Министерство науки и высшего образования Российской Федерации

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

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УТВЕРЖДАЮ
Директор института
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_____ А.В. Зимин
подпись
«____» _____ 20___ г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Иностранный язык в профессиональной деятельности

11.02.16 «Монтаж, техническое обслуживание и ремонт электронных приборов и устройств»

Квалификация выпускника
Специалист по электронным приборам и устройствам

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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Владелец: Директор ИИТиАС Зимин Алексей Валерьевич
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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:

– освоение правил употребления базовых грамматических конструкций и лексических единиц общесоциального и профильного характера;
– овладение лексическим минимумом в размере (1200-1400 лексических единиц) и грамматическим минимумом, необходимым для общения, чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

2 Место учебной дисциплины в структуре ООП по специальности

Учебная дисциплина относится к учебным дисциплинам общего гуманитарного и социального-экономического цикла ООП по специальности 11.02.16 «Монтаж, техническое обслуживание и ремонт электронных приборов и устройств».

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:

– Демонстрационный экзамен.

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 объяснить свои действия (текущие и планируемые) писать простые связные сообщения на знакомые или интересующие профессиональные темы. правила построения простых и сложных предложений на 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***	***8 семестр***
Форма промежуточной аттестации		*зачет*	*зачет*	*зачет*	*зачет*	*зачет*	*зачет*
Трудоёмкость,	***156***	*32*	*20*	*32*	*22*	*24*	*26*

академ. час.							
Лекции, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Лабораторные работы, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Практические занятия, *академ. час.*	***120***	*32*	*20*	*16*	*14*	*16*	*22*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Курсовая работа / проект, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Консультации, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Самостоятельная работа, *академ. час.*	***36***	*0*	*0*	*16*	*8*	*8*	*4*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*
Контроль, *академ. час.*	***0***	*0*	*0*	*0*	*0*	*0*	*0*
в форме практической подготовки	***0***	*0*	*0*	*0*	*0*	*0*	*0*

Содержание учебной дисциплины

Раздел 1 Английский язык в профессиональном общении;

Тема 1.1 Я и моя профессия (Современный мир профессий. Проблемы выбора будущей профессии Подготовка к WS по компетенциям системного администратора. История компьютеров. Типовые инструкции по охране труда. Задание по компетенциям. Чтение и перевод технического описания по компетенциям.. Востребованность профессии в современном мире.

Английский язык-язык международного общения в современном мире. Его необходимость для развития профессиональной квалификации. Управление жизненными циклами.

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 Виды компьютеров (Грамматический материал: герундий, инфинитив, Passive Voice, вопросительные конструкции, условные предложения (Zero conditional, First conditional).
Лексический материал: понятия и термины на английском: input device, a joystick, output device, voice recognition, a keyboard, printer, mouse, hard-disk, a scanner, floppy disk, trackball; лексические единицы, связанные с обозначением устройств ввода и вывода. суффиксальное словообразование терминологических единиц ; предлоги места.

Говорение: беседа по вопросам к тексту « Устройства ввода и вывода»);

Тема 1.4 . Виды памяти (Тема 1.4. Виды памяти
Чтение и перевод текста “Computer Memory” Выполнение грамматических упражнений по нижеуказанному грамматическому материалу. Написание лексического диктанта по словарным единицам, связанным с видами памяти (RAM random access memory, to assist, to direct, volatile memory, a repository, to involve, ROM read only memory, disk drive, firmware). Ведение диалога на тему: «Виды памяти»
Грамматический материал: Герундий. Инфинитив. Passive Voice. Вопросительные конструкции. Предлоги места
Лексический материал: суффиксальное словообразование терминологических единиц (measure-measurement; flame-flammable; extract-extraction).);

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).
Говорение: презентация на тему «Профессиональная деятельность».);

Раздел 2 Трудоустройство в международную компанию по специальности;

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.
Говорение: Telephone Talk; тематическая ролевая игра (собеседование при устройстве на работу).);

Раздел 3 Деловое общение с клиентами и партнерам;

Тема 3.1 Участие в переговорах в качестве специалиста (Грамматический материал: определенный артикль.
Лексический материал: диалоговые речевые клише
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)
Говорение: презентация по теме «Торговля в разных странах».);

Тема 3.3 Ведение деловой переписки (Грамматический материал: неисчисляемые существительные
Лексический материал: реквизиты и структура делового письма
Говорение: написание делового письма.);

Раздел 4 Представительство компании;

Тема 4.1 Структура компании (Грамматический материал: few-a few; little-a little
Лексический материал: корпоративная лексика (stuff, CEO, chief engineer, company, business integrity)
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)
Говорение: Group discussion: «The history of money», 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»
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».
Говорение: презентация оборудования);

Раздел 5 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».
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.	Виды компьютеров	10	
Раздел 1; Тема 1.4.	. Виды памяти	8	
Раздел 1; Тема 1.5.	Основные операции в профессиональной деятельности	8	
Раздел 2; Тема 2.1.	Речевой этикет	8	
Раздел 3; Тема 3.1.	Участие в переговорах в качестве специалиста	8	
Тема 3.2.	Торговые операции	8	
Тема 3.3.	Ведение деловой переписки	8	
Раздел 4; Тема 4.1.	Структура компании	8	
Тема 4.2.	Финансовые операции	8	
Тема 4.3.	Участие в совещании	8	
Тема 4.4.	Участие в выставках в качестве специалиста	8	
Раздел 5.	Работа над проектом	10	

	«Экологические проблемы Кузбасса»		
Итого:		**120**	**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.	1. Изучение теоретического материала; 2. Подготовка диалога; 3. Подготовка к практическому занятию; 4. Подготовка презентации; 5. Прохождение тестирования.	8	
Раздел 2.	1. Изучение теоретического материала; 2. Подготовка к практическому занятию; 3. Подготовка презентации; 4. Прохождение тестирования.	6	
Раздел 3.	1. Изучение теоретического материала; 2. Подготовка диалога; 3. Подготовка к	8	

	практическому занятию; 4. Прохождение тестирования.		
Раздел 4.	1. Изучение теоретического материала; 2. Подготовка к практическому занятию; 3. Подготовка презентации; 4. Прохождение тестирования.	6	
Раздел 5.	1. Изучение теоретического материала; 2. Подготовка к практическому занятию; 3. Прохождение тестирования.	8	
Итого:		**36**	**0**

10 Матрица компетентностных задач по учебной дисциплине

Контролируемые разделы (темы) дисциплины	Контролируемые компетенции	Оценочные средства
Раздел 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; 5. Презентация; 6. Тестовые задания
Раздел 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; 4. Презентация; 5. Тестовые задания
Раздел 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; 5. Тестовые задания
Раздел 4.	ОК 02.; ОК 03.; ОК 04.; ОК 05.;	1. Контрольно-тренировочные упражнения; 2. Наблюдение за работой на практическом занятии;

	ОК 09.	3. Перевод и работа с текстом; 4. Презентация; 5. Тестовые задания
Раздел 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; 4. Тестовые задания
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
Зачет (8 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 – 30 минут. Тестирование проводится в течение первых двух недель изучения учебной дисциплины в СУО «Moodle».

Шкала оценивания результатов тестирования

За каждый правильный ответ выставляется 1 балл. Максимальное количество – 20 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

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

– 14 – 20 баллов – обучающийся готов к изучению учебной дисциплины без дополнительного повторения изученного ранее материала;

– 10 – 13 баллов – обучающийся в целом готов к изучению учебной дисциплины, требуется повторение отдельных вопросов(тем) изученного ранее материала, необходимого для успешного освоения учебной дисциплины;

– менее 10 баллов – 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.

