

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

**Институт послевузовского образования  
Кафедра языковой подготовки**

**Утверждаю  
Заместитель начальника академии  
по учебной работе  
полковник полиции  
доктор юридических наук,  
профессор**

**Токубаев З.С.**

«    »                                      2018г.

**Рабочая учебная программа (SYLLABUS)  
по дисциплине:  
IYa 5202 Иностранный язык (профессиональный)**

**Специальность «6М-030300 – правоохранительная деятельность»  
на 2018-2019 учебный год  
Научно педагогическая магистратура**

**Форма обучения: очная  
Курс: 1  
Семестр: 1  
Количество кредитов: 2  
Практические: 30  
СРМІІ: 30  
СРМ: 30  
Всего: 90  
Экзамен**

Караганда 2018

**Рабочая учебная программа (SYLLABUS) по дисциплине  
«Иностранный язык (профессиональный)»  
для специальности «6М-030300 – Правоохранительная деятельность»,  
85с.**

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

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

Начальник кафедры языковой подготовки  
полковник полиции  
Ш.Ш.

Жалмаханов

Утверждена на заседании УМС  
«\_\_» 06. 2018г., протокол №

## 2.1 Основная информация:

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

## 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 магистранта носит профессионально ориентированный характер, задачи которого определяются коммуникативными потребностями и профилем вуза.

Магистрант 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 «Иностранный язык (профессиональный)» рассчитана на магистрантов специальности «6М-030300 – Правоохранительная деятельность»

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

#### **Цель дисциплины**

Цель обучения состоит в формировании у магистрантов 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.

#### **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.

**В результате изучения данной дисциплины магистранты 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.

**Выпускник магистратуры должен знать и уметь:**

1) в системе речи и коммуникации:

-готовность и способность осуществлять следующие коммуникативные акты:

-спонтанно, не испытывая трудностей в подборе слов, выражать 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 студенты демонстрируют готовность и способность:

- запрашивать информацию;

-выражать осведомленность об актуальных политических, экономических, культурных и др. событиях в СИЯ и РК;

- 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 анкеты.

## 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 «Иностранный язык (профессиональный)» магистранты 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 СРМ и СРМП.
5. Корректное поведение на занятиях
6. Активное участие в процессе усвоения знаний.
7. Быть терпимыми, открытыми, откровенными и доброжелательными к сокурсникам и преподавателям.

**Недопустимо:**

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

**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 СРМП.

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 магистрант 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
<b>1. Нормативные правовые акты</b>		



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»	
<b>2. Основная литература</b>		
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	Караганды, 2012
4	Extra listening. ESOL materials	Cambridge University Press, 2009
5	English for Law students	
6	Английский язык для юристов. Жданович Н.П.	Караганда, 2015
7	Казахско-русско—английский разговорник. Жалмаханов Ш.Ш., Джагипарова Д.Б., Жданович Н.П., Бобеш Р.С.	Караганды, 2016
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	Бонк Н.А., Котий Г.А., Лукьянова Н.А.. Учебник английского языка. Часть 1.	Бишкек, 1997

12	Рамазанова А.С., Игликова С.Д. Английский язык для юристов.	Караганда, Болашак-Баспа, 2007
13	Дильдяева Э.А. «Наркотики» учебно-методическое пособие.	Караганда 2002г
14	Салтыкова И.В. Колосанова Н.Д. «Учебник английского языка для юридических вузов и факультетов».	М. «Высшая школа», 1980г
15	Комаровская С.Д.. Английский язык для юристов. Justice and the Law in Britain.	М., 2000
16	Бонк Н. А., Лукьянова Н. А., Памухина Л.Г. Учебник английского языка. Часть 2-я.	М.: ДеКонт - ГИС, 1998 г
17	Мукатова А. Н. Пособие для студентов юридических специальностей I курса	КЭУК, 2005 г
18	Just English. Учебное пособие для студентов юридических специальностей под ред. Т.Н.Шишкиной.	М., 1996
19	Куценко Л. И., Тимофеева Г. И., «Английский язык» Учебное пособие для юридических учебных заведений	М., 1998
20	Зеликман А. Я. «Английский язык для юристов»	Ростов-на-Дону, «Феникс» 2001.
21	Bryan Greetham How to write better essays.	Palgrave, 2001
22	Kathy Gude. Proficiency Masterclass	Oxford University Press, 1999
<b>3. Дополнительная литература</b>		
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	Ростов-на-



## 2.8. Тематический план проведения занятий по дисциплине

### ТЕМАТИЧЕСКИЙ ПЛАН

по дисциплине IYa 5201 Иностранный язык (профессиональный)  
для магистрантов 1 курса  
института послевузовского обучения  
в 1 семестре 2018-2019 учебного года

Количество кредитов - 2 (90 часов)

№ п/п	Номер темы	Название темы	Количество кредитов (часов)	Аудиторные часы			СРМП	СРМ
				Лекции	Семинар. занятия	Практич. занятия		
I семестр								
1.	1.	<b>Тема 1. Вводно-коррективный и грамматический курсы английского языка</b>	21			7	7	7
		Имя существительное. Артикли. Множественное число имен существительных. Притяжательный падеж имен существительных. Местоимения (указательные, притяжательные, неопределенные). Числительные. Предлоги времени, места и движения. Наиболее употребительные приставки и суффиксы.						
		Глагол. Таблица времен. Настоящее простое время. Глагол <i>to be</i> в настоящем времени. Словосочетания с глаголом <i>to be</i> . <i>There is/are</i> . Безличные предложения. Глагол <i>to have / has got</i> . Продолженное время ( <i>Present, Past, Future</i> ). Совершенное время ( <i>Present, Past</i> ). Совершенное время ( <i>Future</i> ). Совершенное продолженное время ( <i>Present, Past and Future</i> )						

