Министерство науки и высшего образования Российской Федерации

Федеральное государственное бюджетное образовательное учреждение высшего образования
«Сибирский государственный индустриальный университет»

Университетский колледж

УТВЕРЖДАЮ
Директор института горного дела и геосистем
_____ Ю.Е. Прошунин
подпись
«____» _____ 20___ г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Иностранный язык в профессиональной деятельности

21.02.17 «Подземная разработка месторождений полезных ископаемых» (направленность (профиль): «Подземная разработка месторождений полезных ископаемых»)

Квалификация выпускника
Специалист по горным работам

Форма обучения
Очная форма

Срок обучения: 3 года 10 месяцев

Год начала подготовки 2025

Новокузнецк
2025

СибГИУ
Подлинник электронного документа хранится в системе электронного согласования документов СибГИУ
ДОКУМЕНТ ПОДПИСАН ЭП
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Дата и время: 06-06-2025 08:58:39 ПРОВЕРИТЬ ПОДПИСЬ

1 Цели и задачи освоения учебной дисциплины

Целями учебной дисциплины являются:

– – формирование навыка общения на профессиональные темы на иностранном языке;

– формирование компетенции пользоваться профессиональной документацией на иностранном языке.

Задачами учебной дисциплины являются:

– – формирование навыка общения на профессиональные темы на иностранном языке;

– формирование компетенции пользоваться профессиональной документацией на иностранном языке.

2 Место учебной дисциплины в структуре ООП по специальности

Учебная дисциплина относится к учебным дисциплинам социально-гуманитарного цикла ООП по специальности 21.02.17 «Подземная разработка месторождений полезных ископаемых».

Учебная дисциплина базируется на предварительном усвоении обучающимися учебных дисциплин:

– Иностранный язык.

Учебная дисциплина дополняет умения и знания, получаемые по одновременно изучаемым и последующим учебным дисциплинам:

– Защита дипломного проекта (работы).

3 Планируемые результаты обучения по учебной дисциплине

Процесс изучения учебной дисциплины направлен на формирование следующих компетенций:

Общие компетенции

– ОК 02.: Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности

– ОК 03.: Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по правовой и финансовой грамотности в различных жизненных ситуациях

– ОК 04.: Эффективно взаимодействовать и работать в коллективе и команде

– ОК 05.: Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста

– ОК 09.: Пользоваться профессиональной документацией на государственном и иностранном языках.

В результате освоения учебной дисциплины обучающийся должен уметь, знать:

Код ОК, ПК	Уметь	Знать
ОК 02. ОК 03. ОК 04. ОК 05. ОК 09.	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые); понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы	правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности.

4 Объем и содержание учебной дисциплины

Учебная деятельность обучающихся предусматривает учебные занятия (практическое занятие), самостоятельную работу, а также другие виды учебной деятельности, определенные учебным планом и календарным планом воспитательной работы.

Объем учебной дисциплины

Семестр / курс	***ИТОГО***	***3 семестр***	***4 семестр***	***5 семестр***	***6 семестр***	***7 семестр***
Форма промежуточной аттестации		*зачет*	*зачет*	*зачет*	*зачет*	*зачет*
Трудоёмкость, *академ. час.*	***176***	*38*	*38*	*32*	*34*	*34*
Лекции, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*

Лабораторные работы, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*
Практические занятия, *академ. час.*	***170***	*32*	*38*	*32*	*34*	*34*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*
Курсовая работа / проект, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*
Консультации, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*
Самостоятельная работа, *академ. час.*	***6***	*6*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*
Контроль, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*

Содержание учебной дисциплины

Раздел 1 Английский язык в профессиональном общении; (Проблемы выбора будущей профессии. Компетенции эксперта по качеству. Востребованность профессии в современном мире. Английский язык-язык международного общения в современном мире. Его необходимость для развития профессиональной квалификации. Подготовка к WS по компетенциям Управление жизненными циклами. Типовые инструкции по охране труда.);

Тема 1.1 Я и моя профессия (Грамматический материал: временные категории будущего времени:
Future Simple, Present Progressive. Степени сравнения прилагательных. Модальные глаголы.
Лексический материал: Лексические единицы с обозначением профессий и описание соответствующих им действий по модели (an

engineer looks after machines). Чтение текстов с профессиональной направленностью.
Говорение: Group discussion «Advantages and Disadvantages of the chosen profession». Монологическое высказывание по теме «It is important to be a qualified professional».);

Тема 1.2 Чтение чертежей и технической документации на английском языке (Грамматический материал: модальные глаголы, Participle 2, времена группы Perfect.
Лексический материал: обозначение реквизитов чертежа; техническая документация, чтение и перевод инструкций.
Говорение: презентация чертежа.);

Тема 1.3 Подземная разработка месторождений полезных ископаемых (Грамматический материал:
герундий, инфинитив, Passive Voice, во-просительные конструкции, условные предложения (Zero conditional, First conditional).
Лексический материал: лексические единицы, обозначающие названия инструментов; предлоги места. Чтение текстов с профессиональной направленностью.);

Тема 1.4 Станки и оборудование (Грамматический материал: условные предложения (Second and Third conditional).
Лексический материал: изучение и отработка лексики по теме «Tools» Чтение текстов с профессиональной направленностью.);

Тема 1.5 Основные операции в профессиональной деятельности (Грамматический материал: фразовые глаголы (phrasal verbs).
Лексический материал: союзы и их употребление (and, but, than, because of). Чтение текстов с профессиональной направленностью.
Говорение: презентация на тему «Профессиональная деятельность».);

Раздел 2 Трудоустройство в международную компанию по специальности (Подготовка к собеседованию при устройстве на работу. Применение речевого этикета и формул вежливости в диалоговом общении.);

Тема 2.1 Речевой этикет (Грамматический материал: порядок слов в предложении (word order)
Лексический материал: формулы вежливости в диалоговом общении (could you, would you, if you don’t mind), составление резюме. Чтение текстов с профессиональной направленностью.
Говорение: Telephone Talk; диалог (собеседование при устройстве на работу.);

Раздел 3 Деловое общение с клиентами и партнерам (Организация и участие в переговорах, деловых встречах. Ведение переговоров и деловой переписки.);

Тема 3.1 Участие в переговорах в качестве специалиста (Грамматический материал: определенный артикль.
Лексический материал: диалоговые речевые клише. Чтение текстов с

профессиональной направленностью.
Говорение: диалог «Организация и участие в переговорах, деловых встречах. Ведение переговоров».);

Тема 3.2 Торговые операции (Грамматический материал: исчисляемые существительные
Лексический материал: тематическая лексика (invoice, order, shipment, brochure, leaflet, catalogue) Чтение текстов с профессиональной направленностью.
Говорение: презентация по теме «Торговля в разных странах».);

Тема 3.3 Ведение деловой переписки (Грамматический материал: неисчислимые существительные
Лексический материал: реквизиты и структура делового письма Чтение текстов с профессиональной направленностью.
Говорение: написание делового письма.);

Раздел 4 Представительство компании (Проведение финансовых операций на иностранном языке. Освоение корпоративной лексики. Участие в международных выставках.);

Тема 4.1 Структура компании (Грамматический материал: few-a few; little-a little
Лексический материал: корпоративная лексика (stuff, CEO, chief engineer, company, business integrity) Чтение текстов с профессиональной направленностью.
Говорение: презентация компании.);

Тема 4.2 Финансовые операции (Грамматический материал: much-many
Лексический материал: тематическая лексика (account, share, shareholders, sales, profit, income, business strategy, loss)Чтение текстов с профессиональной направленностью.
Говорение: диалог «At the bank».);

Тема 4.3 Участие в совещании (Грамматический материал: Косвенная речь
Лексический материал: лексика и речевые клише по теме «Business meeting and agenda» Чтение текстов с профессиональной направленностью.
Говорение: диалог «Discussing budget planning».);

Тема 4.4 Участие в выставках в качестве специалиста (Грамматический материал: Косвенная речь
Лексический материал: лексика и речевые клише по теме «Business negotiation» «Advertisement». Чтение текстов с профессиональной направленностью.
Говорение: презентация оборудования.);

Раздел 5 Экологические проблемы Кузбасса (Изучение экологических проблем и поиск их решения.);

Тема 5.1 Работа над проектом «Экологические проблемы Кузбасса» (Грамматический материал: косвенные вопросы.

Лексический материал: лексика и речевые клише по темам «The global ecological problems caused by the rapid technological progress», «The environmental problems of Kuzbass». Чтение текстов с профессиональной направленностью.
Говорение: презентация «The environmental problems of Kuzbass».).

5 Перечень тем лекций

№ раздела / темы дисциплины	Темы лекций	Трудоемкость, *академ.час*	
		всего	**в форме практической подготовки**
	Отсутствуют		
Итого:		**0**	**0**

6 Перечень тем практических занятий (семинаров)

№ раздела / темы дисциплины	Темы практических занятий (семинаров)	Трудоемкость, *академ.час*	
		всего	**в форме практической подготовки**
Раздел 1; Тема 1.1.	Я и моя профессия	10	
Раздел 1; Тема 1.2.	Чтение чертежей и технической документации на английском языке	10	
Раздел 1; Тема 1.3.	Подземная разработка месторождений полезных ископаемых	12	
Раздел 1; Тема 1.4.	Станки и оборудование	18	
Раздел 1; Тема 1.5.	Основные операции в профессиональной деятельности	20	
Раздел 2; Тема 2.1.	Речевой этикет	16	
Раздел 3; Тема 3.1.	Участие в переговорах в качестве специалиста	16	
Раздел 3; Тема 3.2.	Торговые операции	12	
Раздел 3; Тема 3.3.	Ведение деловой переписки	12	
Раздел 4; Тема 4.1.	Структура компании	10	
Раздел 4; Тема 4.2.	Финансовые операции	8	
Раздел 4; Тема 4.3.	Участие в совещании	8	
Раздел 4; Тема 4.4.	Участие в выставках в качестве специалиста	6	

Раздел 5; Тема 5.1.	Работа над проектом «Экологические проблемы Кузбасса»	12	
Итого:		**170**	**0**

7 Перечень тем лабораторных работ

№ раздела / темы дисциплины	**Темы лабораторных работ**	**Трудоемкость, *академ.час***	
		всего	**в форме практической подготовки**
	Отсутствуют		
Итого:		**0**	**0**

8 Перечень тем курсовых работ (проектов)

№ раздела / темы дисциплины	**Темы курсовых работ (проектов)**	**Трудоемкость, *академ.час***	
		всего	**в форме практической подготовки**
	Отсутствуют		
Итого:		**0**	**0**

9 Виды самостоятельной работы

№ раздела / темы дисциплины	**Виды самостоятельной работы**	**Трудоемкость, *академ.час***	
		всего	**в форме практической подготовки**
Раздел 1; Тема 1.1.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка диалога; 5. Подготовка к практическому занятию.	2	
Раздел 1; Тема 1.2.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка к практическому занятию;	2	

	5. Подготовка презентации.		
Раздел 1; Тема 1.3.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка к практическому занятию; 5. Прохождение тестирования.	2	
Раздел 1; Тема 1.4.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка к практическому занятию.		
Раздел 1; Тема 1.5.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка к практическому занятию.		
Раздел 2; Тема 2.1.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка диалога; 5. Подготовка к практическому занятию.		
Раздел 3; Тема 3.1.	1. Выполнение контрольно-тренировочных		

	упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка диалога; 5. Подготовка к практическому занятию.		
Раздел 3; Тема 3.2.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка к практическому занятию.		
Раздел 3; Тема 3.3.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка к практическому занятию.		
Раздел 4; Тема 4.1.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка к практическому занятию.		
Раздел 4; Тема 4.2.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка диалога;		

	5. Подготовка к практическому занятию.		
Раздел 4; Тема 4.3.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка диалога; 5. Подготовка к практическому занятию.		
Раздел 4; Тема 4.4.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка к практическому занятию.		
Раздел 5; Тема 5.1.	1. Выполнение контрольно-тренировочных упражнений; 2. Выполнение перевода и работа с текстом; 3. Изучение теоретического материала; 4. Подготовка к практическому занятию.		
Итого:		**6**	**0**

10 Матрица компетентностных задач по учебной дисциплине

Контролируемые разделы (темы) дисциплины	Контролируемые компетенции	Оценочные средства
Раздел 1; Тема 1.1.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Диалог; 2. Контрольно-тренировочные упражнения; 3. Наблюдение за работой на практическом занятии; 4. Перевод и работа с текстом
Раздел 1; Тема 1.2.	ОК 02.; ОК 03.; ОК 04.;	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на

	ОК 05.; ОК 09.	практическом занятии; 3. Перевод и работа с текстом; 4. Презентация
Раздел 1; Тема 1.3.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом; 4. Тестовые задания
Раздел 1; Тема 1.4.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом
Раздел 1; Тема 1.5.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом
Раздел 2; Тема 2.1.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Диалог; 2. Контрольно-тренировочные упражнения; 3. Наблюдение за работой на практическом занятии; 4. Перевод и работа с текстом
Раздел 3; Тема 3.1.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Диалог; 2. Контрольно-тренировочные упражнения; 3. Наблюдение за работой на практическом занятии; 4. Перевод и работа с текстом
Раздел 3; Тема 3.2.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом
Раздел 3; Тема 3.3.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом
Раздел 4; Тема 4.1.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом
Раздел 4; Тема 4.2.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Диалог; 2. Контрольно-тренировочные упражнения; 3. Наблюдение за работой на практическом занятии; 4. Перевод и работа с текстом

Раздел 4; Тема 4.3.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Диалог; 2. Контрольно-тренировочные упражнения; 3. Наблюдение за работой на практическом занятии; 4. Перевод и работа с текстом
Раздел 4; Тема 4.4.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом
Раздел 5; Тема 5.1.	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии; 3. Перевод и работа с текстом
Зачет (3 семестр).	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Зачет на основе результатов текущего контроля
Зачет (4 семестр).	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Зачет на основе результатов текущего контроля
Зачет (5 семестр).	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Зачет на основе результатов текущего контроля
Зачет (6 семестр).	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Зачет на основе результатов текущего контроля
Зачет (7 семестр).	ОК 02.; ОК 03.; ОК 04.; ОК 05.; ОК 09.	1. Зачет на основе результатов текущего контроля

11 Входной контроль

11.1 Цель входного контроля − определить начальный уровень подготовленности обучающихся и выстроить индивидуальную траекторию обучения. В условиях личностно-ориентированной образовательной среды результаты входного оценивания обучающегося используются как начальные значения в индивидуальном профиле академической успешности обучающегося.

11.2 Описание оценочных средств

Форма проведения входного контроля – тестирование.

Длительность тестирования – 20 минут.

Тестирование проводится в течение первых двух недель изучения учебной дисциплины в СУО «Moodle».

Для проведения тестирования используются тестовые задания для входного контроля (для ответа на 1 вопрос, как правило, выделяется 1 минута).

Шкала оценивания результатов тестирования

За каждый правильный ответ выставляется 1 балл. Оценка выставляется в зависимости от процента правильных ответов:

Оценка формируется в соответствии с критериями таблицы:

Процент результативности (правильных ответов)	Оценка
86 до 100	«отлично»
от 67до 85	«хорошо»
от 50 до 66	«удовлетворительно»
менее 50	«неудовлетворительно»

Основываясь на результатах тестирования, формируется индивидуальная траектория обучающегося (группы обучающихся), исходя из следующих соображений:

– 86 – 100 % – обучающийся готов к изучению учебной дисциплины без дополнительного повторения изученного ранее материала;

– 50 – 67 % – обучающийся в целом готов к изучению учебной дисциплины, требуется повторение отдельных вопросов(тем) изученного ранее материала, необходимого для успешного освоения учебной дисциплины;

– 49% и менее – обучающийся имеет слабую подготовку к изучению учебной дисциплины, необходимы корректирующие занятия и консультации.

Тестовые задания для входного контроля знаний обучающихся приведены в приложении.

12 Текущий контроль

12.1 Текущий контроль знаний используется для оперативного и регулярного управления учебной деятельностью (в том числе самостоятельной) обучающихся. Данный вид контроля стимулирует у обучающихся стремление к систематической самостоятельной работе по изучению учебной дисциплины и позволяет оценить степень освоения изученного материала.

Текущий контроль успеваемости осуществляется в течение семестра, в ходе повседневной учебной работы по индивидуальной инициативе педагогического работника, в том числе посредством использования СУО «Moodle».

Формы проведения текущего контроля – диалог; контрольно-тренировочные упражнения; наблюдение за работой на практическом занятии; перевод и работа с текстом; презентация; тестовые задания.

12.2 Описание оценочных средств

Шкалы оценивания (методики оценки)

12.2.1 Рекомендации по оцениванию результатов тестирования обучающихся

Тестирование проводится по изученным разделам (темам) учебной дисциплины для выявления уровня умений и знаний обучающегося, мотивирования обучающегося к активизации самостоятельной работы по усвоению учебного материала, выявления и устранения пробелов в знаниях, повышения дисциплины и организации учебной деятельности обучающегося.

Тестирование проводится в СУО «Moodle» в рамках часов, отведенных на самостоятельную работу обучающихся. Для тестирования используется не менее 20 вопросов из базы типовых тестовых заданий по изученным разделам (темам) учебной дисциплины. В случае выбора неправильного ответа обучающийся получает за данный вопрос 0 баллов; в случае правильного ответа – 1 балл; в заданиях на соответствие за каждый правильный ответ – 0,5 баллов.

Оценка формируется в соответствии с критериями таблицы:

Максимальный балл	Проходной балл	Оценка
20	не менее 18	отлично
17	не менее 14	хорошо
13	не менее 10	удовлетворительно
9	–	неудовлетворительно

12.2.2 Рекомендации по оцениванию в процессе наблюдения за работой на практическом занятии

Наблюдение за работой на практическом занятии – важнейший компонент контроля деятельности обучающихся и качества их обучения.

Критерии оценки в процессе наблюдения за работой на практическом занятии:

– самостоятельность выполнения задания и работы с методическими указаниями (учитывается работа в течение занятия,

быстрота и способность нахождения в методических указаниях нужной информации);

– правильность выполнения работы (учитывается последовательность выполняемых действий, умение работать с инструментами и/или средствами вычислительной техники);

– рациональность использования времени, отведенного на задание (не одобряется затянутость выполнения работы с учетом индивидуальных особенностей обучающихся);

– активность обучающегося при выполнении практической работы (учитывается индивидуальная работа и работа в группе).

