-2020 годы	Астана, 2012г.
5	Концепция развития иноязычного образования Республики Казахстан.	Алматы, 2010г.
6	Закон Республики Казахстан «О правоохранительной службе»	
2. Основная литература		
1	Английский язык для юристов. Жданович Н.П., Джагипарова Д.Б., Игликова С.Д., Туркенова С.С., Рамазанова А.С., Науанова А.А.	Караганды, 2015
2	Face2Face Elementary. Student's book with CD-ROM. C.Redston, J. Cunningham.	Cambridge University Press, 2012
3	Professional English in Use: Law	Jillian D.Brown Sally Rice 2007 Cambridge University Press
4	Extra listening. ESOL materials	Cambridge University Press, 2009
5	Зеликман А. Я. «Английский язык для юристов»	Ростов-на-Дону, «Феникс» 2001.
6	Английский язык для юристов. Жданович Н.П.	Караганда, 2015
7	Куценко Л. И., Тимофеева Г. И., «Английский язык» Учебное пособие для юридических учебных заведений	М., 1998
8	Face2Face Intermediate. Student's book with CD-ROM. C.Redston, J. Cunningham.	Cambridge University Press, 2012
9	Учебно-методическое пособие по грамматике английского языка. Жданович Н.П., Джагипарова Д.Б.	Караганды, 2012
10	Качалова К.Н., Израилевич Е.Е.. Практическая грамматика английского языка.	ЮНВЕС.- М. 1998.

11	Дильдяева Э.А. «Наркотики» учебно-методическое пособие.	Караганда 2002г
12	Салтыкова И.В. Колосанова Н.Д. «Учебник английского языка для юридических вузов и факультетов».	М. «Высшая школа», 1980г
13	Комаровская С.Д. Английский язык для юристов. Justice and the Law in Britain.	М., 2000
14	Бонк Н. А., Лукьянова Н. А., Памухина Л.Г. Учебник английского языка. Часть 2-я.	М.: ДеКонт - ГИС, 1998 г
15	Мукатова А. Н. Пособие для студентов юридических специальностей I курса	КЭУК, 2005 г
16	Just English. Учебное пособие для студентов юридических специальностей под ред. Т.Н.Шишкиной.	М., 1996
17	Bryan Greetham How to write better essays.	Palgrave, 2001
18	Kathy Gude. Proficiency Masterclass	Oxford University Press, 1999
3. Дополнительная литература		
1	Аракин В.Д. Практический курс английского языка	М. 1997
2	Аратаева А.Т., Аубакирова Г.Т.. Сборник лексико-грамматических тестов по английскому языку на продвинутых этапах обучения. Test your grammar.	Караганда КЭУК, 2004
3	Джанабаева К. Basic English.	Алматы, 1997
4	Голицинский Ю.Б. Английская грамматика. Сборник упражнений.	Сан-Петербург, 2005
5	Ванда Ститт-Годес. Деловой английский – быстро.	Ростов-на-Дону, 1996.
6	Сексембаева Е., Туреханов А., Туреханова Б., Туреханова М.. English-Kazakh-Russian Dictionary of Law Terms	Алматы. Жеты жаргы, 1999
7	Мажитаева Ш.М., Оспанова Б.Н., Мухамекалиева А.А.. Русско-казахско-английский разговорник.	Караганда, издательство КарГУ., 2005
8	Волгина Е.А., Степанова Е.Н. Как сдать экзамен по английскому языку.	Ростов-на-Дону, 1996

2.8. Тематический план проведения занятий по дисциплине

ТЕМАТИЧЕСКИЙ ПЛАН

по дисциплине АЯП 7306 «Английский язык (профессиональный)»

для преподавания докторантам 1 курса

института послевузовского обучения

в 1 семестре 2018-2019 учебного года

Количество кредитов - 1 (45 часов)

№ п/п	Номер темы	Название темы	Количество кредитов (часов)	Аудиторные часы			СРДП	СРД
				Лекции	Семинар. занятия	Практич. занятия		
I семестр								
1.	1.	Тема №1 1.The competitive approach as a basis for improving the methodology of teaching foreign languages in the system of postgraduate education of the Republic of Kazakhstan 2. Basis of Legal English Training Course	11	2		2	3	4
		Noun. Plural form of nouns. Possessive case of nouns. Articles. Pronouns (personal, demonstrative, possessive, indefinite). Numeral. Prepositions of time, place and direction. Wide in use prefixes and suffixes.						
		Verb. Table of tense use. Present Indefinite Tense. Verb <i>to be</i> in Present Indefinite Tense. Phrases with <i>to be</i> . <i>There is/are</i> construction. Impersonal sentences. Verb <i>to have / has got</i> . Continuous Tense group (<i>Present, Past, Future</i>). Perfect Tense group (<i>Present, Past, Future</i>). Perfect Continuous Tense group (<i>Present, Past and Future</i>)						
2.	2.	Тема №2. 1.The Common European Framework in its political and educational context 2. The aims and objectives of Council of Europe language policy	11	2		2	3	4
		Criminal proceedings. Police service. Search, persecution, investigative activities.						
		Criminal trials. Criminal procedure. The system of punishment in Great Britain. Punishment executing bodies.						

		Civil proceedings. Civil Court in the USA, Great Britain and Kazakhstan. Administration of Justice. Legal professions						
3.	3.	Тема №3 1.Aspects of the analysis of methodological problems of correlation of state and law. 2. Differences between the legal norm and state institutes.	12	2		2	2	6
		Democracy. Human rights. Conflicts and World agreements. Drug traffic. International terrorism.						
4.	4.	Тема №4 Grammar and vocabulary review. Writing reports, articles and glossary on special terms	11	1		2	2	6
		Curriculum Vitae/Resume. Cover Letters that Open Doors. Letters of Reference/Recommendation. Summary and Summary-Analysis. Research Paper. Abstract. Bibliography. Writing reviews on articles.						
		BCEFO 45	45	7	-	8	10	20

2.9 The plan of studies

Theme №1 THE COMPETITIVE APPROACH AS A BASIS FOR IMPROVING THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES IN THE SYSTEM OF POSTGRADUATE EDUCATION OF THE REPUBLIC OF KAZAKHSTAN

The quantity of hours on subject - 2 hour lecture, 2 hour practical occupations

Lecture 1. Introduction to the system of postgraduate education of the Republic of Kazakhstan

1. The requirements of the C1-level
2. The goal of the modern methodology of foreign language education

Integration processes that have intensively been developing in the last decades, the growth of professional and academic exchanges, and the deepening of international cooperation have stimulated the progressive development of foreign-language education.

Foreign language education of training Master degree learners in a non-linguistic university meets the requirements of the C1-level of the Common European

Framework of References. The task of foreign-language education in Profile Master's degree program is to master an advanced level of language for special purposes (LSP) for its further profession-based use in oral and written communication types within a particular specialty framework. The tasks of foreign-language education in the Research Master's degree program in the research direction are the continuation of the development of professionally-oriented mastery of a foreign language (Language for Specific Purpose) and the mastery of an advanced level of a foreign language for academic purposes (LAP), which will allow the learner to operate the scientific and conceptual apparatus of the specialty, expand the scientific and information base, improve the skills of interpreting scientific information, giving arguments, persuasion, scientific controversy, academic writing. This will ensure a free exchange of views at the international level during discussions, scientific conferences and forums, as well as conducting classes with students in a foreign language in accordance with the profile of the specialty.

The competence vector of the intercultural and communicative ability, which is the core of the intercultural and communicative activity structure of the "subject of intercultural communication," implies the replacement of the "knowledge-based model of education for a competent, and, accordingly, the need to determine its role in the modern paradigm of foreign-language education". It should be noted that the main value is not in the system of knowledge, abilities and skills to be formed and developed, but in the core competencies. Formation of the complex of "key competences" is introduced into the strategy for the development of general education in the programs of many states.

The basic distinctive features of "competence education" are defined as follows:

- Learner-centered education ensuring the possibility of taking courses based on personal needs and interests.
- Developing and age-ranged organization of education structure.
- Ability to solve socially and personally significant problems.
- Formation of search and creative thinking, creativity and the ability to solve

problems using non-standard methods.

- Orientation to self-development of the person, awareness of the individual's uniqueness, creative self-development of the person, etc.

It is necessary to distinguish the difference between the concepts of "competence" and "competency/ reference". An understanding of the "competence" of a person as an acmeological category and the potential of intellectual and professional development of an individual, whose characteristics are "competencies/ references" that must be formed in the process of education as systemic quality innovations. "Competency/ reference" acts as an integrated characteristic of the quality of education and training of graduates [2]

According to the Common European competence descriptors, the goal of the modern methodology of foreign language education is the formation and development of intercultural and communicative competence that represents a system of interrelated and complementary subcompensatory:

- 1) Language competence (knowledge of vocabulary and grammatical rules).
- 2) Socio-linguistic competence (ability to use and interpret language forms in accordance with the situation / context).
- 3) Discursive competence (the ability to understand and logically construct separate utterances for the semantic communication purposes).
- 4) Strategic competence (ability to use verbal and non-verbal communication means to compensate lack of knowledge).
- 5) Social and cultural competence (a certain degree of familiarity with the social and cultural context);
- 6) Social competence (desire and willingness to interact with others, ability to manage the situation).

According to the level model of teaching foreign languages that exists in our country, Master's degree students in a non-linguistic university meet the requirements of C1-level set in the CEFR. In this regard, the issue of the training graduates and postgraduates in accordance with the Common European Framework for References is regarded as an actual one.

In order to improve the foreign language training of Master's program students, we give the following suggestions and recommendations:

1) To compile and publish dictionaries for general and professional use, textbooks of CUP, OUP, Pierson Publishing House, etc., syllabi and different teaching aids and materials, introduce an interactive training system, innovative methodical video-recorded classes on intensive course of teaching English to public officials [6].

2) In order to develop critical thinking and form the skills for independent search for information, we should implement active training methods widely practiced in the world, such as brainstorming, case study technology, role games, etc.

3) The Master program students are recommended to use the English language in writing scientific articles.

4) To ensure high quality of personnel's competence it is necessary to practice participation in various training courses for teachers of English on the methods of teaching foreign languages, including CELTA courses by the academy expenses.

5) It is recommended to involve native speakers in teaching English.

References:

1. Концепция развития иноязычного образования Республики Казахстан. - Алматы: Казахский университет международных отношений и мировых языков имени Абылай хана, 2010 г.
2. Кунанбаева С.С. Теория и практика современного иноязычного образования. - Казахский университет международных отношений и мировых языков имени Абылай хана, Алматы, 2010. — 344 с. — ISBN 978-601-270-038-1.
3. Государственная программа развития языков в Республике Казахстан на 2011-2020 годы // edu.gov.kz.

The control questions to № 1 subject

1. Teach the main idea of the discipline
2. The independent work (job with text)

Lecture 2 (1 hour)

Basis of Legal English Training Course

1. Course on study of juridical English tongue
2. The goal of the modern methodology of foreign language education

The Legal English Training Course (the Course on study of juridical English tongue) - double-lever specializing course "Legal English" "English for Lawyers", developed themselves for practicing lawyers, and also for future specialists in region rights (students juridical faculties).

Globalization of the juridical profession now demands from lawyer-practice not only deep cognitions in sphere professional activity, but also and the definite the level possession foreign tongue, what will allow to professional free to associate and the conduct copying with foreign colleagues, to participate in discussion professional TOT on English tongue, to advise on juridical questions of foreign physical and juridical face, to compound juridical documentation on contemporary English tongue).

The Base the aim of course - development and perfecting of experiences in reading and understanding professional texts, in skill to express thought in process interview, consultations, presentation and so on, in development faculties by composition contract, letter and memorandums on intelligible and accessible tongue (Plain English). We also want to acquaint our listeners with standard tasks, which going on examinations ILEC (International Legal English Certificate) and TOLES (Test of Legal English Skills).

The uniqueness suggesting course consists in that, what he developed lawyers for lawyers. In basis of scientific material lie designs foreign specialists, having the perennial experience of the work in region rights, in that number the experience of teaching specializing course "Legal English" to faces, which not be carrying agents English tongue.

Teacher course, which also be to graduating lawyer, active uses the author's technique. The special place among suggesting of the scientific material borrow allowances: Legal Correspondence (Oxford University Press), thanks to which You become acquainted with principle and rules competence commercial copying in

region right and tutorial, issued Cambridge University press - International Legal English, having seized material which, wouldnt difficult for you to pass test on receipt international сертификата ILEC, acknowledging the degree of possession English juridical language. The special the attention paying to literate composition of juridical commercial correspondence. Here we: shall examine

The - size,

- tongue, style,

- punctuation,

The - correct construction of offers by composition letters, emails, fax communication, auxiliary notes and so one.

References:

1. Концепция развития иноязычного образования Республики Казахстан. - Алматы: Казахский университет международных отношений и мировых языков имени Абылай хана, 2010 г.

2. Белкина В.Н. Теория и практика развития профессиональной педагогической рефлексии: Монография. - Ярославль: Издательство ЯГПУ им. К.Д. Ушинского, 2006. - 332 с.

The control questions to № 2 subject

1. Teach the main idea of the discipline
2. The independent work (job with text)

Theme №2. THE COMMON EUROPEAN FRAMEWORK IN ITS POLITICAL AND EDUCATIONAL CONTEXT

The quantity of hours on subject - 2 hour lecture, 2 hour practical occupations

Lecture 1. (1 hour)

The Common European Framework in its political and educational context

1. What is the Common European Framework?
2. What part is the Framework includes?

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have

to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages. The provision of objective criteria for describing language proficiency will facilitate the mutual recognition of qualifications gained in different learning contexts, and accordingly will aid European mobility.

The taxonomic nature of the Framework inevitably means trying to handle the great complexity of human language by breaking language competence down into separate components. This confronts us with psychological and pedagogical problems of some depth. Communication calls upon the whole human being. The competences separated and classified below interact in complex ways in the development of each unique human personality. As a social agent, each individual forms relationships with a widening cluster of overlapping social groups, which together define identity. In an intercultural approach, it is a central objective of language education to promote the favourable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture. It must be left to teachers and the learners themselves to reintegrate the many parts into a healthily developing whole.

The Framework includes the description of ‘partial’ qualifications, appropriate when only a more restricted knowledge of a language is required (e.g. for understanding rather than speaking), or when a limited amount of time is available for the learning of a third or fourth language and more useful results can perhaps be attained by aiming at, say, recognition rather than recall skills. Giving formal recognition to such abilities will help to promote plurilingualism through the learning of a wider variety of European languages.

The control questions to № 1 subject

1. Teach the main idea of the discipline
2. The independent work (job with text)

References:

1. Programme planning : United Nations General Assembly Resolution of 21 December 1982 A/RES/37/234 // Key resolutions of the United Nations General Assembly, 1946-1996. – Gottingen, 1997. – P. 486-498.
2. Сибатян А. С. — Органы правосудия в системе международных отношений//Международное право и международные организации/International law and international organizations, № 4, 2011. стр. 131-136

Lecture 2. (1 hour)

The aims and objectives of Council of Europe language policy

1. What is the Common European Framework?
2. What part is the Framework includes?

The work of the Council for Cultural Co-operation of the Council of Europe with regard to modern languages, organised since its foundation in a series of medium-term projects, has derived its coherence and continuity from adherence to three basic principles set down in the preamble to Recommendation R (82) 18 of the Committee of Ministers of the Council of Europe:

that the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of

mutual enrichment and understanding;

that it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination;

that member states, when adopting or developing national policies in the field of modern language learning and teaching, may achieve greater convergence at the European level by means of appropriate arrangements for ongoing co-operation and co-ordination of policies.

In the pursuit of these principles, the Committee of Ministers called upon member governments

1. To promote the national and international collaboration of governmental and non-governmental institutions engaged in the development of methods of teaching and evaluation in the field of modern language learning and in the production and use of materials, including institutions engaged in the production and use of multi-media materials.

2. To take such steps as are necessary to complete the establishment of an effective European system of information exchange covering all aspects of language learning, teaching and research, and making full use of information technology.

Consequently, the activities of the CDCC (Council for Cultural Co-operation), its Committee for Education and its Modern Languages Section, have been concerned to encourage, support and co-ordinate the efforts of member governments and non-governmental institutions to improve language learning in accordance with these fundamental principles and in particular the steps which they take to implement the general measures set out in the Appendix to R(82)18:

A. General measures

1. To ensure, as far as possible, that all sections of their populations have access to effective means of acquiring a knowledge of the languages of other member states (or of other communities within their own country) as well as the skills in the use of those languages that will enable them to satisfy their communicative needs and

in particular:

2. to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;

3. to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;

4. to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.

5. To promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems (as these are progressively developed within the Council of Europe 'Modern languages' programme):

6. by basing language teaching and learning on the needs, motivations, characteristics and resources of learners;

7. by defining worthwhile and realistic objectives as explicitly as possible;

8. by developing appropriate methods and materials;

9. by developing suitable forms and instruments for the evaluating of learning programmes.

10. To promote research and development programmes leading to the introduction, at all educational levels, of methods and materials best suited to enabling different classes and types of student to acquire a communicative proficiency appropriate to their specific needs.

The preamble to R(98)6 reaffirms the political objectives of its actions in the field of modern languages:

To equip all Europeans for the challenges of intensified international mobility and closer co-operation not only in education, culture and science but also in trade and industry.

To promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication.

To maintain and further develop the richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including

those less widely taught.

To meet the needs of a multilingual and multicultural Europe by appreciably developing the ability of Europeans to communicate with each other across linguistic and cultural boundaries, which requires a sustained, lifelong effort to be encouraged, put on an organised footing and financed at all levels of education by the competent bodies.

To avert the dangers that might result from the marginalisation of those lacking the skills necessary to communicate in an interactive Europe.

The control questions to № 2 subject

1. Teach the main idea of the discipline
2. The independent work (job with text)

References:

1. Smbatyan A. S. — Organy pravosudiya v sisteme mezhdunarodnykh otnoshenii//Mezhdunarodnoe pravo i mezhdunarodnye organizatsii/International law and international organizations, № 4, 2011. str. 131-136

2. Krisch N. International Law in Times of Hegemony: Unequal Power and the Shaping of the International Legal Order // European Journal of International Law. – 2005. – Vol. 16. – № 3 – P. 378 etc.

Theme №3. ASPECTS OF THE ANALYSIS OF METHDOLOGICAL PROBLEMS OF CORRELATION OF STATE AND LAW

The quantity of hours on subject - 2 hour lecture, 2 hour practical occupations

Lecture 1. (1 hour)

Some aspects of correlation of state and law

1. What is the state (types of state)?
2. Correlation between of state and law?

The state and law have public bases, revealed in protection of interests and freedoms of the corresponding social layers. Consequently, there should be no contradictions between them.

The given statement is equitable though problems of correlation of state and law, thereby, are not exhausted. First of all, it is necessary to clarify essential features of the legal state as one of the most actual problems of modern time. If the state and law are united then G. Kelzen was mistaken when considered that any state should be legal. Could such position be deprived of logic? If it is so, then why for the jurist the state is not identified with the law and not each state is recognized legal [1] state law social

To answer the given questions it is necessary to address to the social philosophy and historical experience. It is well known, that there existed and exist states, in which the society is managed with half-lawful or half-administrative methods. The norms created in them, were practically ignored, there acted only commands, orders, directives. At the directive method there always emerged instability in the society, and therefore the additional facilities were necessary, as well as there was realized supervision over all and over everything (it was necessary to have a rather great number of police, and it is even necessary to remind the statement of the Russian emperor Peter the Great: "Police is the soul of the state and of all good orders, it is the fundamental bases of human safety and comfort").

In the XVIII century in Europe there existed two types of the police state feudal (totality incredible); autocratic-serf (for example - the Russian empire).

But in these police states the law was not cancelled completely. A part of norms acted and was protected by means of enforcement. I. Kant has exactly characterized such ruling as "the state arbitrariness".

In a number of states in the 20th century such status was firmly established and deepened (for instance, the USSR), and in separate events still prevails the propaganda (Cuba, Korea). Here prevails the propaganda of ideology, legal norms have the declarative nature but in separate events functions of the law are realized basically by political decisions, party directives, department orders, instructions of official or party staff). The reality of contradictions between the state and law comes out their essential qualities (observance or non-observance by the state of the created law).

The contradictions between the state and the law exist even in the states where the law dominates, and the supreme power tries to keep the legal norms. There appear contradictions between actual activity of the state and working norms of the law.

The state is the corresponding bodies, officials, their actual activity, and interrelation between people and between bodies, international relations.

The control questions to № 1 subject

1. Teach the main idea of the discipline
2. The independent work (job with text)

References:

1. Krisch N. International Law in Times of Hegemony: Unequal Power and the Shaping of the International Legal Order // European Journal of International Law. – 2005. – Vol. 16. – № 3 – P. 378 etc.

2. Баймуратов М. А. Международное публичное право: учебник / М. О. Баймуратов. – Х.: ООО «Одиссей», 2007. – С. 412.

3. Gann P.B. The US Bilateral Investment Treaties Program // Stanford Journal of International Law. – 1986. – 373. – Vol. 21. – P. 324.

Lecture 2. (1 hour)

Differences between the legal norm and state institutes

1. What is the legal norm?
2. What is "illegal laws"?

The law becomes real in rules of behavior (norms) and specific public relations, in the corresponding procedure of consideration of life situations and, finally, in the specific form of public consciousness, whose estimating character is expressed in legal notion and category.

Let's try to specify differences between the legal norm and state institutes.

The Legal norm & The State institute

1. The component of the law is the norm of the law and legal relations. Consists of persons and institutions, allocated with authorities.

2. The norms of the law are classified in different categories. State bodies and officials are distinguished on their place in the state hierarchy, range, volume of authorities.

3. The legal norms concern abstract most general public relations. State officials see the life in its whole variety and estimate public relations and situations, coming from corresponding party, personal sympathy or antipathy.

4. The legal norms are the specific model of public relations, supposed to be ordered and changed. Officials sometimes try to leave the limits of these frames, to make relations not according to the model (but coming from their own understanding, life experience, corresponding interests, and motives).

5. The legal norms are valued according to their legal force, accuracy of formulations, efficiency, and fairness. &State bodies and officials according to the volume of authorities, discipline, competence, degree of honesty and other moral, personal and business features.

6. A number of legal norms can not be realized without the decision made by the state body or an official unless there are examined the circumstances of the case having legal value and corresponding proves. Some officials try to perform their own duties more simply and faster, than it is determined in the law, to make decision without complex legal procedures, without examination of all circumstance and proofs.

7. The norm of the law is the sample of the decision of the case. Persons authorized to pass the norms of the law are not always principle, responsible.

8. The legal facts generate legal relations. Duty of the officials is recognition of the legal fact.

9. In the law there are sometimes non-acting rates which interfere examination and application of the law. In the state hierarchy there are unnecessary positions, a number of privileges, privilege, and imperious authorities.

The correlation of essential features of the law and the state gives first of all possibility to determine deeper and concretely relations and oppositions of two social regulators, which can not dispense without each other.

Except for these contradictions, there are such, which are conditioned by individual, subjective features of public figures. Such contradiction between the government and the people, society and state, were specified by the well-known thinkers, in particular, by K. Marx who noted: "The society creates the bodies for protection of its own interests from internal and external aggressors. This body is the state power. As soon as such state body appears, it gains independence before the society" [9].