2.	2.	<b>Тема 2. Правосудие и закон в Великобритании, США, России и РК. Введение специальной юридической терминологии. Составление терминологического словаря.</b>	21			7	7	7
		Уголовное судопроизводство. Полицейская служба. Розыск, преследование, следственные действия.						
		Уголовные суды. Судебный процесс. Система наказаний за преступления в Великобритании. Органы, осуществляющие наказание.						
		Гражданское судопроизводство. Суды по гражданским делам в США, Великобритании и РК. Отправление правосудия. Юридические профессии.						
3.	3.	<b>Тема 3. Международные аспекты современного права</b>	30			10	10	10
		Демократия. Права человека. Конфликты и мировые соглашения. Наркобизнес. Международный терроризм						
4.	4.	<b>Тема 4. Анализ пройденного грамматического и лексического материала, редакция рефератов, статей и терминологического словаря к экзамену</b>	18			6	6	6
		Реферирование текста. Общественно-политическая лексика. Обзор статей.						
		<b>ВСЕГО 90</b>	<b>90</b>	-	-	<b>30</b>	<b>30</b>	<b>30</b>

## 2.9 Планы занятий

### Тема № 1. Вводно-коррективный и грамматический курсы английского языка – 7 часов

## План практического занятия №1-1 час

### 1. 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:**

	<i>here</i> ↓	<i>there</i> ↗
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.

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

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

<b>Cambridge Language College</b>		
EVENING CLASSES		
<b>Student Enrolment Form</b>		
<i>To be completed for all new students</i>		
<b>Student details</b>		
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	.....
<b>Course details</b>		
<b>French</b>	121 Elementary <input type="checkbox"/>	131 Intermediate <input type="checkbox"/> 141 Advanced <input type="checkbox"/>
<b>English</b>	129 Elementary <input type="checkbox"/>	139 Intermediate <input type="checkbox"/> 149 Advanced <input type="checkbox"/>
<b>German</b>	151 Elementary <input type="checkbox"/>	161 Intermediate <input type="checkbox"/> 171 Advanced <input type="checkbox"/>
<b>Spanish</b>	159 Elementary <input type="checkbox"/>	169 Intermediate <input type="checkbox"/> 179 Advanced <input type="checkbox"/>
<b>Japanese</b>	181 Elementary <input type="checkbox"/>	191 Intermediate <input type="checkbox"/>
<b>Type of course</b> short course <input type="checkbox"/> long course <input type="checkbox"/>		

4. **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 закрепленим 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		month
Monday mornings		night	night
Sunday afternoon	the week	the weekend	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).

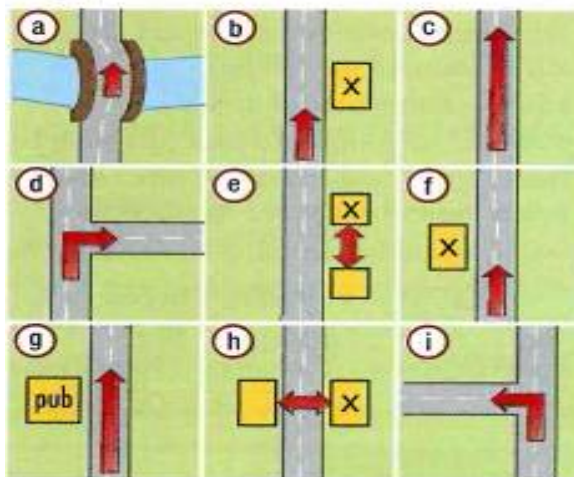
- turn right
- turn left
- go over the bridge /brɪdʒ/
- go past the pub
- go along this street
- it's on the/your left
- it's on the/your right
- it's opposite /'ɒpəzɪt/
- it's next to

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:*

<b>A</b>	<b>B</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
<b>I am</b> <b>He (she, it) is</b> <b>We are</b> <b>You are</b> <b>They are</b>	<b>Am I?</b> <b>Is (she, it) he?</b> <b>Are we?</b> <b>Are you?</b> <b>Are they?</b>	<b>I am not</b> <b>He (she, it) is not</b> <b>We are not</b> <b>You are not</b> <b>They are not</b>

#### 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 be 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  |

13. Terrorism helping its enemies.  
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.	Am I standing? Are you standing?	I am not standing. You are not standing.

He (she, it) is standing.	Is he (she, it) 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 standing.	Shall I be standing? Will you be standing? Will he (she, it) be standing?	I shall not be standing. You will not be standing. He (she, it) will not be 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 degree<sup>1</sup>, while accessories may be either before or after the fact<sup>2</sup>.

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.

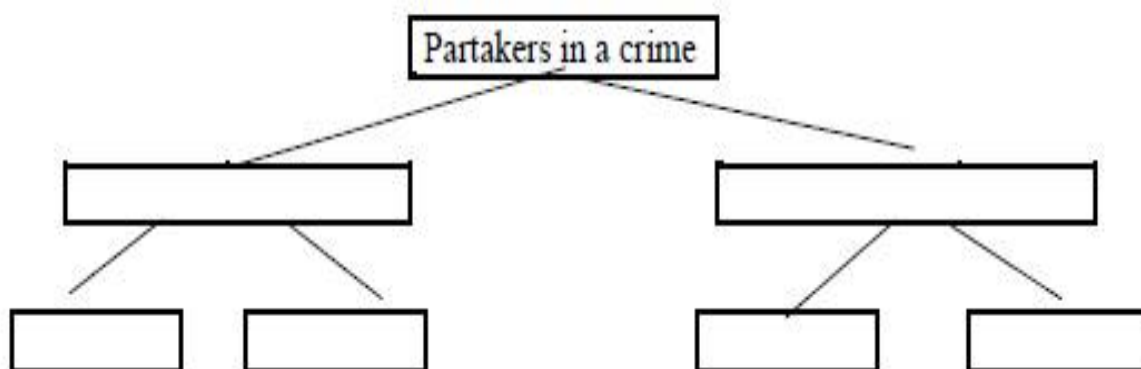
Thus, accomplices may be charged with procuring an offence, abetting, aiding or counselling. Sometimes aiding and abetting are regarded as meaning much the same thing.