Критерии оценки по результатам наблюдения за работой на практическом занятии

Наименование параметра оценки	Максимальное количество баллов
Самостоятельно выполняет задания; умеет работать с методическими указаниями.	2,5
Указанные в методических указаниях действия выполняет в правильной последовательности; умеет работать с инструментами и/или средствами вычислительной техники.	1,25
Рационально использует время, отведенное на задание; проявляет активность при выполнении практической работы.	1,25
Итого	**5**

Максимальное количество – 5 баллов соответствует оценке «отлично», 4 балла – «хорошо», 3 балла – «удовлетворительно», 2 балла – «неудовлетворительно».

12.2.3 Рекомендации по оцениванию выполнения контрольно-тренировочных упражнений

Контрольно-тренировочные упражнения – упражнения / задания по грамматике и лексике, а также по развитию речевой деятельности, выполняемые студентами самостоятельно с использованием справочников, словарей и методических указаний.

Критерии оценки грамматических/лексических упражнений

Процент выполнения	Баллы	Оценка
100-80%	50-40	отлично
79-65%	39-32	хорошо
64-45%	31-22	удовлетворительно
менее 45%	менее 22	неудовлетворительно

12.2.4 Рекомендации по оцениванию выполнения презентации

Презентация – средство или метод, который используют в обучении (особенно иностранным языка) и подготовке работников и специалистов для представления информации.

Рекомендации по оцениванию

Оценка	Критерии оценки
Отлично	Цель коммуникации достигнута, ситуация раскрыта, условия коммуникации соблюдены, ответная коммуникация адекватна, выбор форм обращения, терминологии и клише соответствует цели коммуникации, отсутствуют грубые языковые ошибки, допускаются незначительные стилистические погрешности, ошибки не влияют на понимание высказывания.
Хорошо	Условия коммуникации соблюдены, ответная коммуникация адекватна, выбор форм обращения, терминологии и клише соответствует цели коммуникации, имеются незначительные языковые ошибки, допускаются стилистические погрешности, ошибки не существенно влияют на понимание высказывания.
Удовлетворительно	Цель коммуникации достигнута частично, ситуация не полностью раскрыта, условия коммуникации нарушены, ответная коммуникация не вполне адекватна, выбор форм обращения, терминологии и клише не полностью соответствует цели коммуникации или эти единицы недостаточны, присутствуют грубые языковые ошибки, ошибки влияют на понимание высказывания.
Неудовлетворительно	Цель коммуникации не достигнута,

	ситуация не раскрыта, условия коммуникации нарушены, ответная коммуникация неадекватна, выбор форм обращения, терминологии и клише не соответствует цели коммуникации или эти единицы отсутствуют, присутствуют грубые языковые ошибки, ошибки влияют на понимание высказывания.

12.2.5 Рекомендации по оцениванию перевода текста и работы с текстом

Перевод текста – очень краткое, сжатое изложение иноязычного текста, иноязычной статьи и т.д. или текстов, статей близкого содержания по специальности студента на родном языке.

Критерии оценки	Оценка
В переводе полностью отсутствуют смысловые искажения, неточности, неясности и вольности, нормативно-языковые (неграмотность) и узуальные ошибки. Перевод отражает основные мысли автора и стиль текста оригинала.	отлично
В переводе отсутствуют смысловые искажения, неточности, неясности и вольности. Перевод отражает основные мысли автора и стиль текста оригинала, но в нем присутствуют незначительные нормативно-языковые (неграмотность) и узуальные ошибки.	хорошо
Перевод отражает основные мысли автора, но в нем имеются незначительные смысловые искажения, неточности, неясности, вольности и стиль текста оригинала не сохранен.	удовлетворительно
В переводе имеются существенные смысловые искажения, нормативно-языковые ошибки, стиль текста оригинала нарушен.	неудовлетворительно

12.2.6 Рекомендации по оцениванию диалога

Критерии оценки диалога – устной разговорной речи (максимальное количество баллов 10)

Баллы / Критерии	2	1	0
1.Содержание	Соблюден объем высказывания. Высказывание соответствует теме; отражены все	Не полный объем высказывания. Высказывание соответствует теме; не отражены	Незначительный объем высказывания, которое не в полной мере

	аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на уровне, нормы вежливости соблюдены.	некоторые аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация не всегда на соответствующем уровне, но нормы вежливости соблюдены.	соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи не в полной мере соответствует типу задания, аргументация не на соответствующем уровне, нормы вежливости не соблюдены.
2.Организация	Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.	Коммуникация немного затруднена.	Коммуникация существенно затруднена, обучающийся не проявляет речевой инициативы.
3.Лексика	Лексика адекватна поставленной задаче и требованиям данного года обучения языку.	Лексические ошибки незначительно влияют на восприятие речи обучающегося.	Лексические ошибки значительно влияют на восприятие речи обучающегося.
4.Грамматика	Использованы разные грамматические конструкций в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические ошибки не мешают коммуникации.	Грамматические незначительно влияют на восприятие речи обучающегося.	Количество грамматических конструкций крайне ограниченно; значительное количество грамматических ошибок, в том числе грубых.
5.Произношение	Артикуляцию говорящего легко понять; темп речи нормальный; звучание	Говорящего иногда сложно понять из-за неправильного произношения и/ли тихого голоса;	Говорящего очень сложно понять; речь воспринимается с трудом из-за

	достаточно громкое; интонирование верно; речь звучит в естественном темпе, нет грубых фонетических ошибок.	речь иногда неоправданно паузирована; в отдельных словах допускаются фонетические ошибки (замена, английских фонем сходными русскими); общая интонация обусловлена влиянием родного языка.	большого количества фонетических ошибок; интонация обусловлена влиянием родного языка.

В зависимости от количества набранных обучающимися баллов за диалог оценка ставится по следующей градационной сетке:

Количество набранных баллов	Оценка
9-10	отлично
7-8	хорошо
5-6	удовлетворительно
0-4	неудовлетворительно

Задания и вопросы для текущего контроля знаний обучающихся по разделам (темам) учебной дисциплины приведены в приложении.

13 Промежуточная аттестация

13.1 Оценочные материалы для промежуточной аттестации обучающихся по учебной дисциплине предназначены для оценки степени достижения запланированных результатов обучения по завершению изучения учебной дисциплины в установленной учебным планом форме и позволяют определить качество усвоения изученного материала.

Итоговой формой контроля сформированности компетенций у обучающихся по учебной дисциплине является: зачет (3 семестр); зачет (4 семестр); зачет (5 семестр); зачет (6 семестр); зачет (7 семестр).

Оценочные материалы для промежуточной аттестации обучающихся включают: зачет на основе результатов текущего контроля.

13.2 Оценивание обучающегося на зачете (3 семестр)

Оценка	Требования к знаниям
зачтено	Оценка «зачтено» выставляется обучающемуся, если он

Оценка	Требования к знаниям
	твердо знает программный материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, обладает необходимыми умениями и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по учебной дисциплине.
не зачтено	Оценка «не зачтено» выставляется обучающемуся, который не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы. Как правило, оценка «не зачтено» ставится обучающимся, которые не могут продолжить обучение без дополнительных занятий по данной учебной дисциплине.

13.3 Оценивание обучающегося на зачете (4 семестр)

Оценка	Требования к знаниям
зачтено	Оценка «зачтено» выставляется обучающемуся, если он твердо знает программный материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, обладает необходимыми умениями и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по учебной дисциплине.
не зачтено	Оценка «не зачтено» выставляется обучающемуся, который не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы. Как правило, оценка «не зачтено» ставится обучающимся, которые не могут продолжить обучение без дополнительных занятий по данной учебной дисциплине.

13.4 Оценивание обучающегося на зачете (5 семестр)

Оценка	Требования к знаниям
зачтено	Оценка «зачтено» выставляется обучающемуся, если он твердо знает программный материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, обладает необходимыми умениями и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по учебной дисциплине.
не зачтено	Оценка «не зачтено» выставляется обучающемуся, который не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет

Оценка	Требования к знаниям
	представлений по методике выполнения практической работы. Как правило, оценка «не зачтено» ставится обучающимся, которые не могут продолжить обучение без дополнительных занятий по данной учебной дисциплине.

13.5 Оценивание обучающегося на зачете (6 семестр)

Оценка	Требования к знаниям
зачтено	Оценка «зачтено» выставляется обучающемуся, если он твердо знает программный материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, обладает необходимыми умениями и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по учебной дисциплине.
не зачтено	Оценка «не зачтено» выставляется обучающемуся, который не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы. Как правило, оценка «не зачтено» ставится обучающимся, которые не могут продолжить обучение без дополнительных занятий по данной учебной дисциплине.

13.6 Оценивание обучающегося на зачете (7 семестр)

Оценка	Требования к знаниям
зачтено	Оценка «зачтено» выставляется обучающемуся, если он твердо знает программный материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, обладает необходимыми умениями и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по учебной дисциплине.
не зачтено	Оценка «не зачтено» выставляется обучающемуся, который не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы. Как правило, оценка «не зачтено» ставится обучающимся, которые не могут продолжить обучение без дополнительных занятий по данной учебной дисциплине.

Задания и вопросы для промежуточной аттестации обучающихся приведены в приложении.

14 Учебно-методическое и информационное обеспечение учебной дисциплины

а) основная литература:

1 Невзорова, Г. Д. Английский язык. Грамматика : учебное пособие для среднего профессионального образования / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва :Издательство Юрайт, 2024. — 213 с. — (Профессиональное образование). — ISBN 978-5-534-09886-0. – URL: https://urait.ru/book/angliyskiy-yazyk-grammatika-538160 (дата обращения: 21.05.2025);

2 Кузьменкова, Ю. Б. Английский язык для технических колледжей (A1) : учебное пособие для среднего профессионального образования / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2024. — 195 с. — (Профессиональное образование). — ISBN 978-5-534-17397-0. – URL: https://urait.ru/book/angliyskiy-yazyk-dlya-tehnicheskih-kolledzhey-a1-533005 (дата обращения: 21.05.2025).

б) дополнительная литература:

1 1 Коваленко, И. Ю. Английский язык для инженеров : учебник и практикум для среднего профессионального образования / И. Ю. Коваленко. — Москва : Издательство Юрайт, 2024. — 275 с. — (Профессиональное образование). — ISBN 978-5-534-18940-7. – URL: https://urait.ru/book/angliyskiy-yazyk-dlya-inzhenerov-555482 (дата обращения: 21.05.2025);

2 Изволенская, А. С. Английский язык для колледжей (A2-B2) : учебник для среднего профессионального образования / А. С. Изволенская, Е. Э. Кожарская ; под редакцией Л. В. Полубиченко. — Москва : Издательство Юрайт, 2025. — 185 с. — (Профессиональное образование). — ISBN 978-5-534-16355-1. – URL: https://urait.ru/book/angliyskiy-yazyk-dlya-kolledzhey-a2-b2-564765 (дата обращения: 21.05.2025).

в) ресурсы информационно-телекоммуникационной сети «Интернет»:

1 Электронный каталог : сайт / Научно-техническая библиотека СибГИУ. – Новокузнецк, [199 –]. – URL: http://libr.sibsiu.ru. – URL: https://libr.sibsiu.ru;

2 Электронная библиотека // Научно-техническая библиотека СибГИУ : сайт. – Новокузнецк, [200 –]. – URL: http://library.sibsiu.ru/LibrELibraryFullText.asp. – Режим доступа: для авторизир. пользователей. – URL: https://library.sibsiu.ru/LibrELibraryFullText.asp;

3 Консультант студента : электронно-библиотечная система / ООО «КОНСУЛЬТАНТ СТУДЕНТА». – Москва, [200 –]. – URL: http://www.studentlibrary.ru. – Режим доступа: для авторизир. пользователей;

4 ЛАНЬ : электронно-библиотечная система : [Единая профессиональная база знаний издательства Лань для СПО - Издательство Лань (СПО)] / ООО «Издательство ЛАНЬ». – Санкт-Петербург, [200 –]. – URL: http://e.lanbook.com. – Режим доступа: для авторизир. пользователей;

5 Образовательная платформа ЮРАЙТ / ООО «Электронное издательство ЮРАЙТ». – Москва, [200 –]. – URL: https://urait.ru. – Режим доступа: для авторизир. пользователей;

6 Университетская библиотека онлайн : электронно-библиотечная система / ООО «Директ-Медиа». – Москва, [200 –]. – URL: https://biblioclub.ru. – Режим доступа: для авторизир. пользователей;

7 НАУЧНАЯ ЭЛЕКТРОННАЯ БИБЛИОТЕКА eLIBRARY.RU : база данных / ООО «НЭБ». – Москва, [200 –]. – URL: http://elibrary.ru. – Режим доступа: по подписке;

8 Электронные периодические издания ИВИС : универсальная база данных / ООО «ИВИС». – Москва, [200 –]. – URL: http://eivis.ru. – Режим доступа: по подписке.

г) лицензионное и свободно распространяемое программное обеспечение:

– 7-Zip;
– Adobe Acrobat Reader;
– Astra Linux Special Edition;
– Kaspersky Endpoint Security;
– Microsoft Office;
– Microsoft Windows;
– OnlyOffice;
– Р7-Офис.

д) базы данных и информационно-справочные системы:

1 ГАРАНТ : справочно-правовая система / ООО «Правовой центр «Гарант». – Кемерово, [200 –]. – Режим доступа: компьютерная сеть Сиб. гос. индустр. ун-та.;

2 КонсультантПлюс : справочно-правовая система / ООО «Информационный центр АНВИК». – Новокузнецк, [199 –]. – Режим доступа: компьютерная сеть библиотеки Сиб. гос. индустр. ун-та.;

3 Техэксперт : информационно-справочная система / ООО «Группа компаний «Кодекс». – Кемерово, [200 –]. – Режим доступа: компьютерная сеть Сиб. гос. индустр. ун-та.

15 Материально-техническое обеспечение учебной дисциплины

Материально-техническое обеспечение учебной дисциплины включает учебные аудитории для проведения занятий всех видов, предусмотренных учебным планом, в том числе групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы,

мастерские и лаборатории, оснащенные оборудованием, техническими средствами обучения и материалами, учитывающими требования международных стандартов, научно-техническую библиотеку СибГИУ. Кабинет «Иностранного языка» для проведения практических занятий, оснащенный средствами обучения. Демонстрационные учебно-наглядные пособия:
1) демонстрационные материалы;
2) словари
Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к информационно-телекоммуникационной сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду.

Рабочая программа дисциплины составлена в соответствии с требованиями ФГОС СПО по направлению подготовки (специальности) 21.02.17 «Подземная разработка месторождений полезных ископаемых».

Составитель(и):

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Рабочая программа дисциплины рассмотрена и утверждена на заседании педагогического совета УК.

Согласована:
доцент кафедры английского языка и методики
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к.ф.н., доцент



Приложение

Тестовые задания для входного контроля знаний обучающихся

Выберите один правильный ответ.

Вопрос №1 (один ответ)
I _____Michael for ages.
Ответ №1 didn't see
Ответ №2 don't see
Ответ №3 haven't seen
Ответ №4 saw not

Вопрос №2 (один ответ)
I _____get up very early now.
Ответ №1 must to
Ответ №2 have to
Ответ №3 should to
Ответ №4 ought

Вопрос №3 (один ответ)
How much_____ to fly to New York?
Ответ №1 costs it
Ответ №2 it costs
Ответ №3 does cost
Ответ №4 does it cost

Вопрос №4 (один ответ)
My brother Nick is very good_____Maths.
Ответ №1 for
Ответ №2 at
Ответ №3 about
Ответ №4 In

Вопрос №5 (один ответ)
When did you discover that your car_____ ?
Ответ №1 was disappeared
Ответ №2 had been disappeared
Ответ №3 had disappeared
Ответ №4 disappearing

Вопрос №6 (один ответ)
If he_____ hard, he'll fail his final exams.
Ответ №1 doesn't work
Ответ №2 won't work
Ответ №3 hadn't worked

Ответ №4 wouldn’t work

Вопрос №7 (один ответ)
Have you heard the _____news?
Ответ №1 last
Ответ №2 previous
Ответ №3 latest
Ответ №4 do want

Вопрос №8 (один ответ)
Which of you_____ to go on an excursion?
Ответ №1 wants
Ответ №2 want
Ответ №3 does want
Ответ №4 do want

Вопрос №9 (один ответ)
I’d like to know_____ .
Ответ №1 where is my diary
Ответ №2 where it is my diary
Ответ №3 where my diary is
Ответ №4 my diary is where

Вопрос №10 (один ответ)
I’m very busy at the moment. I_____for my English exam.
Ответ №1 am preparing
Ответ №2 prepare
Ответ №3 have been preparing
Ответ №4 Am gong prepare

Вопрос №11 (один ответ)
_____you’ve given me!
Ответ №1 What a good advice
Ответ №2 What good advices
Ответ №3 What the good advice
Ответ №4 What good advice

Вопрос №12 (один ответ)
Ann said that she _____a new dress.
Ответ №1 had bought
Ответ №2 bought
Ответ №3 will buy
Ответ №4 buy

Вопрос №13 (один ответ)
Christmas is____ popular and colourful holiday in Great Britain.
Ответ №1 most
Ответ №2 the most
Ответ №3 most of all
Ответ №4 Very

Вопрос №14 (один ответ)
There is _____noise in Moscow.
Ответ №1 so many
Ответ №2 so much
Ответ №3 such much
Ответ №4 a lot

Вопрос №15 (один ответ)
Have you read any books _____Oscar Wilde?
Ответ №1 from
Ответ №2 since
Ответ №3 by
Ответ №4 For

Вопрос №16 (один ответ)
Are you_____ angry with me?
Ответ №1 yet
Ответ №2 else
Ответ №3 still
Ответ №4 While

Вопрос №17 (один ответ)
This time tomorrow_____ in the Black Sea.
Ответ №1 I'll be swimming
Ответ №2 I swim
Ответ №3 I'll swim
Ответ №4 I'll swimming

Вопрос №18 (один ответ)
I have known Dr Simon_____ 1982.
Ответ №1 since
Ответ №2 for
Ответ №3 about
Ответ №4 From

Вопрос №19 (один ответ)
Do you know_____ foreign languages?
Ответ №1 some

Ответ №2 some of
Ответ №3 any
Ответ №4 The

Вопрос №20 (один ответ)
This book_____ into 14 languages.
Ответ №1 translated
Ответ №2 has translated
Ответ №3 being translated much
Ответ №4 has been translated

Задания и вопросы для текущего контроля знаний обучающихся по разделам учебной дисциплины

1. Контрольно-тренировочные упражнения (примерные)

Контрольно-тренировочные упражнения – упражнения / задания по грамматике и лексике, а также по развитию речевой деятельности, выполняемые обучающимися самостоятельно с использованием справочников, словарей и методических указаний.