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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

Подготовку к практическим работам обучающиеся осуществляют в рамках самостоятельной работы.

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 коммуниации 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 комму-ниации 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 аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на уровне, нормы вежливости соблюдены.	Не полный объем высказывания. Высказывание соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация не всегда на соответствующем уровне, но нормы вежливости соблюдены.	Незначительный объем высказывания, которое не в полной мере 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	Лексические	Лексические

	поставленной задаче и требованиям данного года обучения языку.	ошибки незначительно влияют на восприятие речи обучающегося.	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 достаточно громкое; интонирование верно; речь звучит в естественном темпе, нет грубых фонетических ошибок.	Говорящего иногда сложно понять из-за неправильного произношения и/ли тихого голоса; речь иногда неоправданно паузирована; в отдельных словах допускаются фонетические ошибки (замена, английских фонем сходными русскими); общая интонация обусловлена влиянием родного языка.	Говорящего очень сложно понять; речь воспринимается с трудом из-за 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 ФОС для промежуточной аттестации обучающихся по учебной дисциплине предназначен для оценки степени достижения запланированных результатов обучения по завершению изучения учебной дисциплины в установленной учебным планом форме и позволяет 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); зачет (8 семестр).

ФОС промежуточной аттестации включает: зачет на основе результатов текущего контроля.

13.2 Оценивание обучающегося на зачете

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, владеет необходимыми навыками 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 промежуточного контроля знаний 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: 28.03.2025);

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: 28.03.2025).

б) дополнительная литература:

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: 28.03.2025);

2 Першина, Е. Ю. Английский язык для металлургов и машиностроителей : учебник и практикум для среднего профессионального образования / Е. Ю. Першина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 179 с. — (Профессиональное образование). — ISBN 978-5-534-08134-3. – URL: https://urait.ru/book/angliyskiy-yazyk-dlya-metallurgov-i-mashinostroiteley-541359 (дата обращения: 28.03.2025).

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;
– LibreOffice;
– 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.

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) 11.02.16 «Монтаж, техническое обслуживание и ремонт электронных приборов и устройств».

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Рабочая программа одобрена на заседании педагогического совета УК

Согласована:

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Приложение

Тестовые задания для входного контроля знаний обучающихся

Выберите один правильный ответ.

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

Вопрос №2 (один ответ)
I _____get up very early now.
Ответ №1 (неправильный, коэф.: -1)
must to
Ответ №2 (правильный, коэф.: 1)
have to
Ответ №3 (неправильный, коэф.: -1)
should to
Ответ №4 (неправильный, коэф.: -1)
ought

Вопрос №3 (один ответ)
How much_____ to fly to New York?
Ответ №1 (неправильный, коэф.: -1)
costs it
Ответ №2 (неправильный, коэф.: -1)
it costs
Ответ №3 (неправильный, коэф.: -1)
does cost
Ответ №4 (правильный, коэф.: 1)
does it cost

Вопрос №4 (один ответ)
My brother Nick is very good_____moths.
Ответ №1 (неправильный, коэф.: -1)
for
Ответ №2 (правильный, коэф.: 1)
at
Ответ №3 (неправильный, коэф.: -1)

about
Ответ №4 (неправильный, коэф.: -1)
In

Вопрос №5 (один ответ)
When did you discover that your car_____ ?
Ответ №1 (неправильный, коэф.: -1)
was disappeared
Ответ №2 (неправильный, коэф.: -1)
had been disappeared
Ответ №3 (правильный, коэф.: 1)
had disappeared
Ответ №4 (неправильный, коэф.: -1)
Disappearing

Вопрос №6 (один ответ)
If he_____ hard, he'll fail his final exams.
Ответ №1 (правильный, коэф.: 1)
doesn't work
Ответ №2 (неправильный, коэф.: -1)
won't work
Ответ №3 (неправильный, коэф.: -1)
hadn't worked
Ответ №4 (неправильный, коэф.: -1)
wouldn't work

Вопрос №7 (один ответ)
Have you heard the _____news?
Ответ №1 (неправильный, коэф.: -1)
last
Ответ №2 (неправильный, коэф.: -1)
previous
Ответ №3 (правильный, коэф.: 1)
latest
Ответ №4 (неправильный, коэф.: -1)
do want

Вопрос №8 (один ответ)
Which of you_____ to go on an excursion?
Ответ №1 (правильный, коэф.: 1)
wants
Ответ №2 (неправильный, коэф.: -1)
want
Ответ №3 (неправильный, коэф.: -1)
does want

Ответ №4 (неправильный, коэф.: -1)
do want

Вопрос №9 (один ответ)
I'd like to know_____ .
Ответ №1 (неправильный, коэф.: -1)
where is my diary
Ответ №2 (неправильный, коэф.: -1)
where it is my diary
Ответ №3 (правильный, коэф.: 1)
where my diary is
Ответ №4 (неправильный, коэф.: -1)
my diary is where

Вопрос №10 (один ответ)
I'm very busy at the moment. I_____for my English exam.
Ответ №1 (правильный, коэф.: 1)
am preparing
Ответ №2 (неправильный, коэф.: -1)
prepare
Ответ №3 (неправильный, коэф.: -1)
havebeenpreparing
Ответ №4 (неправильный, коэф.: -1)
Amgongprepare

Вопрос №11 (один ответ)
_____you've given me!
Ответ №1 (правильный, коэф.: 1)
What a good advice
Ответ №2 (неправильный, коэф.: -1)
What good advices
Ответ №3 (неправильный, коэф.: -1)
What the good advice
Ответ №4 (неправильный, коэф.: -1)
What good advice

Вопрос №12 (один ответ)
Ann said that she _____a new dress.
Ответ №1 (правильный, коэф.: 1)
had bought
Ответ №2 (неправильный, коэф.: -1)
bought
Ответ №3 (неправильный, коэф.: -1)
will buy

Ответ №4 (неправильный, коэф.: -1)
buy

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

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

Вопрос №15 (один ответ)
Have you read any books _____Oscar Wilde?
Ответ №1 (неправильный, коэф.: -1)
from
Ответ №2 (неправильный, коэф.: -1)
since
Ответ №3 (правильный, коэф.: 1)
by
Ответ №4 (неправильный, коэф.: -1)
For

Вопрос №16 (один ответ)
Are you_____ angry with me?
Ответ №1 (неправильный, коэф.: -1)
yet
Ответ №2 (неправильный, коэф.: -1)
else
Ответ №3 (правильный, коэф.: 1)
still
Ответ №4 (неправильный, коэф.: -1)

While

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

Вопрос №18 (один ответ)
I have known Dr Simon_____ 1982.
Ответ №1 (правильный, коэф.: 1)
since
Ответ №2 (неправильный, коэф.: -1)
for
Ответ №3 (неправильный, коэф.: -1)
about
Ответ №4 (неправильный, коэф.: -1)
From

Вопрос №19 (один ответ)
Do you know_____ foreign languages?
Ответ №1 (неправильный, коэф.: -1)
some
Ответ №2 (неправильный, коэф.: -1)
some of
Ответ №3 (правильный, коэф.: 1)
any
Ответ №4 (неправильный, коэф.: -1)
The

Вопрос №20 (один ответ)
This book_____ into 14 languages.
Ответ №1 (неправильный, коэф.: -1)
translated
Ответ №2 (неправильный, коэф.: -1)
has translated
Ответ №3 (неправильный, коэф.: -1)
being translated much
Ответ №4 (правильный, коэф.: 1)
has been translated

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

3 семестр

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.