**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.

	<b>Police</b>	<b>The abductee(s)</b>
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"> <li>1. What were the attackers carrying when they kidnapped the workers?<br/>A) books<br/>b) bags of money<br/>c) guns<br/>d) nothing</li> <li>2. What kind of place were the workers abducted from?<br/>A) a residential compound<br/>b) high-rise apartments<br/>c) a workers' camp<br/>d) a tented area</li> <li>3. Who did the gunmen kill?<br/><br/>A) the workers' boss<br/>b) a security guard<br/>c) a policeman<br/>d) a worker who fought back</li> <li>4. How many different nationalities are among those abducted?<br/>A) seven<br/>b) six<br/>c) five<br/>d) four</li> <li>5. What did the gunmen attack before the kidnapping?<br/>A) a convenience store and a checkpoint<br/>b) a petrol station and prison<br/>c) a prison and a police station<br/>d) an army barracks and a checkpoint</li> </ol> | <ol style="list-style-type: none"> <li>6. What kind of kidnappings often happen in the south?<br/>A) political kidnappings<br/>b) kidnappings for money<br/>c) kidnappings for prisoner releases<br/>d) vendetta kidnappings</li> <li>7. Who do militants usually abduct in the north?<br/>A) church officials<br/>b) police officers<br/>c) people from near the border<br/>d) locals</li> <li>8. Who said they carried out Sunday's kidnappings?<br/>A) Al Qaeda<br/>b) no one<br/>c) an Al Qaeda splinter group<br/>d) a new Islamist group</li> <li>9. Who believes Islamist groups carried out the kidnappings?<br/>A) Nigeria's president Goodluck Jonathan<br/>b) security experts<br/>c) police officers at the scene<br/>d) the CIA</li> <li>10. What is Boko Haram reportedly responsible for bombing?<br/>A) churches<br/>b) police stations<br/>c) residential compounds<br/>d) oil installations</li> </ol> |
|--|--|

### 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
<b>I have been finishing.</b> <b>You have been finishing.</b> <b>He (she, it).has been finishing.</b>	<b>Have I been finishing?</b> <b>Have you been finishing?</b> <b>Has he (she, it) been finishing?</b>	<b>I have not been finishing.</b> <b>You have not been finishing.</b> <b>He (she, it).has not been finishing.</b>
<b>We have been finishing.</b> <b>You have been finishing.</b> <b>They have been finishing.</b>	<b>Have we been finishing?</b> <b>Have you been finishing?</b> <b>Have they been finishing?</b>	<b>We have not been finishing.</b> <b>You have not been finishing.</b> <b>They have not been finishing.</b>

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) repellent  | (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
- ( 1 ) 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.

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*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.

**Тема № 2. Justice and Law in Great Britain, the USA, Russia and Kazakhstan. Introduction of special law terms. Compiling glossary with special terms. – 7 часов**

**План практического занятия №1. 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.

## **План практического занятия № 2. Police service. – 1 час**

**1. 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.

**2. 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 №3. Search, prosecution, investigative activities. – 1 час**

#### **1. 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 arrest 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?

## 2. 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 № 4. Criminal justice and criminal proceedings. – 1 час

### 1. 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 formally. Tribunals deals 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;    | -правонарушитель;  |                    |
| -насильственная смерть;              | -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."

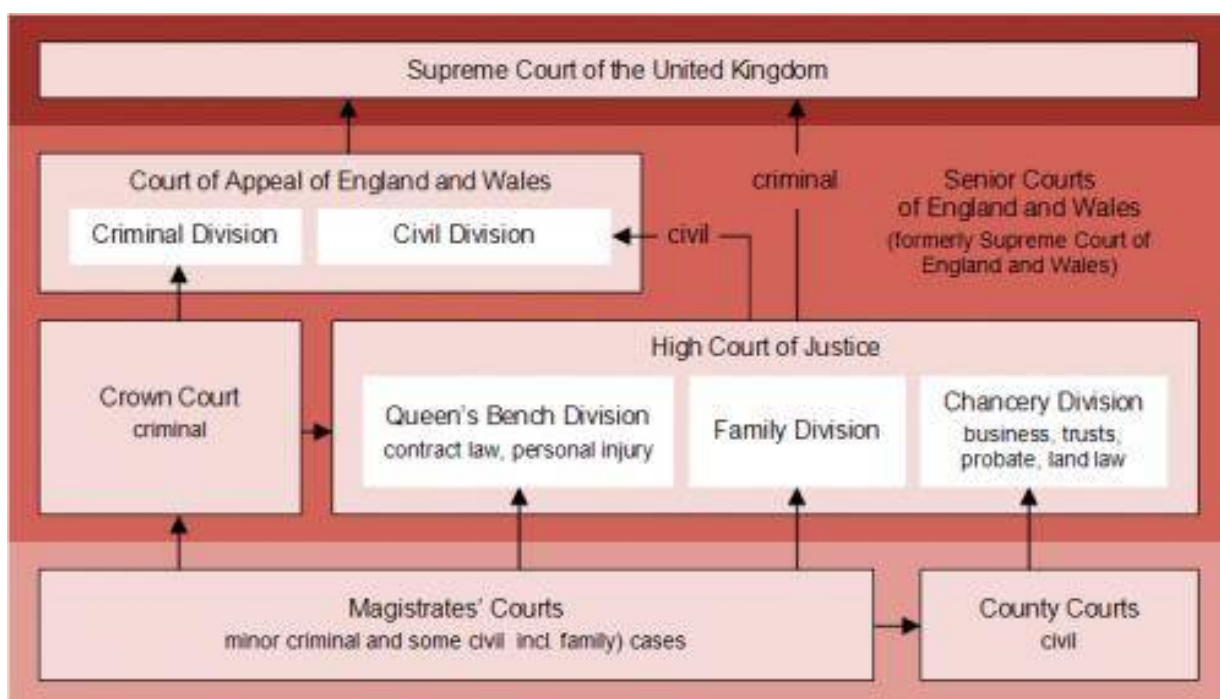
17. The formal statement made by a witness in court is called a \_\_\_\_\_.