3 семестр

(Раздел 1 Тема 1.1)

Exercise 1. Use the verb in Future Simple.
1. I (to be) very busy at the beginning of January. We (to have) our exams.
2. This day (to come) soon.
3. Who (to join) me? Perhaps I (to drive) to Moscow this weekend.
4. You (to help) me or not?
5. He (to come) to see me next year.
6. How long you (to be) away? We (to miss) you.
7. She (to have) lunch in fifteen minutes.
8. I think I (to get up) earlier tomorrow.
9. Alex (to help) Maria to pass her exam, I'm sure.

Exercise 2. Use the verb in Present Simple or Future Simple.
1. Before you (to cross) the park, you (to come) to a square.
2. If I (to stay) some more days in your city, I (to call) on you and we (to have) a good talk.
3. After I (to finish) school, I (to enter) the University.
4. When he (to return) to Samara, he (to call) on us.
5. If I (to see) him, I (to tell) him about her letter.
6. The child (not to be) healthy, if you (not to give) him much vitamins.
7. I (to sing) you this song, if you (to tell) me the words.

8. If it (to be) very cold tonight, our car (not to start) in the morning.
9. I hope you (to join) us when we (to gather) in our country house the next time.
10. If the weather (to be) nice, we (to go) to the beach.

Exercise 3. Use the verb in Future Simple or Present Progressive.

1. Do you think it (rain) tomorrow?
2. I can't visit you tomorrow. I (work).
3. I'm sure you (win) this match.
4. What time he (leave) tomorrow?
5. Perhaps, she (visit) London one day.
6. I think, I (buy) this dress.
7. Look at the clouds! It (go) to rain!
8. Our neighbours (have) a party next week. They invite us

Exercise 4. Use the correct form of the adjective.

1. This text is the _____ of all.
2. I was ill last week but today I am_____
3. Park Street is _____ than Market Street.
4. This jacket is small for me. Show me a _____ one.
5. What is the _____ thing in life?
6. A crocodile is _____ than a water snake.
7. Helen is the _____ girl in our class.

Exercise 5. Use the correct form of the adjective.

1. Jill's a far_____ (intelligent) person than my brother.
2. Kate was the_____ (practical) of the family.
3. Greg felt _____ (bad) yesterday than the day before.
4. This wine is the _____ (good) I've ever tasted.
5. Jack was the_____ (tall) of the two.
6. Jack is the_____ (clever) of the three brothers.
7. If you need any _____ (far) information, please contact our head office.
8. The sinking of Titanic is one of _____ (famous) shipwreck stories of all time.
9. Please, send the books back without_____ (far) delay.
10. The deposits of oil in Russia are by far the _____ (rich) in the world.
11. Could you come a bit _____ (early) tomorrow?
12. I like this song _____ (well) than the previous one.
13. Which of these two performances did you enjoy _____ (much)?
14. The fire was put out_____ (quickly) than we expected.

Exercise 6. Use *more* or *less.*

- People are_____ intelligent than monkeys.
- Summer holidays are ____ splendid than winter holidays.

- Maths is _____ important than English.
- Books are _____ interesting than films.
- Writing in English is_____ difficult than speaking.
- Parents are_____ helpful than teachers.
- Reading is_____ useful than watching TV.
- Food is _____ expensive than clothes.

Exercise 7. Read the sentences and choose the correct answer.

1. Mike found himself a _____ job somewhere out of town.
a) safer
b) more safe
c) more safer
d) safest
2. We prefer the Palm Beach though it is_____ from the center.
a) the farther
b) farthest
c) the farthest
d) furthest
3. This detailed map is _____ the atlas.
a) more useful as
b) more useful like
c) more useful than
d) usefuller as
4. Safari parks are _____ places of all to keep animals.
a) better
b) the best
c) most better
d) more better
5. This computer is _____ advanced than the old model.
a) farther
b) far most
c) far
d) far more
6. They talked about _____ developments in agriculture.
a) the least
b) the latter
c) the latest
d) the late
7. The situation is_____ now and there isn't an easy solution.
a) less more complicated
b) many more complicate
c) much more complicated
d) farther more complicated
8. People stay indoors during the _____ part of the day.
a) most hottest

b) more hotter
c) most hotter
d) hottest

(Раздел 1 Тема 1.2)

Exercise 1. Choose must, can, need.

1. I ... not believe. I failed another test. — But you ... go to more classes and fewer parties. 2. Perhaps we ... meet next week. 3. ... he speak English in childhood? 4. My neighbours ... grow their own vegetables. 5. ... you turn the music down, please. 6. I ... not believe. I am already out of money. — You ... learn not to spend so much. — But I ... not help it, there are just things that I ... to buy. 7. If you want to improve your English, you ... work very hard. 8. ... I take this book? — Certainly, but you ... not give it to anybody. 9. Mother, ... I go to the country tomorrow? — No, you ... not. The doctor says you ... stay at home for a day or two. 10. There is something wrong with your television set. You ... call a repairman. — Oh, we ... not do, it! My brother ... fix it himself. 11. ... we bring these textbooks every day? — No, you ... not: you ... take them from the library. 12. ... you go to the country with us? — No, I am afraid I ... not: I ... go to the library.

Exercise 2. Complete the following sentences using the most appropriate forms of the verbs.

1. Jack has got a headache. He … sleep well recently.
   a) can't
   b) couldn't have
   c) hasn't been able to
2. I … sleep for hours when I was a little girls.
   a) could
   b) am able to
   c) can
3. Tom … play tennis well but he … play a game yesterday because he was ill.
   a) couldn't, could
   b) can, was able
   c) can, couldn't
4. I didn't want to be late for the meeting. We … meet at 5 sharp.
   a) were to
   b) had to
   c) could
5. Where are my gloves? — I … put them on because it's cold today.
   a) can't
   b) have to
   c) needn't

6. You … take an umbrella today. The Sun is shining.
   a) needn't
   b) mustn't
   c) can't
7. I'm sorry, you didn't invite me to your birthday party. You … invite me next time.
   a) must
   b) should
   c) need to
8. Well, it's 10 o'clock. I … go now.
   a) can
   b) has to
   c) must
9. You … smoke so much.
   a) would
   b) can't
   c) shouldn't
10. We have got plenty of time. We … hurry.
   a) must
   b) needn't
   c) should

Exercise 3. Translate the sentences into Russian paying attention to the Participle II.

1. He doesn't like boiled milk.
2. I remember well his words said at the meeting.
3. We don't like the book bought last week.
4. The stolen things were returned to the owner.
5. Asked about this event, he replied nothing.
6. The explanation given was not complete.
7. When burnt, coal produces heat.
8. The results received were of great importance for the further work.
9. When reconstructed the theatre looked more beautiful than before.
10. She showed us a list of the newly published books.

Exercise 4. Use the Participle II in the sentences and translate them.

1. The letter (to write) by him was very long.
2. We are interested in the goods (to produce) by this factory.
3. She didn't understand the word (to say) by him.
4. He didn't see the things (to keep) in her box.
5. I don't like the video (to buy) yesterday.
6. This is the house (to build) many years ago.
7. The question (to put) to the professor was important.
8. When (to offer) to work abroad, he refused.

9. The article on agriculture (to publish) in this magazine was written by Smith.
10. You can get the book (to recommend) by our teacher in the library.
11. When (to use) for building purposes, concrete is very important.
12. When (to complete) the new building will accommodate 3000 students.

Exercise 5. Complete the pairs of sentences. Use the Present Perfect or the Past Simple.

1. I (know) _____ her for six years.
   I (know) _____ him when I was at school.
2. He (live) _____ in Paris from 1997 to 2000.
   He (live) _____ in New York since 2001.
3. Where's Pete? I (not see) _____ him for ages.
   I (not see) _____ Pete last night.
4. We (be) _____ at primary school from 1993 to 1998.
   We (be) _____ in this class since September.
5. I (not watch) _____ this video yet.
   I (not watch) _____ a video at the weekend.

Exercise 6. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I _____ (never/ be) to the USA. I _____ (want) to go there last summer but I couldn't.
2. He _____ (live) in this street all his life.
3. His father _____ (come back) to London last Sunday.
4. Yan _____ (write) a letter to Nick two days ago.
5. He _____ (send) his letter yesterday.
6. They _____ (just/ buy) some postcards.

Exercise 7. Correct the mistakes in these sentences.

1. We lived here since 1997.
2. I've been ill since two days.
3. How long do you know him?
4. Susie has seen a good film last night.
5. We've finished our homework just.
6. I've already wrote three letters.

Exercise 8. Choose the correct option.

- She has /'s had a moped since she was 15.
- We took /'ve taken a taxi to town that morning.
- We played /'ve played volleyball last night
- I'm really hungry. I didn't eat / haven't eaten since last night.
- They visited/ 've visited Colorado last summer.

Exercise 9. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. Maria (get) _____ some bad news last week. She (be) _____ sad since she (get) _____ the bad news.
2. I (start) _____ school when I was five years old. I (be) _____ at school since I (be) _____ five years old.
3. I (change) _____ my job three times this year.
4. I (change) _____ my job three times last year.
5. The weather was hot and dry for many weeks. But two days ago it (rain) _____.
6. Tom (break) _____ his leg five days ago. He's in hospital. He (be) _____ in hospital since he (break) _____ his leg.
7. Are you going to finish your work before you go to bed? — I (finish) _____ it (already). I (finish) _____ my work two hours ago.

Exercise 10. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I (have, just) _____ a nice pot of coffee. Would you like a cup?
2. I (see, not) _____ Steve this morning yet.
3. Carol and I are old friends. I (know) _____ her since I (be) _____ a freshman in high school.
4. Maria (have) _____ a lot of problems since she (come) _____ to this country.
5. I (go) _____ to Paris in 2003 and 2006.
6. A car came round the corner and I (jump) _____ out of the way.
7. Don't throw the paper away because I (not to read) _____ it yet.
8. Is Jim going to eat lunch with us today? — No. He (eat) _____ (already).He (eat) _____ lunch an hour ago.
9. Since we (start) _____ doing this exercise, we (complete) _____ some sentences.
10. I (be) _____ never to Italy.
11. You (ever work) _____ in a shop?
12. I (work) _____ at my uncle's shop when I was younger.
13. It's the first time I (be) _____ on a ship.
14. Ann is looking for her key. She can't find it. She (lose) _____ her key.
15. How many symphonies Beethoven (compose) _____?
16. Look! Somebody (spill) _____ ink on the notebook.
17. You (have) _____ a holiday this year yet?
18. You (see) _____ any good films recently?
19. He (have, not) _____ any problems since he (come) _____ here.

Exercise 11. Read the text and complete the sentences. Use the Present Perfect or the Past Simple.

My family and I (move) from London to Cardiff last summer, so we (live) in Cardiff for seven months now. I miss my friends in London. My best friend

is called Megan. We (meet) at primary school, so I (know) her for nine years. Unfortunately, I (not see) her since last summer.

I go to Greystone Secondary School in Cardiff. I (be) at the school since last September. At first I (not like) it because I (not have) any friends here. But the students in my class are really nice and I'm happy here now.

Exercise 12*.* Complete the dialogue using the Present Perfect or the Past Simple.

Helen: That's a nice tennis racket. Is it new?
Andy: No, (I/have) _____ it for about a year, but (I/not play) _____ with it very much. (I/buy) _____ it in Florida.
Helen: When (you/go) _____ to America?
Andy: (I/go) _____ there with my family in the spring.
Helen: What was it like?
Andy: Great! (I/stay) _____ with my penfriend.
Helen: Is your penfriend American?
Andy: Yes. (I/have) _____ an American penfriend for two years. (he/come) _____ to England last summer.
Helen: (I/not meet) _____ him.
Andy: No, (you/be) _____ on holiday in Turkey.

(Раздел 1 Тема 1.3)

Exercise 1. Put the infinitive or the gerund of the verbs in brackets to make the following sentences.
1. When I'm tired, I enjoy ... television. It's relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)
3. It's a nice day. Does anyone fancy ... for a walk? (go)
4. I'm not in a hurry. I don't mind ... (wait)
5. They don't have much money. They can't afford ... out very often. (go)
6. I wish that dog would stop ... It's driving me mad. (bark)
7. Our neighbour threatened ... the police if we didn't stop the noise. (call)
8. We were hungry, so I suggested ... dinner early. (have)
9. Hurry up! I don't want to risk ... the train. (miss)
10. I'm still looking for a job but I hope ... something soon. (find)

Exercise 2. Put the infinitive or the gerund to complete the following sentences.
1. He tried to avoid ... my question.
2. Could you please stop ... so much noise?
3. I enjoy ... to music.
4. I considered ... for the job but in the end I decided against it.
5. Have you finished ... your hair yet?
6. If you walk into the road without looking, you risk ... knocked down.
7. Jim is 65 but he isn't going to retire yet. He wants to carry on ....

8. I don’t mind you ... the phone as long as you pay for all your calls.
9. Hello! Fancy ... you here! What a surprise!
10. I’ve put off ... the letter so many times. I really must do it today.
11. What a stupid thing to do! Can you imagine anybody ... so stupid?
12. Sarah gave up ... to find a job in this country and decided to go abroad.

Exercise 3. Put the infinitive or the gerund of the verbs in brackets to make the following sentences.

8. I am planning … (to visit/visiting) my granny next week.
9. When they finish … (to eat/eating) their lunch, they’ll go to the office.
10. He suggested … (to buy/buying) some food.
11. Does Sally enjoy … (to go/going) to the gym?
12. Don’t put off … (to write/writing) a report till the end of the month.
13. John refused … (to answer/answering) my question.
14. My brother intends … (to get/getting) married soon.
15. I think she didn’t mean … (to hurt/hurting) you.
16. Keep … (to beat/beating) the eggs.
17. Fred can’t afford … (to travel/travelling) this year.
18. We expect … (to leave/leaving) tomorrow.
19. Mary decided … (to fly/flying) to Venice.
20. The sportsmen hope … (to get/getting) the best results.
21. Are you going to give up … (to smoke/smoking)?
22. I don’t mind … (to wash up/washing up).
23. Girls, stop … (to giggle/giggling).
24. Ben likes … (to play/playing) chess.
25. Lara goes … (to dance/dancing) every weekend.
26. Harry can’t stand … (to work/working) on Saturdays.

Exercise 4. Use the infinitive with or without *to.*

- We can … (speak/to speak) Spanish.
- He often makes me … (feel/to feel) guilty.
- You have … (be/to be) friendly and polite.
- She must … (stay/to stay).
- The lawyer will … (call/to call) you later.
- I’d like … (send/to send) him a present.
- You’d better … (move/to move) faster.
- We heard somebody … (enter/to enter) the apartment.
- Mother wants … (paint/to paint) the walls in the kitchen.
- We decided … (sell/to sell) the car.
- He always fails … (keep/to keep) his word.
- I am trying … (lift/to lift) this heavy stone.
- Let me … (give/to give) you some advice.
- It may … (cost/to cost) too much.
- She saw him … (cross/to cross) the street.
- I’ve decided ... (start) a new project.

- She is trying ... (learn) Italian.
- Can you ... (lend) me your dictionary, please?
- Mother forgot ... (book) the tickets.
- You shouldn't ... (argue) with your father.
- Henry promised ... (help) her.
- I really hope ... (get) an interesting job soon.
- You must ... (pay) for the service.
- Let me ... (introduce) myself.

Exercise 5. Find mistakes in the sentences.

- The teacher made John to apologize.
- What are you planning to eat for lunch?
- That old car may not to cost much.
- I don't want wait any longer.
- My father promised buy new shoes for me.
- I would like to try this shirt on.
- We must to hurry up.
- Mark was unable to do anything else.
- They couldn't to fall asleep till midnight.

Exercise 6. Open the brackets and use the verbs in Passive Voice.

Model: The term work (to finish) in time. –The term work was finished in time.

1. I (to give) an interesting book yesterday.
2. The flowers (to water) in the evening by my groupmate.
3. His new book (to write) next year.
4. A diploma of higher education (not to get) by Ben next month.
5. Glasgow university (to found) in 1450.
6. The last dictation (to write) without mistakes.
7. Computers (to sell) in shops all the year round.
8. My room (not to clean) every day.
9. Anew text (to translate) at the previous lesson.
10. Tea and coffee (to drink) by a lot of students every day.
11. Special meal (to cook) for his next birthday.
12. Presents (to buy) for all teachers annually.
13. 7,000 students (to train) for different specialities at Cambridge University.
14. This problem (to study) by two laboratories.

Exercise 7. Transfer the sentences in Active Voice into Passive Voice.

Model: Shakespeare wrote "Romeo and Juliet" – "Romeo and Juliet" was written by Shakespeare.

1. Popov invented radio in Russia.
2. Every four years people elect a new president in the USA.
3. The police caught a bank robber last night.
4. Sorry, we don't allow dogs in our safari park.
5. The postman will leave my letter by the door.
6. My mum has made a delicious cherry pie for dinner.

7. George didn't repair my clock.
8. Wait a little, my neighbor is telling an interesting story.
9. My son can write some more articles about football.
10. You must clean your bedroom tonight.

Exercise 8. Put the verb in the correct form (Conditional 0).

1. If you ____(to drive) along the river bank it ____ (to be) twenty miles out of your way.
2. If you ____(to take) your mobile phone into class, it ____ (must) be turned off.
3. We (not use) calculators when we (write) tests.
4. If you ____ (to push) this button, the volume ____ (to increase).
5. If you (to close) the door, it (to lock) automatically.
6. I____ (to wear) my old boots when I ____(to work).
7. When I (to cook) salads, I (to use) only olive oil.
8. When I ____ (to concentrate), please ____ (not to make) so much noise.
9. Unless prices _____ (to rise), it_____ (not to be) a good investment.
10. Unless someone_____(to ask) you politely, ____(to refuse) to do anything.

Exercise 9. Put the verb in the correct form (Conditional 1).

1. If he … (practice) every day, he … (become) a champion.
2. She … (help) us if we … (ask)
3. If they … (have) enough money, they … (open) a restaurant next year. 4. I … (not talk) to you anymore if you … (insult) me
5. If Bob … (not keep) his word, Anna … (be angry) with him.
6. If you … (not help) me, I … (not pass) the exam tomorrow.
7. We … (buy) this car if you … (give) us a discount.
8. If my dad … (find) his tools, he … (be able) to repair my bike.
9. If David … (not give up) smoking, Liza … (not marry) him.
10. Mary … (meet) her friends from Italy if she … (come) to the party.

4 семестр

(Раздел 1 Тема 1.4)

Exercise 1. Put the verb in the correct form (Conditional 2).