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.*

1.People are_____ intelligent than monkeys.
2.Summer holidays are ____ splendid than winter holidays.
3.Maths is _____ important than English.
4.Books are _____ interesting than films.
5.Writing in English is_____ difficult than speaking.
6.Parents are_____ helpful than teachers.
7.Reading is_____ useful than watching TV.
8.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 8. 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 9. 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 10. 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 11. 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 12. 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 13. 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 14. 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 15. Choose the correct option.

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

Exercise 16. 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 17. 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 18. 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 19*.* 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 20. 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 21. 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 22. Put the infinitive or the gerund of the verbs in brackets to make the following sentences.

1.I am planning … (to visit/visiting) my granny next week.
2.When they finish … (to eat/eating) their lunch, they'll go to the office.
3.He suggested … (to buy/buying) some food.
4.Does Sally enjoy … (to go/going) to the gym?
5.Don't put off … (to write/writing) a report till the end of the month.
6.John refused … (to answer/answering) my question.
7.My brother intends … (to get/getting) married soon.
8.I think she didn't mean … (to hurt/hurting) you.
9.Keep … (to beat/beating) the eggs.

Exercise 23. Use the infinitive with or without *to.*

1.We can … (speak/to speak) Spanish.
2.He often makes me … (feel/to feel) guilty.
3.You have … (be/to be) friendly and polite.
4.She must … (stay/to stay).
5.The lawyer will … (call/to call) you later.
6.I'd like … (send/to send) him a present.
7.You'd better … (move/to move) faster.
8.We heard somebody … (enter/to enter) the apartment.
9.Mother wants … (paint/to paint) the walls in the kitchen.
10.We decided … (sell/to sell) the car.
11.He always fails … (keep/to keep) his word.
12.I am trying … (lift/to lift) this heavy stone.
13.Let me … (give/to give) you some advice.
14.It may … (cost/to cost) too much.
15. She saw him … (cross/to cross) the street.
16.I've decided ... (start) a new project.
17.She is trying ... (learn) Italian.
18.Can you ... (lend) me your dictionary, please?
19.Mother forgot ... (book) the tickets.
20.You shouldn't ... (argue) with your father.
21.Henry promised ... (help) her.
22.I really hope ... (get) an interesting job soon.
23.You must ... (pay) for the service.
24.Let me ... (introduce) myself.

Exercise 24. Find mistakes in the sentences.

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

Exercise 25. 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 26. 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 27. 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 28. 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 29. 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 30. 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 31. 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 32. Make up your own CV taking this as a model.

Personal data

Ivan Prokhorov
Generala Petrova str. 18-31, Nizhny Novgorod,
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

Раздел 2 (Тема 2.1)

Exercise 33. Read the text “Inventors and their Inventions” and make up 5 questions (general and special questions) to ask your groupmates.

“Inventors and their Inventions”

New inventions are appearing every day to make our lives easier, longer, warmer, speedier and so on. But only a few inventors design a new machine or product that becomes so well-known that the invention, named after its creator, becomes a household word. Here are ten famous inventors and the inventions that are named after them:

1. Ladislao Biro, a Hungarian artist who emigrated to Argentina. In about 1943 he invented the ball-point pen or biro.

2. John Bowler, a London halter who designed the hard round hat known as the bowler in about 1850. It has become the symbol of British male respectability. And you can still see businessmen wearing bowlers in the City, the centre of London's commerce.

3. Louis Braille (1809 — 1852), born at Couvray, France. He became blind as a child. In 1824 he developed his own alphabet patterns known as Braille by which the blind could read by touch, based on a French army officer's invention for reading messages in the dark.

Раздел 3 (Тема 3.1)

Exercise 34. 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 35. 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 36. 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."

5 семестр

Раздел 4 (Тема 4.1)

Exercise 37. 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 38. 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 39. 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 40. 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 41**. 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

6 семестр

Раздел 4 (Тема 4.2)

Exercise 42. 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 43. 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 44. 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.

Раздел 4 (Тема 4.3)

Exercise 45. Transfer the sentences from direct speech into indirect speech.

Model: She said to me, “Open the window!” – She told me to open the window.

My mother said to me, “Put on your coat!”
My friend said to us, “Don’t come today.”
He said to Mary, “Don’t forget to send me an e-mail.”
Karrie said to me, “Call me tomorrow.”
She said to me, “Don’t shout at me!”

i. Exercise 46. 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 47. Transfer the interrogative sentences from direct speech into indirect speech.

Model: He asked me, “Do you know my sister?” – He asked me if I knew his sister.

1.She asked John, “When are you going to come?”
2.He asked her, “Who is your favourite actor?”
3.A man asked me, “Do you have a car?”
4.My father asked me, “Where were you yesterday?”
Helen asked him, “Will you be at home?”

Exercise 48. 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 49. 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……

2. Тест по лексике и грамматике

3 семестр

Раздел 1

(Раздел 1 Тема 1.1, Тема 1.2, Тема 1.3)

1) Выберите правильный вариант предлога *She has been waiting … the bus for two hours.*
A) up
B) for
C) on

2) Найдите антоним к предлогу: «*In*»
A) with
B) between
C) out

3) Выберите правильный вариант предлога: *Will you meet me … the airport?*
A) at
B) in
C) under

4)*The lesson starts … five minutes. Hurry…*
A) at/on

B) in/up
C) after/for

5) *Let s go to the cinema … Sunday*
A) on
B) at
C) in

6) Употребите нужную форму глагола to be *There ... not much furniture is this room.*
A) is
B) are
C) am

7) Употребите нужную форму глагола to be *Where ... the money? I put it into the drawer.*
A) are
B) is
C) was

8) Употребите нужную форму глагола to be *Mathematics ... his favorite subject.*
A) is
B) are
C) was

9) Употребите нужную форму глагола to be *Women ... always right.*
A) are
B) is
C) was

10) Употребите нужную форму глагола to be *My teeth ... not white, I'm afraid.*
A) are
B) is
C) was

11) Подберите нужную форму смыслового глагола *Anna and Kate _____ to the cinema last Sunday.*
A) didn't went
B) don't go
C) didn't go

12) Подберите нужную форму смыслового глагола *When _____ you last _____ tennis?*

A) did/play
B) do/play
C) did/played

13) Употребите нужную форму сравнения прилагательного

This restaurant is very, very good. It's _____ restaurant in London.
A) the better
B) the good
C) the best

14))Употребите нужную форму сравнения прилагательного *Vienna is _____ city in Austria.*

A) the most beautiful
B) the beautiful lest
C) more beautiful than

15) Составьте вопрос в Present Perfect *_____ you ever _____ Mexican food?*
A) Have / eat
B) Have / ate
C) Have / eaten

16) Выберите тот вариант ответа, который считаете правильным.
I don't know these girls. Do you know .....?
A) them
B) they
C) their

17) Выберите тот вариант ответа, который считаете правильным.
I don't know this woman. Do you know .....?
A) her
B) she
C) him

18) . Выберите тот вариант ответа, который считаете правильным.
..... invited her to stay with us in our house.
A) us
B) our
C) we

19) Выберите английские эквиваленты для предложений:

Как поживают ваши родители?
A) Are your parents well?
B) Where are your parents?
C) How are your parents?