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 months.

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 \_\_\_\_\_.

2. **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 № 5. 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 № 6. 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.

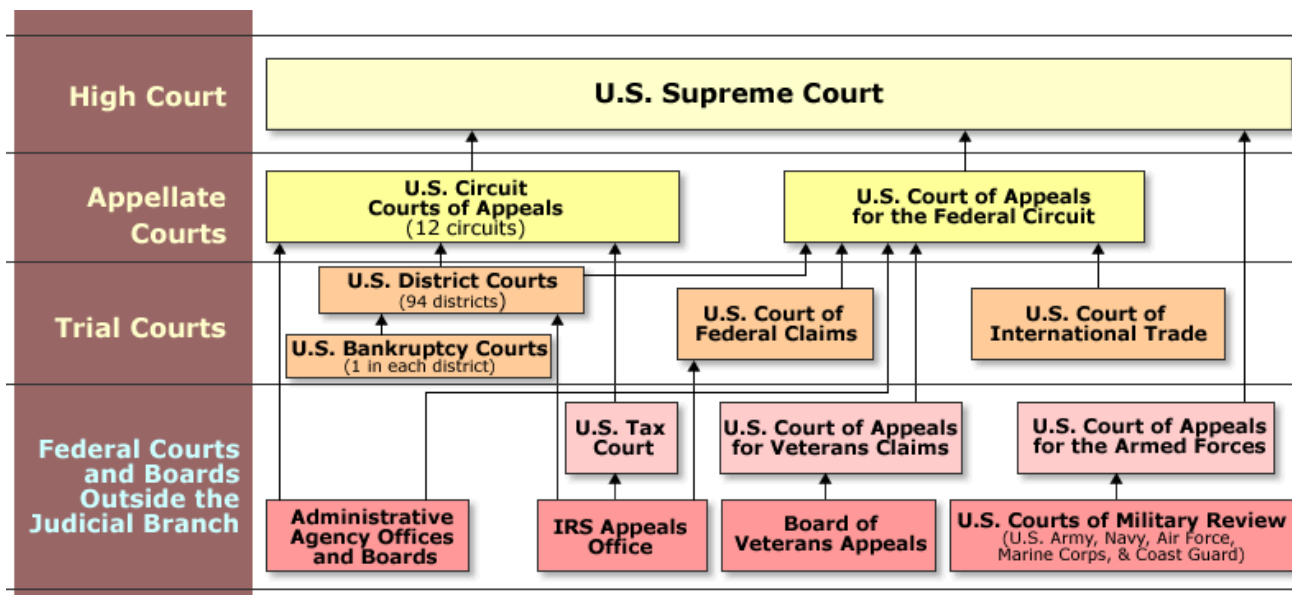
#### **The organization of the Federal Courts today**

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 № 7. 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: <sup>a</sup>.....

Victim name: <sup>b</sup>..... (Spanish)

Victim contact details: <sup>c</sup> (Host family address) .....

.....

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

Type of crime: camera stolen

Details of any item(s) stolen: digital camera

Make: Pentax Model: <sup>d</sup>.....

Colour: <sup>e</sup>.....

Value: <sup>f</sup>..... (approx)

Location of incident: City centre, outside MacDonald's in <sup>g</sup>.....

Avenue, around <sup>h</sup>..... pm

Description of criminal:

<sup>i</sup>.....

.....

Witnesses:

<sup>j</sup>.....

.....

Crime Reference Number: <sup>k</sup>.....

### 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.

## Тема № 3. International aspects of modern Law - 10 часов

### План практического занятия №1. Democracy. – 1 час

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

**2. 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.

### 3. 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 №2. Democracy. – 1 час

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

**2. 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 № 3. 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)

- |   |
|---|
| <ol style="list-style-type: none"><li>1) What are the basic human rights?</li><li>2) What document guarantees international human rights?</li><li>3) Do people have any social guarantees?</li><li>4) What international organizations are responsible for protecting human rights?</li></ol> |
|---|

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 № 4. 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.

**План практического занятия № 5. Conflicts and World agreements. – 1 час**

**1. Reading and Grammar /8/:** “Culture shock”

1.1) Do you know the words in **bold** in these sentences?

- 1) You shouldn't shake hands in a **doorway** in Russia.
- 2) In Thailand it's OK to **point** your feet **at** someone.
- 3) If a Japanese person gives you a **business card**, you should put it in your pocket immediately.
- 4) It's OK to **blow your nose** in public in Japan.
- 5) In China you shouldn't leave any food on your **plate**.
- 6) In most Asian countries you must **take off** your shoes when you enter someone's home.
- 7) If you **admire** something in an Arab person's home, they feel they should give it to you.


1.2) Work in pairs, do you think these sentences are true or false?

1.3) Read the article and check your answers.

1.4) Read the article again. Choose the four things you think are the most surprising.