1. If my mother came at seven, we (have) supper together.
2. They would stay indoors if the weather (be) sunny.
3. Where you would go if your mother (ask) you to buy some sugar and bread?
4. If my friend asked me, I (help) him.
5. He (write) a letter today if he had free time.
6. If they (take) a taxi, they would not miss the train.
7. If I (get) money, I (buy) this watch.

8. I (start) crying if you (leave) me along.
9. You (call) me up if you (come) back early.
10. I (finish) the work in time if you (stop) interrupting me.
11. If it (rain), we (stay) at home.
12. I (go) to Spain for two weeks if I (have) holidays.

Exercise 2. Put the verb in the correct form (Conditional 3).

1. If you had had toothache, you (go) to the dentist.
2. Tom would have seen the Bolshoi Theatre if he (go) to Moscow.
3. If my sister had cleaned her room, I (take) her to the party.
4. Kate would have met you at the station if she (have) free time.
5. If James had washed the floor, he (play) computer games all evening.
6. My granny (visit) us if she had not been ill.
7. Harry (take) part in the concert if he (sing) well.
8. Children (play) football if they (do) their homework early.
9. If the weather (be) fine, we (go) camping.
10. If John (come) here, he (work) with us in the garden.
11. Susan (enjoy) music if she (go) to the concert.
12. I (buy) a new car, if I (earn) a lot of money.

Exercise 3. Translate the sentences into English.

1. Джаггер пригрозил уйти в отставку, если правительство потерпит поражение.
2. Если бы в компании согласились, мы могли бы достичь быстрого прогресса.
3. Компания вернет деньги, если вы передумаете.
4. Выставка, возможно, закрылась бы, если бы они не нашли новых спонсоров.
5. Я бы отказался сотрудничать, если бы я был в вашем положении
6. Пожалуйста, сообщите врачу немедленно, если она покажет признаки улучшения.
7. Молли и Салли поняли бы свою ошибку, если бы только остались до конца.
8. Можете считать, что мы согласны, если не получите от нас новостей до воскресенья.
9. Если вы выпьете слишком много кофе, вы не сможете уснуть.
10. Если бы Джек привез карту, мы бы не заблудились.
11. Если бы Джон знал о встрече, то приехал бы
12. Если вы столкнетесь с Павлом, скажите ему, что я хочу его видеть.

(Раздел 1 Тема 1.5)

Exercise 1. Make up sentences using *and, but, so, or, because.*

1.The taxi stopped. The passenger got out.

2. The taxi stopped. The passenger stayed in the car.

3. My brother is married. He lives in Italy.

4. My brother is married. My sister is single.

5. It rained yesterday. We stayed at home.

6. I bought a magazine. I haven't read it yet.

7. They've got a nice house. They haven't got a garden.

8. Mary often goes to the theatre. She loves operas.

9. Are you going to make a cake? Have you already made it?

10. Our neighbors were very poor. They never asked for help.

11. We opened the window. It was too hot inside.

12. The sea was cold. We didn't go swimming.

13. I was so tired. I went to bed.

14. Tim doesn't like Moscow. It is very noisy and big.

15. It was a difficult exam. I passed it.

16. They wanted to eat sushi. There wasn't any Japanese restaurant nearby.

17. Gordon worked hard. She could make a lot of money.

18. Joanna is fond of tennis. She plays really well.

19. To get to town you can take any bus. You can just walk.

20. I needed some help with French. I took private lessons.

Exercise 2. Make up sentences using *but* or *so*.

1.We were late, … we missed the train.

2. I live in Oxford, … I work in London.

3. The film was too long, … it was quite interesting.

4. He lost his laptop, … he went to the police station.

5. The hotel is very expensive, … only rich people stay there.

Exercise 3. Make up sentences using *as, because, though, when.*

1.The car jumped all the time. There were many stones on the road.
2. Everybody was too tired to answer. She continued to ask questions.
3. We arrived at the station at last. We discovered the last train had left five minutes before.
4. He felt very worried. His face remained calm.
5. The girls were in a wonderful mood. Their performance was a complete success.
6. We have received only a postcard from him. He left a month ago.
7. He decided to settle on the seashore. He wanted his son to spend as much time as possible in the open air.

Exercise 4. Choose the correct conjunction.

1.(So/ Because) of the fact that there was a snowstorm, all train departures were cancelled.
2. (Because / Due to) the traffic, I arrived at the office late.
3. I'd like to spend a weekend in the mountainous area (because/ that's why) I'm fond of climbing.
4. Australia is separated from the other continents. (Due to / That's why) its wildlife is so unique.
5. Probably, (that's why/ due to) its geographical position and landscapes, Australia's population is very small.
6. I heard a noise (so / because) I got out of bed and turned the light on.
7. I do it well (because / that's why) I have trained a lot.
8. She got the job (because/ that's why) she was the best candidate.
9. It was (due to/ so) the fact that his car had got stuck in the snow.
10. He often says unpleasant things. (Due to/ That's why) I don't like him.

5 семестр

(Раздел 2 Тема 2.1)

Exercise 1. Put the words in the correct order.

1.usually / at 10 o'clock / out of the garage / in the morning / drives / his bike / Fred

2. a shower / after dinner / often / Mrs Lewis / takes

3. a parking place / near the library / we / find / seldom

4. to / I / on / a / night-club / sometimes / Saturdays / go

5. fly / my parents / to Australia / sometimes / I / in winter / and

6. enjoys / very much / swimming / in the pool / always / Mary

7. hardly / last year / could / skate / I

8. is / near / house / there / new / a / our / cinema

9. got / my / problems / I / with / have / home-task / some

10. well / think / your / very / I / don't / sister / drives

11. to / parents / once / the theatre / month / my / a / go

12. his / car / two / ago / Jim / sold / years

13. necklace / can't / anywhere / Cindy / her / find

14. been / to / India / Mike / has / year / already / this

15. lunch / never / weekdays / she / has / on

Exercise 2. Make up questions to the sentences.

1. Much of today's business is conducted across international borders.
2. The nuances and expectations of business communication might differ greatly from culture to culture.
3. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgments, misunderstandings and breakdowns in communication.
4. When things that we are used to are done differently, it could spark the strongest reactions in us.
5. The best thing to do is to listen and observe how your conversation partner addresses you.
6. In countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice.
7. A famous Russian proverb states that 'a smile without reason is a sign of idiocy' and a so-called 'smile of respect' is seen as insincere and often regarded with suspicion in Russia.
8. An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said.
9. Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication.
10. It is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships.

11. The knowledge of the potential differences should therefore be something we keep at the back of our minds, rather than something that we use to pigeonhole the individuals of an entire nation.
12. The majority of the global business community might share the use of English as a common language.

Exercise 3. Put the words in the correct order.

1.They, looking, again, to, seeing, were, the, forward, grandchildren.
2. If, look, the, after, shoes, you, last, they, lot, a, longer.
3. Look, coming, out – a, there's, car!
4. Are, up, looking, things.
5. Looked, the, I, it, up, dictionary, in.
6. I've, catalogues, a, through looked, few.
7. Management, cutting, at, is, ways, costs, looking, of.
8. They, the, are, looking, the, causes, of, into.
9. I'm, written, what, looking, you've, looking, over.
10. Could, me, for, contact, help, look, my, you, lens?

Exercise 4. What would you say in these situations? Use *could you*, *would you* or *if you don't mind*.

1. Paul has come to see you in your flat. You offer him something to eat.
   YOU: ……?
   PAUL: No, thank you. I've just eaten.
2. You need help to charge the battery in your camera. You ask Kate.
   YOU: I don't know how to charge the battery. ……?
   KATE: Sure. It's easy. All you have to do is this.
3. You're on a bus. You have a seat, but an elderly man is standing. You offer
   him your seat.
   YOU: ……?
   MAN: Oh, that's very kind of you. Thank you very much.
4. You're the passenger in a car. Your friend is driving very fast. You ask her to slow down.
   YOU: You're making me very nervous. ……?
   DRIVER: Oh, I'm sorry. I didn't realise I was going so fast.
5. You've finished your meal in a restaurant and now you want the bill. You ask the waiter:
   YOU: ……?
   WAITER: Sure. I'll get it for you now.
6. A friend of yours is interested in one of your books. You invite him to borrow
   it.
   FRIEND: This looks very interesting.

YOU: Yes, it's a good book. ……?

Exercise 5. Make up 10 sentences using *could you*, *would you* or *if you don't mind*.

Exercise 6. Read the CV and make up your own taking it as a model.

Personal data

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Date of Birth: 15.09.1975
Marital Status: married

Objective

To obtain a position of service engineer that will allow me to use my knowledge and take advantage of my desire to work in Sulzer Ltd.

Education

Ufa State Oil Technical University Oktyabrskiy Branch (OF UGNTU) 08.1995 – 06.2000
Specialty: Engineer-mechanic

Work experience

10.2011 – till now
OAO «Rosneft»
Position: Head of Service of Manufacturing Custom Equipment.
Activities and responsibilities: Manage the production of service of manufacturing custom equipment. Control and technical maintenance of production metal parts
03.2010 — 10.2011 – OAO «Rosneft»
Position — Engineer-constructor
Activities and responsibilities: Schematic drawing metal parts for different equipment, technology of metal processing for the manufacture of metal parts.

Employment history
06.2007 — 03.2010
Gazprom:
Position: Engineer-constructor
Activities and responsibilities: constructor documentation of Installation Electric Submersible Pumps — Electric Submersible Pumps (18-400 m³/day), electric asynchronous motors, protector.

10.2000 — 06.2007
LUKoil:
Position: Engineer-constructor
Activities and responsibilities: constructor documentation of Installation Electric Submersible Pumps — Electric Submersible Pumps (18-400 m³/day), electric asynchronous motors, protector.

Skills

MS Word, MS Excel, Compas 3d.
Russian: native
Ebglish: Fluent reading, writing and speaking ability

Interests

Football, Reading, Mountain trekking.

References

Available upon request

Exercise 7. Read the cover letter, translate it and write your own cover letter.

Dear Mr. Fish,
Re: Fitness Instructor Vacancy
I am writing to apply for the job of Fitness Instructor, as advertised in Monday's Courier newspaper. This is an ideal job for me given my enthusiasm for sport, my related experience and qualifications.
Sport and fitness training have always been important to me, which is why I chose to take a BTEC Diploma in Sports Science. I am a confident user of Microsoft Office and have worked extensively with Fitness Line, a program for analyzing fitness.
As you can see from my CV, I've taken the opportunity to gain extra qualifications that were on offer at college, which has helped me get part-time work as a pool attendant. I'm called on to provide cover during busy times so am used to working irregular hours at short notice. I've also run a lunchtime aerobics class at college since the start of this year.

I finish college in six weeks and am keen to find a job rather than carry on with further full-time study. I could start any part time work or training sooner as many of my classes are finishing and most of my assignments are done. I look forward to hearing from you.
Yours sincerely,
Joanne T.

Exercise 8. Read the text and fill in the gaps with the words: *employer's needs suit the role job description skills, talents, and abilities weaknesses confident worth hiring strengths resume honest fix right fit*.

How to Win Job Interviews?
Here are four major job interview tips that can really help.

1._____
You should be a)_____ at a job interview simply because you got the interview. Someone saw something in your b)_____, your online presence or they heard something about you that made them invite you in for an interview. This means you at least have a chance to show them why you're the c)_____ for their needs. If you don't walk in believing in yourself, it's going to be a lot tougher to make them believe in you.

2. _____
Even though it might feel like the interview is all about you, it's really about the d)_____. The employer has a role to fill at its organisation. That role will perform specific tasks for the organisation and will therefore require, whomever fills, it to bring certain e)_____ to the table. You must remember to focus your conversation on learning their needs and explaining how you've got what they need.

3. _____
To focus on how you've got what they need, you should talk about the stuff you're good at that would allow you to f)_____ that they need filled. Focusing on your g)_____ — what you're good at and bring to the table — will help to get this message across. Do not focus on the parts of the job that are your h)_____. Don't even bring them up. Dwelling on what you don't bring to the table will only hurt you. For all you know, they've decided those specific details in the i)_____ aren't really that important anyway. If they bring up your weaknesses, discuss them (see below) but then return to focusing on what you do bring to the table.

4. _____

Try to be absolutely j)_____ about what you bring to the table and what you don't. But concentrate mainly on what you do bring. If your interviewers ask about something you'd prefer not to talk about, don't panic! Just be honest. They may decide that you're still k)_____ despite any weaknesses. Maybe it's a small weakness that you could even l)_____ before you start the job.

Exercise 9. Suggest a heading for each tip in Exercise 5. Discuss the given tips with your group mates. Can you suggest any other useful tips?

(Раздел 3 Тема 3.1)

Exercise 1. Put the article if it is necessary.

(1)…Ted Shell is (2) ... worker. He works at (3)... factory. It's not in (4) ... centre of the city. Every morning he has (5)... breakfast and (6) ... cup of tea. Then he goes to (7)... work by (8)... bus. He works till five o'clock in (9)... afternoon. He has (10)... son. His name is Fred. Fred goes to (11)... school. He likes (12) ... literature. Fred is (13)... good pupil. He also likes (14) ... sports.

Exercise 2. Put the article if it is necessary.

1. ... butter is made of ... milk.
2. I am studying ... English. I am studying ... grammar.
3. We have … dog and … cat.
4. I seldom drink ... water.
5. I had ... tea and ... sandwich for breakfast.
6. ... history is my favourite subject.
7. There was ... kindness in her eyes.
8. I bought ... bottle of ... milk.
9. He has a lot of ... work today.
10. This vase is made of ... glass.

Exercise 3. Put the article if it is necessary.

(1)... Frenchman was once travelling in (2)... England. He did not know (3)... English quite well. He could speak only (4)... little. One day he was eating in (5)... small pub and he wanted to order (6)... eggs. But he didn't know (7)... English word for (8) ... eggs.

Suddenly through (9)... window he saw that (10)... rooster (петух) was walking in (11)... yard. He asked (12)... waiter what was the English for (13) ... "roster". (14)... waiter told him. (15)... Frenchman then asked what was the English for (16) ... "rooster's wife". (17)... waiter told him that it was (18)... hen. Next (19)... Frenchman asked what was the English for "hen's children".

(20)... waiter told him that they were (21)... chickens. (22)... Frenchman asked what (23)... chickens were before they were born. (24)... waiter told him they were (25)... eggs.

"You've explained everything very well," (26)... Frenchman said. "Please bring me two (27)... eggs and (28) … cup of (29) ... coffee."

Exercise 4. Put the article if it is necessary.

1. Kate has been talking to _____ customer who has just come into _____ shop.
2. John uses _____ Internet a lot.
3. She went to _____ zoo, but she didn't see _____ monkeys there. She hates _____ monkeys.
4. You won't like that restaurant. _____ food isn't very good there.
5. People don't write _____ letters nowadays. They write _____ emails. But I haven't written _____ email for ages.
6. In England you must go to _____ school until you're 16.
7. Well Mary, here's _____ first question and it's _____ easy one.
8. Jerry works in _____ office in _____ centre of _____ London
9. He lives in _____ apartment in _____ middle of _____ Bronx.
10.Statistics say that _____ women live longer than _____ men.
11.Can you describe _____ wristwatch that Amy found? – Well, I only know that it had _____ metal band.
12.Jamaica is _____ island in _____ Caribbean Sea.
13.He chose _____ school that has _____ best teachers.
14.I saw _____ interesting documentary on _____ TV _____ other day.

Exercise 5. Put the article if it is necessary.

1. _____ little knowledge is _____ dangerous thing.
2. _____ Tower is one of _____ main attractions of London.
3. Where are _____ scissors you borrowed from me last week?
4. _____ Elephants are very intelligent animals.
5. I need _____ little bit of time to think about _____ offer you made. 6. _____ President of _____ United States is going to give _____ interesting speech tonight.
7. There was _____ time in my life when I enjoyed _____ skating.
8. I haven't been to _____ concert like that before.
9. Neill Armstrong made _____ first footprint on _____ moon.
10.I was in _____ pain after I had twisted my ankle. 11._____ Teachers are people who normally like _____ students.

6 семестр

(Раздел 3 Тема 3.2)

Exercise 1. Make up word combinations from the first and the second column.

a piece of	flour
a bowl of	coffee
a glass of	chocolate
a grain of	water
a bottle of	rice
a cup of	cheese
a bar of	music
	milk
	advice

Exercise 2. Put in *a/an* where it is necessary.

1.John has got car.
2. There is big hotel in the centre of the city.
3. There is live music every Friday in this restaurant.
4. Do we need petrol?
5. Where is petrol station near here?
6. Do you have problem? Do you need help?
7. He is looking for job at the moment.
8. Would you like coffee or tea?
9. Nick had interview for job yesterday.
10. Work must be finished on time.
11. It was hard decision

Exercise 3. Put in *many* or *much.*

1.Jane knows _____ songs.

2. Nick doesn't have _____ money.

3. Ann always travels with _____ luggage.

4. James has got _____ friends.

5. Did you buy _____ food?

6. There are _____ new houses here.

7. There is _____ traffic on this crossroad.

8. He doesn't speak _____.

9. I don't have_____ patience.

10. Do you have _____ time?

Exercise 4. Put the words into two groups – countable and uncountable.

Paper – bottle – porridge – happiness – pencil – coffee – girl – work – job – plate – dog – meat – news – apricot – toothpaste – time – bedroom – money – magazine – information – honey – metal – child – yoghurt – rice – spaghetti – water – air – spoon – mustard – egg – chair – shampoo – raincoat – flower – flour – bread – soap – toy – food – knowledge – garden – oil – furniture – friend

Exercise 5. Fill in *How many*? or *How much*?

1…. salt do you usually put in the soup?

2 … cups of tea shall I bring?

3 … films did you see?

4 … friends has he got?

5 … free time do we have?

6 … juice is there in the fridge?

7 … money did they spend?

8 … tomatoes are there in the bag?

9 … kilos of potatoes did you buy?

10 … slices of cheese are left on the plate?

Exercise 6. Fill in *is* or *are*

1. My clothes _____ in the wardrobe.
2. Where _____ his trousers?
3. There _____ a lecture on chemistry today.
4. Jane`s hair _____ fair.
5. Chinese _____ difficult to learn
6. The furniture _____ very expensive.
7. The news _____ very terrible.

8. My socks _____ dirty
9. My grandmother`s glasses _____ on the sofa.
10. People _____ starving in some countries.

Exercise 7. Put the verbs in brackets into the correct form

1. Most people (celebrate) Easter
2. The money she earns (be) enough for her.
3. Her jeans (be) very cheap.
. Mathematics (be) his difficult subject.
5. Where (do) your family live?
6. Darts (be) a popular game in Britain.
7. This Bread (be) tasty.
8. My mother`s advice (be) very useful.
9. Can you tell me where the scissors (be)?