20) Выберите английские эквиваленты для предложений:
Сколько лет вашей дочери?
A) How old is your daughter?
B) How is your daughter?
C) How many daughters have you?

4 семестр

Раздел 2,3

(Тема 2.1, Тема 3.1)

1) Выберите правильное местоимение:*1) I like that camera. I am going to buy ..... .*
A) her
B) it
C) its

2) Исключите «лишнее» слово :
A) Softwear
B) hardwear
C) warm wear

3) Назовите глагол *to see* в Past Simple:
A) see
B) saw
C) sees

4)Выберите английские эквиваленты для слов, стоящих в скобках:
(Где) is your computer?
A) Why?
B) Where?
C) What?

5) Выберите синоним к слову *large*
A) big
B) small
C) little

6) Выберите антоним к слову *good*
A) nice
B) bad
C) big

7) Выберите вспомогательный глагол в предложении:
What are you doing?- I… reading a book.
A) was
B) shall
C) am

8) Какой вспомогательный глагол нужен в вопросительном предложении:
I like skiing in the forest.
A) do
B) does
C) has

9) Выберите английские эквиваленты для слова, стоящего в скобках:
The meeting (началось) at 5 o'clock.
A) begin
B) began
C) was beginning

10) Выберите русские эквиваленты:
My room is larger then your flat.
A) Моя комната такая же большая, как ваша квартира.
B) Моя комната больше, чем ваша квартира.
C) Ваша квартира больше моей комнаты.

11) С каким словом может сочетаться слово *air*
A) Fresh
B) Green
C) big

12) Назовите глагол *to come* в Past Simple:
A) comes
B) came
C) come

13) Выберите 2 – ю форму глагола *to take*
A) taken
B) took

C) taking

14) Выберите глагол- связку или вспомогательный глагол:
… *you speak English?*
A) does
B) are
C) do

15) Назовите глагол *to go* в Past Simple:
A) went
B) gone
C) goes

16) Выберите модальные глаголы:
I am sorry. I am late. … I come in?
A) must
B) can
C) may

17) Какой вспомогательный глагол будет употребляться для образования вопросительной формы:
I usually have dinner at home.
A) is
B) do
C) does

18) Найдите синоним к слову *to tell*
A) to describe
B) to speak
C) to ask

19) Какой глагол из данных ниже стоит в прошедшем времени?
A) take
B) took
C) takes

20) Выберите русский эквивалент:
Куда ты идёшь?
A) Where are you going?
B) Where do you go?
C) Where can you go now?

5 семестр

Раздел 4

(Тема 4.1)

1) Каким местоимением можно заменить подчёркнутое слово?
Russian is our official language.
A) He
B) She
C) It

2) Каким местоимением можно заменить подчёркнутое слово?
My computer is new.
A) she
B) they
C) it

3) Подберите антоним (противоположное по значению) к слову: *short*
A) long
B) fine
C) black

4) Какой глагол из данных ниже стоит в прошедшем времени?
A) sleep
B) go
C) saw

5) Выберите вспомогательный глагол:
…he meet us at the station tomorrow?
A) does
B) is
C) will

6) Дайте краткий ответ на вопрос
Do you study English?
A) Yes, it is.
B) Yes, I do.
C) Yes, I am.

7) Выберите правильный артикль:
Close…window, please.
A) a
B) the
C) an

8) Назовите инфинитив глагола *gave*
A) to go
B) to give
C) to be

9) Выберите правильную форму глагола:
The report …ready by Monday.
A) will be
B) would be
C) had been

10) Какой правильный перевод предложения:
The text is read by the students.
A) Текст переводят студенты.
B) Текст перевели студенты.
C) Текст будет переведён студентами.

11) Назовите столицу Англии:
A) Washington
B) New York
C) London

12) Назовите столицу США:
A) Washington
B) New York
C) London

13)Какой официальный язык в Великобритании?
A) английский
B) немецкий
C) французский

14) Исключите « лишнее» слово:
A) Face
B) head
C) table

15) Выберите правильную форму недостающей части сказуемого:
She is often …in the library.
A) saw
B) seen
C) sees

16) Употребите правильный предлог:
I don't go to the college…Sunday.

A) in
B) to
C) on

17) Какой вспомогательный глагол следует употребить для образования вопросительной формы?
It rained hard yesterday.
A) does
B) did
C) was

18) Назовите инфинитив глагола *went*
A) to go
B) to see
C) to have

19) Выберите правильную форму недостающей части сказуемого:
When…you born?
A) were
B) did
C) had

20) Выберите глагольную форму для перевода на английский язык:
Мы сдаём экзамены два раза в год.
A) take
B) have been taken
C) are taking

6 семестр

Раздел 5

(Тема 5)

1.Give me … paper, I want to read … news.

A) a; a
B) a -
C) - a

2.Parents gave him … good advice.
A) -
B)a
C) an

3.Look! There is … hair on your shirt.
A)-
B)a
C)an

4.Sorry, I have … time to talk to you.
A)much
B)many
C)little

5.Where did you buy so … CDs?
A) much
B)many
C)little

6.There are … apples left, leave them for children.
A)much
B)few
C)little

7.There is … room in this box, the present doesn't fit.
A)much
B) few
C)little

8.There is … wine in this bottle, it's not enough for us.
A) much
B) few
C)little

9. to make a contribution
A)договориться о встрече
B)внести вклад
C)строить прогнозы
D)заниматься наблюдением

10.to deduce implication
A)делать предположения
B)объяснять взаимосвязь
C)находить применение
D)определить смысл

11.to devote
A)пытаться
B)сравнивать

C)посвящать
D)принимать на работу

12.as to …
A)к тому времени, когда…
B)как…
C)подобно …
D)что касается …

13.means of existence
A) источник дохода
B)средства существования
C)состояние спада
D)условия сделки

14.to affect
A)влиять
B)воздействовать
C)вводить
D)расширять

15.to pay income tax
A)платить наличными
B)ввести налог на стоимость
C)платить пошлину на ввоз
D)платить подоходный налог

16.scarcity
A)изобилие
B)обеспечение
C)товарооборот
D)дефицит

17.employment
A)занятость
B)сокращение
C)предприятие
D)потребление

18.in particular
A)в соответствии с
B)в частности
C)в целом
D)преимущественно

19.in many cases
A)по многим причинам
B)во многих отношениях
C)во многих случаях
D)при условии крупных продаж

20.to fall by 10%
A)возрасти на 10%
B)упасть на 10%
C)сократиться и составить 10%
D)приблизиться к 10%

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. Прочитайте и запомните (*для самостоятельной работы*)

network — сеть

to span — обхватывать, охватывать

surrounding — окружающий

data — мн. от datum; данные, факты, сведения; информация

to surf — зд. находиться в сети

to download —нагружать, пересылать (по линии связи)

interface — интерфейс, адаптер

obsolete — ненужный, вышедший из употребления; старый

to deploy — использовать, употреблять; развертывать

email accounts — учетные записи электронной почты

quantum mechanics — квантовая механика

instantaneous — мгновенный; немедленный, незамедлительный browser — вчт. броузер, браузер, окно просмотра; программа просмотр

a broadband connection — выделенное подключение

dial-up — удаленный доступ к сети

to type — печатать, напечатать

search-program — программа-поисковик

site — сайт

A unit (an appliance) – прибор

Electro bulb – электролампочка

Wiring – провод, шнур

To avoid touching – избегать соприкосновения

To prevent burn – предотвратить пожар

To cause a fire – вызвать пожар

To unplug – вытащить из розетки

To repair – ремонтировать

Damaged – поврежденный

Over winded – перекрученный

Exercise 2. Read and translate the text.