## Culture shock!

**If you plan to go abroad this year, travel writer Neil Palmer would like to give you some advice on things you should and shouldn't do around the world.**




### Body language

Travellers enjoy meeting new people, but sometimes you can be rude without saying anything. In Russia, for example, you shouldn't shake hands in a doorway, and in Thailand you must never touch people's heads or point your feet at anyone. When the Japanese meet new people they like giving business cards – but you need to read the card carefully, not just put it in your pocket. And never blow your nose in public in Japan – people think that's disgusting.

### Eating out

In restaurants in China you should always try to leave some food on your plate, but it's OK to start smoking before other people finish eating, which is very rude in England. If you're in India, don't forget to eat with your right hand – the left hand is 'dirty'. Also don't leave empty bottles on the dinner table in Russia – that's bad luck.



1.5) Look at the four underlined verbs in the article. Which verb forms come after these verbs?

1.6) Find these verbs in the article and underline the verb form that follows them. Then write the verbs in the table.

would like	can	must	like	need	try
start	finish	forget	might	will	
	prefer	decide			

+ infinitive

+ infinitive with to

+ verb+ing

Should(n't)

plan

enjoy

1.7) Fill in the gaps with the correct form of the verbs in brackets.

- What do you enjoy \_\_\_\_\_ (do) in your free time?
- Are you planning \_\_\_\_\_ (do) anything next weekend?
- When did you start \_\_\_\_\_ (come) to this school?
- Have you ever tried \_\_\_\_\_ (learn) another language?
- Do you prefer \_\_\_\_\_ (study) in the morning or the evening?
- Do you think you'll \_\_\_\_\_ (study) English next year?
- What do you need \_\_\_\_\_ (do) when you get home?
- Where would you like \_\_\_\_\_ (go) for your next holiday?

**2. Speaking:** Cross-cultural communication. Verbal and non-verbal means of communication in different countries and cultures.

**Основная литература:** 8

**Дополнительная литература:** 1. 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. Conflicts and World agreements. – 1 час**

**1. Listening /8/:**

- Discuss these questions:

- What was the last present you gave? Who did you give it to? Why?
  - What was the last present you received? Who was it from?
- Check these words in a dictionary.

refuse	accept	greedy
knives	a set of glasses	death
a funeral	an odd/ even number	

- Listen to the radio interview with the travel writer, Neil Palmer. Put the topics he talks about in order (Rec.8.6).
- Things you shouldn't give to people
  - Accepting and refusing presents
  - Giving flowers
  - Opening presents
- Listen again. Choose the correct words/ phrases in these sentences.
- In China you *should/ shouldn't* accept a present immediately.

- b) You should give presents in China with *one hand/both hand*.
- c) In Thailand you should/ shouldn't open a present when you get in.
- d) Knives are *a good/ bad* present to give in Japan.
- e) You should give Japanese people *an odd/ even* number of glasses.
- f) You shouldn't give your Turkish host *white/ red* flowers.

**2. Speaking:** Cross-cultural communication. Verbal and non-verbal means of communication in different countries and cultures.

**Основная литература:** 8

**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 № 7. Drug traffic. – 1 час

#### 1. Reading /6; 60-61/: Drugs

More people are abusing drugs today than in any other time in history of mankind, and many of those people are youth.

Understanding what drugs are is fundamental for understanding their potential abuse. Drugs are a psychoactive substance.

A psychoactive substance is something that people take to change the way they feel, think or behave. Some of these substances are called drugs and others, like alcohol and tobacco, are considered dangerous, but are not called drugs. The term drug also covers a number of substances that must be used under medical supervision to treat illnesses.

I am going to talk about drugs as those man-made or naturally occurring substances used without medical supervision, basically to change the way a person feels, thinks or behaves.

In the past, most drugs were made from plants. That is, plants were grown and then converted into drugs such as coca paste, opium and marijuana. Over the years, these crude products were further processed to drugs like cocaine and heroin and finally, in the 20th century, people found out how to make drugs from chemicals.

These are called man-made or synthetic drugs and include ecstasy, LSD, etc. These were initially manufactured for largely experimental reasons and only later were used for recreational purposes. Now, however, with the increased size and scope of the drug trade, people set out to invent drugs especially for human consumption.

For the first time in human history, a whole industrial complex creates and produces drugs that are meant to be used for the sole purpose of «having fun.» People use drugs just to escape the reality, to have fun. The majority of them are young, even very young, who do not understand what might happen to them because of drugs.

*Ex. 7. Answer the following questions according to the text:*

1. What is fundamental to understand the essence of drugs?

2. What are drugs?
3. What is a psychoactive substance?
4. What kind of drugs do you know?
5. What naturally occurring drugs do you know?
6. What synthetic drugs do you know?
7. Why do people use drugs?

*Vocabulary:*

to abuse — злоупотреблять

drugs — наркотики

mankind — человечество

youth — молодежь

substance — вещество

to behave — вести себя, поступать, держаться

to consider — думать, полагать, считать

dangerous — опасный

to cover — включать, содержать

supervision — (зд.) лечение, предписание

to treat — лечить

illness — болезнь

plants — растения

crude — сырой

to find (past found, p.p. found) out — найти, изобрести

ecstasy — экстази (наркотик, вызывающий чувство эйфории, широко употребляемый на дискотеках)

LSD — сокр. от lysergic acid diethylamide ЛСД (наркотик, вызывающий галлюцинации)

initially — в начальной стадии, вначале

recreational — развлекательный, относящийся к сфере развлечений, отдыха

purpose — назначение, намерение, цель

to invent — изобрести

consumption — потребление

to escape — уходить от реальности, отключаться

majority — большинство

## 2. Vocabulary and Grammar /6/:

*Ex. 8. Write down the words from which the following ones are formed:*

- robbery - to rob
- embezzlement, ignorance, dealing, unmeasured, to endanger, inaccuracy, meaning, multibillion