Exercise 8. Match the words with their definitions.

Product, Service, Pricing, Retail, Goods, Market, Placement, Promotion

– something that is made to be sold, usually something that is produced by an industrial process or less commonly, something that is grown or obtained through farming.
– items for sale, or possessions that can be moved.
– the act of dealing with customers in a shop, restaurant, or hotel by taking their orders, showing or selling them goods, etc.
– the business or trade in a particular product, including financial products. – this includes advertising, sales promotion, publicity, and personal selling, and refers to the various methods of promoting the product, brand, or company.
– distribution refers to how the product gets to the customer.
–this refers to the process of setting a price for a product, including discounts.
– the activity of selling goods to the public, usually in shops.

Exercise 9. Fill in the gaps with a proper words: p*roduct, service, pricing, retail, goods, market, placement, promotion*

1. They do a range of skin-care ……..s.
2. The …….. is so good it sells itself.
3. The only trouble with this café is that the …… is so slow.
4. The company plans to make a big push into the European ……next spring.
5. The director gives instructions for the …….. of the camera.
6. It's much cheaper to buy wholesale than …… .
7. Under the new ……... structure, each transaction costs a flat $3.
8. They sell leather goods such as wallets, purses, and briefcases.
9. There is a 25% discount on all electrical …… until the end of the

week.
10. Obviously as sales manager he'll be very involved in the ……..and marketing of the product.

Exercise 10. Translate the sentences from English into Russian.

1. To identify the needs, wants and demands of the consumers and then analyzing the identified information to arrive at various decisions for the successful marketing of a firm's products and services is one of the most important functions of marketing.
2. The analysis involves judging the internal weaknesses and strengths of the organization as well politico-legal, social and demographic data of the target market.
3. This information is further used in market segmentations.
4. These objectives may involve increasing market presence, dominate the market or increase market share.
5. The buying and selling are the exchange functions of marketing.
6. The product design helps in making the product attractive to the target market.
7. In today's competitive market environment not only cost matters but also the product design, suitability, shape, style etc. matter a lot in taking production decisions.
8. The transporting function involve moving products from their points of production to locations convenient for purchasers and storing function involve the warehousing products until needed for sale.
9. Standardization involves producing goods at predetermined specifications.
10. Packaging involves designing package for the products, labeling means putting information required / specified on a product's covering.

Exercise 11. Translate the sentences from Russian into English.

1. Продукция – это те материальные или нематериальные активы, которые были созданы производителем при осуществлении производственного процесса.
2. Товар представляет собой экономическую категорию, в которую переходит продукция, когда производитель принимает решение продать созданные им материальные и нематериальные ценности.
3. На себестоимость продукции накручивается определенный процент с целью покрытия непроизводственных затрат, в итоге получается цена за единицу товара.
4. Мы не в состоянии соревноваться с такими конкурентами.
5. Получать прибыль – это наша основная задача.
6. Необходимо продажи стимулировать на нашем целевом рынке.
7. Чтобы решить наши проблемы, необходимо выпустить новый более конкурентоспособный товар или понизить цены на 30 %.

8. Мы бы хотели продавать наш товар под вашей маркой.
9. Потребители потеряли доверие к нашему бренду.
10. Они предпочитают подобный товар по более низким ценам.
11. Я не уверен, что нам стоит расширять имеющийся рынок.
12. Что отличает ваш товар от товара конкурентов?

(Раздел 3 Тема 3.3)

Exercise 1. Read the e-mail and make up your own taking it as a model.

Mrs Jane Tumin
HR Manager
Sommertim
7834 Irving Street
Denver, Colorado

Mrs Lean
9034 Cody Street
Denver, Colorado
USA, 90345

February 15, 2016

Dear Mrs Lean,
With reference to our telephone conversation yesterday I am glad to tell you that we offer you the position of Senior Lawyer in our company. You will be provided with company car according to the corporate policy and full medical insurance. Your salary will be $100 000 per year according to your request. You may learn about job conditions in job offer attached to this letter.

With respect,

Jane Tumin,
HR Manager

Exercise 2. Choose the type of business letter given below.
Cover Letter
Letter of Complaint
Contract
Invitation Letter
We are honored to invite you to participate in our forthcoming conference on old Gaelic philology to be held October 7 in New York City College's School of Linguistics.

Exercise 3. Choose the type of business letter given below.

Cover Letter
Inquiry Letter
Offer Letter
Advertising Letter

We are interested in buying your equipment for producing pet food. Would you kindly send us more information about this equipment such as price, dates of delivery, terms of payment and guarantees?

Exercise 4. Choose the type of business letter given below.

Cover Letter
Memo
Advertising letter
Inquiry Letter

Why not record your dictation - on our Stenogram - and she can be doing other jobs while you dictate? You will be surprised at how little it costs! For 52 weeks in the year your Stenogram works hard for you, and you can never give it too much to do – all for less that an average month's salary for a secretary!

Exercise 5. Underline the most suitable word in each sentence.

1. Different countries have different *weather / weathers.*
2. All areas of the skin are in fact covered in tiny *hair / hairs.*
3. We've looked at the menu and we'd all like *chicken / chickens*.
4. Jack is a millionaire and owns a lot of *business / businesses.*
5. Have you got a copy of the complete *work / works* of Dante?
6. None of the passengers had insured their *baggage / baggages.*
7. Students must pass their *paper / papers* to the front.
8. I'm afraid we can't find cheap *accommodation / accommodations* for all of you.

Exercise 6. Complete each sentence with a/an, some or by leaving the space blank.

1. When the play ended, there was……..lengthy applause.
2. I can't come out tonight. I have..... homework to do.
3. Sue received..... excellent education.
4. The inside is strengthened with..... steel frame.
5. My friends bought me..... coffee maker for my birthday.
6. David has just bought..... new furniture.
7. Let me give you..... advice.
8. My trousers need pressing. Can you lend me..... iron?

(Раздел 4 Тема 4.1)

Exercise 1. Choose the correct variant.

1.A few/few people swim in the sea in the winter.

2. He went out ***a few/few*** minutes ago.
3. Can I speak to you for ***a few/few*** minutes?
4. There were ***a few/few*** guests at the party. The hosts were unhappy.
5. I'm going shopping. I need to buy ***a few/few*** things for tonight's party.
6. I need ***a little/little*** Can you lend me some?
7. I can't wait for you. I've got ***a little/little.***
8. You have *a little/little* time to finish the test. You must write faster.
9. I have ***a little/little*** free time for hobbies because I work a lot.
10. You don't have to hurry. There is ***a little/little*** traffic at this time of the day.
11. There is ***a little/little*** snow on the ground. The children can't make a snowman.

Exercise 2. Put in *few* or *a few.*

1.Susan has _____ friends. She doesn't feel lonely.
2. You have _____ mistakes in the test. Correct them!
3. There are _____ puddles on the road. Let's put on rubber boots.
_____ apples are enough for me not to feel hungry.
4. We will come back in _____ days.
5. The weather was bad, but _____people came.
6. I really need to see him. I've got …… questions to ask him.

Exercise 3. Put in *little* or *a little.*

1.There is _____ bread in the cupboard. It's enough for dinner.
2. The bottle was not empty. _____ water was left.
3. Would you like _____ water?
4. There is still _____ bread left.
5. Can I have _____ milk in my coffee? I like white.
6. There is still _____ work to do.

Exercise 4. Put in *a few* or *a little.*

1.There are only _____ biscuits left.
2. There is _____ traffic here.
3. It's winter, but we still have _____ flowers in the garden.
4. There were _____ taxis in front of the station.
5. Can I have_____ pepper, please?
6. She can give us_____ help.
7. Put _____ salt and mix the ingredients.

8. There are _____ bottles on the table.

Exercise 5. Put in *few, a few, little, a little.*

1.Would you like some beer? Just_____ please.
2. If you want to make pancakes, you need _____ eggs and _____ flour.
3. Would you like _____ more rice?
4. I bought _____ newspapers.
5. I'd like to drink _____ coffee.
6. This boy isn't very popular at school. He's got very _____ friends

7 семестр

(Раздел 4 Тема 4.2)

Exercise 1. Put in *much* or *many.*

1.Do you drink _____coffee?
2. I like reading. I read _____.
3. We have _____ lessons of English this year.
4. I like this new teacher very _____
5. I can't remember _____ from this text.
6. Do you learn _____ new English words every day?
7. We haven't got _____ bread.
8. There isn't_____ salad in the fridge.
9. She hasn't got _____ cassettes.
10. I can't spend _____ money on toys.

Exercise 2. Choose the appropriate answer.
1.They have too (many/much) furniture in the room.
2. There are too (many/much) books on your desk.
3. You have too (many/much) mistakes in the test.
4. You must drink (many/much) coffee.
5. You put too (many/much) vegetables in the soup.
6. You put too (many/much) fruit in the salad.
7. Must we learn (many /much) words for today?
8. We have got (many /much) sandwiches.

Exercise 3. Find and correct mistakes if any.

1.We didn't take many food with us.
2. There aren't much new subjects this year.
3. I haven't much free time today.
4. He doesn't do much written exercises every day.

5. We don't drink many coffee in our family.
6. There isn't much furniture in my room
7. There wasn't many happiness in his face.
8. Not many new ideas were discussed.
9. We shan't have much lessons tomorrow.
10. I won't have much mistakes in this exercise.

Exercise 4. Work in pairs or small groups and discuss the following questions:

1.What does money mean for you?
2. What do you usually spend money on?
3. Could our society do without money and get back to barter?
4. What functions does money have nowadays?
5. They say money can buy everything. Is that true to your mind? Give arguments.
6. What would you do if you had $1m dollars?
7. Finally, is money good or evil? Explain your choice.

Exercise 5. Use the words to fill in the gaps in the following sentences:

1) value 2) to deposit 3) to encourage 4) coins 5) to charge a fee 6) to determine 7) bank notes 8) to issue receipts 9) to focus on 10) currency 11) interest 12) stocks (shares) 13) goldsmiths 14) medium 15) to convert

a) The police found large amounts of gold _____ and precious metal in his house.
b) Hopefully, this promotion will _____ him to continue his way up the career ladder. 38
c) If we are going to move part of our business to Japan, we need to _____ dollars into yens.
d) Money serves as a _____ between a seller and a buyer.
e) Do you recognise the _____ which you were given in the bank yesterday?
f) Our company will _____ for providing additional services.
g) I'd like to save the money. That's why I am going to make a _____ _____.
h) If you don't know what to mention in the CV, _____ your strengths.
i) Money is a nice way to measure the _____ of goods and services.
j) Now you've got a bank account. Does it pay you any _____?

Exercise 6. Make 3-5 sentences of your own using the following words. Work in pairs or small groups and let your partner(s) translate the sentences.

1) value
2) to deposit
3) to encourage
4) coins
5) to charge a fee
6) to determine
7) bank notes
8) to issue receipts
9) to focus on
10) currency
11) interest
12) stocks (shares)
13) goldsmiths
14) medium
15) to convert

Exercise 7. Read the following text and fill in the gaps with the words below.

Value, division of labour, gold and gold coins, double coincidence, converting, goldsmiths, in terms of, precursors, transactions, mixed blessing, barter, reduce.

Money

Nowadays money is taken for granted. But what would happen if we didn't have money? We would have to get back to a)_____. It is the process of directly exchanging one good or service for another. If there was no money, we would need at least a b)_____ of wants to barter everything.

The Evolution of Money

Money appeared as an alternative to the complexity of barter. It can be any thing that has c)_____ in an economic community. Historically, such things were shells, stone disks, gold, coins and bank notes.

In the Middle Ages, people usually used d)_____. However, large amounts of gold were very heavy, and people began depositing them for safekeeping with e)_____ who charged a fee for their services and issued receipts, or gold notes, in the amount of the deposits. To exchange such receipts was much simpler and safer than carrying around gold coins. Those goldsmiths were the f)_____ to our modern banking system.

Functions of Money

Let's focus on three major functions of money:

• a medium of exchange
• a measure of value
• a store of value.

With money no barter is needed. We can use money to buy and sell things directly instead of searching for people with suitable wants. Such strategy encourages g)_____ and promotes economic efficiency.

As a measure of value, money makes h)_____ significantly simpler. Instead of determining the value of each good i)_____ all other goods, markets only need to determine the price of each good in terms of money. This helps j)_____ the number of prices significantly.

Money can also serve as a store of value, since it can quickly be exchanged for desired goods and services. Such k)_____ sometimes demands additional transaction costs.

In fact, holding money is a l)_____ because it includes some risks as well. For example, money is a very unsafe store of value during inflation. And it can be stolen or forged.

Exercise 8. Use the contents of the text «Money» and answer the following questions:

1.) What is a barter?
2.) What were the first notes?
3.) Being a medium of exchange, what positive influence on economy does money have?
4.) What is the benefit of using money as a measure of value?
5) What is one of the major risks money can take being a store of value?

Exercise 9. Find the words in the text «Money» that mean the following:

a) exchange (goods or services) for other goods or services without using money
b) in a sufficiently great or important way as to be worthy of attention
c) people who make gold articles
d) to assume that something is true without questioning it.

(Раздел 4 Тема 4.3)

Exercise 1. Put *say* or *tell* in the correct form.

1.I……her that she was my only friend.
2. Did he……he would stay in New York?
3. She……that she was going to invite me.
4. They didn't……us they were ill.
5. She……she didn't play the piano.

Exercise 2. Transfer the sentences with the modal verbs from direct speech into indirect speech.

1.He said, "I can drive a car."
2. She said to me, "You ought to call her."

3. She said, “He must stay here.”
4. They said to me, “You should drive more carefully.”

Exercise 3. Fill the gaps.
1.”He came yesterday.” She said that he had come……
2. “My parents will arrive today.” He said that his parents would arrive……
3. “I will contact you tomorrow.” He said he would contact me……
4. “I was there the day before yesterday.” She said she was there……

(Раздел 4 Тема 4.4)

Exercise 1. Imagine that you saw your doctor yesterday because you had a bad headache. Tell your partner what questions the doctor asked.
Model: Do you sleep well?— The doctor asked me if I slept well.
1.Is anything wrong with you?
2. Do you sometimes have headaches?
3. Are you taking any medicine now?
4. Do you spend much time out- of-doors?
5. Do you do sports?
6. Have you a good appetite?
7. Do you usually go to bed late?
8. Will you follow my advice?

Exercise 2. Imagine that a reporter from the local newspaper came to your school yesterday. Report his questions.
Model: How long have you studied at this school?— He asked me how long I had studied at that school.
1.What do you like about your school?
2. What school activity did you have last?
3. What good habits have you formed at school?
4. What is your favorite subject?
5. What is more important for you at school?
6. How often do you go on school trips?
7. What is your school record?

Exercise 3. Report the questions.
Model: Are you glad to be back?— He asked me if I was glad to be back.
1.How are you?
2. How long have you been away?
3. Are you going away again?
4. What will you do in future?
5. Why did you come back?
6. What are you doing now?

7. Have you made new friends?
8. Where are you living now?

Exercise 4. Report the questions.

Model: Are you English?— She asked him if he was English.

1.Can Molly speak English?
2. What impressed you most in England?
3. When did Rick come home yesterday?
4. Does Megan like travelling?
5. Will you come to my place on Friday?
6. Is it your second visit to England?
7. Why have you come to Scotland?
8. Will Molly stay at the hotel long?

Exercise 5. Transfer the sentences from direct speech into indirect speech.

1.John asked, «Has anybody seen the film?»
2. He asked, «Are you listening to music now?»
3. She asked, «Have you been working hard on this problem?»
4. She asked, «Were you in the library yesterday?»
5. He asks, «Does she work now?»
6. He asks, «Has she been reading this book since Monday?»
7. Jane asked, «Can anybody tell me what you have been discussing all the time?»
8. He asked, «Will you be at Nick and Carol's party tonight?»

Exercise 6. Transfer the sentences from direct speech into indirect speech.

1.Where is he going? (He didn't tell anybody..)
2. Where has he gone? (Did you know…)
3. Where is he? (Did you know…)
4. When is he leaving school? (I wanted to know…)
5. Where does he live? (Nobody knew…)
6. When will he come back? (She asked them…)
7. Where did she buy this hat? (He wanted to know…)
8. How much did she pay for it? (I had no idea…)

Exercise 7. Put the verb in the correct form.

1.Did you ask Mike to take the camera to the party? – Yes, he told me that he (to come) and (to take) a lot of pictures.
2. Did you persuade your cousin in the necessity of sports? – Yes, but she promised that she (to go in for) sports) only since that summer.
3. What did you tell your little niece? – Nothing special – I only (to tell) her that I (to travel) all the summer and that it (to be) a lot of fun and now she wants to go with me.

4. Did you invite Mary to the basketball game in which you (to take part) the next week? – Yes, I did, but it turned out that she (to watch) the horseracing competitions at that moment.
5. Has your mother already finished sewing the dress for the baby? – No, but she said she (to finish) it in a couple of days.

(Раздел 5 Тема 5.1)

Exercise 1. Transfer the sentences from direct speech into indirect speech.
Model: She said to me, “Open the window!” – She told me to open the window.
1.My mother said to me, “Put on your coat!”
2. My friend said to us, “Don’t come today.”
3. He said to Mary, “Don’t forget to send me an e-mail.”
4. Karrie said to me, “Call me tomorrow.”
5. She said to me, “Don’t shout at me!”

Exercise 2. Imagine that your mother gave you some instructions. Report them to your partner. Use the sentences below.
Model: Feed the cat. — She told me to feed the cat.
1.Come home straight after school.
2. Warm up your dinner.
3. Wash up the dishes after the dinner.
4. Buy bread, milk and sugar.
5. Start doing your homework before I come.
6. Take the dog for a walk.
7. Clean your room.
8. Wait for me at home.

Exercise 3. Tell your partner what instructions you have got from different teachers today. Use the sentences below.
Model: Don’t be late for the lesson.— She told us not to be late for the lesson.
1.Don’t stay outside after the bell comes.
2. Don’t run along the corridor.
3. Don’t make noise.
4. Don’t look into your neighbor’s exercise-book.
5. Don’t lie on your desk.
6. Don’t ask me silly questions.
7. Don’t waste time at the lesson.
8. Listen to me attentively.
9. Write down the rule into your exercise-books.
10. Get down to work.

2. Тестирование по лексике и грамматике

Тестирование проводится для определения степени усвоения материалов на практических занятиях, а также выполнения самостоятельной работы в рамках часов, отведенных на самостоятельную работу обучающихся, в СУО «Moodle».