The opposition between the state and society sometimes greatly influences the contents of the law, and its realization. Obviously, the state and society are not enemies. But their interests are not identical, but sometimes opposite. For instance, it is much easier for state to provide the struggle with offenses and guard of social order.

On the other hand, dignity and freedom of a person in the civil society will be on the proper level if citizens are not covered with surplus taxes, will be free from military service, excise and customs restrictions.

The control questions to № 2 subject

1. Teach the main idea of the discipline
2. The independent work (job with text)

References:

1. Hillgenberg H.A fresh look at soft law // European Journal of International Law. – 1999. – Vol. 10. – 3. – P. 499-515;
2. Koskenniemi M. Sources of International Law: The Library of Essays in International Law. – B. 5. – Dartmouth: Ashgate, 2000. – 600 p.
3. Pronto A.N. Some Thoughts on the Making of International Law // The European Journal of International Law. – 2008. – Vol. 19. – №. 3. – P. 470-481.

Theme №4. GRAMMAR AND VOCABULARY REVIEW. WRITING REPORTS, ARTICLES AND GLOSSARY ON SPECIAL TERMS

The quantity of hours on subject - 1 hour lecture, 2 hour practical occupations

- 1 Section. Curriculum Vitae/Résumé

2. How to write professional biography on English tongue. Lead-in.

Curriculum Vitae or the professional biography writes on definite to scheme in English cultural tradition. Obligatory divisions CV, except the name and address the author, be following:

Employment/Work Experience Опыт работы

Education Образование

Personal Skills and Competences Личные качества и умения

Awards and Honors Награды/поощрения

Publications (для научных работников)

The division “Work Experience” includes information about all places work and positions with indication address and telephones organization and firms. Begins information with present (late) place job.

In division “Education” pointed not only educational institution, which has finished the author, but also the type of document, which he/she has received. To begin it is necessary also with late place instruction. In division it is possible to include and the short-term courses of the rise qualification (in that number and remote), supposing that they finished distribution document.

In division “Personal Skills” author can to include any information, which he will consider important receipt work: knowledge of foreign tongues, the possession computer, sporting categories, and e.t.c.

The division “Awards and Honors” includes gratitude, deed, reward behind victory in competitions any level.

In CV important, as arranged the information.

The rule of transference proper names on cyrillic with latin letters

In order to correctly pass the Russian name and surname, and names of organizations on latin letters, it is necessary to know some rules. In foreign English tradition exists several systems transference letters Russian alphabet with latin letters, but dominating only 2 systems :

1. British Standard – British.

2. Library of Congress – American.

Lower bringing versions of transcription, basing on system British Standard.

А – A К – K X – Kh

Б – B Л – L Ц – Ts

В – V М – M Ч – Ch

Г – G Н – N Ш – Sh

Д – D О – O Ц – Shch

Е – E/Ye П – P Ъ – “

Ë – E/YO P – R Ы – Y

Ж – Zh С – S Ь – ‘

З – Z Т – T Э – E

И – I У – U Ю – Yu

Й – I/Y Ф – F Я – Ya

In variant Library of Congress for transmissing letters E, Ë, Ю, Я using digraphs : IE, IO, IU, IA (e.g. Beriozka)

Cover Letters that Open Doors. Professional biography/resume. Sometimes his name « statement » (letter of application). The aim such letter - to receive invitation on interview. The abstract – document, dispossessing the individuality, it writes on hard scheme. The accompanying letter gives the person chance to uncover individuality and to show skill in art written associations.

The accompanying the letter - this example of official style. However, supposing that the text of declaration of hire written informal style, the style of letter follows also to make less official.

Outline for a Cover Letter

First paragraph: State why you are writing and mention the specific position.

Second paragraph: Discuss your qualifications and experience, and link them as directly as possible to the qualifications for the job.

Third paragraph: If appropriate, mention why you're interested in working for the

company, including any events or people that brought you to them.

Fourth paragraph: Close on a positive, helpful note.

Sample Letters

1. Read and translate the letters. Pay attention to the layout of the letters.
2. Point out expressions that can be used in your letter.

Sample Letter 1.

John Carlton

444 Fedilis Street
Westport, CT 09999
Ms. Jane Harris
Director of Recruiting
Hot Shop Advertising
555 Medison Avenue
New York, NY 10000

Dear Ms. Harris:

I enclose my resume in response to your advertisement in the New York Sunday Times for a senior copywriter with a specialty in consumer packaged goods.

As my resume shows, I offer five years of experience writing compelling copy for nationally known brands. These best-selling brands include Happy Nut peanut butter, Just Ducky children's products, and Zip Zippity toothpaste and mouthwash. I have worked in all phases of campaign development, from initial concept to final production, and in both print and broadcast media.

You can reach me at my office during business hours or at home during evenings and weekends. Thank you for your consideration.

Sincerely,

John Carlton

Sample Letter 2.

Mr. Lyle Emerson
Director of Human Resources
Everclear Spring Water Co.
888 Glen Ellen Road
Portland, ME 99999

Dear Mr. Emerson:

I am writing in response to your advertisement in the Sun for a sales representative.

My interest in Everclear has grown out of a desire to sell for a company that is a leader in its industry. My research tells me that Everclear is such a company and that your sales force is among the best in the industry.

As my resume shows, my background includes experience in marketing, market research, and key-account analysis. At Mason Building Products, I worked closely with our sales reps to resolve customer problems while staying focused on the successful volunteer fund-raising experience..

I would appreciate having an opportunity to meet with you to discuss the contribution I could make to Everclear. Thank you for your consideration.

Sincerely, Lorraine Fernal

Skill Building

1. Write your name, surname, address in English.

2. Write the following personal and geographical names in English.

a) Нурсултан Назарбаев, Владимир Путин, Асанали Ашимов, Никита Хрущев, Александр Солженицын, Эдуард Багрицкий, Михаил Зощенко, Дмитрий Пожарский, Корней Чуковский, Петр Столыпин, Виктор Черномырдин.

2.10 Планы практических занятий

План практического занятия №1-1 час

11. Grammar /1/:

1.1) Noun

The *noun* is a word expressing substance in the widest sense of the word.

NOUN-FORMING SUFFIXES

Productive		Unproductive	
- er	reader, teacher, worker	-hood	childhood, manhood
- ist	telegraphist, dramatist	-dom	freedom
- ness	carelessness, madness	-ship	friendship, relationship
- ism	socialism, nationalism	-ment	development
- ess	heiress, hostess, actress	-ance	importance
(a)ion	suspicion	-ence	dependence
tion	formation	-ty	cruelty, property
sion	admission	-ity	generosity
	(-ess is practically only one gender-forming suffix, expressing feminine gender)	-ure	culture, structure
		-age	passage, marriage

COUNTABLE NOUNS

- Countable nouns can be plural: *biscuits, apples*.
- We use *a* or *an* with singular countable nouns:
a biscuit, an apple.
- We don't use *a* or *an* with plural countable nouns:
biscuits not a biscuits, apples not an apples.

TIP! ● Some nouns can be countable and uncountable: *I like coffee*. (uncountable = coffee in general)
Can I have a coffee, please? (countable = a cup of coffee)

UNCOUNTABLE NOUNS

- Uncountable nouns aren't usually plural:
milk not milks, rice not rices.
- We don't use *a* or *an* with uncountable nouns:
milk not a milk, rice not a rice.

1.2) Articles /1/ :

the Indefinite Article

● с исчисляемыми существительными в единственном числе, когда дается общая характеристика:

I am a student.

It is a very important fact.

He made an interesting remark.

the Definite Article

с исчисляемыми существительными в единственном числе или множественном числе, когда ясно, о чем идет речь:

The teacher asked us to read the text.

The students of our group will take part in the conference.

с исчисляемыми существительными в единственном числе, когда раскрывается их понятийное содержание:

The defendant is a person against whom a legal action is brought.

с неисчисляемыми существительными, когда речь идет о каких либо веществах, предметах или явлениях, ограниченных местом, временем или обстоятельствами:

The silence in the hall was oppressive.

с названиями океанов, морей, рек, озер:

the Volga river, the Black Sea

The Zero Article

с исчисляемыми существительными во множественном числе, когда им дается общая характеристика:

We are students.

We discussed various problems.

с исчисляемыми существительными, обозначающими пост или титул и употребляющимися в роли именной части сказуемого или приложения:

Bill Clinton is __ President of the USA.

Tony Blair, __ Prime Minister of the UK, declared that Britain did not support the proposal.

NB. Если эти же существительные являются другими членами предложения, то они употребляются с неопределенными или определенными артиклями:

The Prime Minister visited France last week.

They applied to the President asking him to interfere.

с исчисляемыми существительными, если они даются с указанием номера:

Turn to __ page 23. __ Contract A-455 has been fulfilled. __ Clause 5 is now under consideration.

с исчисляемыми существительными, употребляющимися с какими-либо предлогами в роли обстоятельств и образующими с этими предлогами неразрывные сочетания:

He is away on __ business. Let us go by __ taxi.

с неисчисляемыми существительными, когда называются какие-либо вещества, явления и т.д.:

He studies __ law. The witness spoke with __ confidence.

с названиями большинства стран, материков, городов, улиц, площадей, с именами и фамилиями людей:

__ Russia , __ Moscow, __ London, __ Peter Brown

1.3) Plural form of nouns /2/.

	singular	plural
most nouns: add -s	a bag a shoe a suitcase	bags shoes suitcases /'su:tkeɪsɪz/
nouns ending in -ch, -sh, -s, -ss, -x or -z: add -es	a watch a dress	watches /'wɒtʃɪz/ dresses /'dresɪz/
nouns ending in consonant + y: -y → -ies	a diary	diaries
irregular plurals	a man a woman a child a person a tooth	men women /'wɪmɪn/ children people /'pi:pl/ teeth /ti:θ/

1.4) Possessive case of nouns /2/.

- We use *name + 's* for the possessive: *Kate is Lisa's sister.* not *Kate is the sister of Lisa.* *Pat is Chris and Emma's grandmother.*

TIPS! • For plural nouns, the apostrophe (') is after the s: *My parents' names are Pat and Bill.*

- 's can mean the possessive, is or has:

Bill is Lisa's father. ('s = possessive)

Kate's her sister. ('s = is)

She's got a brother. ('s = has)

- We use *whose* to ask which person/people a thing belongs to: *Whose mobile phone is that? It's Tom's.*

Основная литература: 1,2,3,4

Дополнительная литература: 6, 7

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия №2-1 час

1. Grammar:

1.1) Numerals /1/

Cardinal Numerals	Ordinal Numerals	Cardinal Numerals	Ordinal Numerals
1. one	the first	18. eighteen	the eighteenth
2. two	the second	19. nineteen	the nineteenth
3. three	the third	20. twenty	the twentieth
4. four	the fourth	21. twenty-one	the twenty-first
5. five	the fifth	30. thirty	the thirtieth
6. six	the sixth	40. forty	the fortieth
7. seven	the seventh	50. fifty	the fifties
8. eight	the eighth	60. sixty	the sixtieth
9. nine	the ninth	70. seventy	the seventieth
10. ten	the tenth	80. eighty	the eightieth
11. eleven	the eleventh	90. ninety	the ninetieth
12. twelve	the twelfth	100. one hundred	the hundredth
13. thirteen	the thirteenth	101. one hundred and one	the one hundred and first
14. fourteen	the fourteenth	110. one hundred and ten	the one hundred and tenth
15. fifteen	the fifteenth	1000. one thousand	the thousandth
16. sixteen	the sixteenth	1000000. one million	the millionth
17. seventeen	the seventeenth		

Listening 1 /2/. Listen to 5 conversations A-E. Write the hotel room numbers (Rec.1.9).

1.2) Demonstrative, possessive and indefinite pronouns /2/

- **Demonstrative pronouns:**

	here ↓	there ↗
singular	this (umbrella)	that (CD player)
plural	these (watches)	those (false teeth)

- **Possessive pronouns:**

subject pronouns	I	you	he	she	it	we	they
possessive adjectives	my	your	his	her	its	our	their

TIPS! • We use subject pronouns with **verbs**: *I am a teacher. They live in Rome.*
 • We use possessive adjectives with **nouns**: *My name's Rupert Giles. It's her book.*

- **Indefinite pronouns:**

Exercise 1. Insert *some, any or no*

1. There are ... pictures in the books.
2. We haven't got ... sisters.
3. My stepbrother always likes ... sugar in his tea.
4. They haven't got ... stamps. I can't post my letter.
5. He has got ... money. He can't spend his holidays in Switzerland any more and stay at luxury hotels.
6. I can see ... children in the yard.
7. Are there ... new buildings in your street?
8. There is ... ink in my pen. I cannot write.
9. I haven't got ... exercise-books. Give me ..., please.
10. Give me ... tea, please. I am thirsty.
11. Have you got ... time to spare? I'd like to ask you ... questions.

12. **Reading /3/:** Legal systems: The legal systems in the UK

13. **Listening /4/:** Your name, please!

Cambridge Language College

EVENING CLASSES

Student Enrolment Form

To be completed for all new students

Student details

Surname a

First name b

Nationality c

Language d

Occupation e

Date of birth f / /
day month year

Address g

Postcode h

Phone no. i

Course details

French 121 Elementary 131 Intermediate 141 Advanced

English 129 Elementary 139 Intermediate 149 Advanced

German 151 Elementary 161 Intermediate 171 Advanced

Spanish 159 Elementary 169 Intermediate 179 Advanced

Japanese 181 Elementary 191 Intermediate

Type of course short course long course

14. **Speaking:** About myself.

Основная литература: 1,2,3,4

Дополнительная литература: 6, 7

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия №3-1 час

1. Grammar:

1.1) Prepositions of time, place and direction

- *Time*

Time phrases with *on, in, at, every*

on	in	at	every
+ day	+ part of the day	+ time	week
Saturday	the morning	nine o'clock	Thursday
Thursday	the afternoon	half past three	day
Mondays	the evening	night	month
Monday mornings	the week	the weekend	night
Sunday afternoon			morning

TIPS! • When we talk about routines, we can use the singular or plural of days, parts of the day and *the weekend*: *I play tennis on (Monday/Mondays), in (the evening/evenings), at (the weekend/weekends).*

- We don't use a plural with *every*: *every week* not *every-weeks*.
- Notice we say *in the morning/afternoon/evening* but *at night*.

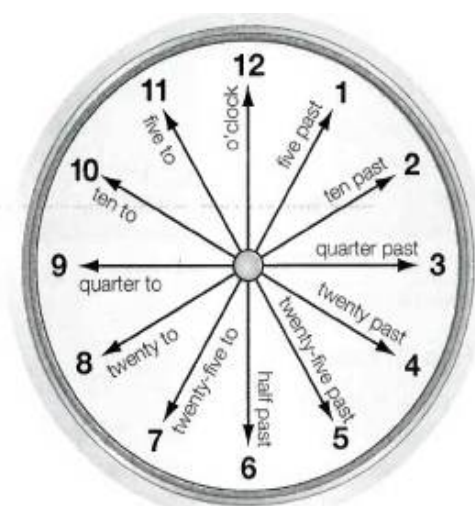
QUESTIONS ABOUT THE TIME

- A What time is it? B It's five o'clock.
 A What's the time, please? B It's about half past two.
 A Excuse me. Have you
 got the time, please? B Yes, it's eight fifteen.

PREPOSITIONS OF TIME

- We use *at* for times: *My English class is at ten.*
- We use *from ... to* for length of time: *My son's class is from seven to nine thirty.*

TIPS! • a.m. = 0.00–12.00 midday/noon = 12.00
 p.m. = 12.00–24.00 midnight = 24.00



TIPS! • We can say *quarter past/to six* or *a quarter past/to six*. We don't say *fifteen past six*. For other times, we say *minutes*: *nineteen minutes past six* not *nineteen past six*.

• We can also say the time like this: *six fifteen, two thirty, ten forty, six nineteen*, etc. But for 6.05 we say: *six oh five* not *six five*.

• In American English, 10.05 = *five after ten*.

• *Place /1/*

- **on** —на- обозначает нахождение предмета на поверхности другого предмета: (**on the table**- на столе).
- **under** —под- обозначает нахождение предмета под другим предметом: (**under the table**- под столом).
- **in** - в- обозначает нахождение предмета внутри чего-то (**in my room** – в моей комнате).
- **at** ---у, около- обозначает нахождение предмета вблизи другого: (**at the table**- у (около) стола).
- **2. Предлоги направления**
- **to** - к, в, на—обозначает направление, движение предмета по направлению к другому предмету: (**to school** —к школе, в школу).
- **into (in+to)** – в – обозначает движение предмета по направлению к другому предмету с проникновением внутрь его: (**into that room** – в ту комнату).
- **from**- от, из, у – обозначает движение предмета: (**from the library** – из библиотеки, **from your friend** - у своего друга).
- **from, off** – с, со – обозначает движение предмета с поверхности другого предмета
- **out of** – из, обозначает движение предмета изнутри другого предмета наружу: (**out of the room** – из комнаты)

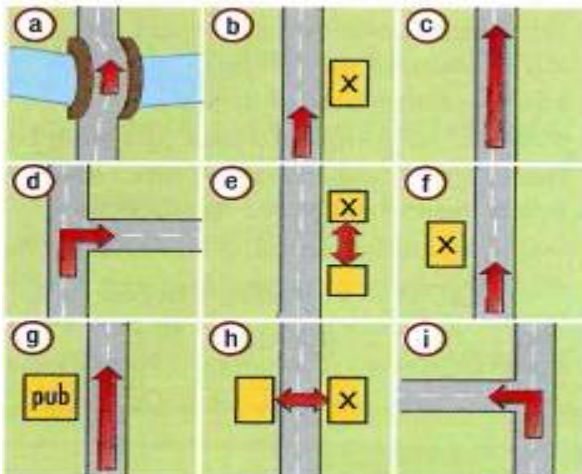
Listening /2/: Where is the baby?



• **Direction**

Match the phrases to pictures a)–i).

- 1 turn right
- 2 turn left
- 3 go over the bridge /brɪdʒ/
- 4 go past the pub
- 5 go along this street
- 6 it's on the/your left
- 7 it's on the/your right
- 8 it's opposite /'ɒpəzɪt/
- 9 it's next to



ASKING FOR DIRECTIONS

Excuse me. Is there (a newsagent's) near here?

Where's (the police station)?

Do you know (the Park Hotel)?

GIVING DIRECTIONS

There's one in (Berry Street).

Go along this road and turn right/left.

Go past the pub.

Go over the bridge.

The newsagent's is on the/your right/left.

It's opposite (the supermarket).

It's next to (the Internet café).

It's over there.

You can't miss it.

IF YOU CAN'T GIVE DIRECTIONS

Sorry, I don't know.

Sorry, I don't live around here.

2. Reading /5/: "What's a crime?"

Task: read and translate the text.

(Part I)

A crime is an offence against the whole of society; it is a wrongful act or omission, serious enough for the wrong-doer to be punished by the rest of the community. Criminal behaviour is seen as sufficiently serious or deviant or immoral for the majority of society to ban it. Of course, what may be outlawed one year may

not have been the year before. Public opinion is not set for all time and legislation reflects changing habits and norms. Moreover, new forms of potentially criminal activity arise, and the courts respond to those too. Thus, definitions of what is to be regarded as criminal can change quite radically over years.

Criminal law in the widest sense covers a multitude of activities and sins – from murder, rape, arson, theft and damage of property to the less overtly criminal matters of careless motoring, selling unfit food or serving alcohol to a teenager. The principal areas of Criminal law are offences against persons and offences against property. Offences against persons can be fatal and nonfatal. The former deal with homicide (killing of a human being by a human being) which falls into three categories: murder (premeditated unlawful killing of another), manslaughter, infanticide. The latter covers such crimes as assault and battery, wounding and grievous bodily harm, sexual offences (rape and others), kidnapping.

Offences against property include theft, robbery, burglary, blackmail, arson, forgery and counterfeiting. They distinguish a group of the so-called inchoate offences: aiding and abetting, incitement, conspiracy, attempt.

There are offences which effect the secrets of the state or international in character: piracy and hijacking, treason, terrorism.

There are a number of offences concerned with obstructing justice: perjury, assisting offenders, concealing, refusal to assist a police officer, contempt of court.

There are also road traffic offences.

As for the classification of crime the Criminal Law Act 1967 introduced the concept of "arrestable" and "non-arrestable" offences, thus abolishing the old distinction between felonies (serious crimes) and misdemeanours (minor offences).

Word Study

Ex. 1. Read the international words and guess their meaning. Mind the stress.

'public	'teenager	'summary	'serious	ar'rest
norms	'person	'principle	'physical	po'lice
'alcohol	'maximum	'categories	'element	

*Ex. 2. Pair the verbs in column **B** with a suitable phrase in column **A**:*

A	B
1. accuse someone	a) in cold blood
2. arrest someone	b) into custody
3. ban	c) a witness
4. break	d) telephone boxes
5. charge someone	e) for armed robbery
6. commit	f) a prison sentence
7. cross-examine	g) a case
8. hijack	h) with murder
9. hold up	i) smoking in public places
10. murder someone	j) of shoplifting
11. pinch	k) the alarm
12. serve	l) a crime

- | | |
|------------------|---------------|
| 13. sound | m) some money |
| 14. take someone | n) a plane |
| 15. try | o) the law |
| 16. vandalize | p) a bank |

Ex. 3. Add nouns to the following adjectives to form noun phrases:

Adjectives: wrongful, criminal, changing, fatal, serious, summary, mental, guilty.
Nouns: act, omission, behaviour, activity, matter, habits, norms, offence, crimes, case, element, conviction, mind, action.

Ex. 5. How many different adjectives combined with the word "offence" do you know?

criminal
..... offence against . . .

Ex. 6. Match the crimes and offences with the correct definition.

- | | |
|------------------|--|
| 1. Arson | a) is taking a person away by force and keeping them prisoner, usually in order to demand money for their safe return. |
| 2. Assault | b) is the serious crime of stealing large amounts of money from a bank, a shop or a vehicle, often using force or threats of violence. |
| 3. Blackmail | c) is the crime of copying things such as banknotes, letters, official documents, etc. in order to deceive people. |
| 4. Burglary | d) is killing a person by accident or negligence. |
| 5. Embezzlement | e) is forcing someone to have sex with you. |
| 6. Forgery | f) is the crime of deliberately setting fire to a building. |
| 7. Fraud | g) is taking control of an aeroplane, train, etc. by force, usually in order to make political demands. |
| 8. Hijacking | h) is killing a person deliberately. |
| 9. Kidnapping | i) is demanding money or favours from someone by threatening to reveal a secret about them which, if made public, could cause the person embarrassment and harm. |
| 10. Libel | j) is deliberately taking goods from a shop without paying for them. |
| 11. Manslaughter | k) is stealing money that is placed in your care, often over a period of time. |
| 12. Murder | l) is the crime of getting money from someone by tricking or deceiving them. |
| 13. Rape | m) is the crime of physically attacking someone. |
| 14. Robbery | n) is printing or publishing something which is untrue and damages another person's reputation in some way. |
| 15. Shoplifting | o) is the crime of breaking into a house, a flat, etc. in order to steal things. |
| 16. Theft | p) is the crime of stealing. |

Основная литература: 1, 2, 3

Дополнительная литература: 6, 7

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия №4- 1 час

1. Grammar: English tenses. The Present Indefinite Tense. The verb “to be” and “to have/has got” in the Present Indefinite Tense. ‘There is/there are’ construction. Impersonal sentences.