*Ex. 9. Encircle attributes, write down by what parts of speech they are expressed and translate the following into Russian:*

- armed robbery – balances of power \_\_\_\_\_
- вооруженное ограбление power centers \_\_\_\_\_
- bank embezzlement \_\_\_\_\_ on-going project \_\_\_\_\_

- drug dealing \_\_\_\_\_ foreign-base agents \_\_\_\_\_
- drug related currency \_\_\_\_\_ America's economic base \_\_\_\_\_
- narcotics industry \_\_\_\_\_

**3. Speaking:** Make up a short report on one of the topics:

- Drugs: historical background
- Types of drugs
- Drug traffic

**Основная литература:** 6

**Дополнительная литература:** 1-5, 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 № 8. Drug traffic. - 1 час**

**1. Reading /6; 62-63/:**

*Ex. 10. Match the English and Russian equivalents and write down sentences with them, on the bases of the text:*

to embarrass	вовлекать
to alter	затруднять, запутывать
to lift	оценивать
to convene	поднимать
to involve	собирать
to estimate	измерять
to measure	обеспечивать
to provide	изменять

*Ex. 11. Write down a few sentences with the following words on the basis of the text: money, youth, illness, drugs.*

*Ex. 12. Read the text.*

### **Drugs and driving**

Many psychoactive drugs, including alcohol, have effects on the brain that make operating machinery, and particularly driving a vehicle, more dangerous.

It is against the law to drive under the influence of alcohol or any illicit drug.

Police can administer an oral drug test to any driver. Cannabis, ecstasy and methamphetamines can be detected through roadside testing. A person who tests positive is prohibited from driving for 24 hours. The sample is sent to a laboratory for more precise analysis, and if the presence of an illegal drug is confirmed the driver may be charged. A person can also be arrested and taken to a hospital for a blood and urine test if a police officer has a reasonable suspicion that they are driving under the influence of drugs. The samples will be sent to a laboratory and if they test positive for any drug (including prescribed drugs) Police will decide whether the person's driving would have been impaired by their drug use. The



person will then be charged accordingly.

A driver under the influence of an illegal drug who causes the death or injury of another road user can face criminal charges, with the possibility of a prison term if convicted.

**2. Speaking:** Make up a short report on one of the topics:

- Drugs: historical background
- Types of drugs
- Drug traffic

**Основная литература:** 6

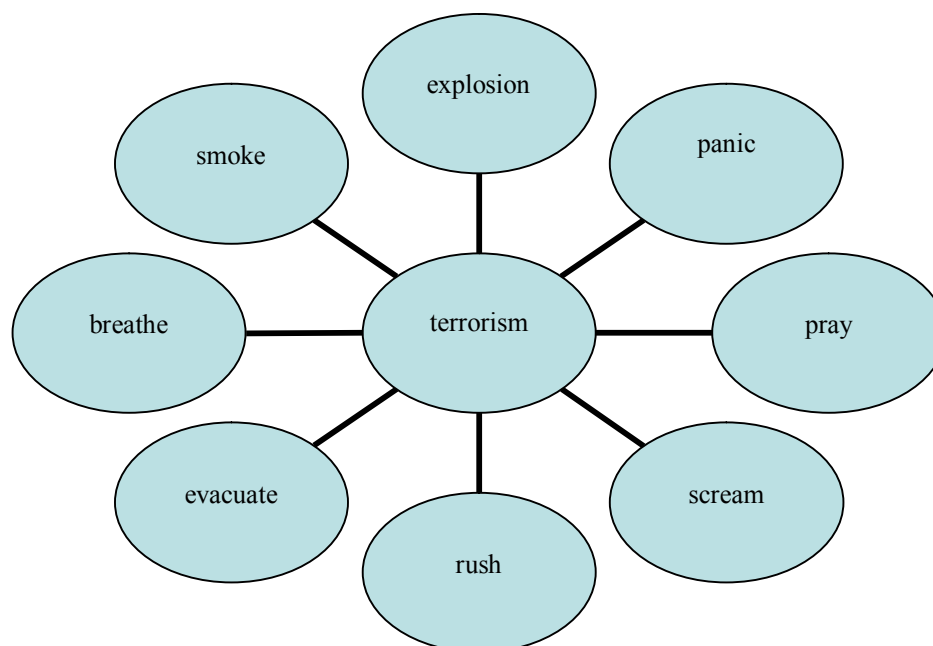
**Дополнительная литература:** 1-5, 7-10

**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. International terrorism. – 1 час

**1. Speaking:**

*Which words are associated with the word “terrorism”?*



- *Read the definition of “terrorism” given by a dictionary. To what extent do you agree with it? Give your arguments.*

“Terrorism – the use of violence such as bombing, shooting or kidnapping to obtain political demands such as making a government do something”.

**2. Reading**

- *Recall what happened on 11 September, 2001.*

On September 11, the nation and the world will take time to remember those

who died in the terrorist attacks nine years ago. Here is a look back at the unfolding of events of September 11, 2001, one of America's bleakest days.

*Ex. 8. Read some horrible facts of that day. Discuss what the main reason for terrorism is.*

#### The World Trade Center

7:59 a.m. American Airlines Flight 11 departs Boston Logan International Airport bound for Los Angeles

8:14 a.m. United Airlines Flight 175 also departs from Logan, bound for Los Angeles

8:40 a.m. The Federal Aviation Administration (FAA) notifies the North American Aerospace Defense Command (NORAD) that Flight 11 has been hijacked

8:43 a.m. The FAA tells NORAD that Flight 175 has been hijacked

8:46 a.m. American Airlines Flight 11 crashes into the north tower of the World Trade Center

9:03 a.m. United Airlines Flight 175 crashes into the south tower of the World Trade Center

10:05 a.m. The south tower of the World Trade Center collapses into the plaza and streets below

10:28 a.m. The World Trade Center's north tower collapses

4:10 p.m. Building 7 of the World Trade Center complex is reported on fire

5:20 p.m. Building 7 collapses. Across the street from the towers, it was weakened by debris from the twin towers and the fires of diesel fuel inside the building.