3 семестр

(Раздел 1 Тема 1.3)

1. My cousins are schoolchildren. …….study very well.
Ответ №1 he
Ответ №2 they
Ответ №3 your
Ответ №4 Her

2. Pass ……some bread, please.
Ответ №1 his
Ответ №2 me
Ответ №3 your
Ответ №4 Their

3. We are students of the Siberian State Industrial University. There are 25 students in ……group.
Ответ №1 they
Ответ №2 me
Ответ №3 us
Ответ №4 our

4. «Did you see our boss yesterday?» «No, I didn't. I haven't seen ……for ages».
Ответ №1 he
Ответ №2 she
Ответ №3 him
Ответ №4 his

5. My relatives have three children. ……children are wonderful!
Ответ №1 them
Ответ №2 they
Ответ №3 their
Ответ №4 he

6. I …..at the Art Gallery yesterday.
Ответ №1 is
Ответ №2 are
Ответ №3 was

Ответ №4 am

7. The students are writing a serious test now. Everybody …..very attentive.

Ответ №1 is
Ответ №2 are
Ответ №3 were
Ответ №4 am

8. They say that it……very cold next winter.

Ответ №1 was
Ответ №2 are
Ответ №3 will be
Ответ №4 is

9. ……you ready for the test now?

Ответ №1 are
Ответ №2 is
Ответ №3 were
Ответ №4 am

10. ……..the students…..at the laboratory tomorrow?

Ответ №1 was
Ответ №2 are
Ответ №3 will be
Ответ №4 is

11. Everybody ……the right to get higher education.

Ответ №1 have
Ответ №2 haves
Ответ №3 has
Ответ №4 will has

12. Who …..a pet at home?

Ответ №1 has
Ответ №2 have
Ответ №3 haves
Ответ №4 haven’t

13. We cannot go there. We …… free time.

Ответ №1 do not have
Ответ №2 have not
Ответ №3 does not have
Ответ №4 haven’t

14. She dreams that she…….a new house next year.
Ответ №1 had
Ответ №2 has
Ответ №3 will have
Ответ №4 haven't

15. ……..you…… any chance to get that job last year?
Ответ №1 will have
Ответ №2 Did have
Ответ №3 Do have
Ответ №4 Have not

16. Which is …..: the United States or Canada?
Ответ №1 large
Ответ №2 larger
Ответ №3 More larger
Ответ №4 More large

17. What is the name of the …. port in the USA?
Ответ №1 bigger
Ответ №2 biggest
Ответ №3 More big
Ответ №4 Mostbig

18. Moscow is the …. city in Russia.
Ответ №1 largest
Ответ №2 Most large
Ответ №3 More large
Ответ №4 Large

19. The London underground is the …. in the world.
Ответ №1 oldest
Ответ №2 older
Ответ №3 Most old
Ответ №4 Moreold

20. St Petersburg is one of the ….. cities in the world.
Ответ №1 beautiful
Ответ №2 most beautiful
Ответ №3 more beautiful
Ответ №4 beautifilest

3. Перевод и работа с текстом

Перевод текста – очень краткое, сжатое изложение иноязычного текста, иноязычной статьи и т.д. или текстов, статей близкого содержания по специальности обучающегося на родном языке. (Тексты представлены в методических указаниях к практическим занятиям и самостоятельной работе).

3 семестр

(Раздел 1 Тема 1.1)

Exercise 1. Read and translate the text.

The World of Professions

Choosing a career is one of the most important and tough decisions people will ever make in life. According to Confucius, "Find a job you love and you will never work a day in your life." It is absolutely true. If you are passionate about your work, you have more chances to succeed.

Well, choosing a proper career is a conscious decision of a grown-up person, and it is essential to explore job options that match your interests, skills and knowledge. It is absolutely wrong to chase your parents' dreams. If you are not interested to work in a field they want you do, always stand your ground. It is high time for you to decide for yourself what to do for living and to find your real calling. Moreover, when you make a choice, it is also important to get appropriate education that will give you all the necessary skills, knowledge and practical awareness.

Today there are a lot of job options to choose from out there. Anyway, the choice of professions depends on people's individual abilities and talents. Some people have dreams of becoming a doctor and saving people's lives, others like cooking and become master chefs. There are people, for instance, who like taking care of animals, and therefore become veterinary surgeons. Some people have a talent for painting and are not good at the other things. It is not difficult to guess that they become painters, designers or architects. All in all, today the most popular jobs are office clerks, policemen, teachers, waitresses, hairstylists, drivers and some others.

As far as I am concerned, I want to start my own business and open my own travel agency. I am too independent and enterprising to work for an employer. The idea of doing a nine-to-five job does not appeal me at all. One of the reasons I want to set up my own business or become self-employed is independence. To begin with, I can earn money working from home and spend more time with family and friends. Secondly, I can choose any work schedule that suits me best. Thirdly, if you are your own boss, you avoid the stressful daily commute and traffic jams. Furthermore, self-employed people tend to have an extended vacation. Finally, my success depends on me and my own decisions.

Some people think that getting a good salary is more important than having the job you really want. I am convinced that an enjoyable job equals a worthy salary. For instance, people can turn their hobby into a profitable business and earn decent money from home. Besides, people spend too much time at work and it is wrong to waste time on unpleasant things.

Exercise 2. Make up a story about your future profession using the words from Exercise 1.

Exercise 3. Read the text and answer the questions after it.

English as a World Language

The modern world is becoming smaller all the time. Every day distances between different countries seem less. For this reason it's becoming more and more important to know different languages, especially English. One billion people speak English today. That's about 20% of the world's population.

400 million people speak English as their first language. For the other 600 million people it's either a second language or a foreign language. English is the first language in the United Kingdom, the United States of America, Australia and New Zealand. It is one of the official languages in Canada, the Irish Republic and the Republic of South Africa.

As a second language English is spoken in more than 60 countries. It is used by the government, businessmen and universities. English is the language of politics and diplomacy, science and technology, business and trade, sport and pop music.
80% of all information in the world's computers is in English.
75% of the world's letters and faxes are in English.
60% of all international telephone calls are made in English.
More than 60% of all scientific journals are written in English.

To know English today is absolutely necessary for every educated person, for every good specialist. Learning a language is not an easy thing. It's a long and slow process that takes a lot of time and patience. But it's a must.

English is taught throughout the world and a lot of people speak it quite well. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities. We all need to understand each other. To do that we need an international language, and that's English.

English is a world language. It is the language of progressive science and technology, trade and cultural relations, commerce and business. It's the language of international aviation, shipping and sports. It's also the major language of diplomacy. Geographically it is the most widespread language on earth, second only to Chinese in the number of people who speak it hearing a foreign language is not an easy thing. It's a long and slow process that takes

a lot of time and practice. A foreign language is not just a subject learnt in the classrooms. It's something which is used in real life situations.

There are many reasons why we begin to study foreign languages. First of all it's an effective medium of international communication. I'm convinced if we are working in any brunch of science we must read books and magazines in other languages. Learning foreign languages opens up opportunities and careers that didn't even exits some years ago. Knowing foreign languages can help us to find a job in such fields as science and technology, foreign trade and banking, international transportation communication, teaching librarian science and others. A more general aim is to make our intellectual and cultures. Learning a foreign language including learning also culture, traditions and mode of thought of different people. Of course speaking and writing in a foreign language is a difficult art and it has to be learned. Needless to say that English has become very popular today. About 350 million people speak English as its first language.

As for me, I'm completely convinced that to know a foreign language is absolutely necessary for all educated person and modern specialists. Everything depends on our own efforts.

Questions:

1. When did you begin learning English?
2. It is easy to learn foreign languages?
3. Which language in the world is spoken by most people?
4. Why is it necessary to learn English?
5. Why is English not an easy language to learn?
6. What advantages have the people who know foreign languages?
7. What was the process of learning?

Exercise 4. Read and translate the text.

Workplace Safety

Workplace Safety and health laws establish regulations designed to eliminate personal injuries and illnesses from occurring in the workplace. Workplace safety refers to the working environment at a company and encompasses all factors that impact the safety, health, and well-being of its employees; this covers managers, supervisors, partners, stockholders, officers, and family members of the workers. It does not cover independent contractors or family members of a farm operator. Safety violations can include environmental hazards, unsafe working conditions or processes, drug and alcohol abuse, and workplace violence.

The leading authority administering workplace safety is the Occupational Safety and Health Administration (OSHA). OSHA requires the Secretary of Labor to propagate regulations and safety and health standards to protect employees from having to work in dangerous or hazardous conditions. Every private employer who engages in interstate commerce is

subject to OSHA regulations. Standards made by OSHA are published in the Code of Federal Regulations (CFR).

The federal guidelines imposed by OSHA are complemented by state regulations, although federal laws and regulations pre-empt state laws where they 11 overlap or contradict one another. Under OSHA, states can pass their own workplace health and safety laws and standards, but they must meet OSHA criteria and approval if they regulate an area directly covered by OSHA regulations. Though, they may regulate in areas not governed by federal OSHA regulations. The amount of state regulation varies greatly. States with their own workplace conditions law are called “state plan states”. Penalties for OSHA violations can be civil or criminal and vary depending on the nature of the violation. OSHA must refer cases to the U.S. Justice Department for criminal enforcement. Typically, however, OSHA relies on civil penalties as a deterrent to violators.

Construction workers build our roads, houses and workplaces and repair and maintain our nation's physical infrastructure. This work includes many hazardous tasks and conditions such as work at height, excavations, noise, dust, power tools and equipment, confined spaces and electricity. Construction workers incurred the most fatal injuries of any industry in the private sector in 2009, but this number declined in both 2009 (by 16%) and 2008 (by 19%). With this decrease, private sector construction fatalities are down by more than a third overall since peaking in 2006. Economic conditions may explain much of this decline – the total hours worked in construction also went down 17 per cent in 2009 and 10 per cent the year before. These decreases were more pronounced in some construction subgroups. Fatal injuries involving workers in the construction of buildings, for example, were down more than a quarter (27%) from 2008, with most of the decrease occurring in nonresidential building construction (down 44%). Fatalities in heavy and civil engineering construction were down 12 per cent, and the subsector with the largest number of fatal work injuries – specialty trade contractors – had 16 per cent fewer fatalities in 2009 than in 2008.

In 2010, there were approximately 17.5 million workers less than 24 years of age, and these workers represented 13% of the workforce. Young workers have high occupational injury rates which are in part explained by a high frequency of injury hazards in workplaces where they typically work (e.g. hazards in restaurant settings associated with slippery floors and use of knives and cooking equipment). Inexperience and lack of safety training may also increase injury risks for young workers. And, for the youngest workers, those in middle and high schools, there may be biologic and psychosocial contributors to increased injury rates, such as inadequate fit, strength, and cognitive abilities to operate farm equipment such as tractors. In 2009, 359 workers less than 24 years of age died from work-related injuries, including 27 deaths of youth less than 18 years of age. For the 10 year period 1998 to 2007, there were an annual average of 795,000 nonfatal injuries to young workers treated in U.S. hospital injury departments. The rate for emergency

department-treated occupational injuries of young workers was approximately two times higher than among workers 25 years and older.

The U.S. Public Health Service has a Healthy People objective to reduce rates of occupational injuries treated in emergency departments among working adolescents 15-19 years of 12 age by 10% by 2020, from the 2007 rate of 4.9 injuries per 100 fulltime equivalent workers. Hazards to outdoor workers. Outdoor workers are exposed to many types of hazards that depend on their type of work, geographic region, season, and duration of time they are outside.

Industry sectors with outdoor workers include the agriculture, forestry, fishing, construction, mining, transportation, warehousing, utilities, and service sectors. Outdoor workers include farmers, foresters, landscapers, groundskeepers, gardeners, painters, roofers, pavers, construction workers, laborers, mechanics, and any other worker who spends time outside. Employers should train outdoor workers about their workplace hazards, including hazard identification and recommendations for preventing and controlling their exposures.

(Раздел 1 Тема 1.2)

Exercise 1. Read and translate the text.

Operation of a Haul Truck

A haul truck is a large, heavy-duty vehicle used primarily in mining and construction to transport large quantities of materials such as ore, coal, or soil. Operating a haul truck requires skill, attention, and strict adherence to safety procedures.

Before starting the haul truck, the operator conducts a thorough pre-operation inspection. This includes checking tire pressure, brakes, lights, fluid levels, and the condition of the dump bed. Ensuring all safety devices, such as seat belts and backup alarms, are functional is also essential.

Once the inspection is complete, the operator starts the engine and carefully maneuvers the truck to the loading area. Loading must be done evenly to maintain balance and prevent tipping. After loading, the operator drives the truck along designated routes to the dumping site, following speed limits and traffic rules within the mining area.

During operation, the operator must remain alert to obstacles, other vehicles, and changing terrain conditions. Communication with spotters and other workers is crucial to avoid accidents. When arriving at the dumping site, the operator positions the truck safely, raises the dump bed, and unloads the material efficiently.

After completing the haul, the operator returns the truck to the designated parking area and performs a post-operation check to identify any maintenance needs or damage.

Overall, operating a haul truck demands responsibility, technical knowledge, and a commitment to safety to ensure efficient and secure transportation of materials in mining and construction environments.

Exercise2. Answer the following questions.

1. What is the primary purpose of a haul truck?
2. In which industries are haul trucks commonly used?
3. What should the operator check during the pre-operation inspection?
4. Why is it important to ensure safety devices like seat belts and backup alarms are working?
5. How should the loading of materials be done to maintain safety?
6. What rules must the operator follow when driving the haul truck within the mining area?
7. Why is communication with spotters and other workers important during operation?
8. What steps does the operator take when unloading materials at the dumping site?
9. What should the operator do after completing the haul?
10. What qualities and skills are necessary for operating a haul truck safely and efficiently?

Exercise 3. Read and translate the instruction.

Conveyor Belt Operating Instructions

Preparation

Ensure the conveyor belt area is clear of any obstacles or debris. Check that all safety guards and emergency stop buttons are in place and functioning. Verify that the conveyor belt is properly aligned and tensioned.

Starting the Conveyer Belt

Turn on the main power switch.
Press the green “Start” button to begin conveyor belt operation.
Observe the belt for smooth and even movement.

During Operation

Load materials evenly onto the belt to avoid overloading or spillage.
Do not Monitor the conveyor belt for unusual noises or vibrations.

Stopping the Conveyer Belt

Press the red “Stop” button to halt the belt.
Turn off the main power switch if the conveyor will not be used for an extended period.

Emergency Procedures

In case of emergency, press the emergency stop button immediately.
Report any malfunctions or safety hazards to the supervisor.

Maintenance

Regularly inspect the conveyor belt for wear and tear.

Lubricate moving parts as recommended by the manufacturer.
Schedule routine maintenance checks to ensure safe and efficient operation.

(Раздел 1 Тема 1.3)

Exercise 1. Read and translate the text:

My profession is mining engineer. I chose this career because I am interested in geology, technology, and the development of natural resources. As a mining engineer, I am responsible for planning and supervising the extraction of minerals from the earth. My job involves designing safe and efficient mining operations, selecting appropriate equipment, and ensuring that all activities follow environmental and safety regulations.
Mining engineering is a challenging but rewarding profession. It requires strong analytical skills, teamwork, and the ability to solve complex problems. I often work with geologists, surveyors, and other engineers to find the best solutions for each project. One of the most important aspects of my job is ensuring the safety of workers and minimizing the environmental impact of mining activities.
I am proud to be a mining engineer because my work contributes to the production of important materials used in everyday life, such as metals, coal, and minerals. Although the profession has its risks and difficulties, I find it exciting and meaningful. I believe that responsible mining can help support economic growth while protecting our planet for future generations.

Exercise 2. Answer the questions to the text:

1. Why did the author choose the profession of mining engineer?
2. What are the main responsibilities of a mining engineer?
3. What does the job of a mining engineer involve?
4. Which skills are important for a mining engineer to have?
5. Who does a mining engineer often work with on projects?
6. Why is safety important in mining engineering?
7. How does a mining engineer help minimize environmental impact?
8. What materials does the author mention as being produced through mining?
9. What are some challenges of the mining engineering profession?
10. Why does the author feel proud to be a mining engineer?

Exercise 3. Make up short stories on the following topics:

1. the subject of mining engineering; 2. the history of mining engineering; 5. training of future engineers; 6. job opportunities for mining engineers; 7. the role of engineers in industrial production; 8. why I chose this specialty.

4 семестр

(Раздел 1 Тема 1.4)

Exercise 1. Read and translate the text

Mining equipment plays a crucial role in the extraction of minerals and resources from the earth. It includes a wide range of machines and tools designed to make mining operations safer, faster, and more efficient. Some of the most common types of mining equipment are drills, excavators, loaders, haul trucks, and conveyor belts.
Drills are used to create holes in the rock for blasting or sampling. Excavators and loaders help remove large amounts of earth and ore. Haul trucks transport the extracted materials from the mining site to processing plants. Conveyor belts are often used to move materials over long distances within the mine.
Modern mining equipment is often equipped with advanced technology such as GPS, automation, and remote control systems. These innovations improve precision and reduce the risks for workers. Safety features are also a top priority, helping to prevent accidents in hazardous mining environments.
Overall, mining equipment is essential for the success of mining projects. It increases productivity, reduces labor costs, and helps protect the environment by enabling more controlled and efficient extraction methods. As technology continues to advance, mining equipment will become even more sophisticated and environmentally friendly.

Exercise 2. Learn the useful vocabulary.

Mining equipment- Горное оборудование
Extraction- Добыча, извлечение
Tools- Инструменты
Drills- Буры, сверла
Excavators- Экскаваторы
Loaders- Погрузчики
Haul trucks- Самосвалы
Conveyor belts- Конвейерные ленты
Blasting- Взрывные работы
Sampling- Отбор проб
Processing plants- Обогатительные фабрики
Advanced technology- Передовые технологии
Remote control systems- Системы дистанционного управления
Precision- Точность
Safety features- Точность
Hazardous environments- Опасные условия
Accidents- Несчастные случаи
Labor costs- Затраты на рабочую силу
Environmentally friendly- Экологически безопасный

Productivity- Производительность

(Раздел 1 Тема 1.5)

Exercise 1. Read and translate the text.

The main operations in mining involve a series of carefully planned stages that transform mineral deposits into usable materials. The mining process typically includes the following key steps:

Prospecting and exploration

This initial stage involves locating potential mineral deposits using geological surveys, satellite images, and sampling. Techniques such as core drilling help assess the size, grade, and value of the deposit.