1.1) The Present Indefinite Tense /1/

Positive	Question	Negative
I read. You read. He, she, it reads.	Do I read? Do you read? Does he, she, it read?	I do not (don't) read. You do not (don't) read. He, she, it does not (doesn't) read.
We read. You read. They read	Do we read? Do you read? Do they read?	We do not (don't) read. You do not (don't) read. They do not (don't) read.

1.2) The verb “to be” and “to have/has got” in the Present Indefinite Tense.

• “To be” in the Present Indefinite Tense /1/

Affirmative	Question	Negative
I am He (she, it) is We are You are They are	Am I? Is (she, it) he? Are we? Are you? Are they?	I am not He (she, it) is not We are not You are not They are not

Expressions with the verb “to be”

Expression	Translation
to be glad (pleased)	- быть радостным (довольным)
to be happy (delighted)	- быть счастливым
to be hungry	- быть голодным (хотеть есть)
to be thirsty	- хотеть пить
to be ill (healthy)	- быть больным (здоровым)

to be ready for smth.	- БЫТЬ ГОТОВЫМ К ЧЕМУ-Л.
to be late for smth.	- опаздывать куда-л.
to be 5 minutes late	- опаздывать на 5 минут
to be sorry	- сожалеть
to be (un)comfortable	- чувствовать себя (не)удобно
to be out of place	- чувствовать себя неуютно
to be proud of smth/smb	- гордиться чем-л. кем-л.
to be sure of smth	- БЫТЬ УВЕРЕННЫМ В ЧЕМ-Л.
to be mistaken	- ошибиться
to be surprised at smb	- удивиться кому-л.
to be angry with smb	- БЫТЬ СЕРДИТЫМ НА КОГО-Л.
to be busy with smth	- БЫТЬ ЗАНЯТЫМ ЧЕМ-Л.
to be for (against) smth	- БЫТЬ ЗА (ПРОТИВ) ЧЕГО-Л.
to be present	- присутствовать
to be absent	- отсутствовать
to right	- БЫТЬ ПРАВЫМ
to be wrong	- ошибаться, БЫТЬ НЕПРАВЫМ
to be afraid	- бояться
to be tired	- БЫТЬ УСТАВШИМ
to be situated	- БЫТЬ РАСПОЛОЖЕННЫМ

• **“To have/has got” in the Present Indefinite Tense /2/**

POSITIVE

I/you/we/they've **got** (= have got)

he/she/it's **got** (= has got)

NEGATIVE

I/you/we/they **haven't got** (= have not got)

he/she/it **hasn't got** (= has not got)

QUESTIONS

Have I got any letters today?

Have you got a computer?

Has he/she/it got a DVD player?

Have we got any CDs?

Have they got any cheap TVs?

What have you got in your bag?

What has he/she got in his/her bag?

SHORT ANSWERS

Yes, I have.

No, I haven't.

Yes, you have.

No, you haven't.

Yes, he/she/it has.

No, he/she/it hasn't.

Yes, we have.

No, we haven't.

Yes, they have.

No, they haven't.

TIPS! • We don't use *got* in short answers.

• We use *any* in plural negatives and questions with *have got*: *We haven't got any CDs. Have I got any letters?*

1.3) “There is/there are” construction /2/

	singular	plural
POSITIVE	There's a beautiful lake.	There are lots of things to do.
NEGATIVE	There isn't a park near our flat.	There aren't any restaurants.
QUESTIONS	Is there a hotel?	Are there any cheap places to stay?
SHORT ANSWERS	Yes, there is./No, there isn't.	Yes, there are./No, there aren't.

TIPS! • We use *any* in negatives and questions with *there are*.

• We can also make negative sentences with *no*: *There are no shops.* = *There aren't any shops.*

2. Reading /5/: “What's a crime?”

Task: *read and translate the text.*

(Part II)

An arrestable offence is one for which no specific arrest warrant is required; a police officer can arrest without a magistrate's warrant for a suspected crime carrying a maximum of five years' imprisonment or more or where the penalty is fixed by law as is the case of murder, treason and piracy with violence.

Otherwise, however, when an offence is a non-arrestable offence warrants are issued when the defendant has failed to answer a summons and the magistrates think it essential that he should be present at a hearing, summons is directed to a constable and orders him to arrest the person named in it and bring him before a court. It must contain particulars of the alleged offence.

Another way of classification is by the manner of trial. Criminal offences may be broadly divided into two main classes: indictable offences, and offences punishable on summary conviction before magistrates (summary offences). Indictable offences are tried by a jury. They therefore may be generally regarded as serious ones and summary cases as less serious or minor.

Two essential concepts in the operation of the Criminal Law are those of *actus reus* and *mens rea*.

Actus reus means the 'guilty action', *mens rea* – 'guilty mind'. In other words it must be shown that the accused has committed an act or omission which is criminal in nature. Secondly, it must be shown that he intended to commit an offence (though it may not always be a matter of deliberate intention – inattentiveness, recklessness or some other state of mind will suffice to constitute *mens rea*).

Thus *actus reus* is, approximately, the physical element of the crime, *mens rea* the mental element. A conviction cannot be secured unless it is shown that both factors were present.

It is for the prosecution to prove *mens rea* and *actus reus* beyond reasonable doubt; the burden of proof lies upon the Crown.

Notes:

1. beyond reasonable doubt – вне всяких сомнений

2. the burden of proof – бремя доказательства

Ex. 1. Match a word with a proper definition.

1. Assassination a) is bad or improper behaviour by a person in a

- position of authority or trust, such as a doctor, dentist, police officer, etc.
2. Bribery and corruption b) is stealing things from people's pockets or handbags, usually in crowds or in public places.
 3. Drug trafficking c) is saying something untrue about someone with the intention of damaging his or her reputation.
 4. Hit and run d) is deliberately damaging public buildings and other public property, usually just for the fun of it.
 5. Looting e) is offering money or gifts to someone in a position of authority, e.g. a government official, in order to persuade them to help you in some way.
 6. Misconduct f) is the crime of lying in court while giving evidence, when you have promised to tell the truth.
 7. Mugging g) is the crime of taking things or people illegally into or out of a country.
 8. Perjury h) is murdering a public figure such as a king, a president, etc.
 9. Pickpocketing i) is entering privately owned land or property without the permission of the owner.
 10. Pilfering j) is attacking someone, usually in a public place, in order to rob him or her.
 11. Slander k) is trading in illegal drugs such as heroin, cannabis, cocaine, LSD, etc.
 12. Smuggling l) is the crime of betraying your own country by helping its enemies.
 13. Terrorism m) is stealing small amounts of goods or things of little value, often over a long period of time.
 14. Treason n) is a car accident in which the guilty driver does not stop to help.
 15. Trespassing o) is the use of violence such as murder and bombing in order to obtain political demands or to influence a government.
 16. Vandalism p) is stealing from shops, buildings, etc. left unprotected after a violent event or a long period of time

Ex. 2. Choose the best alternative to complete the following sentences:

1. A person who commits a criminal offence is called a criminal, or _____.
a) offender b) citizen c) wrong-doer
2. If you attack another person illegally you will be tried for unlawful _____.
a) damage b) assault c) action
3. If you physically hurt or injure the person you attack, you will be tried for unlawful assault causing _____.
a) wounding b) murder c) infanticide
4. If the injury you cause in the attack is very serious it is called _____.

- a) manslaughter b) grievous bodily harm c) battery
5. A police officer can arrest _____ for a suspected crime carrying a maximum of five year imprisonment.
- a) by chance b) with an issued warrant c) without a magistrates warrant
6. The law can punish criminals in many different ways, but the worst is _____.
- a) fine b) life imprisonment c) death sentence
7. Young people who committed a crime are tried by a special court called the _____.
- a) juvenile b) the High Court c) the Crown Court

3. Speaking: My working day. Leisure time and hobby.

Основная литература: 1, 2, 5.

Дополнительная литература: 6, 7

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия №5-1 час

1. **Grammar:** The Present, Past and Future Continuous Tense /1/.

• The Present Continuous Tense

Positive	Question	Negative
I am standing. You are standing. He (she, it) is standing.	Am I standing? Are you standing? Is he (she, it) standing?	I am not standing. You are not standing. He (she, it) is not standing.
We are standing. You are standing. They are standing.	Are we standing? Are you standing? Are they standing?	We are not standing. You are not standing. They are not standing.

• The Past Continuous Tense

Positive	Question	Negative
I was reading. You were reading. He (she, it) was reading.	Was I reading? Were you reading? Was he (she, it) reading?	I was not reading. You were not reading. He (she, it) was not reading.
We were reading. You were reading. They were reading.	Were we reading? Were you reading? Were they reading?	We were not reading. You were not reading. They were not reading.

• The Future Continuous Tense

Positive	Question	Negative
I shall be standing. You will be standing. He (she, it) will be	Shall I be standing? Will you be standing? Will he (she, it) be	I shall not be standing. You will not be standing. He (she, it) will not be

standing.	standing?	standing.
We shall be standing. You will be standing. They will be standing.	Shall we be standing? Will you be standing? Will they be standing?	We shall not be standing. You will not be standing. They will not be standing.

2. Reading /5/: “Partakers in a Crime”

Task: read the text and fill in the chart below

The person who commits the crime is the perpetrator, the principle (though two or more persons may be perpetrators, for example, "group rape" or conspiracy). The person who plays a secondary role, assists the principal, is the accomplice, the accessory.

Principles may be either in the first or in the second degree¹, while accessories may be either before or after the fact².

A principal in the first degree is the person who actually did the criminal act or was guilty of criminal omission, either with his own hand or through an innocent agent, e.g. a child.

A principal in the second degree is the person who, without actually taking part, is present at the commission of a crime. An accessory before the fact is one who, without being present at its commission, advises or procures it to be done, and does not countermand it before it is done.

An accessory after the fact is one who assists or permits the escape of the criminal.

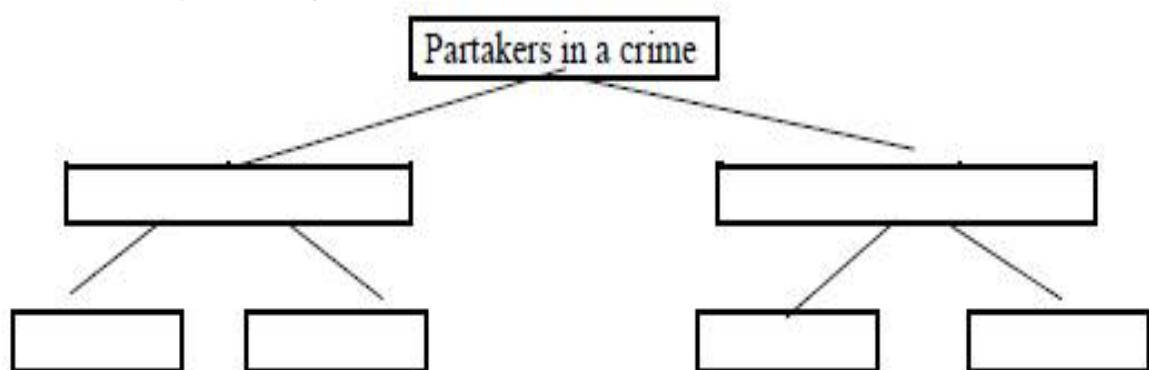
Thus, accomplices may be charged with procuring an offence, abetting, aiding or counselling. Sometimes aiding and abetting are regarded as meaning much the same thing.

Notes:

1. principals in the first or in the second degree – первой и второй степени (лица, фактически совершающие преступление или оказывающие пособничество в совершении исполнители преступления)

2. accessories before or after the fact – соучастники до или после совершения преступления (подстрекатели или укрыватели).

Ex. 1. Fill in the following chart and comment on it.



- Ex. 2. Here are the answers to some questions on the text. What are the questions?
- The person who commits the crime is the perpetrator. (*special*)
 - Principals may be either in the first or in the second degree. (*alternative*)
 - A person did the criminal act with his own hand. (*special*)
 - An accessory after the fact assists or permits the escape of the criminal. (*general*)
 - Sometimes aiding and abetting are regarded as meaning much the same thing. (*disjunctive*)

3. **Speaking:** My native town.

Основная литература: 1,2,5

Дополнительная литература: 6, 7

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия №6-1 час

1. **Grammar /6/:** The Present, Past and Future Perfect Tense.

• The Present Perfect Tense

Today, this week, this month, this year, lately, just, since, ever, never, already, yet, recently	
I have asked You have asked He (She, It) has asked	We have asked You have asked They have asked
Have I asked? Have you asked? Has he (she, it) asked?	Have we asked? Have you asked? Have they asked?
I have not asked. You have not asked. He (She, It) has not asked.	We have not asked. You have not asked. They have not asked

Время Present Perfect обозначает действие, которое завершилось к настоящему моменту или завершено в период настоящего времени. Хотя глаголы в Present Perfect обычно переводятся на русский язык в прошедшем времени, следует помнить, что в английском языке эти действия воспринимаются в настоящем времени, так как привязаны к настоящему результату этого действия.

I have done my homework already.

Я уже сделал домашнее задание.

We have no classes today, our teacher **has fallen ill**.

У нас сегодня не будет уроков, наш учитель заболел.

Ex.1. Write the following sentences a/ in the negative, b/ in the interrogative

1. I've met him before. 2. They've learned the new rule. 3. He's finished his work. 4. The boy has woken up. 5. She has made this mistake before. 6. They have had a long walk today.

Ex. 2. Put the verb in brackets into the Present Perfect.

1. I don't know this girl. I never (meet) her before. 2. "Where is Mother?" - "She just (go) out." 3. "Don't you know what the film is about?" - "No, I (not/see) it." 4. Don't worry about the letter. I already (post) it. 5. "Is he a good teacher?" - "Oh yes, he (help) me a lot." 6. I know London perfectly well. (Be) there several times. 7. I can't find my umbrella. I think, somebody (take) it by mistake. 8. "Do you speak Spanish?" - "No, I never (study) it." 9. "Do you know where they have gone?" - "No, they (sell) their house and (not/leave) their new address."

2. Reading and listening: Kidnapping

(Tape script)

Gunmen kidnap eight foreigners in Nigeria (19th February, 2013)

Armed attackers kidnapped eight foreign workers in northern Nigeria on Sunday. The abductees were taken from the residential compound of a Lebanese construction company. A security guard was killed as he tried to prevent the assailants from entering the camp. The kidnapped workers are believed to be from Britain, Greece, Italy and Lebanon. A woman and her daughter are among them. A local government official, Adamu Aliyu, said the attack occurred at 2:15am. The gunmen also attacked a police station and a prison on their way to the compound. A police chief said: "We repelled the attack...but they burnt two vehicles."

This attack is the worst ever case of foreigners being kidnapped in the north of Nigeria. Kidnappings for ransom occasionally occur in the south, especially in the areas that support the country's oil industry. Violence in the north has largely been of the nature of attacking churches and police stations, and kidnapping locals. No one has yet taken responsibility for yesterday's raid, but security experts believe one of northern Nigeria's Islamist groups is behind it. The Al Qaeda splinter group Ansaru has been active in recent months. The larger group Boko Haram, which means 'Western education is forbidden,' has been the most active in the area. It is reportedly responsible for hundreds of deaths, and church bombings.

Ex.1. Read the text and fill in the gaps using the words given in the right column

Gunmen kidnap eight foreigners in Nigeria (19th February, 2013)

<p>Armed (1) _____ kidnapped eight foreign workers in northern Nigeria on Sunday. The (2) _____ were taken from the residential (3) _____ of a Lebanese construction company. A security guard was killed as he tried to (4) _____ the assailants from entering the camp. The kidnapped workers are (5) _____ to be from Britain, Greece, Italy and Lebanon. A woman and her daughter are among them. A local government (6) _____, Adamu Aliyu, said the attack occurred at 2:15am. The gunmen also (7) _____ a police station and a prison on their way to the compound. A police chief said: "We (8) _____ the attack...but they burnt two vehicles."</p>	<p><i>prevent official abductees repelled attackers attacked compound believed</i></p>
--	--

<p>This attack is the worst ever (9) _____ of foreigners being kidnapped in the north of Nigeria. Kidnappings for (10) _____ occasionally occur in the south, especially in the areas that support the country's oil industry. Violence in the north has (11) _____ been of the nature of attacking churches and police stations, and kidnapping (12) _____. No one has yet taken responsibility for yesterday's (13) _____, but security experts believe one of northern Nigeria's Islamist groups is behind it. The Al Qaeda (14) _____ group Ansaru has been active in recent months. The larger group Boko Haram, which means 'Western education is (15) _____,' has been the most active in the area. It is (16) _____ responsible for hundreds of deaths, and church bombings.</p>	<p><i>locals reportedly case splinter ransom forbidden largely raid</i></p>
--	---

Warm-ups

1. Kidnapping: walk around the class and talk to other students about kidnapping. Change partners often and share your findings.

2. Kidnapped: what should people do in these different kinds of kidnappings? Complete this table with your partner(s). Change partners often and share what you wrote.

	Police	The abductee(s)
Divorced husband kidnaps child		
Billionaire kidnapped for money		
U.s. president kidnapped		
Oil exec. Kidnapped by environmentalists		
Foreign workers kidnapped in n. Africa		
Soldiers kidnapped for prisoner release		

3. Thoughts: what would you think about most if you were kidnapped? Rank these and share your rankings with your partner. Change partners often and share your rankings.

- Family
- Being hurt
- Freedom
- Escaping
- Good food
- Why me?
- Death
- Being rescued

Before reading / listening

1. True / false: read the headline. Guess if a-h below are true (t) or false (f).

- A. Eight foreign workers were kidnapped at an oil company in nigeria. T / f
- B. Those kidnapped include a woman and a girl. T / f
- C. The kidnapping took place in broad daylight. T / f
- D. The gunmen attacked an army barracks before the kidnapping. T / f
- E. This attack is the worst northern nigeria has ever seen. T / f
- F. The attackers want a ransom and oil from the south of the country. T / f
- G. Violence in the north does not usually involve foreigners. T / f

H. One of the biggest groups in the area opposes western education.

T / f

2. Synonym match: match the following synonyms from the article.

- | | |
|---------------|-----------------|
| 1. Kidnapped | A. Incident |
| 2. Foreign | B. Fought off |
| 3. Assailants | C. Particularly |
| 4. Occurred | D. Abducted |
| 5. Repelled | E. Outlawed |
| 6. Case | F. Attackers |
| 7. Especially | G. Specialists |
| 8. Raid | H. Overseas |
| 9. Experts | I. Happened |
| 10. Forbidden | J. Attack |

3. Phrase match: (sometimes more than one choice is possible.)

- | | |
|---------------------------|---------------------------|
| 1. Armed | A. The attack |
| 2. Residential | B. Be from Britain |
| 3. Prevent the assailants | C. Ransom |
| 4. Believed to | D. Compound |
| 5. We repelled | E. Ever case |
| 6. The worst | F. Group |
| 7. Kidnappings for | G. Attackers |
| 8. No one has yet | H. For hundreds of deaths |
| 9. Splinter | I. From entering the camp |
| 10. Responsible | J. Taken responsibility |

Gap fill

Armed (1) _____ kidnapped eight foreign workers in northern Nigeria on Sunday. The (2) _____ were taken from the residential (3) _____ of a Lebanese construction company. A security guard was killed as he tried to (4) _____ the assailants from entering the camp. The kidnapped workers are (5) _____ to be from Britain, Greece, Italy and Lebanon. A woman and her daughter are among them. A local government (6) _____, Adamu Aliyu, said the attack occurred at 2:15am. The gunmen also (7) _____ a police station and a prison on their way to the compound. A police chief said: "we (8) _____ the attack...but they burnt two vehicles."

*Prevent
official
abductees
repelled
attackers
attacked
compound
believed*

This attack is the worst ever (9) _____ of foreigners being kidnapped in the north of Nigeria. Kidnappings for (10) _____ occasionally occur in the south, especially in the areas that support the country's oil industry. Violence in the north has (11) _____ been of the nature of attacking churches and police stations, and kidnapping (12) _____. No one has yet taken responsibility for yesterday's (13) _____, but security experts believe one of northern Nigeria's Islamist groups is behind it. The al Qaeda (14) _____ group Ansaru has been active in recent months. The larger group Boko Haram, which means 'western education is (15) _____,' has been the most active in the area. It is (16) _____ responsible for hundreds of deaths, and church bombings.

*Locals
reportedly
case
splinter
ransom
forbidden
largely
raid*

Listening – guess the answers. Listen to check

1) Armed attackers kidnapped eight foreign _____

- A. Workers in north nigeria
 - b. Workers in northerly nigeria
 - c. Workers in northernmost nigeria
 - d. Workers in northern nigeria
- 2) The abductees were taken from _____
- A. The compound residential
 - b. The residence compound
 - c. The residential compound
 - d. The residential compounds
- 3) Killed as he tried to _____ from entering the camp
- A. Preventing the assailants
 - b. Prevent the assailants
 - c. Prevention the assailants
 - d. Preventable the assailants
- 4) A woman and her daughter _____
- A. Are among them
 - b. Are between them
 - c. Are included in them
 - d. Are among these
- 5) We repelled the attack but they _____
- A. Burn two vehicles
 - b. Burnt two vehicles
 - c. Burning two vehicles
 - d. Burns two vehicles
- 6) This attack is the _____ of foreigners being kidnapped
- A. Worst ever case
 - b. Worst even case
 - c. Worst ever casing
 - d. Worse ever case
- 7) Kidnappings for _____ in the south
- A. Ransoming occasionally occur
 - b. Ransom occasional occur
 - c. Ransom occasionally occurring
 - d. Ransom occasionally occur
- 8) No one has yet taken responsibility _____
- A. For yesterday's raids
 - b. From yesterday's raid
 - c. Four yesterday's raid
 - d. For yesterday's raid
- 9) The al Qaeda _____ ansaru has been active in recent months
- A. Splintered group
 - b. Splintering group
 - c. Splinters group
 - d. Splinter group
- 10) It is _____ hundreds of deaths, and church bombings
- A. Reported it's responsible for
 - b. Report idly responsible for
 - c. Reportedly responsible for
 - d. Reportedly responsibility for

Listening – listen and fill in the gaps

Armed attackers kidnapped eight foreign workers in northern Nigeria on

Sunday. The (1) _____ from the residential compound of a Lebanese construction company. A security guard was killed as he tried (2) _____ from entering the camp. The kidnapped workers (3) _____ from Britain, Greece, Italy and Lebanon. A woman and her (4) _____ them. A local government official, Adamu Aliyu, said the attack occurred at 2:15am. The gunmen also attacked a police station and a prison on their (5) _____. A police chief said: "we repelled the attack...but (6) _____."