#### The Pentagon

8:20 a.m. American Airlines Flight 77 departs Washington Dulles Airport bound for Los Angeles

9:24 a.m. FAA tells NORAD that Flight 77 has been hijacked

9:40 a.m. Flight 77 crashes into the west face of the Pentagon

10:10 a.m. A portion of the Pentagon collapses

#### Pennsylvania Crash

8:42 a.m. United Airlines Flight 93 departs from Newark International Airport bound for San Francisco

9:45 a.m. A passenger calls 911 from a cellular telephone and reports the plane has been hijacked

10:37 a.m. Flight 93 crashes into a field in Somerset County, Pennsylvania, about 85 miles southeast of Pittsburgh. The crash is believed to be due in part to the passengers' move to attach the hijackers

*Useful Vocabulary:*

missile	- ракета
to crash into	- рушиться с треском, с грохотом
to get scared	- испугаться
to rush	- атаковать, взять штурмом
survivor	- уцелевший
explosion	- взрыв
to escape	- избежать, спастись бегством
debris	- осколки, обломки
to evacuate	- эвакуировать
to crack	- раскалываться, ломаться
to scream	- кричать
to pray	- молиться
to breathe	- дышать
to wrap around	- завязать, обертывать
to collapse	- разрушать
reams	- масса, куча
to rip	- разрезать, рвать
cell phone	- телефонная будка
rumbling	- грохотать, греметь
soot	- сажа
to instruct	- инструктировать
to engulf	- поглощать, охватывать
to hijack	- угнать (самолет)
hostage	- заложник

*Ex.9. Match the words from the box with the correct definitions.*

<i>collapse</i>	<i>rumble</i>	<i>hijack</i>	<i>courtyard</i>	<i>dust</i>	<i>soot</i>
<i>spark</i>	<i>stairwell</i>	<i>soak</i>	<i>reams</i>	<i>rip</i>	<i>filter</i>
<i>engulf</i>	<i>twisted</i>	<i>wire</i>	<i>lame</i>		

- 1) An open space that is completely or partly surrounded by buildings.
- 2) A thread of thin metal.
- 3) To use violence or threats to take control of a plane, vehicle, or ship.
- 4) To fall down suddenly, usually because of weakness or damage.
- 5) A large amount of paper.
- 6) To tear something or be torn quickly and violently.
- 7) Being bent in many directions or turned many times.
- 8) To completely surround or cover something
- 9) This is a series of long low sounds.
- 10) A black powder that is produced when something is burnt.
- 11) A very small piece of fire or electrical flash.

- 12) Something that you pass water, air, etc through in order to remove unwanted substances.
- 13) The stair area going up through all the floors of a building.
- 14) A hot bright burning gas that you see from a fire.
- 15) To make something completely wet.
- 16) This is dry powder consisting of extremely small bits of dirt.

**Основная литература: 6**

**Дополнительная литература: 1-5, 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 № 10. International terrorism. – 1 час**

**1. Listening:**

- What do you think love is?
- Where do you think love is?
- How do you understand the phrase “People livin' like they ain't got no mamas”?
- Listen to the song “Where is Love” by Black Eyed Peas and fill in gaps.

What's wrong with the world, mama  
 People livin' like they ain't got no mamas  
 I think the whole world \_\_\_\_\_ to the drama  
 Only attracted to things that'll bring you \_\_\_\_\_  
 Overseas, yeah, we try to stop \_\_\_\_\_  
 But we still got terrorists here livin'  
 In the USA, the big \_\_\_\_\_  
 The Bloods and The Crips and the KKK  
 But if you only have love for your own \_\_\_\_\_  
 Then you only leave space to \_\_\_\_\_  
 And to discriminate only generates \_\_\_\_\_  
 And when you hate then you're bound to get irate, yeah  
 \_\_\_\_\_ is what you demonstrate  
 And that's exactly how anger works and operates  
 Man, you gotta have love just to set it straight  
 Take control of your mind and \_\_\_\_\_  
 Let your soul \_\_\_\_\_ to the love, y'all, y'all  
 People \_\_\_\_\_, people \_\_\_\_\_  
 Children hurt and you hear them \_\_\_\_\_  
 Can you practice what you preach?  
 Or would you turn the other \_\_\_\_\_?  
 Father, Father, Father help us  
 Send some guidance from above  
 'Cause people got me, got me \_\_\_\_\_  
 Where is the love (Love) Where is the love (The love)  
 Where is the love (The love) Where is the love, the love, the  
 love  
 It just ain't the same, old ways have changed

trauma  
 terrorism  
 CIA  
 addicted  
 hate  
 race  
 discriminate  
 cheek  
 crying  
 killing  
 dying  
 questionin'  
 meditate  
 gravitate  
 madness