Planning and design

After exploration confirms the deposit's viability, detailed mine planning takes place. This includes evaluating environmental, social, and economic factors, designing the mine layout, and securing permits and funding.

Development

In this phase, access to the mineral deposit is established by building roads, tunnels, or open pits. Infrastructure such as power supply and worker facilities is also set up.

Production (Extraction)

The actual mining begins with extracting ore from the earth. This can be done by surface mining (removing overburden to reach deposits) or underground mining (digging tunnels). Techniques like drilling, blasting, loading, and hauling are used to break and transport the ore.

Processing and beneficiation

Extracted ore is crushed and processed to separate valuable minerals from waste rock. This includes crushing, grinding, concentration, and smelting to produce usable metal or mineral products.

Closure and reclamation

After mining ends, the site is rehabilitated to minimize environmental impact. This involves removing hazardous materials, restoring landforms, planting vegetation, and ensuring water quality and public safety.

These operations require coordination of advanced equipment, skilled personnel, and strict safety and environmental standards. Together, they form the mining lifecycle that supports resource extraction while aiming for sustainable development.

Exercise 2. Answer the following questions.

1. What is the purpose of the prospecting and exploration stage in mining?
2. What factors are considered during the planning and design phase of a mining project?
3. What activities are involved in the development phase of mining?

4. What are the two main types of mining methods mentioned in the production stage?
5. What processes are included in ore processing and beneficiation?
6. Why is closure and reclamation important after mining operations end?
7. What are some key requirements for successful mining operations throughout the mining lifecycle?

Exercise 3. Match the words and their definitions.

1.Prospecting	a.The process of investigating a potential mining site
2.Exploration	b.Drilling to collect samples from underground
3.Geological surveys	c.Mining method involving tunnels below the surface
4.Core drilling	d.Financial considerations in mining projects
5.Mine planning	e.The search for mineral deposits
6.Environmental factors	f.Official approvals required for mining
7.Social factors	g.Mining method involving removal of surface layers
8.Permits	h.Community and societal impacts related to mining
9.Surface mining	i.Designing the layout and operations of a mine
10.Underground mining	j.Studies to understand the earth's structure and mineral content

5 семестр

(Раздел 2 Тема 2.1)

Exercise 1. Read and translate the text.

Kinds of Companies

There are many kinds of companies: private companies, family-owned and multinational companies. They work in different business sectors: transport, engineering, retailing, construction, tourism, banking etc. Peugeot, for instance, is a French car manufacturer which supplies cars. Bacardi Martini is a Spanish drinks supplier which supplies champagne and vine. Microsoft is an American IT-company, which developing Windows operating system and other software.

I would like to say some words about Microsoft. This company was founded by Bill Gates in late 70s. Being one of the most successful and profitable companies in the world, they spend a lot on charity. Bill and his wife Melinda opened Melinda and Bill Gates Foundation organization, which helps poor citizens of Africa staying alive.

So, if you want to be as successful as Bill you should follow these tips:

- start with a simple business idea that is easy to understand
- have some good designers who also understand production
- have a strong company culture

Those are only basic keys and of course, what works for one person may not work for others.

Exercise 2. Retell the text «Kinds of Companies».

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Exercise 3. Read and translate the text.

Before interviewing the applicants look through their CVs and application letters, decide what questions to ask and prepare to explain the job advertised and to say what the person will have to do. The contract is for one year. You think that the person should be friendly and have a nice personality.

Experience is not of vital importance - you have your own training program. Analyze the results of the interviews, choose the most suitable applicant and announce your decision to the applicants.

Before interviewing the applicants, look through their CVs and application letters, decide what questions to ask and prepare to explain the job advertised and to say what the person will have to do. You are supposed to take notes (name, appearance, general impression, speech, answers to questions - you could give each applicant points out of ten for each of the above). Offer applicants an opportunity to put questions to you. You think that the person should have some experience, must be energetic, ambitious and enthusiastic. You are interested in the results of his or her studies. Analyze the results of the interviews, discuss them with your colleagues, choose the most suitable applicant and announce your decision to the applicants.

You are to use your own names and background. If you like you can add some details, write an application letter. Be ready to answer the questions of the interviewers and to ask your own questions about the job., Do not forget to say "Congratulations" to the person who finally gets the job.

Exercise 4. Read, translate the CV and make up your own taking it as a model.

Personal data

Ivan Prokhorov
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Nizhny Novgorod Region, Russian Federation
+7 906 3814632
ivan_prokhorov@gmail.com

Date of Birth: 15.09.1975
Marital Status: married

Objective

To obtain a position of service engineer that will allow me to use my knowledge and take advantage of my desire to work in Sulzer Ltd.

Education

Ufa State Oil Technical University Oktyabrskiy Branch (OF UGNTU) 08.1995 – 06.2000
Specialty: Engineer-mechanic

Work experience

10.2011 – till now
OAO «Rosneft»
Position: Head of Service of Manufacturing Custom Equipment.
Activities and responsibilities: Manage the production of service of manufacturing custom equipment. Control and technical maintenance of production metal parts
03.2010 — 10.2011 – OAO «Rosneft»
Position — Engineer-constructor
Activities and responsibilities: Schematic drawing metal parts for different equipment, technology of metal processing for the manufacture of metal parts.

Employment history

06.2007 — 03.2010
Gazprom:
Position: Engineer-constructor
Activities and responsibilities: constructor documentation of Installation Electric Submersible Pumps — Electric Submersible Pumps (18-400 m^3/day), electric asynchronous motors, protector.

10.2000 — 06.2007
LUKoil:

Position: Engineer-constructor
Activities and responsibilities: constructor documentation of Installation Electric Submersible Pumps — Electric Submersible Pumps (18-400 m³/day), electric asynchronous motors, protector.

Skills

MS Word, MS Excel, Compas 3d.
Russian: native
Ebglish: Fluent reading, writing and speaking ability

Interests

Football, Reading, Mountain trekking.

References

Available upon request

Exercise 5. Read and translate the text.

How to Behave During an Interview

It's evident that getting a job depends on many factors, among them writing a strong job application and CV or resum6. Your behaviour during an interview, however, is often the best and often the most important stage in getting a job.

Interviews may be conducted by one or by several people.

The interview is an opportunity for the applicant to project his/her personality and convince the interviewers of his/her suitability for the job.

1. Pay attention to the way you are dressed.

When you are properly dressed you demonstrate respect and consideration for those with whom you interact.

Your hairstyle, nails and choice of cosmetics will contribute to your ªppearance.

Your clothing should meet the requirements of business style. It's very important that you should feel comfortable in your suit.

2.Be ready to speak about yourself.

Your words should contain something to make people take notice of yuu. Describe briefly your experience at previous jobs and the good results you achieved there.

3. *A standard question you may be asked — "Why are you looking for a job?"* You should be ready to offer reasons which sound convincing.

4. *You should organize your thoughts logically, have self-confidence, and never distort facts or try to persuade people to your way of thinking.*

5. You must be ready to answer some unexpected questions: 'What are your strong points?" and "What are your weak points?"

Your speech should be illustrated with clear examples. When speaking about your failures or mistakes be sure to emphasize the conclusion you have drawn after analyzing your failures and what they taught you.
Just remember that the capacity to overcome failures and analyze mistakes is valuable to any company.
6. *You may be asked what you can do for the company or how you see your future duties.* You should learn as much as possible about the company you are dealing with. If possible, quote concrete figures or examples so that the interviewer will appreciate the extent of your contribution.
7. *What salary are you expecting?* Think of concrete figures - you should base your answer on the average salary of other employees with your qualification.
8. *Be ready for practical tests* - if you apply for a job as a salesmanager you may be asked to sell something or to express your opinion about how to settle a conflict in a hypothetical situation.
9. At the end of the interview you may ask some questions. You should enquire about what your future job will entail, what possible difficulties there are in store for you, and what the other staff members arc like.
10. *Some more advice*:
- Never be late. Even if you come too early, it is better to walk around outside than to bother the interviewer about what you should do for the next 20-15 minutes.
- Remember that your speech should be more than mere words. How you speak sometimes is not as important as what you say.
- Be yourself —just speak the way you speak with your friends. Try to overcome your nervousness. You can learn to control your nervousness rather than let it get the better of you. Try to accept nervousness as a natural way of helping you to be alert and do your best. Remember it is normal and natural for you to be a little nervous. As you speak, smile and try to change your facial expression to convey the emotions that you feel. A smile coupled with good posture can work wonders.
- Much attention should be paid to eye contact. You should not look at the floor or at the ceiling. Look into the eyes of the people you are talking to. Your speech is certain to be enthusiastic and lively.
Now think what kind of person you are.

Exercise 6. Discuss how to behave during an interview. The text «How to Behave During an Interview» can help you.

(Раздел 3 Тема 3.1)

Exercise 1. Read and translate the text.

Negotiations

Negotiations are complex because one is dealing with both facts and people. It is clear that negotiators above all must have a good understanding of a subject. They must be aware of the company`s general policy, initial bargaining position as well as fallback position.

However, awareness of these facts may not necessarily suffice to reach the agreement. The role of human factor must be taken into account. The approach and strategy in negotiations are influenced by cool, clear logical analyses. But the personal needs of the actors must therefore be considered. These needs might include the need for friendship, goodwill, credibility, recognition of status and authority, a desire to be appreciated and promoted as well as the need to get home earlier on Friday evening.

Researches, who have studied negotiations, recommend separate people from facts. Moreover, while negotiations indirect and impersonal forms should be used. Furthermore, a really tough negotiator should be hard on the facts but soft on the people.

Language also varies according to negotiating style adopted: it can be either a co-operative or a competitive mode. Cooperative style is based on win-win principles when both parties want to benefit from the deal. This style is often accepted within one company or between companies with longstanding relations when common goals are being pursued.

Competitive negotiation style can be appropriate for one-off contracts when the aim is to get the best results possible without considering future relations and risks of the breakdown of negotiations. Moreover, the language can become hostile and threatening.

In reality negotiations are a complex mode of co-operative and competitive styles. Negotiating successfully implies dealing with four main components of negotiations: people, facts, co-operation and competition.

Exercise 2. Make up 6-7 questions to the text **«**Negotiations».

6 семестр

(Раздел 3 Тема 3.2)

Exercise 1. Read and translate the text.

History of Trade

Trading is as old as mankind. The early civilizations of Mesopotamia or Egypt traded among themselves and with other people. Gradually, trade routes developed over land and sea. These were used to transport spices, salt, minerals and jewels over great distances.

In the 15th century Europeans started exploring the seas to find new trade routes to Asia. The Portuguese explored the coast of Africa, the Spanish, English and French set across the Atlantic and founded colonies in the New World.

In the 1700s the Industrial Revolution began in Great Britain. During the following two centuries it became the most powerful trading nation in the world. The British sold goods to its colonies and received raw materials from them.

During this era governments did not interfere much with free trade. As a result many owners became very rich. They kept all the money themselves and paid workers badly. In the first half of the 20th century World War I and the Great Depression led to the decline of world trade. Many governments introduced new plans to help their own companies' workers.

After the Second World War the big countries of the free world tried to improve free trade. Some have formed trading blocs that trade freely. The biggest of them are the European Union, NAFTA and South America's Mercosur. About 150 countries are members of the World Trade Organization, an institution that sets up rules for world trade.

Exercise 2. Read and translate the text.

Trade

Trade happens because people need or want things that they don't have. We also trade for work that we cannot do ourselves. Trade between countries happens for the same reason. Some countries, for example, have natural resources, like coal, oil or wood which other countries might want to buy. They try to sell the goods, products or services that they have too much of to other countries. They earn money from these sales and then can buy the things that they themselves need and cannot produce on their own.

Both producers and consumers profit from international trade. If countries can produce goods more cheaply than others because they specialize on them why not let them. They make more money on one side and consumers in other countries can buy goods that are cheaper.

Even though many nations have a lot of different goods to export there are countries that depend only on one or two products to get money. Saudi Arabia, Kuwait and other countries of the Middle East depend on oil exports, because it is pretty much the only thing that they can sell. Poor countries in Africa depend largely on the export of tropical farm products to get money.

Each year goods and services worth about 11 trillion dollars ($ 11 000 000 000 000) are traded all over the world. The biggest exporting nations are The United States, France, Germany, the United Kingdom, Canada and Japan.

The difference between what a country exports and what it imports is called the balance of trade. If a country exports more than it imports we call this a trade surplus. And if a country pays more for its imports than it gets for its exports it has a trade deficit.

Exercise 3. Answer the questions.

1. Why do people trade?

2. Why is international trading very important?
3. Who gets profit from international trade?
4. What are the biggest exporting countries?
5. What is the balance of trade?

Exercise 4. Write an essay on the theme «Why do we trade?»

Exercise 5. Read and translate the text.

History of Advertising

To advertise means to make information public. But nowadays advertising doesn't limit itself by a word 'publicity'. Modern advertising has a task to show a product in a positive and pleasant way. It has an aim to make us want to buy it. But how and when did advertising appear?

The advertisement has existed since antiquity time. At first there were murals that informed about gladiator fights. In the middle Ages public heralds stood in the centre of the city and gave last news.

In the 15th century there was a good development of printing. After that posters and leaflets appeared. Two centuries later the first newspapers began to publish advertisements. But it is the 20th century when advertising really explodes. It followed the invention of radio and TV.

In the United States companies have worked with advertisers since 1930. They invented packaging that had to attract customers. They also created an idea of product placement. It means that a product is shown in the movies. After that it gets well-known and well-sold. For example, it was made with the luxury cars which were shown in James Bond films.

Nowadays the new territory of commercials is Internet with social networks. Small software called cookies allows offering ads according to the tastes of Internet users. Certainly, in the near future the commercial advertising will be personalized for each of us.

Exercise 6. Read the text and fill the gaps with the word combinations.

a) another invention, b) purpose of advertising, c) the more advertisements, d) favourite programs and soaps, e) the best commercial

Advertising is_____ of the 20th century. Some people find it annoying and useless, however, it certainly has its point. Advertising can be found everywhere nowadays: in newspapers, in magazines and brochures, on posters, on radio and TV, in Internet, simply everywhere. The main_____ is to sell the goods. From the other side, it's a really effective way to let the people know about certain products. So it became obvious that businesses will profit from advertising, which is why we have so much of it. It's an interrelated process: the more companies,_____. Advertising is not only the means of information, but also of communication. It's the so-called interaction between clients and service organizations. First reaction to advertising in our country

was relatively negative, although later it became a usual media content. TV ads were the most frustrating type of advertising. People were really annoyed when their _____got constantly interrupted by useless ads. Besides, it seemed that they lasted forever. Later people got used to it and now it's a normal thing to watch ads on TV. Moreover, there is a new type of annual award for____ advertisement. One good thing about advertising is certainly the globalization. Today it's easy to watch different commercials from all over the world and to understand what goods are produced in certain countries.

Exercise 7. Choose the product or service and get ready for your presentation.

(Раздел 3 Тема 3.3)

Exercise 1. Read and translate the e-mail.

Mrs Jane Tumin
HR Manager
Sommertim
7834 Irving Street
Denver, Colorado

Mrs Lean
9034 Cody Street
Denver, Colorado
USA, 90345

February 15, 2016

Dear Mrs Lean,
With reference to our telephone conversation yesterday I am glad to tell you that we offer you the position of Senior Lawyer in our company. You will be provided with company car according to the corporate policy and full medical insurance. Your salary will be $100 000 per year according to your request. You may learn about job conditions in job offer attached to this letter.

With respect,

Jane Tumin,
HR Manager

(Раздел 4 Тема 4.1)

Exercise 1. Read the text and put its paragraphs in the right order.

1. A problem of hierarchies is that people at lower level are unable to make important decision, but have to pass on responsibility to their boss. One solution to this is matrix management, in which people report to more than one superior. For example, a product manager with an idea might be able to deal directly with managers responsible for a certain market segment and for a geographical region, as well as managers responsible for the traditional functions of finance, sales and production.

2. Organizing structure is considered by many to be “the anatomy of the organization”, providing a foundation within which the organization functions”. There can be different kinds of organization structure, and firms can change their organization structure by becoming more or less centralized.

3. Most organizations have a hierarchical or pyramidal structure, with one person or a group of people at the top, and increasing number of people below them at each successive level. All the people in the organization know what decision they are able to make, who their superior (or boss) is (to whom they report), and who their immediate subordinates are (to whom they can give). This structure is one of the simplest and it’s also called a line structure.

4. Yet the activities of most companies are too complicated to be organized in a single hierarchy. Shortly before the First World War, the French industrialist Henry Fayol organized his coal-mining business according to the functions that it had to carry out. He is generally credited with inventing functional organization, including (among others) production, finance, marketing, sales, and personnel or staff departments. The functional type of organization structure reflects an arrangement based on the nature of the activities that must be performed.

Related activities are grouped together in the functional areas with which they are most clearly identified. The chief executive of each area occupies a position on the second level of the organization and generally has the title Vice-President. This means, for example, that the production and marketing departments cannot take financial decisions without consulting the finance department. The functional structure is efficient, but there are two standard criticisms. Firstly, people are usually more concerned with the success of their department than that of the company, so there are permanent battles between, for example, finance and marketing, or marketing and production, which have incompatible goals. Secondly, separating functions is unlikely to encourage innovation.

Exercise 2. Give Russian equivalents.

1) to pass on responsibility
2) to report
3) matrix management
4) to provide a foundation

5) according to the functions
6) staff department
7) related activities
8) standard criticisms
9) coal-mining business
10) incompatible goals.

Exercise 3. Give English equivalents.
1) сегмент рынка
2) финансы и продажи
3) непосредственные подчиненные
4) выполнять функции
5) изобретать функциональную организацию
6) исполнительный директор
7) вице-президент
8) в рамках чего-либо
9) на низком уровне
10) давать указания.

Exercise 4. Read the text and make up a presentation taking it as a model.

I would like to introduce my company. Our company is one of the largest and oldest car-manufacturing companies in Germany. We are manufacturing a wide range of cars for more than hundred years. Our range can suit various demands of our customers.

Our cars are manufactured in accordance with the highest international standards. They are sold in different countries of the world. The motors manufactured by our company are used not only in the automobile industry. We also deliver them for industrial, agricultural and scientific purposes. The most of our customers are pleased with the design and technical characteristics of our products.

I would like to represent the range of motors and cars we are producing now. Here you can also see our price list. Every your inquiry will always receive our careful and prompt attention. You always can contact us to receive any detailed information on our products and terms of delivery.

7 семестр

(Раздел 4 Тема 4.2)

Exercise 1. Read and translate the text.