This attack is (7) _____ foreigners being kidnapped in the north of Nigeria. Kidnappings for (8) _____ in the south, especially in the areas that support the country's oil industry. Violence in the north has largely (9) _____ attacking churches and police stations, and kidnapping locals. No one has yet taken responsibility for yesterday's raid, but (10) _____ one of northern Nigeria's Islamist groups is behind it. The al Qaeda splinter group Ansaru has been (11) _____. The larger group Boko Haram, which means 'western education is forbidden,' has been the most active in the area. It is (12) _____ hundreds of deaths, and church bombings.

Comprehension questions

1. What were the attackers carrying?
2. At what kind of place did the workers work?
3. Who did the attackers kill?
4. How many countries are the abductees from?
5. What did the attackers set on fire?
6. What kind of kidnappings sometimes happen in Nigeria's south?
7. What are often attacked in the north of Nigeria?
8. Who has taken responsibility for the kidnappings?
9. Who do security experts believe carried out the kidnappings?
10. What is Boko Haram supposedly responsible for?

Multiple choice - quiz

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. What were the attackers carrying when they kidnapped the workers?
A) books
b) bags of money
c) guns
d) nothing 2. What kind of place were the workers abducted from?
A) a residential compound
b) high-rise apartments
c) a workers' camp
d) a tented area 3. Who did the gunmen kill?

A) the workers' boss
b) a security guard
c) a policeman | <ol style="list-style-type: none"> 6. What kind of kidnappings often happen in the south?
A) political kidnappings
b) kidnappings for money
c) kidnappings for prisoner releases
d) vendetta kidnappings 7. Who do militants usually abduct in the north?
A) church officials
b) police officers
c) people from near the border
d) locals 8. Who said they carried out Sunday's kidnappings?
A) Al Qaeda
b) no one
c) an Al Qaeda splinter group |
|--|---|

- d) a worker who fought back
4. How many different nationalities are among those abducted?
 A) seven
 b) six
 c) five
 d) four
5. What did the gunmen attack before the kidnapping?
 A) a convenience store and a checkpoint
 b) a petrol station and prison
 c) a prison and a police station
 d) an army barracks and a checkpoint
- d) a new Islamist group
- Who believes Islamist groups carried out the kidnappings?
 A) Nigeria's president Goodluck Jonathan
 b) security experts
 c) police officers at the scene
 d) the CIA
10. What is Boko Haram reportedly responsible for bombing?
 A) churches
 b) police stations
 c) residential compounds
 d) oil installations

3. Speaking: My Master's thesis

Основная литература: 1, 2, 4,6.

Дополнительная литература: 7, 8

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия №7 – 1 час

1. Grammar /6/: The Perfect Continuous Tense.

The Present Perfect Continuous Tense

Positive	Question	Negative
I have been finishing. You have been finishing. He (she, it).has been finishing.	Have I been finishing? Have you been finishing? Has he (she, it) been finishing?	I have not been finishing. You have not been finishing. He (she, it).has not been finishing.
We have been finishing. You have been finishing. They have been finishing.	Have we been finishing? Have you been finishing? Have they been finishing?	We have not been finishing. You have not been finishing. They have not been finishing.

We use the **Present Perfect Continuous** for an activity that has recently stopped or just stopped. There is a connection with now:

You are out of breath. Have you been running?

Paul is very tired. He has been working very hard.

Why are your clothes so dirty? What have you been doing?

I have been talking to Carol about the problem and she thinks that...
It has been raining for two hours.
It is raining now. It began raining two hours ago and it is still raining.
How long has it been raining?
It has been raining for two hours.

We often use the Present Perfect Continuous in this way, especially with **how long, for.....** and **since ...**. The activity is still happening (as in this example) or has just stopped.

How long have you been learning English?
Tim is still watching television. He's been watching television all day.
Where have you been? I have been looking for you for the last half hour.
George hasn't been feeling well recently.

NOTE: The verbs not used in the Continuous form cannot be used in the Perfect Continuous form either. In this case we use the Perfect form: I have known him since last year.

Verbs not used in the continuous forms:

Verbs denoting sense perception: to see, to hear.

Verbs denoting mental activity: to know, to believe, to think (have an opinion), to doubt, to feel (have an opinion), to guess, to imagine, to mean, to realise, to recognize, to remember, to understand, to suppose.

Verbs denoting feeling: to like, to love, to dislike, to prefer, to hate.

Verbs denoting wish: to wish, to want.

Verbs denoting affect or influence: to astonish, to please, to surprise, to satisfy, to impress.

Verbs denoting abstract relations: to have, to be, to contain, to depend, to belong, to consist of, to deserve, to lack, to involve, to fit, to include, etc.

Ex. 1. Choose the correct form.

1. I am writing/ have been writing/wrote letters for the last two hours. 2. I am going/ go/ have been going out with some friends tonight. 3. "How long are you learning/ have you been learning English?" 4. When I was a child, we have been living/ have lived/ lived in a house by the river. 5. I have had/ have this watch since my 18th birthday. 6. 'How long have you known/ do you know Jessica? 7. I am/ have been ill for three days now. I think I'd better call the doctor.

Ex. 2. Write sentences using the Present Perfect Continuous

Model: The sun came out three hours ago. It's still shining.

The sun has been shining for three hours.

1. He started work in 2008. He's still working for the same company. 2. She started to live with him in 2009. She still lives with him. 3. We had our first holiday in Spain ten years ago. We still go there. 4. I started learning French in 2007. I'm still learning it. 5. Prices started rising two months ago. They are still rising.

Ex. 3. Write a sentence with for or since, using the Present Perfect Simple or the Present Perfect Continuous. In many cases you will need to change the

verb.

Model: I became a member of this club in 2000. It's now 2010.

I've been a member of this club since 2000 (for 10 years).

1. We moved to Spain ten years ago. 2. The children turned on the TV at 6 p.m. It's 9 p.m. now. 3. Francis bought this bicycle last year. 4. Joanne started her homework when she got home. She's still doing it and it's bed time. 5. She had a holiday two years ago. That was the last time she had a holiday.

Ex. 4. Put the verb into the Present Perfect Simple or the Present Perfect Continuous.

1. Where have you been? Have you been playing (you/play) tennis? 2. Look! Somebody (break) that window. 3. You look tired. (you/work) hard? 4. '.....(you/ever/work) in a factory?' 'No, never.' 5. 'Jane is away on holiday.' 'Oh, is she? Where(she/go)? 6. My brother is an actor. He (appear) in several films. 7. 'Sorry I'm late.' 'That's all right. I (not/wait) long.' 8. 'Is it still raining?' 'No, it (stop). 9. I..... (lose) my address book. (you/see) it anywhere? 10. I (read) the book you lent me but I (not/finish) it yet. 11. I (read) the book you lent me, so you can have it back now.

Ex. 6. Use the Present Perfect or the Present Perfect Continuous instead of, the infinitives in brackets:

1. "How long you (to be) here?" she demanded angrily. 2. This pair of shoes is just what I (to look for) to match my new frock. 3. I want you to remember that I never (to ask) you for anything before. 4. What's that noise? — Mary (to break) a tea-cup. 5. I (to think) about it the last three days, it's such a bother to me. So it really is a relief to talk it over with you. 6. Listen to me, all of you! I (to come) with the most tremendous news. 7. I see you (not to do) much. What you (to do) all the morning? 8. It's hard to believe that it (to be) only two years and a half since I met him. 9. We (not to see) Edward for a long time. He (to change) very much? — No, he is just the same. 10. Of course, we trust her. After all, Margaret and I (to know) Lucy all our lives. 11. I (not to wear) this dress for two years. 12. My watch (to go) for three days and it (not to stop) yet 13. Jack (to go) to Bulgaria for a holiday, I hear. I myself never (to be) there.

2. Reading and writing/4/: Kidnapping (continue)

Ex.1. Multiple choice - language

Armed attackers kidnapped eight foreign workers in (1) _____ Nigeria on Sunday. The abductees were taken from the residential (2) _____ of a Lebanese construction company. A security guard was killed as he tried to prevent the (3) _____ from entering the camp. The kidnapped workers are (4) _____ to be from Britain, Greece, Italy and Lebanon. A woman and her daughter are among them. A local government official, Adamu Aliyu, said the attack (5) _____ at 2:15am. The gunmen also attacked a police station and a prison on their way to the compound. A police chief said: "We (6) _____ the attack...but they burnt two vehicles."

This attack is the worst ever (7) _____ of foreigners being kidnapped in the north of Nigeria. Kidnappings for (8) _____ occasionally occur in the south, especially in the areas that support the country's oil industry. Violence in the north has (9) _____ been

of the nature of attacking churches and police stations, and kidnapping locals. No one has yet (10) _____ responsibility for yesterday's raid, but security experts believe one of northern Nigeria's Islamist groups is (11) _____ it. The Al Qaeda splinter group Ansaru has been active in recent months. The larger group Boko Haram, which means 'Western education is forbidden,' has been the most active in the area. It is reportedly responsible (12) _____ hundreds of deaths, and church bombings.

Ex.2. Put the correct words from the table below in the above article.

- | | | | | |
|-----|----------------|--------------|------------------|----------------|
| 1. | (a) northerly | (b) northern | (c) northernmost | (d) north |
| 2. | (a) constant | (b) compound | (c) composite | (d) compost |
| 3. | (a) guarantors | (b) auditors | (c) descendants | (d) assailants |
| 4. | (a) believers | (b) believed | (c) beliefs | (d) believes |
| 5. | (a) occult | (b) occurred | (c) occidental | (d) occasioned |
| 6. | (a) repellant | (b) repel | (c) repelled | (d) repelling |
| 7. | (a) bag | (b) brief | (c) case | (d) carton |
| 8. | (a) dividends | (b) windfall | (c) ransom | (d) perjury |
| 9. | (a) deeply | (b) hugely | (c) awesomely | (d) largely |
| 10. | (a) confessed | (b) attacked | (c) done | (d) taken |
| 11. | (a) behind | (b) rear | (c) back | (d) beyond |
| 12. | (a) of | (b) from | (c) for | (d) by |

Ex.3. Spelling

Paragraph 1

1. eight grofeni workers
2. eirialtsden compound
3. prevent the asanasistl from entering
4. the attack rcoduecr at 2:15am
5. We dleeerpl the attack
6. two ievslehc

Paragraph 2

7. syaccoinolal occur
8. the country's oil tnduiysr
9. oenilcev in the north
10. security xterpes
11. Western education is drdnfieob
12. church sbbnogim.

Ex.4. Put the text back together

Number these lines in the correct order.

- () taken from the residential compound of a Lebanese construction company. A security
- () at 2:15am. The gunmen also attacked a police station and a prison on their way
- () locals. No one has yet taken responsibility for yesterday's raid, but security
- () guard was killed as he tried to prevent the assailants from entering the camp. The
- () kidnapped workers are
- () to the compound. A police chief said: "We repelled the attack...but they burnt two
- () vehicles."
- () This attack is the worst ever case of foreigners being kidnapped in the north of Nigeria.
- () Kidnappings for
- () forbidden,' has been the most active in the area. It is reportedly responsible for hundreds
- () of deaths, and church bombings.

- () industry. Violence in the north has largely been of the nature of attacking churches and police stations, and kidnapping
- () experts believe one of northern Nigeria's Islamist groups is behind it. The Al Qaeda splinter
- () group Ansaru has been active in recent months. The larger group Boko Haram, which means 'Western education is
- () ransom occasionally occur in the south, especially in the areas that support the country's oil
- () among them. A local government official, Adamu Aliyu, said the attack occurred
- (I) Armed attackers kidnapped eight foreign workers in northern Nigeria on Sunday. The abductees were
- () believed to be from Britain, Greece, Italy and Lebanon. A woman and her daughter are

Ex.5. Put the words in the right order

1.	kidnapped foreign attackers eight workers Armed.
2.	from The the abductees residential were compound taken.
3.	the Prevent camp the entering from assailants.
4.	The attacked station prison also police a gunmen a and.
5.	burnt the they vehicles repelled but two We attack.
6.	case of The foreigners worst being ever kidnapped.
7.	the ransom south occasionally occur Kidnappings in for.
8.	areas oil the In industry that the country's support.
9.	has responsibility raid one taken yesterday's No yet for.
10.	hundreds is of reportedly deaths responsible for It.

Ex.6. Free writing

Write about **kidnapping** for 10 minutes. Comment on your partner's paper.

Post-reading tasks

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each

word.

2. INTERNET: Search the Internet and find out more about kidnapping. Share what you discover with your partner(s) in the next lesson.

3. LETTER: Write a letter to a security expert. Ask him/her three questions about the kidnapping. Give him/her three of your opinions on the situation in North Africa. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

Speaking: My Master thesis

Основная литература: 4, 6.

Дополнительная литература: 7, 8

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия №8. Criminal justice and criminal proceedings – 1 час

1. Reading /2/: Criminal justice and criminal proceedings.

1.1) Part I - Criminal justice /2; 13/

1.2) Part II - Categories of criminal offence /2;13/

Reading comprehension tasks

Ex.1 p14 – Complete the definitions

Ex.2 p14 – Make word combinations

Ex.3 p14 – Replace the underlined words

2. Speaking: Criminal and Criminal Procedural Code of the Republic of Kazakhstan.

Основная литература: 3, 6.

Дополнительная литература: 7-10

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

2.11 План самостоятельной работы докторанта с преподавателем

План практического занятия № 1. Police service. – 1 час

Reading /1/: Police service.

Task 1. Read and translate the text.

Our militia was created by the working people to protect their rights. The officers of our militia have always displayed courage and heroism in the fight against enemies of our state during the Great Patriotic War as well as in the years of peaceful construction.

The main aim of militia has always been to maintain public order, to protect state and personal property and safeguard the rights of our citizens. Nowadays great attention in the work of militia is paid to prevention of crime, to its suppression. But if a crime has been committed, the militia officers are to solve the crime as quickly as possible. To fulfill these tasks the organs of internal affairs are composed of different

departments.

The Criminal Detection Department is one of the most complicated militia services. The main responsibility of the officer of the Criminal Detection Department is to detect the criminal, that is to locate and apprehend him. In many cases the detective must trace a fugitive who is hiding.

The officers of the Criminal Investigation Department collect facts to prove the guilt or innocence of the suspect. The final test of a criminal investigation is in presentation of evidence in court. Corpus delicti must be established, the defendant must be identified and associated with the crime scene. The investigator must also provide competent witnesses.

Economic Crimes Department fights against those who don't want to live an honest life. The responsibility of the officers of this Department is to reveal the criminal activity of those who commit embezzlement and other economic crimes, bring them to justice.

The State Auto-Inspection is responsible for traffic regulation and safety on the roads.

The Transport Militia maintains law and order on the railway, air lines and water ways of the country.

The Juvenile Inspection handles "difficult" juveniles and their careless parents. They also do much work to prevent juvenile delinquency.

The Correctional System is supposed to rehabilitate offenders through labour. This is the purpose of correctional establishments.

A new service for the fight against organized crime has been created in our militia. Organized crime operates on fear, bribery and force. Militia officers of organized crime department are devoting their efforts to collect sufficient evidence to bring gang leaders to justice.

Speaking: The Agencies of Internal Affairs in Kazakhstan.

Основная литература: 1

Дополнительная литература: 4, 5, 6, 7.

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия №2. Search, prosecution, investigative activities.

– 1 час

Reading for gist /6; 132-135/: “Police powers”

The powers of a police officer in England and Wales to stop and search, arrest and place a person under detention are contained in the Police and Criminal Evidence Act 1984. The legislation and the code of practice set out the powers and responsibilities of officers in the investigation of offences, and the rights of citizens.

An officer is liable to disciplinary proceedings if he or she fails to comply with any provision of the codes, and evidence obtained in breach of the codes may be ruled inadmissible in court. The code must be readily available in all police stations for consultation by police officers, detained people and members of the public.

Stop and Search

A police officer in England and Wales has the power to stop and search people and vehicles if there are reasonable grounds for suspecting that he or she will find stolen goods, offensive weapons or implements that could be used for theft, burglary or other offences. The officer must, however, state and record the grounds for taking this action and what, if anything, was found.

The Criminal Justice and Public Order Act 1994 enables a senior police officer to authorise uniformed officers to stop and search people or vehicles for offensive weapons, dangerous implements where he or she has reasonable grounds for believing that serious incidents of violence may take place. The officer must specify the time-scale and area in which the powers are to be exercised.

Arrest

In England and Wales the police have wide powers to arrest people suspected of having committed an offence with or without a warrant issued by a court. For serious offences, known as «arrestable offences», a suspect can be arrested without a warrant. Arrestable offences are those for which five or more years' imprisonment can be imposed. This category also includes «serious arrestable offences» such as murder, rape and kidnapping.

There is also a general arrest power for all other offences if it is impracticable or inappropriate to send out a summons to appear in court, or if the police officer has reasonable grounds for believing that arrest is necessary to prevent the person concerned from causing injury to any other person or damage to property.

Detention, Treatment and Questioning

An arrested person must be taken to a police station (if he or she is not already at one) as soon as practicable after arrest. At the station, he or she will be seen by the custody officer who will consider the reasons for the arrest and whether there are sufficient grounds for the person to be detained. The Code of Practice under the 1984 Police and Criminal Evidence Act made it clear that juveniles should not be placed in the cells. Most police stations should have a detention room for those juveniles who need to be detained. The suspect has a right to speak to an independent solicitor free of charge and to have a relative or other named person told of his or her arrest. Where a person has been arrested in connection with a serious arrestable offence, but has not yet been charged, the police may delay the exercise of these rights for up to 36 hours in the interests of the investigation if certain strict criteria are met.

A suspect may refuse to answer police questions or to give evidence in court. Changes to this so-called «right to silence» have been made by the Criminal Justice and Public Order Act 1994 to allow courts in England and Wales to draw inferences from defendant's refusal to answer police questions or to give information during his or her trial. Reflecting this change in the law, a new form of police caution (which must precede any questions to a suspect for the purpose of obtaining evidence) is intended to ensure that people understand the possible consequences if they answer questions or stay silent.

Questions relating to an offence may not normally be put to a person after he or she has been charged with that offence or informed that he or she may be prosecuted for it.

The length of time a suspect is held in police custody before charge is strictly regulated. For lesser offences this may not exceed 24 hours. A person suspected of committing a serious arrestable offence can be detained for up to 96 hours without charge but beyond 36 hours only if a warrant is obtained from a magistrates' court.

Reviews must be made of a person's detention at regular intervals – six hours after initial detention and thereafter every nine hours as a maximum – to check whether the criteria for detention are still satisfied. If they are not, the person must be released immediately.

Interviews with suspected offenders at police stations must be tape-recorded when the police are investigating indictable offences and in certain other cases. The police are not precluded from taping interviews for other offences. The taping of interviews is regulated by a code of practice approved by Parliament, and the suspect is entitled to a copy of the tape.

A person who thinks that the grounds for detention are unlawful may apply to the High Court in England and Wales for a writ of Habeas Corpus against the person who detained him or her, requiring that person to appear before the court to justify the detention. Habeas Corpus proceedings take precedence over others. Similar procedures apply in Northern Ireland and a similar remedy is available to anyone who is unlawfully detained in Scotland.

Recognizing that the use of DNA analysis has become a powerful tool in the investigation of crime, the Government has extended police powers to take body samples from suspects. The Criminal Justice and Public Order Act 1994 allows the police to take non-intimate samples without consent from anyone who is detained or convicted for a recordable offence, and to use the samples to search against existing records of convicted offenders or unsolved crimes. In time a national database will be built up.

Charging

Once there is sufficient evidence, the police have to decide whether a detained person should be charged with the offence. If there is insufficient evidence to charge, the person may be released on bail pending further enquiries by the police. The police may decide to take no further action in respect of a particular offence and to release the person. Alternatively, they may decide to issue him or her with a formal caution, which will be recorded and may be taken into account if he or she subsequently re-offends.

If charged with an offence, a person may be kept in custody if there is a risk that he or she might fail to appear in court or might interfere with the administration of justice. When no such considerations apply, the person must be released on or without bail. Where someone is detained after charge, he or she must be brought before a magistrates' court as soon as practicable. This is usually no later than the next working day.

Answer the following questions:

1. What are the main police powers in England and Wales?
2. In what cases can a police officer stop and search the suspect?
3. What does the procedure of stop and search consist of?
4. What are the provisions of 1994 Criminal Justice and Public Order Act?

5. What document is necessary to carry out an arrest?
6. What are the arrestable offences?
7. When can a person be arrested without a warrant?
8. Where should the suspects be taken after arrest?
9. What rights does the arrested person have?
10. When can the exercise of these rights be delayed?
11. What is the police caution?
12. What does the «right of silence» consist of? What can the consequences of using this right be for the suspect?
13. How long can a person be kept in custody before being charged?
14. What is the procedure of interviewing the detained person at the police station?
15. What can a person do in case of unlawful detention?
16. What are the provisions of the Habeas Corpus Act?
17. What happens to a person after he or she has been charged?

Speaking /7/: Photo-fit picture

Основная литература: 1, 6, 7

Дополнительная литература: 3, 8, 9, 10

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия № 3. Criminal justice and criminal proceedings. – 1 час

Reading /6; 35-38/: “The Court System of England and Wales”

The most common type of law court in England and Wales is the Magistrates’ court. There are 700 magistrates’ courts and about 30, 000 magistrates. More serious criminal cases then go to the Crown Court, which has 90 branches in different towns and cities. Civil cases are dealt with in County courts.

Appeals are heard by higher courts. For example, appeals from magistrates’ courts are heard in the Crown Court, unless they are appeals on points of law. The highest court of appeal in England and Wales is the House of Lords. Certain cases may be referred to the European Court of Justice in Luxembourg. In addition, individuals have made the British Government change its practices in a number of areas as a result of petitions to the European Court of Human rights.

The legal system also includes juvenile courts and coroner’s courts. There are administrative tribunals which make quick, cheap and fair decisions with much less formality. Tribunals deal with professional standards, disputes between individuals, and disputes between individuals and government departments.

Ex. 5. Find in the text the English equivalents for the words below.

- | | | |
|--------------------------------------|--------------------|--------------------|
| -общее право; | -решение суда; | -уголовный кодекс; |
| -гражданский кодекс; | -мировой судья; | -Суд Короны; |
| -гражданское дело; | -суды графств; | |
| -Европейский суд по правам человека; | -правовая система; | |

-суд по делам несовершеннолетних;
-насильственная смерть;

-правонарушитель;
-уголовное дело.

Ex. 6. Answer the questions to the text:

1. What is the most common type of law court in England and Wales?
2. What types of law courts are appeals heard by?
3. Where may certain cases be referred to?
4. What kinds of cases are dealt with in County courts?
5. There are administrative tribunals in England and Wales, aren't there?
6. Who is responsible for making laws in Britain?
7. In the United Kingdom, what is the difference between criminal and civil law?
8. Name three other types of British courts.