Programming as a Profession

At present a great deal of the work force of most countries is engaged in creating, processing, storing, communicating and just working with information. Computers have become commonplace in homes, offices, stores, schools, research institutes, plants.

The use of computers in business, industry and communication services is widespread today. Computer-controlled robots are able to improve the quality of manufactured products and to increase the productivity of industry. Computers can control the work of power stations, plants and docks. They help in making different decisions and in management of economy.

The work of banks depends upon computer terminals for millions of daily operations. Without these terminals, records of deposits and withdrawals would be difficult to maintain, and it would be impossible to make inquiries about the current status of customer accounts.

Computers form a part of many military systems including communication and fire control. They are applied for automatic piloting and automatic navigation. Space exploration depends on computers for guidance, on-board environment and research.

Exercise 3. Выберите предложение, которое лучше всего характеризует работу компьютера.

a) Computers are devices that accept information in the form of instructions.

b) The switches are usually in one of two states: magnetized or demagnetized.

c) Computers are remarkable devices serving for processing and storage the information

and for solving problems.

Exercise 4. Ответьте на вопросы по тексту.

1. Where is a great deal of the work force of most countries engaged in at present?
2. Where have computers become commonplace?
3. What are computer-controlled robots able to improve?
4. What can computers do with the work of power stations, plants and docks?
5. How do computers help in management of economy?
6. What does the work of banks depend upon?
7. Where else are computers used?

Exercise 5. Read the text

The Nature OF Electricity

Practical electricity is produced by small atomic particles known as electrons. It is the movement of these particles which produce the effects of heat and light.

The pressure that forces these atomic particles to move, the effects they encounter opposition and how these forces are controlled are some of the principles of electricity.

Accepted atomic theory states that all matter is electrical in structure. Any object is largely composed of a combination of positive and negative particles of electricity. Electric current will pass through a wire, a body, or along a stream of water. It can be established in some substances more readily than in others, that all matter is composed of electric particles despite some basic differences in materials. The science of electricity then must begin with a study of the structure of matter. Matter is defined as any substance which has mass (or weight) and occupies space. This definition should be broad enough to cover all physical objects in the universe. Wood, water, iron, and paper are some examples of matter. Energy is closely related to, but not to be confused with, matter. Energy does not have mass, and it does not occupy space. Heat and light are examples of energy.

The smallest particle of matter which can be recognized as an original substance was thought to be a unit called the atom. Recently scientists have found particles even smaller than atoms, but our theories are still based on the atom. The atom consists of a nucleus and a cloud of electrons. It is generally agreed that the electrons are small particles of electricity, which are negative in nature. These particles orbit the nucleus in much the same fashion that planets orbit a sun.

Exercise 6. Guess the meaning of the following international words:

Electricity, electron, effect, structure, combination, material, mass, energy, atom, orbit

Exercise 7. Give the English equivalents for the words below:

1) производить; 2) частица; 3) тепло и свет; 4) напряжение; 5) сила; 6) вещество; 7) положительный; 8) отрицательный; 9) электрический ток; 10) вес; 11) ядро

Exercise 8. Translate into Russian the words and expressions from the text:

1) atomic particle; 2) effects of heat and light; 3) encounter opposition; 4) principles of electricity; 5) composed (of); 6) pass through a wire; 7) structure of matter; 8) occupy space; 9) physical objects; 10) a cloud of electrons; 11) in the same fashion.

Exercise 9. Complete the sentences using the text:

1. Electricity is produced by …
2. The effects of heat and light are produced by …

3. According to the accepted atomic theory all matter is …
4. Any object is composed of …
5. Matter is defined as …
6. Energy must not be confused with …
7. The atom consists of …
8. The smallest particle of matter is …
9. Most theories are based on …
10. Electrons are …

Exercise 10. Answer the questions:

1) What are the principles of electricity? 2) What must the science of electricity begin with? 3) Are there any differences between energy and matter? What are they? 4) What is recognized as an original substance now?

Exercise 11. Read and translate the text.

The Main Danger of Electricity

The main danger of electricity is a lack of special sense organs for detection of electric current on distance. The electric current has no smell, taste and colour. It is impossible to feel it without special devices, whether it is energized or not. So people often do not realize available danger and do not accept necessary protective measures. Using household appliances in life, we should follow the warning notes. Let's read some of them.

Warning notes

Avoid touching the hot metal parts of the unit.

- Slices of bread in the unit may burn. For this reason, do not use the unit near flammable (воспламеняющийся) objects.
- Do not operate the unit lying on its side — this could cause a fire!
- Place the appliance in a clear space to allow the necessary air to circulate.
- Unplug (отключить от сети) the unit before filling it with water.
- When you finish the work, unplug the unit and empty out (вылейте) any remaining water in tank.
- Avoid any contacts with the steam jet (струя пара) to prevent burns.
- Do not use the unit if you have wet hands or bare (босые) feet. –
- Never move the unit while it is in use.
- Unplug the unit or remove it from its base (cordless model) when filling it or cleaning after use.
- Fit the appropriate plug according to the instructions.

Раздел 1

(Тема 1.2)

Exercise 12. Read and translate the text.

Computer Applications

When computers were first introduced in the 1940's and 50's, every program written had to provide instructions that told the computer how to use devices such as the printer, how to store information on a disk, as well as how to perform several other tasks not necessarily related to the program. The additional program instructions for working with hardware devices were very complex, and time-consuming. Programmers soon realized it would be smarter to develop one program that could control the computer's hardware, which others programs could have used when they needed it. With that, the first operating system was born.

Today, operating systems control and manage the use of hardware devices such as the printer or mouse. They also provide disk management by letting you store information in files. The operating system also lets you run programs such as the basic word processor. Lastly, the operating system provides several of its own commands that help you to use the computer.

DOS is the most commonly used PC operating system. DOS is an abbreviation for disk operating system. DOS was developed by a company named Microsoft. MS-DOS is an abbreviation for «Microsoft DOS». When IBM first released the IBM PC in 1981, IBM licensed DOS from Microsoft for use on the PC and called it PC-DOS. From the users perspective, PC-DOS and MS-DOS are the same, each providing the same capabilities and commands.

The version of DOS release in 1981 was 1.0. Over the past decade, DOS has undergone several changes. Each time the DOS developers release a new version, they increase the version number.

Windows NT (new technology) is an operating system developed by Microsoft. NT is an enhanced version of the popular Microsoft Windows 3.0, 3.1 programs. NT requires a 386 processor or greater and 8 Mb of RAM. For the best NT performance, you have to use a 486 processor with about 16 Mb or higher. Unlike the Windows, which runs on top of DOS, Windows NT is an operating system itself. However, NT is DOS compatible. The advantage of using NT over Windows is that NT makes better use of the PC's memory management capabilities.

OS/2 is a PC operating system created by IBM. Like NT, OS/2 is DOS compatible and provides a graphical user interface that lets you

run programs with a click of a mouse. Also like NT, OS/2 performs best when you are using a powerful system. Many IBM-based PCs are shipped with OS/2 preinstalled.