Glimpses of History of Money

At different periods of time and in different parts of the world many different commodities have served as money. These commodities were:

cattle, sheep, furs, leather, fish, tobacco, tea, salt, shells etc. The experts underline that to serve effectively as money; a commodity should be fairly durable, easily divisible, and portable. None of the above-mentioned commodities possessed all these qualities, and in time they were superseded by precious metals. First they were superseded by silver and later by gold. When a payment was made the metal was first weighed out. The next stage was the cutting of the metal into pieces of definite weight and so coins came into use.

Paper money first came into use in the form of receipts given by goldsmiths in exchange for deposits of silver and gold coins. After goldsmiths became bankers their receipts became banknotes. That's how the first banknotes came into existence. At first coins were worth their face value as metal. But later token coins of limited value as legal tender were issued. Now smaller denomination coins are made from bronze and are often referred to as coppers. Bigger denomination coins are made from cupronickel and are usually called silver.

Exercise 2. Answer the questions to the text.

1. What commodities served as money in the past?
2. What are the requirements of a commodity to serve as money?
3. Why did precious metals start to serve as money?
4. What precious metal was used first to serve as money?
5. What precious metal was used then?
6. How did coins come into existence?
7. How did paper banknotes come into existence?
8. What coins are called silver?
9. What are coppers?

Exercise 3. Translate the words into Russian.

Face value, legal tender, a new issue, cutting of the metal into pieces, paper money, in exchange for deposits, bigger denominations coins.

Exercise 4. Put the necessary words into the gaps.

When a payment was made the metal was fist _____ out. But later token coins of limited value as _____ _____ were issued. Now smaller denomination _____ are made from bronze. In time they were superseded by precious _____. First they were _____ by silver and later by gold.

Exercise 5. Speak about: the money in the past; the way banknotes appeared; the metals of which coins were and are made; the silver coins and coppers.

Exercise 6. Read and translate the texts.

The dollar

The dollar is the basic unit of United States money. It is worth 100 cents. Its symbol is $. So, $1-00 means one dollar. The dollar is also the main currency unit of: Australia, Canada, Jamaica, New Zealand, Singapore, Zimbabwe and some other countries. The dollar was adopted in the USA in 1792. The first US dollars were issued in silver and gold. After 1934, however, all gold coins were taken out of circulation. A silver dollar was issued at various times from 1794 until 1935. The dollar was adopted in Canada in 1878. Australia adopted the dollar in 1966, and New Zealand in 1967.

The pound

The basic unit of money of the United Kingdom is the pound, also called the pound sterling. The symbol of Britain's pound sterling is £. Today the pound is equal to 100 pence. The British adopted the decimal system in 1971. Things were far more complicated in the past. The pound was subdivided into 20 shillings. The shilling was subdivided into 12 pennies. The guinea was equal to one pound one shilling. It was a gold coin used in fixing prices of valuable goods. There also were crowns, 5-shilling silver coins; half-crowns worth 2 shillings and 6 pence; florins, 2-shilling silver pieces; bobs worth 12 pence. A sixpence was a 6-penny coin and a 3-penny piece was called a "three pence". There also were "ha'pennies", copper coins, worth half a penny, and farthings, or quarter-penny copper coins. You may ask what you need to know all this for. Perhaps you don't have to remember any of it. Unless, of course, you collect coins. Or read the great works of English literature.

The shilling

The shilling is a unit of currency formerly used in Austria, the United Kingdom, Australia, New Zealand, United States and other British Commonwealth countries. Currently the shilling is used as a currency in four east African countries: Kenya (Kenyan shilling), Tanzania (Tanzanian shilling), Uganda (Ugandan shilling) and Somalia (Somali shilling). It is also the proposed currency that the east African community plans to introduce (east African shilling). The word shilling comes from old English "Scilling", a monetary term meaning twentieth of a pound, and from the ProtoGermanic root skiljaną meaning 'to separate, split, divide.' The word "Scilling" is mentioned in the earliest recorded Germanic law codes, those of Æthelberht of Kent. Slang terms for the old shilling coins include "bob" and "hog". While the derivation of "bob" is uncertain, John Camden Hotten in his 1864 Slang Dictionary says the original version was "bobstick" and speculates that it may

be connected with Sir Robert Walpole. One abbreviation for shilling is s (for solidus, see £sd). Often it was represented by a solidus symbol ("/"), which may have originally stood for a long s or ſ, thus 1/9 would be one shilling and ninepence (and equivalent to 21d; the shilling itself was equal to 12d). A price with no pence was sometimes written with a solidus and a dash: 11/–. The solidus symbol is still used for the Kenyan shilling (one of the successors to East African shilling), rather than sh.

Exercise 7. Answer the questions.

1. What is the basic unit of money in the USA? 2. How much is the dollar worth? 3. What is the dollar's symbol? 4. Where does the dollar circulate? 5. When was the dollar adopted in the United States? 6. Were the first dollars issued in copper? 7. Do gold coins circulate now? 8. When was the dollar adopted in Canada? 9. When did Australia and New Zealand adopt the dollar? 10. What is the basic unit of money in/of the UK? 11. When was the decimal system adopted in Great Britain? 12. How many shillings were there in the pound before 1971? 13. Was the guinea equal to one pound sterling? 14. What was the crown equal to? 15. Were there any copper coins in circulation? 16. What is the symbol of the British pound sterling? 17. Where is the shilling formerly used? 18. Where does the word shilling come from?

(Раздел 4 Тема 4.3)

Exercise 1. Read and translate the text.

Main rules of negotiations

One of the most important practices to which office workers may face on a daily basis, is the ability to negotiate (ability to negotiate). What is the talks (negotiations)? The idea is that this solution to the conflict (resolution of conflict). We are starting negotiations (enter negotiations) in order to start (to start) or continue (continue) the business relationship (relationship), and to resolve the issue (resolve an issue). Even when we act on your first job, or start a career (begin career), we learn to negotiate.

Main rules of negotiations:

1) Always try to continue the negotiations for at least 15 minutes. If negotiations are held in less time, the parties are unlikely to form a correct opinion about each other. Usually, the seriousness of the negotiations determines the period of time necessary for discussion. Approximately 90% of the questions are solved in the last 10% of discussion.

2) Always offer the other side to speak first. This is especially important if you ask the chief to raise wages. Your boss may reevaluate the situation and offer you more than you are going to ask.

3) Always show respect and listen to what your opponent says. This is important, even if he or she does not exhibit the same courtesy towards you. Do everything to remain calm and courteous, even if the other party shows signs of irritation or anger. Remember that some people deliberately try to intimidate or provoke you.

4) Confirm that says the opposite side. Everyone likes to know that what they say - it is important. If the other party starts talking first to use this advantage to remember what you heard. Be aware of important ideas before you present your arguments.

5) Keep track of your and other people's gestures. We will help you to deal with sign language later. To restrain from negative sign.

For one talks begin with a discussion of cash benefits (allowance), issued by the parents, for another - with a dispute with a brother or sister about what TV show would look. Some people are strong negotiators from nature (naturally stronger negotiators) and are able to more easily achieve the desired result. Not being able to negotiate, people stop relations (break off relationships), leave from work (quit jobs), or deliberately avoid conflict situations.

(Раздел 4 Тема 4.4)

Exercise 1. Read the text and make up a presentation taking it as a model.

I would like to introduce my company. Our company is one of the largest and oldest car-manufacturing companies in Germany. We are manufacturing a wide range of cars for more than hundred years. Our range can suit various demands of our customers.

Our cars are manufactured in accordance with the highest international standards. They are sold in different countries of the world. The motors manufactured by our company are used not only in the automobile industry. We also deliver them for industrial, agricultural and scientific purposes. The most of our customers are pleased with the design and technical characteristics of our products.

I would like to represent the range of motors and cars we are producing now. Here you can also see our price list. Every your inquiry will always receive our careful and prompt attention. You always can contact us to receive any detailed information on our products and terms of delivery.

(Раздел 5 Тема 5.1)

Exercise 1. Read and translate the text.

The global ecological problems caused by the rapid technological progress

Since ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on.

Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up.

The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature, a sign of the ecological crisis.

Environmental protection is of a universal concern. That is why serious measures to create a system of ecological security should be taken. Some progress has been already made in this direction. As many as 159 countries - members of the UNO - have set up environmental protection agencies. Numerous conferences have been held by these agencies to discuss problems facing ecologically poor regions including the Aral Sea, the South Urals, Kuzbass, Donbass, Semipalatinsk and Chernobyl. An international environmental research centre has been set up on Lake Baikal. The international organization Greenpeace is also doing much to preserve the environment.

But these are only the initial steps and they must be carried onward to protect nature, to save life on the planet not only for the sake of the present but also for the future generations.

Exercise 2. Translate the sentences into English, using the text «The global ecological problems caused by the rapid technological progress».

1. С древних времен природа служит человеку, являясь источником его жизни. Тысячи лет люди жили в гармонии с окружающей средой. И им казалось, что природные богатства неисчерпаемы.
2. Побочные продукты их деятельности загрязняют воздух, которым мы дышим, воду, которую мы пьем, землю, на которой мы выращиваем пшеницу и овощи.
3. В результате некоторые редкие виды животных, птиц, рыб и растений навсегда исчезают. Высыхают многие реки и озера.

4. Защита окружающей среды — всеобщая забота.
5. Надо двигаться вперед, защищая природу, сохраняя жизнь на планете, не только ради настоящего, но и для будущих поколений.

Exercise 3. Answer the following questions:

1. How did people live for thousands of years? 2. What cities appear all over the world today? 3. What pollutes the air we breathe? 4. What is the result of air pollution? 5. Why is environmental protection of a universal concern? 6. What are the initial steps in this direction?

Exercise 4. Read and translate the text.

The environmental problems of Kuzbass

One of the most burning problems of contemporary life is the ecological situation on the planet of Earth. In fact, cities and towns, industrial complexes and enterprises cover the world like a huge net, absorbing the air and polluting the atmosphere at great extends. The smoky industrial monsters have become the threat to the water we drink, the air we breathe, the land we grow grain and vegetables on. Kuzbass is an important integral part of Russian industrial system, its coal is often called “the black gold” of Russia. The mining industry gets along with automobile and textile branches, chemistry and ferro-metallurgy. It’s not for nothing that the population of the region realizes how dangerous it is to develop industries without caring for the environmental situation. Statistics proves that every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up. The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature, a sign of the ecological crisis.

As far as Kuzbass is concerned, the facts are also alarming: more than 1,5 million tons of industrial dust pollute the atmosphere of the region we live in. It is equal to 60 per cent of the same industrial wastes of the joint territory of Novosibirsk, Tomsk and the Altai regions.

If you happen to visit Novokuznetsk some day you will find it hard to breathe, because the air is heavy with the industrial wastes of the great metallurgy plants the city is famous for.

The coal mining territories add to the pollution of the air and water; even snow in winter looks dirty and poisoned.

The chemical industry of Kuzbass is no less dangerous for human health, the unburned waste makes breathing difficult.

One shouldn't forget the transport in the region, which is quite numerous. The roads are heavy day and night, the pollution increases and the whole wild life is the victim.

Exercise 5. Enlarge the statements with facts and arguments:
1. One of the most burning problems of contemporary life is the ecological situation on the planet of Earth.
2. Statistics claims that every year world industry pollutes the atmosphere.
3. Kuzbass is an integral part of Russian industrial system.
4. As far as Kuzbass concerned the data are also alarming.
5. The main threat to nature comes from the human activity.
6. Still, much can be done to save the planet from the environmental catastrophe.

4. Презентация

Презентация – средство или метод, который используют в обучении (особенно иностранным языка) и подготовке работников и специалистов.

3 семестр

(Раздел 1 Тема 1.2)
Презентация чертежа

5. Диалог

3 семестр

(Раздел 1 Тема 1.1)

Exercise 1. Read the conversation and make up your own taking it as a model.

Anna: Hi, Tom! I heard your brother works as a miner. What does he think about his job?
Tom: Hi, Anna! Yes, he's been a miner for five years. He says there are both advantages and disadvantages.
Anna: What are the main advantages?
Tom: Well, miners usually get a high salary and good benefits. The job can also be exciting and different every day, especially for those who like adventure and don't want a typical office job. There are also opportunities to travel and work in different countries.
Anna: That sounds interesting! But I've heard mining is dangerous.
Tom: That's true. The work is physically demanding and risky. There's always a chance of accidents, and miners often work underground in tough conditions with little sunlight. Many develop health problems, especially with their lungs, because of dust and chemicals.
Anna: Are there any other disadvantages?

Tom: Yes, job security can be an issue, especially for those without special skills. The work can also be stressful and isolating, with long shifts far from family. Some people even develop claustrophobia or mental health problems.
Anna: So, it's a well-paid job, but it comes with serious risks.
Tom: Exactly. It's not for everyone, but some people really love the challenge and the rewards.
Anna: Thanks for sharing, Tom! That was very informative.

5 семестр

(Раздел 2 Тема 2.1)

Exercise 1. Make up a dialogue using the following sentences.

Answering the phone (formal)

- Hello? Serena speaking. (caller unknown)
- John Sayles is speaking. Who's calling, please? (caller unknown)
- Doctor Martin's office. May I know who's calling, please? (caller unknown)
- Thank you for calling Jeans Plus. Jody speaking.
- Hello Maria. Nice to hear from you.
- Hello Dr Jones. How can I help you?
- City Library. Kim speaking. What can I do for you, Robert?

Introducing yourself

-Hey George. It's Lisa calling.
-Hello, this is Julie Madison calling.

Asking to speak with someone

-Can I talk to Josef? Tell him Marilyn's calling.
-May I speak to Mr. Green in the accounting department, please?
-Good morning. Is Dr Martin available, please?

Connecting someone

-Just a sec. I'll get him.
-Hang on a moment. I'll see if she's in.
-One moment please. I'll see if he's available.

-Hold the line please. I'll put you through in a moment.

-Please hold while I put you through to the manager's office.

-All of our staff are busy at this time. Please hold for the next available person.

Making a request

- Could you please repeat that?
- Would you mind spelling that for me?
- Could you speak up a little, please?
- Can you speak a little slower, please. My English isn't very good, I'm afraid.
- Could you let me know when she'll be in the office, please?
- Would you mind calling back in an hour? I'm in a meeting just now.
- Can you call again? I think we have a bad connection.
- Please hold for just a minute. I have another call.
- Please don't call this number again.

Taking a message

Can I take a message?

Would you like to leave a message?

Sammy's not in. I can tell him you called if you like.

No, that's okay. I'll call him later.

Exercise 2. Read the interview and make up your own taking it as a model.

Job Interview

- Good morning, Miss Jones. So you applied for a job in our team. Am I right?
- Yes, I did. I sent my resume for a position of a restaurant manager.
- That`s good. I`d like to know a bit more about you. Probably you could tell us about your education first.
- Well, I left school at 17 and then for the next five years I studied at Kazan Federal University. I graduated the Department of economics with high honors and was qualified as a manager of enterprise. And after that I did a one-year computer course.
- Well. Your education sounds great, Miss Jones. And have you got any experience? Have you worked before?

- Certainly. First I worked as a manager at children's clothes shop. I stayed there for four years and then I moved on to my present company. They offered me a job of a manager in a big cafe.
- That`s very interesting. Why aren't you happy with your present job, Miss Jones? Why are you going to leave them?
- Well. The salary isn't so bad, I must admit. But the work schedule isn't convenient for me. And I often do a lot of overtime there. Besides you have an excellent reputation and I hope to have more opportunity and growth potential in your company.
- I see. Do you mind business trips? And are you fluent in Italian or German?
- Oh, foreign languages are my favorites. We did Italian and German at the University and I use them when I travel.
- Very good. Can you tell me about your good points then?
- Well… I start my work on time. I learn rather quickly. I am friendly and I am able to work under pressure in a busy company.
- OK. That's enough I think. Well, Miss Jones. Thank you very much. I am pleased to talk to you and we shall inform you about the result of our interview in a few days. Good-bye.

(Раздел 3 Тема 3.1)

Exercise 1. Read and act the dialogue «Business negotiations».

And now I'd like to discuss with you the year results of our new contract with the "TechArt Group".

So the contract was signed 10 months ago and in the beginning the outcome was under a big question. We provided them with high quality raw materials for their production chain but one supply was with a big percentage of waste.

So how did you solve the problem?

We changed the delivery and suggested them a discount on the following dispatch. Now our total turnover is over 2 billion dollars. It is 5% higher than what we expected.

That is a good outcome. Are they going to sign a contract for the next year deliveries?

Yes, they certainly will. They are happy with our delivery terms and payments. And what is more, we are discussing their new project now.

It is great. Keep working this way.

7 семестр

(Раздел 4 Тема 4.2)

Exercise1. Read and act the dialogue « At the bank».

Good afternoon, madam.
Good afternoon, sir. How can I help you?
Yes. I'd like to withdraw $ 500.
But you could have used our ATM machine for that purpose. It's very easy and fast.
Well. I have just tried to access my account several times there. But I guess something is wrong with the machine.
OK. Are you sure you entered the correct pin number?
Absolutely. I've been your customer for about 10 years already and I've never been denied the access.
OK, sir. Please, don't worry. Let's have a look at your account from my computer. Is it a saving or checking account?
It's a checking account. Here is my ID, madam.
Thank you, Mr. Barney. Can I have your account number, please?
Sure. It's 4558 6742.
OK. … Well. There is nothing wrong with your account, sir. So, what kind of transactions are you going to make now?
I want to deposit this check and withdraw $ 500, please.
OK. The money from your check should be in your account within 3 working days.
Yes, I know.
How would you like your cash?
In 50's, please.
Just a minute. Here is your cash, sir. Please, ensure that you've got the exact amount of money.
Yes. Everything is right. And could I have my statement printed out, please?
Certainly, sir. Here you are.
Thank you for your help.
Have a nice day!

(Раздел 4 Тема 4.3)

Exercise 1. Read the following phrases and use them to act the dialogue «Discussing budget planning».

So, we gathered here to discuss budget planning for the next year expenditures. What I want to underline is that basing on the latest research we are going to face some financial difficulties. So we need to prepare and cut the budget.

First of all, I would like to say that no redundancy will take place. We are staffed better than ever before. All our employees correspond to the required level and do their job well. Besides, we cannot cut down production financing. As even a small decrease in the quality of raw materials largely results in the goods quality.

So what is going to be cut down is the marketing budget. I appreciate what marketing department does for the company. What is more, I realize that this is going to create huge difficulties for the marketers. But we all understand what will happen if we don't do this way.

Оценивание обучающегося на зачете

Промежуточная аттестация производится на основе текущего контроля успеваемости при условии выполнения всех заданий в семестре, предусмотренных фондом оценочных средств по дисциплине «Иностранный язык в профессиональной деятельности».