Ex. 9. Complete the following sentences with the words and phrases from the box

arrested	solicitor	verdict
fine	juvenile delinquent	ball
probation	commit	shop lifting
in custody	evidence	proof
charged	sentenced	Magistrates' court
imprisonment	embezzlement	Crown court
defense	barrister	witness
testimony	arson	burglary
prosecution		

1. The number of young people who _____ crimes has risen sharply in recent years.
2. Another house was broken into last week. This is the third _____ in the area in the past month.
3. The judge _____ him to seven years' _____ for armed robbery.
4. After twelve hours, the Jury finally reached its _____: the prisoner was guilty.
5. Although the police suspected that he had been involved in the robbery, since they had no definite _____ there was nothing they could do about it.
6. He parked his car in the wrong place and had to pay 10\$ parking _____.
7. This is the fourth fire in the area recently. The police suspect _____.
8. The shop decided to install closed-circuit television in an effort to combat the problem of _____.
9. He was _____ by the police outside a pub in Soho and _____ with murder.
10. There are two criminal courts in Britain – the _____ for minor offences and the _____ for more serious ones.
11. A _____ is a young person who breaks the law.
12. A _____ is someone who sees a crime being committed.
13. The lawyer who prepares the case for his or her client prior to appearing in

court is called a _____. The lawyer who actually presents the case in court is called a _____.

14. The sum of money left with a court of law so that a prisoner may be set free until his or her trial comes up is called _____.

15. The bank manager admitted taking \$250000 of the bank's money during the previous five years. He was found guilty of _____.

16. The witness held the Bible in her right hand and said, "I swear by Almighty God that the _____ I shall give shall be the truth, the whole truth, and nothing but the truth."

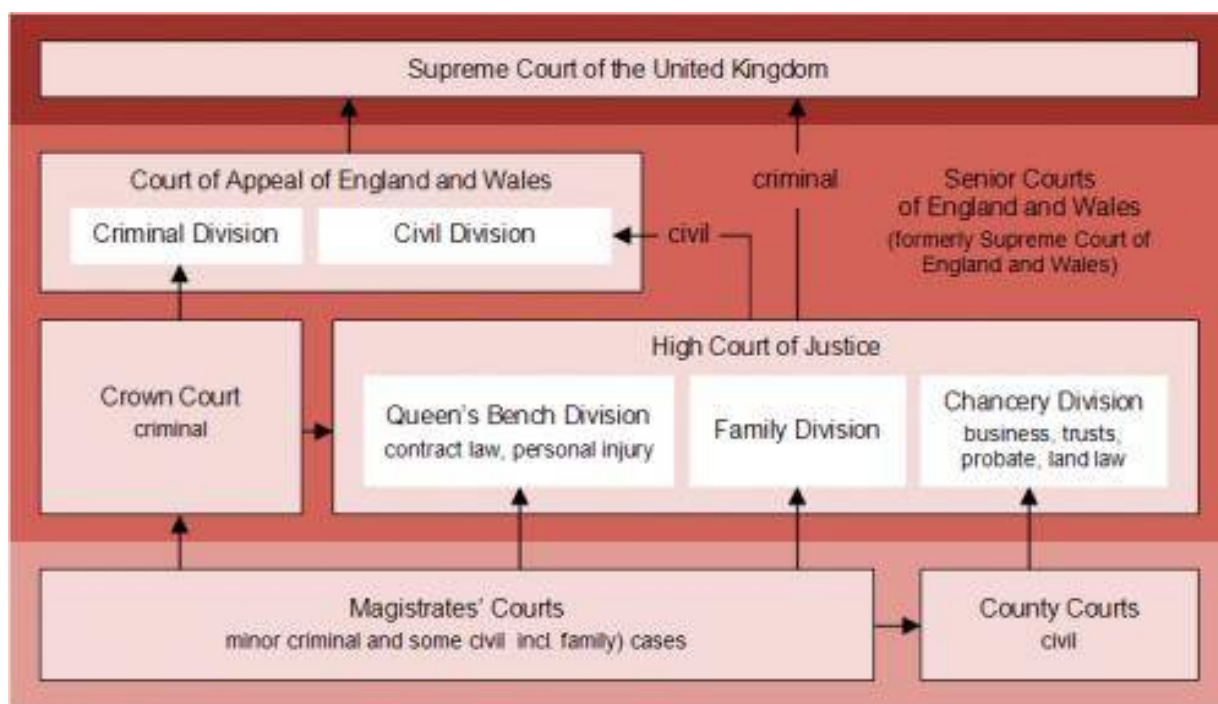
17. The formal statement made by a witness in court is called a _____.

18. If a person is _____ this means that he or she is put in person before his or her trial comes up.

19. Since it was his first offence, he was not sent to prison but put on _____ for six month.

20. At a trial the barrister who speaks for the accused is called the Counsel for the _____, while the barrister who speaks against him is called the Counsel for the _____.

Speaking: Look at the chart and comment on the Court System of England and Wales.



Основная литература: 6

Дополнительная литература: 7, 9, 10

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия № 4. The system of punishment in Great Britain. Punishment executing bodies. – 1 час

1. Reading/1; 131-134/:

- *Pre-reading task:*

Ex.7. Put down the new words:

Criminal law n.	уголовное право
Punishment n.	наказание
Legal profession	юридическая профессия
Case n.	дело
Legislature n.	законодательная власть
Sentence n.	приговор
Offence n.	правонарушение
Penalty n.	штраф, казнь
Governor n.	управляющий
Detention n.	арест, заключение под стражу
Borstal n.	борстальское учреждение в Великобритании для молодых преступников

Ex.8 Translate the following words and word combinations:

peculiar difficulty, imposing penalties, subsection of the legal profession, fixed minimum penalty, sentences for different offences, to pass sentence, legal techniques, range of penalties.

Ex.9 Read and translate the text.

The problem of punishment

Compared with other aspects of the Criminal Law, the question of punishment is one of peculiar difficulty. For the lawyer it is a question which presents special problems for a variety of reasons. In the first place, although the task of imposing penalties is that of a subsection of the legal profession, the punishment of a criminal is a combined operation of Parliament, the courts, and the administration. The range of penalties which may be imposed is in most cases set by the legislature, which fixes the maximum sentences for different offences. In exceptional cases there may be a fixed or fixed minimum penalty. For the vast majority of offences, however, only the maximum penalty is prescribed by law, so that the court is left free to select in each actual case the appropriate sentence. After the court has selected what sentence seems suitable, the carrying out of this sentence falls to the lot of those who administer the penal system: prison governors and prison officers, those who are in charge of Borstal and other detention institutions, and probation officers, all of whom work under the Home Office. Consequently, the part played by the courts is only one part of the whole operation of punishing the offender.

One result of this is that once sentence has been passed, the courts are no longer concerned with the offender's fate; their task is concluded. This means that the effect of the sentence can be seen less by the courts themselves than by those whose function it is to see that the sentence is carried out and those who study the social

effect of punishment. For this reason those who actually pass sentence on the offender must to some extent work in the dark, unless they are willing to accept the guidance of those who study the effects of punishment.

Another difficulty confronting the lawyer in this field is that the problem of selecting the appropriate sentence is not one which can be solved by normal legal techniques. Purely legal problems he must tackle by threading his way through statutes, reported cases, and so forth in order to discover the legal rules relevant to his problem. The meaning of these rules must be established, and the rules must be applied to the facts of the problem in hand.

- *Post-reading task*

Ex.9 Answer the questions.

1. What is the text about?
2. Does the question of punishment present problems? If Yes, why?
3. What institution does the punishment operate?
4. How is a penalty operated?
5. What types of penalty are there?
6. Who does the penal system administer?
7. Where are the offenders located?
8. What is a task of a court?
9. What is a sentence?
10. How is a sentence selected?

2. Speaking: The problem of punishment.

Основная литература: 1

Дополнительная литература: 6, 7

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия № 5. Civil procedure – 1 час

1. Reading /3; 15-16/: Civil procedure

- Part I - Civil Procedure Rules;

- Part II - Proceeding with a claim.

- Ex.6.1 Complete the definitions.

- Ex.6.2 Make word combinations from A and B opposite using a word from each box. Use an appropriate word combination and information in B opposite to answer the questions below.

2. Speaking /6; 41-42/: Read text “The organization of the Federal Courts today”, look at the chart and comment on the US Court System.

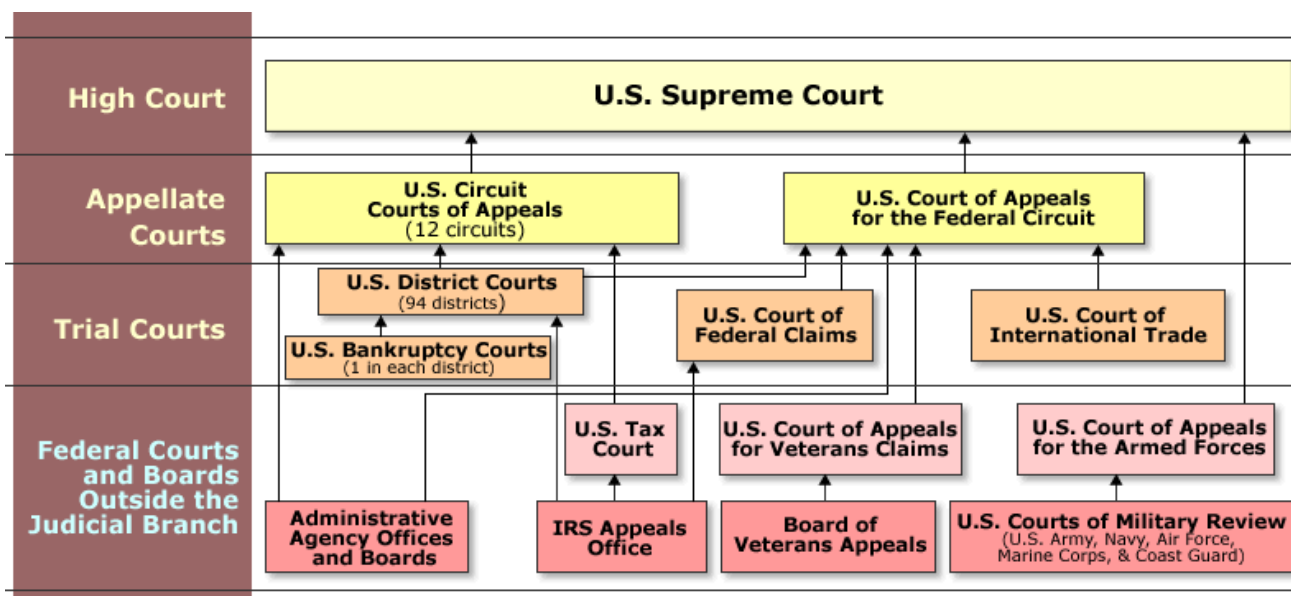
The organization of the Federal Courts today

The American court system is complex. It functions as part of the federal system of government. Each state runs its own court system, and no two are identical. In addition, we have a system of courts for the national government. These federal courts coexist with the state courts.

Individuals fall under the jurisdiction of two different court systems, their state

courts and federal courts. They can sue or be sued in either system, depending mostly on what their case is about. The vast majority of cases are resolved in the state courts.

The federal courts are organized in three tiers, like a pyramid. At the bottom of the pyramid are the US district courts, where litigation begins. In the middle are the US courts of appeals. At the top is the US Supreme Court. To appeal means to take a case to a higher court. The courts of appeals and the Supreme Court are appellate courts, with few exceptions; they review cases that have been decided in lower courts. Most federal courts hear and decide a wide array of cases; the judges in these courts are known as generalists.



The United States federal courts make up the judiciary branch of federal government of the United States organized under the United States Constitution and laws of the federal government.

Ex.9. Answer the questions:

1. Who is responsible for making laws in the US?
2. Name American courts in the descending order.
3. In what way are the federal courts organized?
4. Where does litigation begin?
5. What does the word “to appeal” mean?

Ex.10. Fill in the blanks.

The federal courts have three tiers: (a) _____ courts, courts of (b) _____ and the (c) _____ Court. The (d) _____ Court was created by the Constituon; all other (e) _____ courts were created by Congress. Most litigation occurs in (f) _____ courts. The structure of (g) _____ courts varies from state to state; usually there are (h) _____ for less serious cases, (i) _____ for mare serious cases, intermediate (j) _____ courts, and courts of last (k) _____. State courts were created by state constitutions.

Основная литература: 3.

Дополнительная литература: 6, 7

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия № 6. Types of legal professions. – 1 час

1. Reading /1; 102-104/: Types of legal professions.

Vocabulary notes:

Solicitor n.	юридический консультант
Barrister n.	адвокат
Increase v.	повышаться, увеличиваться
Deal with v.	иметь дело
Prepare legal document	готовить юридический документ
Criminal case n.	уголовное дело
Civil case n.	гражданское дело
Present v.	представлять
Higher court n.	высший суд
Represent the client	представлять клиента
Defend v.	защищать
Prosecute v.	обвинять
Wear wig and gown	носить парик и мантию
Proceedings n.	иск, обращение в суд
Judge n.	судья
Jury n.	суд присяжных
Evidence n.	доказательство
Guilty adj.	виновный
Innocent adj.	невиновный
Punishment n.	наказание

Types of Legal Professions

Solicitors

There are about 50,000 solicitors, a number which is rapidly increasing, and they make up by far the largest branch of the legal profession in England and Wales. They are found in every town, where they deal with all the day-to-day work of preparing legal documents for buying and selling houses, making wills, etc. Solicitors also work on court cases for their clients, prepare cases for barristers to present in the higher courts, and may represent their client in a Magistrates' court.

Barristers

There are about 5,000 barristers who defend or prosecute in the higher courts. Although solicitors and barristers work together on cases, barristers specialize in representing clients in court and the training and career structures for the two types of lawyer are quite separate. In court, barristers wear wigs and gowns in keeping with the extreme formality of the proceedings. The highest level of barristers have the title QC (Queen's Counsel).

Judges

There are a few hundred judges, trained as barristers, who preside in more serious cases. There is no separate training for judges.

Jury

A jury consist of twelve people ("Jurors"), who are ordinary people chosen at random from the Electoral Register (the list of people who can vote in elections). The Jury listen to the evidence given in court in certain criminal cases and decide whether the defendant is guilty or innocent. If the person is found guilty, the punishment is passed by the presiding judge. Juries are rarely used in civil cases.

Magistrates

There are about 30,000 magistrates (Justices of the Peace or JPs), who judge cases in the lower courts. They are usually unpaid and have no formal legal qualifications, but they are respectable people who are given some training.

Coroners

Coroners have medical or legal training (or both), and inquire into violent or unnatural deaths.

Clerks of the court

Clerks look after administrative and legal matters in the courtroom.

Ex. 6. Choose the right definition for each of the legal professions mentioned in the text:

- (a) an officer acting as a judge in the lower courts.
- (b) a public official with authority to hear and decide cases in a law court.
- (c) a group of people who swear to give a true decision on issues of in a law court.
- (d) an official who investigates the cause of any death thought to be violent or unnatural causes.
- (e) a lawyer who has the right to speak and argue in higher law courts.
- (f) a lawyer who prepares legal documents, advises clients on legal and speaks for them in lower law courts.

Ex. 7. Match the words to the definitions:

- | | |
|------------------|---|
| a) witness | 1. everything witnesses say in court: facts, etc. |
| b) cross-examine | 2. where witnesses stand in court. |
| c) witness box | 3. someone who sees a crime or an accident |
| d) evidence | 4. ask all witnesses involved in a case questions |
| e) defence | 5. to say something happened though the fact hasn't been proved yet |
| f) allege | 6. all the evidence, facts, things, etc. that a solicitor can use to prove a man is not guilty. |

2. Listening /4/: Stop, thief!

Listen to the recording (Track 18.1, 18.2) and fill in the Crime report.

Crime Management Unit

TOWER HILL POLICE STATION

SERVING THE COMMUNITY

Crime report

Date: Aug 11th

Constable: ^a.....

Victim name: ^b..... (Spanish)

Victim contact details: ^c (Host family address)

.....

..... Post code.....

Type of crime: camera stolen

Details of any item(s) stolen: digital camera

Make: Pentax Model: ^d.....

Colour: ^e.....

Value: ^f..... (approx)

Location of incident: City centre, outside MacDonald's in ^g.....

Avenue, around ^h.....pm

Description of criminal:

ⁱ.....

.....

Witnesses:

^j.....

.....

Crime Reference Number: ^k.....

3. Speaking: If I were a President...

Основная литература: 1, 4.

Дополнительная литература: 6, 7

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План занятия №7. Democracy. – 1 час

Reading: Работа с ОПЛ на материале газетного материала. Реферативное чтение (2000-4000 пч. зн.)

Listening /4/: To give or not to give (Track 18.3)

Pre-listening task

- Put students into groups and give each group a copy of the picture from the photocopiable sheet. Tell them to describe what they can see, in as much detail as possible. Then tell the students to make a list of adjectives they associate with each person in the picture. When students are ready, have them write their adjectives on the board and explain their choice.
- Check the key language. Dictate any words you think the students may not know. Give students a few moments to look up any words in their dictionary.

Main activity

- Tell the students they are going to listen to a conversation between two people. Write these questions on the board:
 - a) Who are these people?
 - b) What are they doing?
 - c) Who do they meet?

Tell students to listen to the answers, and play the recording.

(Answers: a) a couple, possibly married; b) walking home from a shopping trip; c) a homeless man)

- Give each student a copy of a statement. Explain they are going to listen again and must number the statements in the order they hear them. Give student time to read through the statements, then play the recording.

(Answers: The correct order is d, b, f, a, e, c, g)

- Ask the students for the names of the two people in the recording (Charles and Diane). Tell them to read through the statements and put C for Charles and D for Diane next to each one. If necessary, play the recording once more and then review students' answers.

(Answers: Charles – a, b, d, f; Diane: c, e, g)

Post-listening task

- Put students into groups. Tell them to look at the list of statements and tick the options they agree with. Then encourage groups to discuss their options and explain their reasons. Divide the class into two groups – those who would give money to beggars in the street and those who wouldn't. Give them time to list as many reasons as they can, then hold a class debate on the issue.
-



- a They spend the money they get from begging on drugs and alcohol.
- b If they are homeless, it's because they want to be.
- c We should help people who can't help themselves.
- d They could easily get a job if they wanted one.
- e Many beggars have mental problems, like depression.
- f They get plenty of money off the government.
- g People who beg on the streets have a hard life.

Speaking: The Constitution of the Republic of Kazakhstan

Основная литература: 4, 7.

Дополнительная литература: 8, 9, 10.

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия №8. Democracy. – 1 час

Reading: Работа с ОПЛ на материале газетного материала. Реферативное чтение (2000-4000 пч. зн.)

Speaking: Types of political regimes. Common features and differences.

Основная литература: 1-6

Дополнительная литература: 7-10

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и

закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия № 9. Human rights. – 1 час

1. Reading /6/: Human Rights

Pre-reading tasks

- Answer the questions

- 1) What do you think Right is?
- 2) What is the difference between Right and Duty?
- 3) What Rights do you have?
- 4) Where are these Rights written? What documents provide you with these Rights?
- 5) Who/What supervises your Rights fulfillment?

While-reading task

- Work with headings (Paragraph match).

Read the paragraphs and match the headings (questions that correspond to the content of the paragraph)

- 1) What are the basic human rights?
- 2) What document guarantees international human rights?
- 3) Do people have any social guarantees?
- 4) What international organizations are responsible for protecting human rights?

a) _____

- The Universal Declaration of Human Rights guarantees international human rights. The United Nations General Assembly passed this document in 1948.

b) _____

International concern for human rights has been evident outside of the United Nations. The Conference on Security and Co-operation in Europe, which met in Helsinki in 1973-75, produced the Helsinki Final Act. The European Convention for the Protection of Human Rights and Fundamental Freedoms, which first met in 1950, produced the International Covenant on Civil and Political Rights and the European Social Charter; the Ninth Pan-American Conference of 1948 adopted the American Declaration on the Rights and Duties of Man; and the Organization of African Unity in 1981 adopted the African Charter on Human and Peoples' Rights. There are also a number of private groups involved in human-rights advocacy.

c) _____

- The right to life and liberty are the basic human rights. They are proclaimed in the Covenant on Civil and Political rights and its optional protocol. One of the

most vital rights granted in this Covenant is the right of people to self-determination. This document guarantees such rights as personal security, equality before the law, fair trial, freedom of religion, freedom of opinion and expression, peaceful assembly, right to marry, participation in public affairs and elections, and minority rights. Propaganda of war is prohibited. The right to security and privacy of person is very important too. The document insures fundamental freedoms for all without distinction as to race, sex, language, or religion.

d) _____

- Yes. Certainly we have such guarantees. Social guarantees of people are set in the Covenant on Economic, Social and Cultural life. This document deals with the right to work, the conditions of work, trade unions, social security, protection of the family, standards of living and health, education and cultural life. The European Commission of Human Rights and the European Court of Human Rights provided the most effective means for the implementation of the protection of human rights. The efforts of government in this area should be guided by these two Covenants.

Post-reading tasks

- Give synonyms for the following words:

Adapt a document, international interest, clear seen and understood outside the UN, Agreement, made the International Covenant, main rights, is forbidden (outlawed/illegal), basic freedoms, skin colour, the use of the protection of human rights.

- Translate the following words and word combinations from English into Russian

- 1) The Universal Declaration of Human Rights
- 2) The United Nations General Assembly
- 3) United Nations
- 4) The Conference on Security and Co-operation in Europe
- 5) The European Convention for the Protection of Human Rights and Fundamental Freedoms
- 6) the International Covenant on Civil and Political Rights and the European Social Charter
- 7) the Ninth Pan-American Conference
- 8) the American Declaration on the Rights and Duties of Man
- 9) the Organization of African Unity
- 10) the African Charter on Human and Peoples' Rights
- 11) the Covenant on Civil and Political rights
- 12) the Covenant on Economic, Social and Cultural life
- 13) The European Commission of Human Rights and the European Court of Human Rights.

- *Say whether the statements are true (T) or false (F). Correct the false statements*

- 1) The Universal Declaration of Human Rights guarantees international human rights.
- 2) The United Nation Security Council passed the Universal Declaration of Human Rights in 1948.
- 3) The Conference on Security and Co-operation in Europe produced the Helsinki Final Act in Helsinki in 1973-1975.
- 4) The right to marry and religion are the basic human rights.
- 5) Covenant on Civil and Political rights guarantees such rights as personal security, equality before the law, fair trial, freedom of religion, freedom of opinion and expression, peaceful assembly, right to marry, participation in public affairs and elections, and minority rights.
- 6) Propaganda of war is allowed.
- 7) Covenant on Economic, Social and Cultural life deals with the right to work, the conditions of work, trade unions, social security, protection of the family, standards of living and health, education and cultural life.
- 8) The European Commission of Human Rights and the European Court of Human Rights provided the most effective means for the implementation of the protection of human rights.

- *Complete the summary*

The Universal Declaration of Human Rights guarantees (1) _____.
The United Nations General Assembly (2) _____ this document in 1948.

The Conference on Security and Co-operation in Europe (3) _____ the Helsinki Final Act in Helsinki in 1973-1975. The right (4) _____ are the basic human rights. One of the most vital rights is the right of people (5) _____. This document guarantees such rights (6) _____, equality before the (7) _____, fair (8) _____, (9) _____ of religion, freedom of (10) _____ and expression, peaceful assembly, right to (11) _____, participation in public affairs and (12) _____, and minority rights. (13) _____ of war is prohibited. The right to security and privacy of person is very important too. The document insures fundamental freedoms for all without distinction as to (14) _____, sex, (15) _____, or religion.