UNIX is a multi-user operating system that allows multiple users to access the system. Traditionally, UNIX was run on a larger mini computers to which users accessed the systems using terminals and not PC's. UNIX allowed each user to simultaneously run the programs they desired. Unlike NT and OS/2, UNIX is not DOS compatible. Most users would not purchase UNIX for their own use.

Windows 95 & 98 (Windows 2000) are the most popular user-oriented operating systems with a friendly interface and multitasking capabilities. The usage of Windows 95 and its enhanced version Windows 98 is so simple that even little kids learn how to use it very quickly. Windows 95 and 98 are DOS compatible, so all programs written for DOS may work under the new operating system.

Windows 95 requires 486 processor with 16 megabytes of RAM or Pentium 75-90 with 40 megabytes of free hard disk space.

Exercise 13. Переведите и запомните словосочетания (*для самостоятельной работы*)

.

1.analog and digital computers
2.to store data and instructions
3.binary code
4.to perform computations
5.visible units
6.system software and application software
7.primary/secondary storage, main storage and internal storage
8.intermediate results
9..ongoing process
10.strings of characters
11.control unit
12.media capacity
13.data access time
14.per bit
15.inventory control
16.archival storage
17.solid –state device
18.magnetic disc storage
19.moving – head device
20.to meet the demands

Exercise 14. Выполните тест

Вставьте вместо пропусков необходимые слова.

1.The time required for the computer to locate and transfer data in the storage device is called the data ____ time.

a) sequence; b) access; c) value

2. ___ memories have no moving parts.

a) electronic; b) mechanical; c) electromechanical

3.Magnetic ___were the main elements used for primary memory in digital computers for many years.

a) cores; b) tapes; c) disks

4.___is more commonly used for memory at present.

a) bipolar semiconductor; b) MOS; c) field-effect transistor

5.Magnetic disks constitute the ___storage media.

a) internal; b) primary; c)secondary

6 Data are stored in ___codes in primary as well as in secondary storage.

a) digital; b) binary; c) numerical

7.Data access time is ___in electronic memories than that in electromechanical memories.

a) longer; b) much longer; c) shorter

8.Electronic memories have capacities for data storage.

a) more; b) larger; c) less

Exercise 15. Read and translate the text.

Electronics in Our Life

People in contemporary world can hardly imagine their lives without machines. Every day either a new gadget is invented or an old one is improved. Different people appreciate new inventions differently. Some suppose that sophisticated gadgets are really useful and necessary, while others find them absolutely awful as they influence people badly. As for me, I am pretty sure that gadgets make people`s lives easier.

Firstly, they do all kinds of dirty and hard work, as cleaning. Secondly, devices can save a lot of time as well as storage space. For instance, a computer disk can contain the same amount of information as several thick books. So, machines help people in different spheres.

However, opponents of this point of view are definitely sure that gadgets affect people negatively. People are reluctant to work due to the influence of machines. People become lazy and disorganized. They just expect their latest gadgets to do everything instead of them. Moreover, according to scientists, a great number of widespread devices produce radiation that can cause serious health problems. Furthermore, more and more people are becoming addicted to their

modern gadgets, for instance computers, TVs or mobile phones. So, they neglect their home obligations, work or school and spend all their spare time in front of a laptop screen or a TV-set.

In conclusion I firmly believe that in spite of all drawbacks gadgets have their benefits. They save people`s time and let them enjoy life.

Exercise 16. Give Russian equivalents of the following words and word combinations:

contemporary world, new gadget is invented, invention, useful and necessary, influence people badly, storage, computer disk, affect people negatively, scientist, radiation, cause serious health problems, drawback, benefit, laptop screen.

Exercise 17. Fill in the blanks with the following words:

easier, radiation, drawbacks, machines, people

1. Modern people cannot live without…. . 2. Gadgets make our lives… . 3. Some people think that gadgets affect … negatively. 4. Scientists say that … can cause serious health problems. 5. In spite of all… gadgets have their benefits.

Раздел 1

(Тема 1.3)

Exercise 18. Read and translate the text.

Types of Computers and Their Application

At present a great deal of the work force of most countries is engaged in creating, processing, storing, communicating and just working with information. Computers have become commonplace in homes, offices, stores, schools, research institutes, plants.

The use of computers in business, industry and communication services is widespread today. Computer-controlled robots are able to improve the quality of manufactured products and to increase the productivity of industry. Computers can control the work of power stations, plants and docks. They help in making different decisions and in management of economy.

The work of banks depends upon computer terminals for millions of daily operations. Without these terminals, records of deposits and withdrawals would be difficult to maintain, and it would be impossible to make inquiries about the current status of customer accounts.

Computers form a part of many military systems including communication and fire control. They are applied for automatic piloting

and automatic navigation. Space exploration depends on computers for quidance, on-board environment and research.

Exercise 19. Выберите предложение, которое лучше всего характеризует работу компьютера.

a) Computers are devices that accept information in the form of instructions.
b) The switches are usually in one of two states: magnetized or demagnetized.
c) Computers are remarkable devices serving for processing and storage the information and for solving problems.

Exercise 20. Ответьте на вопросы по тексту.
1. Where is a great deal of the work force of most countries engaged in at present?
2. Where have computers become commonplace?
3. What are computer-controlled robots able to improve?
4. What can computers do with the work of power stations, plants and docks?
5. How do computers help in management of economy?
6. What does the work of banks depend upon?
7. Where else are computers used?

Exercise 21. Read and translate the text.

The Impact of Modern Technology on Our Lives

People in contemporary world can hardly imagine their lives without machines. Every day either a new gadget is invented or an old one is improved. Different people appreciate new inventions differently. Some suppose that sophisticated gadgets are really useful and necessary, while others find them absolutely awful as they influence people badly. As for me, I am pretty sure that gadgets make people`s lives easier.

Firstly, they do all kinds of dirty and hard work, as cleaning. Secondly, devices can save a lot of time as well as storage space. For instance, a computer disk can contain the same amount of information as several thick books. So, machines help people in different spheres.

However, opponents of this point of view are definitely sure that gadgets affect people negatively. People are reluctant to work due to the influence of machines. People become lazy and disorganized. They just expect their latest gadgets to do everything instead of them. Moreover, according to scientists, a great number of widespread devices produce radiation that can cause serious health problems.

Furthermore, more and more people are becoming addicted to their modern gadgets, for instance computers, TVs or mobile phones. So, they neglect their home obligations, work or school and spend all their spare time in front of a laptop screen or a TV-set.

In conclusion I firmly believe that in spite of all drawbacks gadgets have their benefits. They save people`s time and let them enjoy life.

Exercise 22. Read the text and make up ten questions on the text.

The Use of Mobile Phones

At present mobile phones have become very important in our everyday lives and the majority of people can hardly imagine themselves without cell phones. Is it just a tribute to fashion or a necessity of a modern person?

It isn't a secret that today many people feel quite helpless if they have left their mobile phones at home. First of all cell phones give us an opportunity to keep in touch with people in any place and in any time (it's especially important for businesspeople). Besides, modern mobile phones are multi-function: they provide access to the Internet, have various games, cameras, memory sticks, etc.

Nevertheless we can't deny that mobile phones provoke a range of problems. People have started to see each other less frequently. Mobile communication requires quite a lot of money and people have to control the amount of money on their accounts constantly otherwise at the most inappropriate moment they won't be able to phone the people they need. But the greatest disadvantage of cell phones is certainly their harmful influence on people's health.