bombs

New days are \_\_\_\_\_, is the world insane?  
 If love and peace are so strong  
 Why are there pieces of love that don't belong?  
 Nations droppin' \_\_\_\_\_  
 Chemical gases fillin' \_\_\_\_\_ of little ones  
 With ongoin' sufferin' as the youth die young  
 So ask yourself is the lovin' really gone  
 So I could ask myself really what is goin' wrong  
 In this world that we livin' in people keep on \_\_\_\_\_ in  
 Makin' wrong decisions, only visions of them \_\_\_\_\_  
 Not respectin' each other, deny thy \_\_\_\_\_  
 A war is goin' on but the reason's undercover  
 The truth is kept secret, it's swept under the \_\_\_\_\_  
 If you never know truth then you never know \_\_\_\_\_  
 Where's the love, y'all, come on (I don't know)  
 Where's the truth, y'all, come on (I don't know)  
 Where's the love, y'all  
 People killin', people dyin'  
 Children hurt and you hear them cryin'  
 Can you practice what you preach?  
 Or would you turn the other cheek?  
 Father, Father, Father help us  
 Send some guidance from above  
 'Cause people got me, got me questionin'  
 Where is the love (Love) Where is the love (The love)?  
 Where is the love (The love)? Where is the love (The love)?  
 Where is the love (The love)? Where is the love (The love)?  
 Where is the love (The love)? Where is the love, the love, the  
 love?  
 I feel the weight of the world on my \_\_\_\_\_  
 As I'm gettin' older, y'all, people gets \_\_\_\_\_  
 Most of us only care about \_\_\_\_\_ makin'  
 Selfishness got us followin' the wrong direction  
 Wrong information always shown by the \_\_\_\_\_  
 Negative images is the main \_\_\_\_\_  
 Infecting the young minds faster than \_\_\_\_\_  
 Kids wanna act like what they see in the \_\_\_\_\_  
 Yo', whatever happened to the values of \_\_\_\_\_  
 Whatever happened to the fairness and \_\_\_\_\_  
 Instead of spreading love we're spreading \_\_\_\_\_  
 Lack of understanding, leading us away from \_\_\_\_\_  
 That's the reason why sometimes I'm feelin' under  
 That's the reason why sometimes I'm feelin' down  
 There's no wonder why sometimes I'm feelin' under  
 Gotta keep my faith alive 'til love is found  
 Now ask yourself

love  
 lungs  
 rug  
 dividends  
 brother  
 strange  
 givin'

colder  
 shoulder  
 money  
 criteria  
 bacteria  
 cinema  
 media  
 unity  
 humanity  
 animosity  
 equality

## 2. Speaking /6; 68-69/:

*Ex.10. Explain the situation: There is a bomb in the institute*

- What are the main rules of behavior in this situation?

- What ways of evacuation can you name?
- How can people protect themselves?

*Ex.11. Questions for discussion:*

- Why do people commit these cruel actions?
- How should people behave in extreme situations?
- What ways of evacuation do you know?
- What would you do if you were in one of these extreme situations?
- How to prevent people all over the world from becoming victims of terrorism?

**Основная литература: 6**

**Дополнительная литература: 1-5, 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.

**Тема № 4. Анализ пройденного грамматического и лексического материала, редакция рефератов, статей и терминологического словаря к экзамену - 6 часов**

**План практического занятия № 1 – 1 час**

**1. Reading /6; 129-131/:** From the history of Scotland Yard

**2. Writing: write an article on the problem of your Master’s thesis.**

**Speaking /6; 138-139/:** Read the text “Police Technology in the USA” and be ready to discuss the following questions:

- What are the technical devices that are used in the US, UK and Kazakhstan Police?
- What is the classification of special means of protection and attack?
- Which of them are for individual protection? Which of them are borrowed from other countries, are there any original or adapted ones?

**Основная литература: 6**

**Дополнительная литература: 4, 5, 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. Reading /6; 139-140/:** History of FBI

**2. Speaking /6; 138-139/:** Read the text “Police Technology in the USA” and be ready to discuss the following questions:

- What are the technical devices that are used in the US, UK and Kazakhstan Police?
- What is the classification of special means of protection and attack?

- Which of them are for individual protection? Which of them are borrowed from other countries, are there any original or adapted ones?

**Основная литература:** 6

**Дополнительная литература:** 4, 5, 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. Reading /6; 150/:** Organization of the French police

**2. Speaking:** Speak on the requirements of fire arm and physical force implementation by police officers.

**Основная литература:** 6

**Дополнительная литература:** 4, 5, 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. Reading /6; 151/:** Organization of the Italian Police

**2. Speaking:** Speak on the requirements of fire arm and physical force implementation by police officers.

**Основная литература:** 6

**Дополнительная литература:** 4, 5, 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. Reading:** Find out an article on criminal situation in your city. Put down new vocabulary. Translate the text and be ready to speak on it.

**2. Speaking:** Speak on the requirements of fire arm and physical force implementation by police officers.

**Основная литература:** 6

**Дополнительная литература:** 4, 5, 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. Reading:** Find out an article on criminal situation in your city. Put down new

vocabulary. Translate the text and be ready to speak on it.

**2. Speaking:** Speak on the requirements of fire arm and physical force implementation by police officers.

**Основная литература:** 6

**Дополнительная литература:** 4, 5, 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.

## **2.10. Методические рекомендации по изучению дисциплины**

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

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 магистрантов 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 магистра 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 магистерской работы 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 магистрантов получает свое дальнейшее расширение, в том числе за счет потенциального словаря, на 1200 лексических единиц.

Организация самостоятельной работы магистрантов регламентируется в соответствии с Положением о самостоятельной работе магистрантов, разрабатываемым высшим учебным заведением. При разработке заданий для СРМ 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 студент выступает как полноправный участник процесса обучения, построенного на принципах сознательного партнёрства и взаимодействия с преподавателем, что непосредственно связано с развитием самостоятельности магистранта, 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 залого. 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.

#### **2.11. Методические рекомендации и указания по выполнению практических работ, курсовых работ и т.п.**

Практические и курсовые работы по дисциплине «Иностранный язык (профессиональный)» не предусмотрены.

## 2.12. 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
A 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 адекватным типом 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.

**2.13. Экзаменационные вопросы по дисциплине**

По дисциплине «Иностранный язык (профессиональный)» экзамен принимается в устной форме

**2.14. Составитель:** доцент кафедры языковой подготовки, член-корреспондент АПНК, к.п.н., подполковник полиции Туркенова С.С.