Social guarantees of people are set in the Covenant on Economic, Social and Cultural life. This document deals with the right to work, the (16) _____ of work, (17) _____ unions, social security, protection of the family, standards of living and (18) _____, education and cultural life.

The European Commission of Human Rights and the European (19) _____ of Human Rights provided the most effective means for the implementation of the protection of human rights.

2. Speaking: Choose one of the topics and make a presentation on it:

- Rights and duties: common features and differences.
- Rights of women in different countries;
- Rights of children. Child's labour issues.
- Rights of children. Child's security issues.
- Rights of minorities.

Основная литература: 6

Дополнительная литература: 7

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

План практического занятия № 10. Human rights. – 1 час

1. Reading: Работа с ОПЛ на материале газетного материала. Реферативное чтение (2000-4000 пч. зн.)

2. Speaking: Choose one of the topics and make a presentation on it:

- Rights and duties: common features and differences.
- Rights of women in different countries;
- Rights of children. Child's labour issues.
- Rights of children. Child's security issues.
- Rights of minorities.

Основная литература: 6

Дополнительная литература: 7

Методические рекомендации: Изучение и осмысление учебного материала должно сопровождаться уяснением содержания основных понятий и закреплением материала в виде конкретных примеров, как в устной, так и в письменной формах.

Vocabulary notes:

1. ДОСТОПРИМЕЧАТЕЛЬНОСТИ США И ВЕЛИКОБРИТАНИИ

The United Kingdom of Great Britain and Northern Ireland, to be rich in historic places, to go sightseeing, to be established, to be noted for, to be famous for..., to be the home town of..., monument, church, tower, to be built by (in), to be the birthplace of, to be the seat of, to be founded in, exhibition, the Royal Family, the Beatles, Westminster Abbey, the Tower of London, the Houses of Parliament, Stratford-on-Avon, Cambridge and Oxford Universities, the British Museum, Madam Tussaud's Museum of wax models; skyscraper, the White House, the Capitol, the business centre, Wall Street, Broadway, Fifth Avenue, the Statue of Liberty, Manhattan, UN building, Hollywood, New York, Chicago, Boston, Los Angeles, Yellowstone National Park, Mississippi, Great Lakes

2. СПОРТ И ИГРЫ

to play an important part, to be popular with, football, tennis, racing, basketball, volleyball, golf, cricket, rugby, badminton, skiing, figure skating, boxing, wind-surfing, hockey, swimming, to be fond of, fan, championship, to take place, to win (lose) the game, public sports facilities, to gain international popularity, to participate in, to go in for, stadium, swimming pool, to win medals, Olympic games, live broadcasting of

3.ЗДОРОВЬЕ И БОЛЕЗНИ

to be (fall) ill with smth, to get well, to examine, to feel one's pulse, to diagnose, to have a headache, to complain of, tablets, drops, mixture, to feel poorly, a sick-list, the tongue is furred, remedy for, to cure, to lose weight (appetite), to take one's temperature, to prescribe medicine, to have a running nose, to catch cold, the flu, to have a sore throat, quinsy, measles, scarlet fever, pneumonia, to be running a temperature

4.ПРОСВЕЩЕНИЕ

education system, free educational facilities, private, state school, to be responsible for, tuition fee, general education, comprehensive school, to run parallel to, boarding school, General Certificate of Education, higher education, professional training, full-time student, part-time student, Bachelor's degree in Arts or Science, Master of..., research in, to take exams, to receive a grant, to be famous for

5.НАУКА И НАУЧНЫЕ УЧРЕЖДЕНИЯ

science, research laboratory, to develop, to design, scientist, exact sciences, natural sciences, to obtain data, to come to a conclusion, research institute, to result in, to make scientific career, to make experiments, to gain experience, to test, research centre, to be known as, technological developments, nuclear power, space flight, new opportunities, advanced technologies, to invent, to create the basis for, scientific activities, discovery, to carry on investigations, to improve one's life

6.ПЕЧАТЬ, РАДИОВЕЩАНИЕ, ТВ

mass media, to invite, community, to be widespread, to watch TV, entertainment, to focus on, daily, event, to contain, detailed news comment, arts and literary review, professional advertising, brief news reports, quality and popular papers, to put emphasis on, to reflect smb's opinion, evening paper, weeklies, the "Times", the "Guardian", the "Daily Telegraph", the "Financial Times", Sunday paper, editor, to broadcast programs, movie star, soap opera, cartoon, talk show, documentary, to interview, wide range of subjects, commercial, to provide information, newcast, weather forecast, traffic report, stock market information, description of sport events

7.ЛИТЕРАТУРА

to be famous all over the world, writer, poet, playwright, to be true to life, tragedy, comedy, play, poem, to represent, to describe, well-known, Romantic Era, historical novel, detective story, science-fiction literature, to publish, pocket book, masterpiece, to be addressed to, to deal with, the great themes of love, friendship, to be full of harmony, to praise, to win recognition of, to create a world of, to provide the standards for

8. АРХИТЕКТУРА, МУЗЫКА, БАЛЕТ, ТЕАТР, КИНО, ЖИВОПИСЬ

to be world-famous, art gallery, painting, modern sculpture, fine and applied arts, miniature, to be named after, to attract tourists, to be to one's taste, to enjoy, composer, opera, symphony, concert, performance, to be popular with the public, to be on, to be a success, to be a failure, to book seats, to be at one's best, all-star cast, to have a long run, leading role, to go to the movies, feature film, newsreel, cartoons, documentary film, screened version, interpretation of the role, to be a great master of psychological analysis, to be coloured with humour, to penetrate deeply into the inner world of the character, to touch upon important social problems, to be a regular theatre-goer, balley dancer

США

1.ГЕОГРАФИЧЕСКОЕ ПОЛОЖЕНИЕ

to occupy a territory, to be situated, to be washed by, to stretch from... to..., island, mountain, plain, Great Lakes, to be connected by, gulf, the Appolachian Mountains, the Cordilleras, the Rocky Mountains, the Niagara Falls, the Mississippi, the Missouri, state, the District of Columbia, to be crowded with, beach, huge areas of, noisy cities, desert, oil fields, to be rich in, valley, canyan

2.ГОСУДАРСТВЕННЫЙ СТРОЙ

parliamentary republic, government, legislative, executive, judicial branch, president's administration, Supreme Court, political parties (the Democratic, the Republican), to elect for a 4-

year term, the Congress (the Senate, the House of Representatives), to be composed of... members, committees of the Congress, the Constitution

3. ПРИРОДА

heavy snow, highland regions, lowland regions, mountain, the prairie, valley, lake, waterfall, forest, rich resources, changeable, national park, to be famous for, vegetables and fruit production, wild nature, canyon, to be rich in, shower

4. НАСЕЛЕНИЕ

to be of Anglo-Saxon stock, to be of negro origin, immigrant, to increase, urban percentage, metropolitan area, migration, to move from...to..., to concentrate, village, suburb, to be located, job, highly populated city, the average density of population, per square mile, male, female, the present-day Americans, to be born, to be assimilated into the American way of life, minority, majority, the Orientals, the aboriginal Indians, small Mexican minorities, to predict, the current trend towards, the birth rate, to be at the age of, forecast, the nonwhites

5. ИСТОРИЯ

to discover, to be founded in, to adopt the Constitution, to start a new life, the "Mayflower" ship, to set up a colony, the New World, the War of Independence, to form states, to defeat, to fight for, the Confederate Army of the South, the Civil War between the North and the South

6. ПОЛИТИЧЕСКИЕ ПАРТИИ, ОБЩЕСТВЕННЫЕ ОРГАНИЗАЦИИ, ЭЛИТНЫЕ КЛУБЫ

the Republican party, the Democratic party, elephant, donkey, government, to be based on, outsider, to distinguish between, to support policies, professional politician, to run the election machine, to choose a president, view, to consist of, the public mood, voter, to serve interests of the John Birch Society, the extreme right organization, nationwide, Ku-Klux-Klan, secret society, white sheets and hoods, to terrorize, trade union, American Federation of Labor, Congress of Industrial Organizations, the Coalition of Labor Union Women

7. ЭКОНОМИКО-ГЕОГРАФИЧЕСКАЯ СИТУАЦИЯ

coal, oil, iron, copper, gold, uranium, to form basis of modern industry, rich farmland, corn, wheat, dairy and animal farms, wide open spaces, huge ranches, cotton, oil field, beach, forest, mountain, vegetables, fruit, nuts, to be grown, fish, to be rich in, canyon, to be washed by, heavy machinery and shipbuilding industries, to produce metal goods from cars and air engines to pins and buttons, electronics

8. ВООРУЖЕННЫЕ СИЛЫ

the Armed Forces, to defend, to attack, NATO, to fight against, nuclear weapons, weapons of mass destruction, guided missiles, intercontinental missiles, Star Wars, National Ballistic Defense System, Theatre, "smart" weapons, advanced developments, the Army, the Air Force, the Navy, personnel, to be responsible for, according to the military doctrine, the Secretary of Defense, the commander-in-chief, the National Security Council, CIA, Joint Chiefs of Staff, Department of Defense

9. ПРОСВЕЩЕНИЕ

to pay attention to, public school, private school, elementary, secondary education, subject, to teach, at the age of, to continue education at, to enter a college, university, to find job, computer skills, to finish, to graduate from, higher education, business, humanities, social sciences, natural sciences, to complete a course of study, Bachelor of Arts or Science degree

10. НАУКА И НАУЧНЫЕ УЧРЕЖДЕНИЯ

science, research laboratory, to develop, to design, scientist, exact sciences, natural sciences, to obtain data, to come to a conclusion, research institute, to result in, to make scientific career, to make experiments, to gain experience, to test, research centre, to be known as, technological development, nuclear power, space flight, new opportunities, advanced technologies, to invent, to create the basis for, scientific activities, discovery, to carry on investigations, to improve one's life

11. ПЕЧАТЬ, РАДИОВЕЩАНИЕ, ТЕЛЕВИДЕНИЕ

to publish newspapers and journals, news commentaries, daily, weekly, page, commercial advertising, to influence, content, reporter, local news, international events, "New York Times",

“Washington Post”, “Wall Street Journal”, “International Herald Tribune”, mass media, to broadcast, radio network, radio-station, public opinion, to fill up time, soap opera, TV air time, movies, commercial, entertainment, ABC, CBS, MBS, NBS, Voice of America, ABS International, Radio Free Europe, Radio Liberty

12. ЛИТЕРАТУРА

talented, to be famous all over the world, writer, poet, playwright, to be true to life, tragedy, comedy, play, to represent, poem, to describe, well-known, historical novel, detective story, science-fiction literature, to publish, pocket book, masterpiece, to be addressed to, to deal with, the great themes of love and friendship, to be full of harmony, to praise, to win recognition of, to create a world of, to provide the standards for

13. АРХИТЕКТУРА, МУЗЫКА, ЖИВОПИСЬ, БАЛЕТ, ТЕАТР, КИНО, ЖИВОПИСЬ

to be world famous, art gallery, painting, modern sculpture, fine and applied arts, to be named after, to attract tourists, to one's taste, to enjoy, composer, opera, symphony, concert, performance, to be popular with the public, to be a success, to be a failure, to book seats, to be at one's best, all-star cast, to have a long run, leading role, to go to the movies, feature film, newsreel, cartoons, documentary film, screened version of, to win a prize, interpretation of the role, to be a great master of psychological analysis, to be coloured with humor, to penetrate deeply into the inner world of the character, to touch upon important social problems, to be a regular theatre-goer, ballet dancer, Negro songs, folk music, clip

ИРЛАНДИЯ

to occupy, the island of Ireland, to contain, the capital, to be due to, colonial policy, hard struggle, the Irish people, Dublin, Belfast, independent, to achieve peace, “the Emerald Isle”, green, beautiful, the Shannon, the population, urban areas, to be closely integrated with, agriculture, textiles, shipbuilding, the Protestants, the Catholics, discrimination, cultural traditions

КАНАДА

to be situated, to be uninhabited, to be thinly populated, severe natural conditions, to be a federation of... provinces and... territories, to have strong ties to..., to gain full independence, official languages, to keep the customs of, ethnic groups, the Indians, Eskimos, Toronto, Monreal, Ottawa, natural resources, wheat

АВСТРАЛИЯ

continent, to be between, to be situated, federation of states, Canberra, constitutional monarchy, developed country, modern enterprises, productive farms and mines, busy cities, the world's leading producer, wool, minerals, farm goods, income from, high standard of living

НОВАЯ ЗЕЛАНДИЯ

island country, to belong to, to be situated, the North Island, the South Island, Wellington, Auckland, the official language, native people, Maori, in addition to, constitutional monarchy, governor general, to be discovered by Europeans, one of the highest standard of living in the world, to depend on, agriculture, manufacturing, service industries, trade

ЕДА

meals, to have breakfast (lunch, dinner, supper), 5 o'clock tea, cereal, bacon and eggs, sausages, cheese, toast, marmalade, juice, instant coffee, roll, porridge, cornflakes, steak, bread and butter, potatoes, pudding, salad, soup, to drop in, cafe, Fast Food restaurant, ordinary restaurant, to have a bite, to be on the menu, to cook, to boil, to fry, to stew, to bake, sweet, sour, spicy, tender, fresh, tasty, meat, fish, vegetables, fruit, grocery, spices, dairy, bakery, drinks, side dish, quick meal, sandwich bar, pub, take-away meals, waiter, regular customer, to be beyond one's means, to be short of, favourite, hamburger, McDonald's

3. ДЕНЬГИ

money, pound, shilling, penny, dollar, quarter, dime, nickel, bill, coin, in circulation, the monetary system, change, to issue, to lend, to borrow, tip, bank, inter-bank payments, to issue on a jubilee occasion, numismatist's collection, to give change for a one pound note

8. НАЗВАНИЕ МЕСЯЦЕВ

January, February, March, April, May, June, July, August, September, October, November,

December

9. СРЕДСТВА СВЯЗИ

telephone, to drop the coin in the slot, to dial, to hold the line, postal services, post office, to mail a letter, package, stamp, envelope, registered letter, ordinary letter, to fill in a form, money order, receipt, personal correspondence, address, date, transportations, highway, freeway, traffic lights, traffic, speed, taxi, train, bus, car

10. ПОГОДА

weather, to change, fine, cold, warm, hot, mild, wind, to blow, it rains, it snows, thunderstorm, lightning, to be frozen, to melt, air, fresh, fog, temperature, above (below) zero, nasty, weather forecast for, shower, to be covered with, grass, leaves, flowers, to be in blossom, to come into leaf, snowfall, Indian summer, changeable

14. ПРОФЕССИИ

to finish school, the beginning of independent life, to choose a profession, to follow smb's advice, to become, favourite subject, to solve a problem, self-education, responsibility, to succeed in, to develop one's intellect and skills, to follow smb's footsteps, to work hard at, to earn one's living, to be engaged in, to run one's own company, to do smth professionally, according to smb's taste and character, to review a case, judge, lawyer, solicitor, legal system, to represent a client, to make will, to specialize in

16. СЕМЕЙНЫЕ ОТНОШЕНИЯ

marriage, to get married, housewife, to look after, to take care of, career, dual-earning family, rising prices, salary, to survive, single-parent family, to divorce, teenager, teenaged mother, single, poverty, to head, reconstituted family, unmarried couple, to live on one's own, to stay in contact with, to retire, generation, to be in trouble, family photos

СУДЕБНО-ПРАВОВАЯ СИСТЕМА В ВЕЛИКОБРИТАНИИ

solicitor, barrister, judge, jury, magistrate, coroner, clerk of the court, legal system, law, lawyer, to make will, client, to present a case in the court, to represent a client, to defend, to prosecute, to specialize in, wig and gown, Queen's Counsel, evidence, criminal case, civil case, to be guilty, to be innocent, capital punishment, violent death, higher (lower) courts, petty crime, matrimonial matter, to divorce, to recover debts, to advise on, the Magistrates' Court, Inns of Court, trial by jury, the sentence

СУДЕБНО-ПРАВОВАЯ СИСТЕМА В США

the court system, state courts, federal courts, to fall under the jurisdiction of, to resolve a case, to sue, district courts, courts of appeals, the Supreme Court, to review a case, to decide a case, judge, generalist, litigation, lower (higher) courts, court of last resort, opinions, to sentence smb to, capital punishment, civil case, criminal case, fine, to be innocent, to be guilty

2.13. Методические рекомендации по изучению дисциплины

Дисциплина АЯП 7306 «Английский язык (профессиональный)» входит в цикл общих гуманитарных и социально-экономических дисциплин государственного образовательного стандарта профессионального высшего образования, составляя органическую часть профессиональной и общекультурной подготовки докторантов.

Поскольку уровень знаний обучающихся неязыковых вузов неоднороден, преподавателям кафедры языковой подготовки необходимо составлять тематические планы и рабочие программы, определяющие языковой материал и содержание учебной речевой деятельности.

В течение всего курса обучения рекомендуется использовать технические средства обучения и компьютерные информационно-обучающие программы на аудиторных, самостоятельных занятиях, а также различные виды наглядных

текстов, упражнений, видеофильмы, средства мультимедиа, учебные, документальные и художественные фильмы и т.п.

Цели и задачи обучения

Цель обучения состоит в формировании у докторантов межкультурно-коммуникативной компетенции на уровне сверх-базовой стандартности. Структура межкультурно-коммуникативной компетенции отражает характер образовательной компетенции и представляет собой сложное личностное образование, включающее знания о родной и иной культуре, умения и навыки практического применения своих знаний, а также совокупность качеств личности, способствующих реализации этих знаний, умений и навыков, и, наконец, практический опыт их использования в ходе взаимодействия с представителями иной культуры.

В новом стандарте подготовки иноязычные общекультурные компетенции магистра ориентированы на свободное владение иностранным языком как средством делового общения, что означает:

- овладение профильным тезаурусом;
- приобретение новых знаний и умений, использование их в практической деятельности;
- развитие межкультурной коммуникации в творческой, научной и производственной среде;
- овладение регистрами иноязычного общения в наиболее типичных ситуациях профильной сферы.

Профессиональные компетенции докторанта в новом стандарте квалифицируются как способности и умения:

- собирать информацию на иностранном языке и обрабатывать ее (анализ и систематизация, фиксирование и обобщение полученных результатов);
- редактировать, аннотировать и реферировать иноязычные тексты, осуществлять деловую корреспонденцию, составлять резюме и подавать заявки на международные конкурсы, выставки и конференции;
- выступать с научными докладами и сообщениями на иностранном языке (защита докторской диссертации и ее презентация, участие в международных конкурсах, выставках и конференциях);
- делать презентацию творческого проекта и вести дискуссию на иностранном языке.

Организация учебной деятельности

Для эффективной реализации целей обучения широкое применение должны найти нетрадиционные формы и приемы организации учебных занятий по профессионально-ориентированному иностранному языку (дебаты, пресс-конференции, групповая полемика, дискуссии, интервью и т.д.), учебные упражнения (деловые и ролевые игры, проектная работа с использованием видео-, фономатериалов, компьютерной техники и др.).

Учебный материал курса предусматривает использование аутентичных текстов, видео- и аудиоматериалов, адекватно отражающих содержание изучаемой тематики и сфер общения. Активный словарь докторантов получает

свое дальнейшее расширение, в том числе за счет потенциального словаря, на 1200 лексических единиц.

Организация самостоятельной работы докторантов регламентируется в соответствии с Положением о самостоятельной работе докторантов, разрабатываемым высшим учебным заведением. При разработке заданий для СРД рекомендуется сделать акцент на формирование профессионально значимых умений и навыков через решение профессиональных задач, выполнение проектных работ.

Организация обучения иностранному языку предполагает также учёт потребностей, интересов и личностных особенностей обучаемого. При этом докторант выступает как полноправный участник процесса обучения, построенного на принципах сознательного партнёрства и взаимодействия с преподавателем, что непосредственно связано с развитием самостоятельности докторанта, его творческой активности и личной ответственности за результативность обучения.

Минимум грамматического материала

Артикль как признак существительного. Формальные признаки существительного, множественное число существительных. Притяжательный падеж существительного. Местоимение. Неопределенные местоимения *some, any, no* и их производные. Употребление степени сравнения прилагательных и наречий. Числительные (количественные и порядковые). Оборот *there is(are)*. Глаголы в *Present, Past, Future Indefinite(Simple), Present, Past, Future Perfect, Present, Past, Future Continuous*. Действительный и страдательный залоги. Модальные глаголы. Различные функции глаголов *to be, to have*. Согласование времен. Косвенная речь.

Употребление настоящего времени в значении будущего в придаточном обстоятельственном предложении. Употребление повелительного и сослагательного наклонений. Неличные формы глаголов *Infinitive, Gerund, Participle 1*. Функциональные разграничения омонимии, функции *one*, сложных инфинитивных форм и их соотнесение с формами сказуемого, инфинитива в простой и перфектной формах после модальных глаголов. Структура простого, распространенного и сложного предложения. Сведения о бессоюзном придаточном предложении, об условных предложениях изъявительного и сослагательного наклонения.

2.14. Методические рекомендации и указания по выполнению практических работ, курсовых работ и т.п.

Практические и курсовые работы по дисциплине АЯП 7306«Английский язык (профессиональный)»не предусмотрены.

2.15. Тестовые задания для самоконтроля

New Inside Out QUICK PLACEMENT TEST CONVERSION TABLE

Total Score	Level	CEFR level
0-9	Beginner	A1
10-19	Elementary	A1+ to A2
20-29	Pre-intermediate	A2 + to B1
30-39	Intermediate	B1
40-49	Upper-intermediate	B2
50-60	Advanced	C1

QUICK PLACEMENT TEST

Section 1

Choose the best word or phrase (a, b, c or d) to fill each blank.

- (1) Roberta _____ from The United States.
a) are
b) is
c) am
d) be
- (2) What's _____ name?
a) -
b) his
c) him
d) he
- (3) My friend _____ in London.
a) living
b) live
c) lives
d) is live
- (4) Where _____?
works Tom
Tom works
Tom does work
does Tom work
- (5) I _____ coffee.
no like
not like
like don't
don't like
- (6) '_____ to Australia, Ginny?' 'Yes, two years ago.'
Did you ever go
Do you ever go

Have you ever been
Are you ever going

- (7) Tokyo is _____ city I've ever lived in.
the most big
the bigger
the biggest
the more big
- (8) A vegetarian is someone _____ doesn't eat meat.
who
what
which
whose
- (9) _____ these days.
I never a newspaper buy
I never buy a newspaper
I buy never a newspaper
d) Never I buy a newspaper
- (10) I _____ watch TV tonight.
am
go to
going to
am going to
- (11) I wish I _____ more money!
have
had
would have
was having
- (12) _____ be famous one day?
Would you like
Would you like to
Do you like
Do you like to

Section 2

Choose the best word or phrase (a, b, c or d) to fill each blank.

- (13) It's my birthday _____ Friday.
on
in
at
by
- (14) I _____ eighteen years old.
am
have

have got

a) -

(15) I _____ a headache.

am

do

have

got

(16) Do you _____ a uniform at your school?

carry

wear

use

d) hold

(17) 'What time is it?' 'I have no _____.'

idea

opinion

answer

time

(18) The meal was very expensive. Look at the _____!

ticket

receipt

invoice

bill

(19) How many _____ of trousers have you got?

a) items

b) pairs

c) sets

d) times

(20) Joel came back from his holiday in Brazil looking really _____.

a) tanned

b) sunned

c) coloured

d) darkened

Section 3

Choose the best word or phrase (a, b, c or d) to fill each blank.