In my opinion at the present time mobile phones are an integral part of life of any person and we can't stop it. I personally need it every day for my work and to keep in touch with my friends and relatives, though I'm aware of its deleterious influence on my health. But I try to avoid idle talks on the phone to reduce the influence of harmful radio waves. I try to find the happy mean.

Exercise 23. Read and translate the text.

DYNAMOS

The term «dynamo» is applied to machines which convert either mechanical energy into electrical energy or electrical energy into mechanical energy by utilizing the principle of electromagnetic induction. A dynamo is called a generator when mechanical energy supplied in the form of rotation is converted into electrical energy. When

the energy conversion takes place in the reverse order the dynamo is called a motor. Thus a dynamo is a reversible machine capable of operation as a generator or motor as desired.

A generator does not create electricity, but generates or produces an induced electromotive force, which causes a current to flow through a properly insulated system of electrical conductors external to it. The amount of electricity obtainable from such a generator is dependent upon the mechanical energy supplied. In the circuit external to a generator the e. m. f. causes the electricity to flow from a higher or positive potential to a lower or negative potential. In the internal circuit of a generator the e. m. f. causes the current to flow from a lower potential to a higher potential. The action of a generator is based upon the principles of electromagnetic induction.

The dynamo consists essentially of two parts: a magnetic field, produced by electromagnets, and a number of loops or coils of wire wound upon an iron core, forming the armature. These parts are arranged so that the number of the magnetic lines of force of the field threading through the armature, coils will be constantly varied, thereby producing a steady e. m. f. in the generator or a constant torque in the motor.

Exercise 24. Answer the questions

1. What term can be applied to machines converting mechanical energy into electrical?
2. What kind of machine is a dynamo?
3. What is the function of a generator?
4. What is the action of a generator based upon?
5. What parts does the dynamo consist of?

Exercise 25. Read the text

How to Use the Induction Motor

An induction motor like any other motor consists of a stationary part, the stator, and a rotating part, the rotor. The rotor of an induction motor is not connected electrically to the source of power supply. The currents which circulate in the rotor conductors are the result of voltage induced in the rotor in the magnetic field set up by the stator. The rotor is fitted with a set of conductors in which currants flow. As these conductors lie in the magnetic field produced by the stator, a force is exerted on the conductors and the rotor begins to revolve. The operation of the motor depends upon the production of a rotating magnetic field. The speed at which the field of an induction motor turns is called the synchronous speed of the field or of the motor.

The induction motor is the simplest of the various types of electric motors and it has found more extensive application in industry than any other type. It is made in two forms – the squirrel cage and the wound rotor, the difference being in the construction of the rotor.

The stator of the induction motor has practically the same slot and winding arrangement as the alternator and has the coils arranged to form a definite number of poles, the number of poles being a determining factor in connection with the speed at which the motor will operate. The rotor construction, however, is entirely different.

The squirrel-cage rotor is a simpler form and has been used in many machines.

Instead of coils the winding consists of heavy copper bars.

The wound-rotor type has a winding made up of well-insulated coils, mounted in groups whose end connections are brought out to fill in rings. The purpose of this winding is to provide for variation in the amount of resistance included in the rotor circuit.

Provision for ventilation is made by leaving passageways through the core and frame, through which air is forced by fan vanes mounted on the rotor. In main cases the motors now built in as an integral part of the machine it is to drive.

There being no electrical connection between the rotor circuits of the induction motor and the stator circuits, or supply line, the currents which flow in the rotor bars or windings correspond to the induced voltages, the action being similar to that of a transformer with a movable secondary. With but a single phase winding on the stator, however, the torques produced in the two halves of the rotor would be in opposition and the motor would not start. With more than one set of windings two for a two-phase motor, three for a three-phase motor a resultant field is produced which has the effect of cutting across the rotor conductors and induces voltages in them. This field is considered to be revolving at uniform speed.

The term “revolving field” should not be taken to mean actual revolution of flux lines. The magnetic field from the coils of each phase varies in strength with changes in current value but does not move around the stator. The revolutions are those of the resultant of the three, or two, phases, as the case may be.

A motor with a single-phase winding is not self-starting but must be provided with an auxiliary device of some kind to enable the motor to develop a starting torque. The effect of the revolving field is the same as would result from actual revolution of a stator having direct-current poles. As voltages have been induced in the bars or windings of the rotor, currants start flowing as a result of these voltages, and a torque is produced which brings the motor up to speed.

Exercise 26. Find in the text the English equivalents for the word combinations given below:

1) асинхронный двигатель; 2) неподвижная часть; 3) вращающаяся часть; 4) проводник; 5) одновременная скорость; 6) широкое применение; 7) паз; 8) механизм обмотки; 9) трансформатор; 10) вращающий момент.

Exercise 27. Complete the following sentences according to the contents of the text

1. The Induction Motor is …….. of electric motors and is more extensively applied in industry than any other type.
2. The purpose of this winding is …….. for variation in the amount of resistance included in the rotor circuit.
3. The effect of …. is the same as would result from actual revolution of a stator having direct-current poles.

Exercise 28. Answer the following questions:

1. What parts does the induction motor consist of?
2. What are the names of its rotating and stationary parts?
3. What does the motor operation depend on?
4. How can the difference between stator and rotor construction be explained?
5. What does the term “revolving field” mean?

Exercise 29. Read the text

Types of Induction Motors

Text 1 Single-Phase Motor

The single-phase induction motor differs from poly-phase type principally in the character of its magnetic field, as an ordinary single-phase winding will not produce a rotating field, but a field that is oscillating, and the induced currents and poles produced in the rotor by this field will tend to produce equal torque in opposite directions, therefore, the rotor cannot start to revolve. However, if the rotor can in some manner be made to rotate at a speed corresponding to the frequency of the current in the stator windings then the reaction of the stator and rotor flux is such as to produce a torque that will keep the rotor revolving.

In practice the starting of single-phase induction motors is accomplished by three general methods applicable to small-sized motors only.

First: the split-phase method, in which an auxiliary stator winding is provided for starting purposes only, this winding being displaced from

the main stator winding by 90 electrical degrees. It has a higher inductance than the main stator winding, thus causing the currant in it to lag far enough behind the current in the main winding to produce a shifting or rotating field during the starting period, which exerts a starting torque on the rotor sufficient to cause rotation.

When nearly normal speed has been reached the auxiliary winding is out of circuit by a switch and clutch in the motor, which operates automatically by centrifugal force, and the rotor continues to run as a single-phase motor. The starting torque of such motions being limited, they are frequently constructed with the rotor arranged to revolve freely on the shaft at starting until nearly normal speed is reached, at which time the load is pitched up by the automatic action of a centrifugal clutch.

Second: an auxiliary winding may be connected to the single-phase line through an external inductance and a switch (for disconnecting the auxiliary winding from the circuit after the motor has reached normal speed), the introduction of the inductance in the auxiliary winding splitting the phase as before.

Text 2 Three-Phase Induction Motor

The three-phase induction motor is the most commonly used type. It has been widely used in recent years. Normally an induction motor consists of a cylindrical core (the stator) which carries the primary coils in slots on its inner periphery. The primary coils are arranged for a three-phase supply and serve to produce a revolving magnetic field. The stator encircles a cylindrical rotor carrying the secondary winding in slots on its outer periphery. The rotor winding may be one of two types: squirrel-cage and slip-ring for wound-rotor). In a squirrel-cage machine the rotor winding forms a complete closed circuit in itself. The rotor winding of a slip-ring machine is completed when the slip rings are connected either directly together or through some resistance external to the machine. The rotor shaft is coupled to the shaft of the driven mechanism.