(21) Harry can _____ English.

a) to speak

b) speaking

c) speak

d) speaks

(22) I'm not interested _____ sports.

a) for

b) about

- c) in
d) to
- (23) She likes _____ expensive clothes.
a) wearing
b) to wearing
c) wear
d) is wearing
- (24) Harry _____ his father's car when the accident happened.
a) was driving
b) drove
c) had driven
d) has been driving
- (25) I was wondering _____ tell me when the next plane from Chicago arrives?
could you
can you
if you could
d) if could you
- (26) If I _____ him, I would have spoken to him, wouldn't I?
saw
had seen
have seen
d) would have seen
- (27) I like your hair. Where _____?
do you have cut
have you cut it
do you have cut it
d) do you have it cut
- (28) I think Joey must _____ late tonight. His office light is still on.
have worked
work
be working
to work
- (29) John tells me Jack's going out with Helen, _____ I find hard to believe.
which
who
whose
that
- (30) What _____ this weekend, Lance?
will you do
are you doing
will you have done
do you do
- (31) The weather has been awful. We've had very _____ sunshine this summer.

little
a little
few
a few

- (32) Did you hear what happened to Kate? She _____.
is arrested
arrested
has been arrested
is being arrested

Section 4

Choose the best word or phrase (a, b, c or d) to fill each blank.

- (33) I usually _____ up at about 7.30.
go
be
do
get
- (34) I _____ football every week.
a) play
b) go
c) do
d) have
- (35) My sister _____ the cooking in our house.
does
makes
cooks
takes
- (36) Don't forget to _____ the light when you leave the room.
turn up
turn in
turn off
turn over
- (37) She was in _____ when she heard the tragic news.
a) crying
b) tears
c) cries
d) tearful
- (38) He _____ that he hadn't stolen the computer, but no one believed him.
a) reassured
b) informed
c) insisted
d) persuaded
- (39) Could you _____ me that book for a couple of days, please?

- a) lend
- b) owe
- c) borrow
- d) rent

- (40) Greg is _____ a lot of time at Yvonne's house these days!
- a) taking
 - b) spending
 - c) having
 - d) doing

Section 5

Choose the best word or phrase (a, b, c or d) to fill each blank.

- (41) Who _____ in that house?
- a) does live
 - b) lives
 - c) does he live
 - d) he lives
- (42) I'll call you when I _____ home.
- a) get
 - b) 'll get
 - c) 'll have got
 - d) 'm getting
- (43) If you _____ me, what would you do?
- a) was
 - b) would be
 - c) were
 - d) have been
- (44) I don't know where _____ last night.
- a) did he go
 - b) he did go
 - c) went he
 - d) he went
- (45) John and Betty are coming to visit us tomorrow but I wish _____.
- a) they won't
 - b) they hadn't
 - c) they didn't
 - d) they weren't
- (46) I'm so hungry! If only Bill _____ all the food in the fridge!
- a) wasn't eating
 - b) didn't eat
 - c) hadn't eaten
 - d) hasn't eaten
- (47) I regret _____ harder in school.
- a) not studying

- b) not to study
 - c) to not study
 - d) not have studied
- (48) Surely Sue _____ you if she was unhappy with your work.
- a) will tell
 - b) would have told
 - c) must have told
 - d) had told
- (49) Our neighbours aren't very polite, and _____ particularly quiet!
- a) neither they aren't
 - b) either they aren't
 - c) nor are they
 - d) neither did they be
- (50) We had expected that they _____ fluent English, but in fact they didn't.
- a) were speaking
 - b) would speak
 - c) had spoken
 - d) spoke
- (51) I'd rather I _____ next weekend, but I do!
- a) don't have to work
 - b) didn't have to work
 - c) wouldn't work
 - d) wasn't working
- (52) Harriet is so knowledgeable. She can talk about _____ subject that comes up.
- a) whatever
 - b) whenever
 - c) wherever
 - d) whoever

Section 6

Choose the best word or phrase (a, b, c or d) to fill each blank.

- (53) I always _____ milk in my coffee.
- a) have
 - b) drink
 - c) mix
 - d) make
- (54) I _____ TV every evening.
- a) watch
 - b) look at
 - c) see
 - d) hear
- (55) Can you give me a _____ with my bag.
- a) leg

- b) back
 - c) hand
 - d) head
- (56) Before you enter the triathlon, please bear in _____ that you're not as young as you used to be!
- a) thought
 - b) question
 - c) mind
 - d) opinion
- (57) The breath test showed he had consumed more than three times the legal limit of alcohol, so the police arrested him for _____.
- a) trespassing
 - b) mugging
 - c) speeding
 - d) drunk driving
- (58) The meeting was _____ and not very interesting.
- a) time-wasting
 - b) time-consuming
 - c) time-using
 - d) out of time
- (59) After the movie was released, the main _____ point was its excessive use of violence.
- a) discussion
 - b) speaking
 - c) conversation
 - d) talking
- (60) There have been several big _____ against the use of GM foods recently.
- a) campaigns
 - b) issues
 - c) boycotts
 - d) strikes

Критерии оценки знаний

Экзаменационная оценка по дисциплине определяется как сумма максимальных показателей успеваемости по рубежным контролям (до 60%) и итоговой аттестации (экзамену) (до 40%) и составляет значение до 100% в соответствии с таблицей.

Оценка по буквенной системе	Баллы	%-ное содержание	Оценка по традиционной системе
А цифровой эквивалент	4,0	95-100	Отлично
A-	3,67	90-94	
B+	3,33	85-89	Хорошо
B	3,0	80-84	
B-	2,67	75-89	
C+	2,33	70-74	Удовлетворительно
C	2,0	65-69	
C-	1,67	60-64	
D+	1,33	55-59	
D	1,0	50-54	
F	0	0-49	Неудовлетворительно

Критерии оценивания сформированности компетенций по окончанию изучения курса:

1. реализация коммуникативного замысла; - 20 баллов
2. логико-структурная целостность; - 20 баллов
3. владение предметным содержанием речи; - 20 баллов
4. соответствие лингвокультурным нормам носителей языка; - 20 баллов
5. лингвистическая корректность речи; владение метаязыком.- 20 баллов

Уровни оценивания: оптимальный, высокий, средний, низкий.

Содержание критериев уровней оценки:

Оптимальный уровень: (90- 100 баллов)

- полное понимание коммуникативных намерений партнера, авторов текстов на данном уровне;
- способность адекватно выразить собственные коммуникативные намерения с правильным отбором и уместным использованием соответствующих языковых средств с учетом их соответствия социально-культурным нормам изучаемого языка;
- выбор соответствующей коммуникативному намерению формы и типа речи/ коммуникации с адекватным типом речи логическим построением;
- максимально достаточная полнота изложения коммуникативного намерения, доказательность с достаточным для данного уровня использованием реальных фактов, ссылок на авторитетное мнение и др.,
- речевое поведение коммуникативно и когнитивно оправдано;

- корректное владение стратегией и тактикой построения коммуникативного акта;

- корректное использование в речи языковых средств, способность своевременного и самостоятельного исправления допускаемых ошибок при 75% безошибочных высказываний; правильное интонационное оформление речи, лексическая достаточность в рамках речевой тематики уровня и грамматическая корректность.

Высокий уровень: (89-75 баллов)

- недостаточно полное понимание коммуникативных намерений партнера с использованием контрвопросов для уточнения;

- способность адекватно выразить собственные коммуникативные намерения с отбором и не всегда уместным использованием соответствующих языковых средств при достаточно корректном учете их соответствия социально-культурным нормам изучаемого языка;

- выбор соответствующей коммуникативному намерению формы и типа речи/ коммуникации с недостаточным адекватному типу речи логическим построением;

- недостаточная полнота изложения коммуникативного намерения при достаточно высокой степени доказательности с использованием отдельных фактов и ссылок;

- правильное владение стратегией и тактикой построения коммуникативного акта;

- корректное использование в речи языковых средств, способность своевременного и самостоятельного исправления допускаемых ошибок при 50% безошибочных высказываний; правильное интонационное оформление речи, лексическая достаточность в рамках речевой тематики уровня и грамматическая корректность.

Средний уровень: (75-50 баллов)

- только общее понимание коммуникативных намерений партнера с постоянным использованием контр-вопросов для уточнения;

- достаточно адекватное выражение собственных коммуникативных намерений с использованием однако простейших структур и достаточно ограниченного объема лексических единиц;

- выбор формы и типа речи не всегда соответствует коммуникативному замыслу;

- недостаточная полнота изложения коммуникативного намерения при достаточно не высокой степени доказательности с использованием отдельных фактов;

- недостаточно корректное владение стратегией и тактикой построения коммуникативного акта;

- недостаточно корректное использование в речи языковых средств при 25% безошибочных высказываний; не достаточно правильное интонационное, лексико-грамматическая оформление речи.

Низкий уровень: (49 баллов и ниже)

- Неспособность вступать в обсуждение на требуемом уровне. Речевое поведение коммуникативно и когнитивно неприемлемо.

2.16. Экзаменационные вопросы по дисциплине

По дисциплине АЯП 7306«Английский язык (профессиональный)» экзамен принимается в устной форме

2.17. Составитель: Доцент кафедры языковой подготовки, к.п.н., член-корреспондент АПНК, подполковник полиции Туркенова С.С.

3. Тематика письменных работ по дисциплине и методические рекомендации по их выполнению

4.Материалы по контролю и оценке учебных достижений обучающихся

Итоговый экзамен по дисциплине АЯП 7306«Английский язык (профессиональный)» состоит из двух частей:

I. Письменная часть экзамена

- 1). Ряд заданий, контролирующих сформированность умений чтения (см. нормативы С1).
- 2). Задания, контролирующие сформированность умений письменной речи (см.нормативы С1).
- 3). Ряд заданий, контролирующих сформированность умений аудирования (см. нормативы С1).
- 4). Лексико-грамматический тест, контролирующий сформированность лексических и грамматических навыков.

II. Устная часть экзамена

Говорение:

- Диалог (режим преподаватель-докторант, докторант - докторант)
- Монолог

Вариант 1

АНГЛИЙСКИЙ ЯЗЫК

1. Which of the nouns is used with article an:

- A) Game
- B) Rose
- C) Table
- D) Plane
- E) Umbrella

2. Find the right variant:

There ... three windows in my room:

- A) Be.
- B) Am.
- C) Are.
- D) Was.
- E) Is.

3. Find the right variant:

How many pages ... there in this book?

- A) Are.
- B) Is.
- C) Do.
- D) Be.
- E) Was.

4. Find the right variant: She was... than Roy.

- A) shorter
- B) more short
- C) short
- D) shortest
- E) the most short

5. Choose the correct answer:

An apple a day -.

- A) Keeps everybody away.
- B) Keeps the doctor away.
- C) Keeps your enemies away.
- D) Keeps you friends away.
- E) Keeps you away.

6. Choose the correct word:

The person who came back from the faraway trip is to bring relatives and friends.

- A) presents

- B) curses
- C) good words
- D) something to eat
- E) good wishes

7. Shallow water is warmer than

-_____
- A) low
 - B) deep
 - C) high-risen
 - D) high
 - E) shallow

8. Fill in a suitable word: The USA is in coal, iron and oil.

- A) supposed
- B) shown
- C) full
- D) represented
- E) rich

9. Find the correct Plural form: These ... are teachers:

- A) A men.
- B) A woman.
- C) Man.
- D) Women.
- E) Woman.

10. Choose the right article: This is fine map.

- A) in
- B) an
- C) A
- D) -
- E) For

11. Choose the right variant: The doctor already all my questions.

- A) Is / answering.
- B) Will / answer.
- C) Do / answer.
- D) Have / answered.
- E) Has / answered.

12. Choose the right variant: The question can tomorrow morning

- A) Was discussed
- B) Is discussed
- C) Were discussed

- D) Are discussed
- E) Be discussed

13. Choose the correct answer: The window by the boy who lives opposite

- A) Is broken
- B) Breaking
- C) Was break
- D) Broken
- E) Breaks

14. Choose the right variant: You take the journal. I don't need it.

- A) Shouldn't.
- B) Couldn't.
- C) May.
- D) Can't.
- E) Had to.

15. Choose the correct variant: Nobody is making you do this. You go to the party if you don't want to.

- A) are not able to;
- B) can't;
- C) shouldn't;
- D) mustn't;
- E) needn't.

16. Choose the right variant: Look at black clouds. I think it's going to rain.

- A) Her.
- B) It.
- C) That.
- D) Those.
- E) This.

17. Give the right answer: twenty + twenty-five =?

- A) fifty-five
- B) thirty- five
- C) seventy-five
- D) forty-five .
- E) twenty-five

18. Choose the right variant: How do you say the title: Elizabeth II?

- A) The Two Elizabeth.
- B) Elizabeth the Second.
- C) The Second Elizabeth.
- D) Two Elizabeth.
- E) Elizabeth 2.

19. Find the right variant: Who is looking..... the children this afternoon?

- A) for
- B) at
- C) on
- D) after
- E) of

20. Choose the right variant: He doesn't do at his English.

- A) Good.
- B) The best.
- C) Well.
- D) The better.
- E) Best.

21. Choose the correct variant. "I can't stand modem music," Mary tells me.:

- A) Mary tells me she couldn't stands modem music.
- B) Mary tells me she couldn't stand modem music.
- C) Mary tells me she couldn't stood modem music.
- D) Mary tells me she can't stand modem music.
- E) Mary tells me she can't standing modem music.

22. Choose the correct answer. If you the directions those days, you at the court now.

- A) follow / won't be
- B) had followed / wouldn't have been
- C) followed / wouldn't be
- D) had followed / wouldn't be
- E) followed / aren't

23. Choose the right answer in a possessive case:

- A) The mouse set
- B) The mices set

- C) The mices set
- D) The mouse's set
- E) The mousse set

24. Complete the sentence:

He ... her for three months.

- A) Hasn't seen.
- B) Haven't saw.
- C) Hasn't saw.
- D) Will not see.
- E) Haven't seen.

25. Choose the right variant:

The hotel owner informed us that he ... the police already.

- A) Calling.
- B) Had called.
- C) Is calling.
- D) Are calling.
- E) Calls.

Вариант 2

АНГЛИЙСКИЙ ЯЗЫК

1. Which of the noun is used with an:

- A) Bed
- B) Fawn
- C) Tree
- D) Actor
- E) Fridge

2. Choose the best alternative.

Close the window, please ...

- A) It will cold.
- B) I'm cold.
- C) I cold.
- D) I have cold.
- E) It has cold.

3. Choose the correct answer:

There a big meeting here tomorrow.

- A) Was
- B) Be
- C) Will be
- D) Is
- E) Are

4. Choose the right answer. I can speak English ...than you:

- A) well.
- B) the best.
- C) more good.
- D) good.
- E) better.

5. Choose the correct answer: What is your mother like?

- A) Dancing
- B) Cooking
- C) Impatient and unfriendly.
- D) Helping people
- E) Sailing and swimming.

6. Choose the right variant: People in Kazakhstan celebrate on March 22.

- A) Constitution Day.
- B) Independence Day.
- C) Longest day of the year
- D) Nauryz.
- E) Republic Day.

7. Choose the right variant: The UK can be divided into 4 parts:

- A) Scotland, Greenland, Wales and Northern Ireland.
- B) Scotland, England, Wales and Northern Ireland.
- C) Sweden, England, Wales and Northern.
- D) California, Scotland, England and Wales.
- E) Australia, England, Wales and Scotland.

8. Fill in a suitable word: Among the most popular are basketball, football, hockey, etc.

- A) movies
- B) concert
- C) books
- D) papers
- E) sports

9. Choose the right suffix for:

Настойчивость

- A) - hood
- B) - age
- C) - ence

- D) - ion
- E) – ship

**10. Choose the right article:
Yesterday I met old friend.**

- A) -
- B) An
- C) Any
- D) In
- E) The

11. Choose the correct variant. I want ...a new pair of jeans, but I haven't got enough money.:

- A) is buying.
- B) buy
- C) on buying.
- D) buying
- E) to buy

**12 Write a Passive sentence
People don't use this road very often.**

- A) People aren't using this road very often
- B) This road isn't used very often
- C) This road were not being used very often
- D) This road are not used very often
- E) This road is using by many people

**13. Choose the correct variant:
The monument ... away.**

- A) Is taking;
- B) Taken. .
- C) Took;
- D) Has been taken;
- E) Takes;

14. Read the situation and use the words in brackets to write sentence with modal verbs: She knew everything about our plans. (She/ listen/ to our conversation)

- A) She listens to our conversation
- B) She has been listened to our

conversation

C) She must has been listened to our conversation

D) She must had been listened to our conversation

E) She must have been listened to our conversation

15. Choose the right variant. .You have to support your children ...?:

- A) don't you.
- B) haven't you.
- C) did you.
- D) isn't you.
- E) have you.

16. Choose the correct answer: Can we have ... coffee?

- A) An
- B) Many
- C) Little
- D) Any
- E) Some

17. Choose the right number: There are (14) schools in our town.

- A) fourteen
- B) two
- C) one
- D) three
- E) five

**18. Choose the right variant:
The house was constructed in the ... century.**

- A) Nineteenth.
- B) Nineteen.
- C) Nine.
- D) Ninety.
- E) Nineties.

19. Choose the correct answer.

I'm in favor NATO, but I'm against the use of nuclear weapons.

- A) to
- B) of
- C) after
- D) for
- E) about

20. Find the correct sentence:

- A) He returned soonest yesterday.
- B) He returned late1y yesterday.
- C) He returned late yesterday.
- D) He returned short1y yesterday.
- E) He returned hard1y yesterday.

21. Choose the correct answer.

If someone into the store smile and say, 'May I help you?'

- A) came
- B) could come
- C) would come
- D) comes
- E) will come

22. Choose the correct variant. A piece of land ...is surrounded by water is an island.:

- A) where.
- B) who
- C) which
- D) when.
- E) whom.

23. Write sentence with the same meaning using appropriate adjective form:

You and I both have dark brown hair.

- A) Your hair is the colour as mine
- B) My hair is dark brown
- C) Your hair is not as dark brown, as my hair
- D) Your hair is more darker than my hair
- E) Your hair is darker than my hair

24. Choose the right variant: This book..... here for hours.

- A) Has been lying
- B) Had lied
- C) Has been lay
- D) Is lying .
- E) Was lied

25. Complete the sentence:

I... a lot of work today.

- A) Did.
- B) Do.
- C) Will doing.
- D) Would do.
- E) Have done.

Вариант 3

АНГЛИЙСКИЙ ЯЗЫК

1. Which of the noun is use with an:

- A) Telephone
- B) Lemon
- C) Car
- D) Orange
- E) Bag

2. Choose the best alternative. ... the people friendly?

- A) Wasn't
- B) Is
- C) Be
- D) Were
- E) Was

3. Choose the right variant: I ... in the 10th grade.

- A) am
- B) were
- C) be
- D) are
- E) is

4. Choose the correct answer: He is than his sister.

- A) taller
- B) tall
- C) Bigger
- D) The tallest
- E) Big

5. Choose the right variant. He....when I saw him:

- A) did not worked.
- B) was not working.
- C) were not working.
- D) am not worked.
- E) is not working.

6. Find the antonym: Day.

- A) Week
- B) Midday
- C) Night.
- D) Year
- E) Month

7. Choose the correct word:

Astana is the

- A) small city
- B) country
- C) state
- D) village
- E) capital

8. Indicate the correct answer

What is the capital of England:

- A) London.
- B)
Cardif
f.
- C)
Belfas
t.
- D)
Dublin
.
- E) Birmingham.

9. Choose the right answer in a possessive case:

- A) Jacks coat
- B) Jack's coat
- C) Jaks coat
- D) Jackes coat
- E) Jack coat

10. Choose the right article: I have pencil.

- A) A
- B) Any
- C) -
- D) That
- E) Some

11. Find the right variant:

My little sister sleeping at this time yesterday:

- A) Am.
- B) Were.
- C) Is.
- D) Are.
- E) Was.

12. Write a passive sentence

People advised us not to go out alone.

- A) We are advised not to go out alone
- B) We were advised not to go out alone
- C) We advised people not to go out alone
- D) We were not advised not to go out alone
- E) People are advising us not to go out alone

13. Choose the correct variant. The water level...every week.:

- A) is being checked
- B) is checked.
- C) was checked.
- D) is check
- E) is being check.

14. Choose the right variant. We ...do our lessons everyday:

- A) must.
- B) will have to.
- C) had to.
- D) could.
- E) might.

15. Choose the correct variant: With the support of James Madison, the first ten amendments to the Constitution, ... in 1791.

- A) are approved;
- B) have approved;
- C) approved.
- D) were approved;
- E) to be approved;

16. Choose the right variant: How - cheese should I buy?

- A) Some.
- B) Few.
- C) Much.
- D) Many.
- E) A lot.

17. Choose the right variant:

17759

- A) seventeen thousand seventy hundred fifty nine
- B) seventeens thousand seven hundred fifty nine
- C) seventeen thousand seven hundred and fifty nine
- D) seven thousand seven hundred fifty nine
- E) seventeen thousands seven hundred fifties nine

18. Choose the right variant: From the years 1941 to 1945.

- A) Ninety fourty one to nineteen fourty five.
- B) Nineteen fourty one to nineteen fourty five.
- C) Nineteen fourty one to ninety fourty five.
- D) Nineteen four one to nineteen fourty five.
- E) Nineteens fourty one to nineteen fourty fives.

19. Find the right variant: She was looking ... her notes.

- A) After.
- B) To.
- C) About.
- D) For.
- E) With.

20. Choose the correct answer.

She seems so offended by his remarks that she probably him as long as she.

- A) doesn't forgive / will live.
- B) didn't forgive / lived
- C) won't forgive / lives
- D) wouldn't forgive / was living
- E) hasn't forgiven / has lived

21. Choose the correct variant. If I found a fly in my soup, I ...to manager of the cafe.:

- A) complained
- B) will complain

- C) complain
- D) would complain.
- E) would be complained.

22. Choose the right variant. There are ... great lakes in the USA:

- A) four.
- B) two
- C) three.
- D) no.
- E) five.

23. What do you say in these situations? Use suitable adjective form and the words in brackets: You're drinking a coffee with a friend. It's really good coffee. You say: (good/coffee/taste)

- A) This is better coffee I've ever tasted
- B) This is the good coffee I've ever tasted
- C) This is best coffee I've ever tasted
- D) This is the better coffee I've ever tasted
- E) This is the best coffee I've ever tasted

24. Choose the right variant: She ... thought of it yet.

- A) Doesn't
- B) Wasn't
- C) Hasn't
- D) Isn't
- E) Didn't

25. Find the right variant: I have ... too much ice-cream:

- A) Buy.
- B) Ate.
- C) Bring.
- D) Eat.
- E) Eaten.

Вариант 4

АНГЛИЙСКИЙ ЯЗЫК

1. Which of the nouns is used with an:

- A) Driver
- B) Rose
- C) Glove
- D) Apple
- E) Sofa

2. Choose the correct answer:
**They have got many books,
?**

- A) Don't they
- B) Won't they
- C) Haven't they
- D) Aren't they?
- E) Isn't they?

3. Choose the best alternative.
**What ... on the table? A course
book or a dictionary?**

- A) is there
- B) there are
- C) there wasn't
- D) are there
- E) wasn't there

**4. Choose the right answer. The
Trans-Siberian railway is in
the world:**

- A) longer.
- B) more long.
- C) long.
- D) most longest.
- E) the longest.

5. Choose the correct answer.
**We had... time at the disco
yesterday.**

- A) the really nice
- B) really a nice
- C) really nice
- D) a really nice
- E) an really nice

6. Find the right variant:
A) I passed secondth exam
successfully.
B) I passed two exam successfully.
C) I passed twoth exam
successfully.
D) I passed the second exam
successfully.
E) I passed second exam
successfully.

7. Find the right variant:
**We're ... an excursion to London
next weekend.**

- A) going on
- B) make
- C) becoming
- D) getting on
- E) doing

8. Find the right answer:
What is the capital ofthe USA?

- A) Washington.
- B) Manila.
- C) New York.
- D) Kokshetau.
- E) Chicago.

**9. Complete the sentence using suitable
adjective form: Everest is
mountain in the world. It is thin
any other mountain.**

- A) the highest, higher
- B) the highest, the more high
- C) the most high, higher
- D) higher, the higher
- E) the most high, more higher

**10. Choose the right article, if it is
necessary.**

He does it with pleasure.

- A) -
- B) In
- C) A
- D) At
- E) The

**11. Choose the best alternative to
complete the second sentence so that it
means the same as the first sentence.**

**I think you should know the truth. = I
want ... the truth.**

- A) to know
- B) know you

13. Choose the right variant:
English in Australia.

- A) Am spoken
- B) Is spoken
- C) Are spoken
- D) Be spoken
- E) Was spoken

14. Choose the correct answer.

You ... those vegetables. I already

bought a lot. There is no place in the fridge to put them.

- A) must not have bought
- B) shouldn't have bought
- C) must not buy
- D) shouldn't buy
- E) need not to buy

15. Choose the correct answer.

He..... in his office. I saw him arrive about ten minutes ago.

- A) shall be
- B) may be
- C) must be
- D) is
- E) can be

16. Choose the right pronoun. ...years ago scientists found a way of splitting atoms artificially:

- A) something.
- B) no.
- C) any.
- D) some.
- E) every.

17. Choose the right number: He lives on (7) floor.

- A) seven
- B) the fourth
- C) the seventh
- D) the fifth
- E) the sixth

18. Choose the cardinal numeral?

- A) the second
- B) thirteen
- C) the sixth
- D) the fifth
- E) the first

19. Choose the right variant:

We've lived in this flat ... five years.

- A) In.
- B) Ago.
- C) For.

D) Already.

E) Since.

20. Choose the correct answer: I ... a shower when the lights went out.

- A) Am in
- B) Was having
- C) Were having
- D) Am have
- E) Have

21. Choose the correct answer.

If you don't want to burn yourself, you lie in the sun all day.

- A) couldn't
- B) don't
- C) shouldn't
- D) don't have to
- E) won't

22. Choose the correct word:

In the West and North, Kazakhstan ... with the Russian Federation

- A) borders
- B) stretches
- C) lies
- D) surrounds
- E) occupies

23. Choose the correct answer.

Because of the ... in his mind, he stood there for a while undecided.

- A) proposal
- B) comparison
- C) confusion
- D) thought
- E) activity

24. Find the right variant:

I don't think it will make her... her mind

- A) to change
- B) changes
- C) changing
- D) changed
- E) change

25. I miss you. I wish you (stay) with us.

- A) Will stay.
- B) Stayed.

- C) To stay.
- D) Stay.
- E) Staying.

Вариант 5

АНГЛИЙСКИЙ ЯЗЫК

**1. Choose the correct answer:
The Titanic sank in ... Atlantic Ocean.**

- A) On
- B) -
- C) The
- D) A
- E) An

2. Choose the right variant:

I fine.

- A) is
- B) were
- C) are
- D) be
- E) am

3. Find the right variant: "to be": What... your hobby?

- A) am.
- B) been.
- C) is.
- D) are.
- E) be.

**4. Choose the correct answer:
Choose the word that does not belong to colours:**

- A) brown
- B) clean
- C) blue
- D) red
- E) black

5. Which of the following adverbs has suffix. - er in the comparative degree? A) best

- B) most
- C) worst
- D) good
- E) soon

6. Find the correct answer:

What is this woman?

- A) She has a family.
- B) She is a teacher.
- C) Her name is Helen.
- D) She is beautiful.
- E) She is my sister.

7. Choose the right variant:

William Shakespeare is the greatest ...of all times.

- A) Advocate.
- B) Playwright and poet.
- C) Statesman.
- D) Surgeon
- E) Painter.

8. Choose the right variant. What is "White house"?:

- A) The exhibition of president.
- B) University.
- C) House where people live.
- D) The resident of Indians.
- E) The residence of president.

9. Put the adjectives in brackets in the correct position: A beautiful table (wooden / round)

- A) a beautiful table wooden round
- B) a round beautiful wooden table
- C) a wooden round beautiful table
- D) a beautiful round wooden table
- E) a table beautiful wooden round

10. Find the plural form of "Fish":

- A) Fishes.
- B) Fishs.
- C) Fishies.
- D) Fish.
- E) Fishis.

**11. Make the right choice:
She has ... good sense of ... dress.**

- A) The / a.
- B) A/-.
- C) A / the.
- D) The / the .
- E) A/a.

12. Complete the sentence:

Tom his key yesterday.

- A) Has lost.
- B) Had lost.
- C) Would lose.
- D) Lost.
- E) Will lose.

13. Choose the correct answer.

It is ... known that Berlin is a city divided between East and West.

- A) well
- B) the best
- C) rather
- D) best
- E) quite

14. Complete the sentence:

It is very late. You ... phone them now.

- A) Am not to.
- B) Hadn't to.
- C) Couldn't
- D) Shouldn't.
- E) May.

15. Write the sentence using modal verb: Perhaps Margaret is busy.

- A) She might be busy
- B) She must be busy
- C) She needs to be busy
- D) She is able to be busy
- E) She can be busy

16. Find the personal pronoun for the underlined words:

My brother works at an office.

- A) We
- B) They
- C) He
- D) you
- E) She

17. Choose the right variant: 8579.

- A) Eighteen thousand five

hundreds seventy nine.

B) Eight thousand five hundred seventy nines.

C) Eighteen thousand five hundred seventy nine.

D) Eight thousands five hundred seventy nine.

E) Eight thousand five hundred and seventy nine.

18. Choose the right variant:

How do you say the number "101"?

- A) One thousand ones.
- B) Ones hundreds one.
- C) One hundred and one.
- D) One and one hundred.
- E) One hundreds one.

19. Choose the correct answer.

We are very enthusiastic - the holiday we will take next year.

- A) about
- B) for

20. Choose the correct variant. Susan ... coffee when she heard the news.:

- A) was drinking.
- B) drunk
- C) were drinking.
- D) is drinking.
- E) drank

21. Choose the correct variant. The plants ..., if you don't water them.:

- A) will grown.
- B) won't grow.
- C) grow
- D) grows.
- E) will grow

22. Choose the right variant. What is the population of Kazakhstan?:

- A) 100,000,000.
- B) 20,000,000.
- C) 3,000,000.
- D) 16,000,000.
- E) 50,000,000.

23. Choose: Present Perfect Continuous:

A) Don't forget to post that letter.

- B) He has already started his work.
- C) I've lost my key.
- D) Jim has gone to Canada.
- E) I've been talking to Tom about your problem.

24. Find the right transformation of sentence:

“Go home”, said the teacher to us:

- A) The teacher told us go home.

- B) The teacher told us will go home.
- C) The teacher told us to go home.
- D) The teacher told us gone home.
- E) The teacher told us went home.

25. Choose the correct variant. Miss Bennet ...about the party.:

- A) has been told
- B) have been told
- C) was telling
- D) were told
- E) was told

5. Иллюстративный и раздаточный материал

Academy in New York

The principal agency for carrying out the education and training function within New York City Police Department (an organization of almost 35.000 police and civilian personnel) is Academy.

Five sections organize the work of the Academy: Recruit training section; Advanced and specialized training section; firearms section; training services section; and administrative section. The key units are the first three.

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The usual routine consists of 3 hours per day of physical training for the recruit and 4 hours per day of academic training. (They have a 50 minute class period). The current academic program in the recruit curriculum is divided into 5 divisions and consists of 312 hours of academic instruction. There are, in addition, 192 hours of physical instruction and 56 hours in firearms, making a total recruit program of 560 hours.

The recruit makes acquaintance of the development of legal process in society (e.g. cooperation with governmental agencies, the courts, criminal law and modus operandi, etc.). Police recruit training includes subject matter which "will provide a better understanding of human behavior and which will develop proper attitudes on the part of polite (psychology and the police, human relations, crime and delinquency causation, police ethics, etc.). The following is a list of some of the program topics:

- New laws (repeated each year)
- Law of arrest
- Lawful use of force (the use of deadly force)
- Basic ethics
- Narcotics and the law
- Psychology and human relations
- Organized crime
- Youth and the police
- Evidence and testimony
- Auto theft
- Basic patrol tactics
- Crime scene tactics
- The citizen's role in crime prevention
- and many others.

An Arrest

Without question, the police play an important role in protecting citizens from crime. They have special powers to do it. Police have the power to investigate, which often means to stop and question persons, to arrest criminals and many others. Society gives to police the right to use force if necessary. We shall discuss now the problem of arrest.

What is an arrest? When is person “under arrest?” Are you under arrest only if the police officer says that you are? If the police stop you in the street and ask you to explain why you are there and what you are doing, are you under arrest? If a police officer asks you to follow him to the police station, are you under arrest?

These are difficult questions to answer. The answers are not clear and discussed among police officers and judges. Basically there are two views. Some say that a person is arrested the moment the police officer comes up to him and restrains his freedom to walk away. Others say that an arrest is an intent of the police officer to take a person to the police station to charge him with crime. What do you think?

Human rights

- What document guarantees international human rights?
- The Universal Declaration of Human Rights guarantees international human rights. The United Nations General Assembly passed this document in 1948.
- What international organizations are responsible for protecting human rights?
- International concern for human rights has been evident outside of the United Nations. The Conference on Security and Co-operation in Europe, which met in Helsinki in 1973-75, produced the Helsinki Final Act. The European Convention for the Protection of Human Rights and Fundamental Freedoms, which first met in 1950, produced the International Covenant on Civil and Political Rights and the European Social Charter; the Ninth Pan-American Conference of 1948 adopted the American Declaration on the Rights and Duties of Man; and the Organization of African Unity in 1981 adopted the African Charter on Human and Peoples' Rights. There are also a number of private groups involved in human-rights advocacy. One of the best-known international human rights agencies is Amnesty International (founded in 1961). This organization is responsible for broad casting violations of human rights, especially freedoms of speech and religion and the right of political dissent.
- What are the basic human rights?
- The right to life and liberty are the basic human rights. They are proclaimed in the Covenant on Civil and Political rights and its optional protocol. One of the most vital rights granted in this Covenant is the right of people to self-determination. This document guarantees such rights as personal security, equality before the law, fair trial, freedom of religion, freedom of opinion and expression, peaceful assembly, right to marry, participation in public affairs and elections, and minority rights. Propaganda of war is prohibited. The right to security and privacy of person is very important too. The document insures fundamental freedoms for all without distinction as to race, sex, language, or religion.
- Do people have any social guarantees?
- Yes. Certainly we have such guarantees. Social guarantees of people are set

forth in the Covenant on Economic, Social and Cultural life. This document deals with the right to work, the conditions of work, trade unions, social security, protection of the family, standards of living and health, education and cultural life. The European Commission of Human Rights and the European Court of Human Rights provided the most effective means for the implementation of the protection of human rights. The efforts of government in this area should be guided by these two Covenants.

Great Britain

The official name of the country is the United Kingdom of Great Britain and Northern Ireland. It is situated on the British Isles off the northwest coast of Europe. The British Isles consist of two large islands: Great Britain and Ireland, and about five thousand small islands. Their total area is over 244.000 square kilometers. They are separated from the continent by the English Channel and the Straits of Dover.

The west coast of the country is washed by the Atlantic Ocean and the Irish Sea; the east coast is washed by the North Sea.

The United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast respectively. The population of the country is over 57 million people; about 80 per cent of them live in cities and towns.

Many centuries ago the islands were inhabited by Celts. Their tribes were developing into kingdoms when Julius Caesar invaded Britain in 55 B.C. The Roman invasion began in AD 43. The Romans withdrew in 407. The tribes of Angles and Saxons crossed the Channel and overran all England except Cornwall and Wales. Christianity was introduced in the 6th century by missionaries from Rome.

The surface of the British Isles varies very much. The North of Scotland is mountainous and is called the Highlands, while the south, which has beautiful valleys and plains, is called the Lowlands. The North and the west of England are mountainous, but all the rest - east, centre and south-east - is a vast plain. The mountains are not very high. Ben Nevis in Scotland is the highest mountain (1343 m).

There are a lot of rivers in Great Britain, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influence the climate of the British Isles. It is mild the whole year round. But the climate is not the same in all parts of England. The western part of England is warmer than the east and it also has more rain. There is much humidity in the air of England. It is well known as a foggy country.

The United Kingdom is a monarchy. The Queen is the official head of state. In practice the country is ruled by an elected parliament. The British Parliament has two chambers: the House of Lords and the House of Commons. There are three main political parties: the Labour, the Conservative and the Liberal. In 1997 a general election was held. The Labour party achieved a majority in the House of Commons, and the leader of the party Tony Blair was appointed Prime Minister by the Queen.

The United Kingdom is a highly developed industrial country. It is known as one of the world's largest producers and exporters of machinery, electronics, textile,

aircraft and navigation equipment. One of the main industries of the country is shipbuilding.

Federal Bureau of Investigation, United States Department of Justice

a) General Investigation Division

The FBI, formally called the Bureau of Investigation, was created primarily to handle criminal investigations for the Department of Justice.

The FBI responsibilities continue to grow each year.

The FBI handles over 180 different investigations including Federal criminal violations, internal security matters and civil inquiries in which the Government has an interest.

Since 1945, over 95 percent of the cases investigated by its agents which came before the courts have resulted in convictions.

Special Investigation Division

Organized crime is a lawless empire involved in gambling, narcotics, prostitution, extortion, etc. where easy money can be made. For years organized crime operated behind a nearly impenetrable wall built on fear, intimidation, bribery, and force.

Squads of highly trained FBI Agents are devoting their full efforts to bringing the crime lords to justice. The objective is to collect sufficient evidence to build a strong prosecutive case so gang leaders can be brought to justice swiftly. Cooperation is vital in the fight against organized crime. The FBI works closely with state and local enforcement agencies.

This Division also supervises investigations under the Security of Government Employees programme.

Fugitive investigations often involve a great deal of manpower.

In addition to FBI fugitives, this Division directs the efforts of FBI Agents to locate and apprehend escaped Federal prisoners, deserters from the Armed Forces.

b) Identification Division

The largest collection of fingerprints in the world is maintained in the identification Division of the FBI. A dangerous fugitive; wanted in one state, may be located through fingerprint identification after his arrest on a minor charge under a different name by a police agency in another state. Fingerprints often are the only means of identifying victims of various crimes.

Laboratory Division

The FBI Laboratory is the greatest criminological laboratory in the world. During the first 35 years of its existence, this laboratory made approximately 4,000,000 scientific examinations. Today, this laboratory is a large complex of scientific equipment, staffed with over 300 employees most of whom have technical training. Included in this group are over 100 Special Agents with specialized training in a wide range of scientific fields. Many crimes are solved and many defendants convicted on the basis of material evidence submitted to the laboratory for examination. Laboratory examinations on many occasions have proved the innocence of persons suspected of having committed crimes.

Domestic Intelligence Division

The FBI fights against all elements which pose a threat to the security of the people in the United States, to the Nation's security.

c) Files and Communications Division

Often some of the most valuable leads in all investigation result from information already contained in the files of law enforcement agencies.

A teletype network provides constant twenty-four-hour contact between FBI headquarters and all Field Divisions. In addition, the FBI has a network, completely independent of commercial facilities.

Crime Records Division

The personnel of the Crime Records Department has the task of carefully studying the information on crime poured into the Head-quarters from the FBI's field officer, local police agencies and other sources.

Training Division

All FBI Agents are trained at facilities in Washington, D.C., and at the FBI Academy in Quantico, Virginia. Today, the new Agents receive fourteen weeks of instruction. Two week retraining courses are held periodically for all Agents. Although the theory of the various Law enforcement arts and sciences is taught, the greater emphasis is placed on those practical skills and techniques demanded by day-to-day investigations.

The courses range from the Constitution and Federal Criminal Procedure to Investigative Techniques and the Collection, Identification and Preservation of Physical Evidence. Thorough training is given in firearms and defensive tactics in order that an agent may defend himself in those extreme situations where life may be in danger. The Training Division also provides instructors for thousands police schools conducted by local enforcement agencies in communities across the Nation.

d) Administrative Division

The administrative Division's major responsibilities are to see that the operations of the Bureau run smoothly and expenditures are kept within the limits of the annual appropriation granted by Congress. Another duty of this Division is to recruit and assign the personnel necessary to fulfil the various functions of the FBI.

Inspection Division

The staff is composed of experienced, competent men who periodically review, inspect the total work performance of each field office and the headquarters staff. The inspections have as their goal the improvement of management and investigative practices.

Jurisdiction

Following are the matters within the FBI jurisdiction:

Anti - Racketeering

Atomic Energy Act

Bank Robbery and Embezzlement Bankruptcy

Bribery

Espionage

Extortion

Fraud Against the Government Internal Security

Theft of Government Property, etc.

Baxter Slate

Baxter slate is a policeman. He is 23 years old. He was born in California. Now Baxter works at the Los Angeles Police Department. He is a patrol officer. What is his duty? His duty is to make uniform patrol in the district and to help detectives with their follow-up investigations. Sometimes Baxter works on the day watch and other times on the night watch. Baxter likes to do police work. He wants to become a captain, so he takes police sciences classes at night school twice a week.

Baxter is married. His wife Clara is 2 years younger than her husband. She is a college graduate but she doesn't work at present. Clara looks after her children, a boy of 3 and a girl of 1,5. Clara thinks that in future she will get a job and work as an economist.

Baxter's father was also a policeman. He graduated from a police academy, then worked as a police inspector. After twenty years of service he retired. Now he lives with his wife in his little cottage 60 miles from the city.

When Baxter finishes his tour of duty, he returns home where he helps his wife, plays with his children and has a rest. If he is not busy with his studies, he usually watches TV, reads newspapers and magazines. On his days off Baxter and his wife often go to the cinema or visit their parents.

Kidnapping

Janet was kidnapped by Lucky and Frank because they want to get a ransom of 1 mln. dollars from her father, Mr. Snow. He is a banker from New York. And now, one of the kidnapers is phoning Mr. Snow.

Kidnapper: We want a million dollars from you. Tomorrow.

Mr. Snow: But I haven't got a million dollars right now! Where am I going to find it? I

Kidnapper: That's your problem! But if you want your daughter, find it.

Mr. Snow: All right. I'm going to give you the money tomorrow. And how can I do it?

Kidnapper: Put the money in a black briefcase and leave your hotel at seven o' clock tomorrow evening. Walk to Victoria Station.

Mr. Snow: Why do I have to walk?

Kidnapper: No questions. Go to the waiting room at Victoria Station. Be there at exactly seven twenty-five.

Mr. Snow: And what shall I do there?

Kidnapper: Stand at the first telephone box and wait. But don't do anything wrong.

The next day Mr. Snow asked a clerk in his hotel how to get to Victoria Station

Mr. Snow: Could you tell me how to get to Victoria Station?

Clerk: Well, you can take a taxi or a bus, sir.

Mr. Snow: Oh, no, I want to walk there, Is it a long way from here?

Clerk: Well, no, go out of the hotel and turn left, Walk down Park Lane to Hyde Park Corner. Turn left into Piccadilly. Then walk through Green Park

which will be on your right. **Mr. Snow:** And I'll see Victoria Station?

Clerk: Not yet. First walk past Buckingham Palace, Turn right and walk straight ahead to Victoria Station, You can't miss it.

Mr. Snow: Oh, thanks.

Mr. Snow left the hotel at exactly seven o'clock. A policeman was behind him. He followed Mr. Snow to Victoria Station. At seven twenty five the kidnapers phoned again.

Mr. Snow: What shall I do now?

Kidnapper: Walk to Vauxhall bridge.

Mr. Snow: Where's that?

Kidnapper: It's near the Station. Walk down Vauxhall Bridge Road, then turn right. Stay on the right near the kerb.

After Mr. Snow left the station, he walked to Vauxhall Bridge Road. He turned right and walked down the road. There was a lot of traffic. He didn't cross the road. He stayed near the kerb. At that moment a man came up the road on a motobike and grabbed the briefcase from Mr. Snow. But the police followed him to an old house in Camden Town. The police broke into the house right after the kidnapper and freed the girl and arrested the kidnapers.

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- Youth and the police
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7. Программное и мультимедийное сопровождение учебных занятий

Тема	Вид занятия	Вид программного продукта	Места предоставления доступа*
Тема №3 International aspects of modern Law	Лекция	Учебный фильм	Учебная аудитория
Тема №2 Justice and Law in Great Britain, the USA, Russia and Kazakhstan. Introduction of special law terms. Compiling glossary with special terms.	Лекция	Учебный фильм	Учебная аудитория

**8. Карта учебно-методической обеспеченности дисциплины (КУМОД)
«АЯП 7306«Английский язык (профессиональный)»**

Ф.И.О автора	Наименование учебно-методической литературы	Издательство, год издания	Количество экземпляров	
			в библиотеке	на кафедре
Учебники				
К.Н Качалова, Е.Е. Израилевич	Практическая грамматика английского языка	ЮНВЕС.- М. 1998.	2 экз.	3 экз.
А. Я. Зеликман	«Английский язык для юристов»	Ростов-на-Дону, «Феникс» 2001.	20 экз.	4 экз.
Л. И. Куценко, Г. И. Тимофеева	«Английский язык» Учебное пособие для юридических учебных заведений	М., 1998.	2 экз.	20 экз.
С.Д.Комаровская	«Английский язык для юристов» Justice and the Law in Britain.	М., 2000.	5 экз.	5 экз.
Под ред. Т.Н.Шишкиной.	Just English. Учебное пособие для студентов юридических специальностей	М., 1996.	5 экз.	3 экз.
Дильдяева Э.А.	«Наркотики»	Караганда 2002.	2 экз.	10 экз.
Салтыкова И.В. Колосанова Н.Д.	«Учебник английского языка для юридических вузов и факультетов»	М., «Высшая школа», 1980.	30 экз.	2 экз.
Голицинский Ю.Б.	Английская грамматика. Сборник упражнений.	Санкт-Петербург, 2005.	20 экз.	-
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