The rotor is stationary at some instant of time. The revolving magnetic field of the stator winding cuts across the stationary rotor winding at synchronous speed and induces an e. m. f. in it. The e. m. f. will give rise to a current which sets up a magnetic field. The rotor starts rotating.

It is the interaction between the rotor current and the revolving magnetic field that has created torque and has caused the rotor to rotate in the same direction as the revolving magnetic field. Tine speed of the rotor is 98–95 per cent of the synchronous speed of the revolving magnetic field of the stator.

Hence another name for this type of motor is the asynchronous motor. As a matter of fact, the speed of the rotor cannot be equal to synchronous speed. If it were equal to the latter, the revolving magnetic field would not be able to cut the secondary conductors and there would not be any current induced in the secondary winding and no interaction between the revolving field and the rotor current, and the motor would not run.

Exercise 30. Translate the sentences, paying attention to the translation of the word -one-

1. One should distinguish between single-phase and three-phase induction motors.
2. The new device is better the old one.
3. The three-phase induction motor type is the most commonly used one.
4. The rotor winding may be one of two types.
5. As a matter of fact the speed of the rotor cannot be equal to synchronous one.

Exercise 31. Answer the following questions:

1. What way does the single-phase motor differ from the three-phase one?
2. What is the starting of single-phase induction motors accomplished by?
3. How can an auxiliary winding be connected to the single-phase line?
4. What parts does an induction motor consist of?
5. What are the two types of the rotor winding?

Exercise 32. Read the text

MEASUREMENTS OF ELECTRIC VALUES

The measurement of any physical quantity applies a determination of its magnitude in terms of some appropriate unit. In the case of simple fundamental quantities such as length, mass or time, the units themselves are simple.

Electrical and magnetic quantities are, however, much less simple than length, mass or time and cannot be measured directly by comparison with a material stand. The units in which these quantities are expressed have to be defined in terms of their observable affects obtained in experimental work, e.g. the weight of silver deposited in one second by a current when it is passed through a solution of silver nitrate is a measure of the magnitude of this current.

Electrical measurements can be classified broadly as neither absolute measurements, nor secondary measurements, but the first class of such measurements is rarely undertaken.

Exercise 33. Guess the meaning of the following international words:

1) physical; 2) system; 3) fundamental; 4) material; 5) experimental; 6) absolute; 7) class.

Exercise 34. Give the English equivalents to the words below:

1) измерение; 2) определение; 3) соответствующая единица; 4) быть соответствующим; 5) сравнение; 6) достигать; 7) серебро; 8) широко; 9) заботиться; 10) длина.

Exercise 35. Translate into Russian the words and expressions from the text:

1) magnitude; 2) electrical and magnetic quantities; 3) to define; 4) observable affects; 5) to deposit; 6) secondary measurements; 7) to undertake.

Exercise 36. Insert the words:

1. Magnitude of any … (физическая величина) must be determined in terms of some appropriate … (единица).
2. … (единицы) are simple for simple … (основных) quantities.
3. … (электрические) and (магнитные) quantities cannot be measured simply.
4. These units must be … (определены) in terms of their … (наблюдаемые) effects obtained in… (экспериментальная работа).
5. Absolute … (измерения) are … (редко) undertaken.

Exercise 37. Answer the questions:

1. What do we need to measure any physical quantity?
2. What simple units for measuring of simple fundamental quantities do you know?
3. Can electrical and magnetic quantities be measured directly by comparison with a material stand?
4. How can we get units for defining electrical and magnetic quantities?
5. What types of measurement do you know?

Exercise 38. Read the text

THE USE OF AMMETERS AND VOLTMETERS

Ammeters and voltmeters are made to operate on the same principle. The two principle kinds are the moving coil and moving iron types.

The electro-magnetic effect of the current is the one chiefly made use of for measuring purposes. Moving iron instruments employ this effect. The moving- iron instrument consists of a fixed coil of wire carrying the current which magnetizes a small piece of soft iron mounted on the instrument spindle. In construction there are two varieties: the repulsion type having two pieces of iron; and the attraction type having only one.

In the attraction type of the instrument the bobbin carrying the wire is oblong instead of circular, and has only a narrow slot-shaped opening in the center.

A thin flat piece of iron, which is mounted on the instrument spindle, is sucked into this opening by magnetic attraction when the current flows. Either gravity or spring control can be used on moving-iron instruments and damping is usually by means of an air-dash-pot.

A moving-coil instrument may be compared to a miniature direct-current motor in which the armature never moves more than about a quarter of a revolution.

When a current flows through the coil of a moving-coil type ammeter, it becomes a magnet, one face being of north, and the other of south polarity.

These poles are attracted by the poles of opposite polarity of the permanent magnet, and the coil tends to turn until its axis is parallel with the line joining the pole pieces of the permanent magnet. This movement is proportional to the current flowing and is opposed by the control springs. A pointer fixed to the coils moves over a graduated scale and indicates the current flowing in amperes. The scale of this type of instrument is evenly divided, but the positive terminal must be connected to the positive terminal of the supply or the instrument tends to read backward. Such an instrument is only suitable for d. c. circuits.

Moving-coil instruments are more accurate and sensitive, but more expensive than those of moving-iron types.

Exercise 39. Give the English equivalents for the following words and word combinations:

1) электромагнитный тип; 2) магнитно-электрический тип; 3) ось; 4) репульсионный тип; 5) притягивающий тип; 6) продолговатый; 7) устанавливать; 8) втягивать; 9) воздушный успокоитель.

Exercise 40. Translate into Russian:

1) purpose; 2) employ; 3) slot-shaped; 4) magnetic attraction; 5) damp; 6) revolution; 7) pole; 8) axis; 9) pointer; 10) graduated scale.

Exercise 41. Answer the questions:

1. What are the two principle kinds of ammeters and voltmeters?
2. What is the construction of a moving iron instrument?
3. What are the two types of moving iron instrument?
4. How does a moving coil instrument work?
5. What instrument is suitable only for d.c.?
6. What instruments are more expensive and sensitive: moving coil or moving iron instruments?

Exercise 42. Insert the words:

1. In the attraction type of the … (механизмы) the bobbing is … (продолговатый) instead of … (круглый).
2. A small piece of … (железо) is mounted on the instrument … (ось).
3. … (Амортизация) is usually by means of an … (воздушный успокоитель)
4. The … (якорь) never moves more than about a quarter of a … (полный оборот) in a miniature d. c. motor.
5. … (катушечный) movement is proportional to … (движение тока) and is opposed by the … (пружинный механизм).
6. … (Стрелка) indicates the … (ток) flowing in … (ампер).
7. The … (положительный) terminal must be connected to the … (положительный) terminal of the … (питание) or the … (механизм) tends to read … (наоборот).

Exercise 43. Read the text

Electrical Measuring Instruments and Units

Any instrument which measures electrical values is called a meter. An ammeter measures the current in amperes. The abbreviation for the ampere is amp. A voltmeter measures the voltage and the potential difference in volts.

The current in a conductor is determined by two things – the voltage across the conductor and the resistance of the conductor. The unit by which resistance is measured is called the ohm. The resistance in practice is measured with the ohm-meter. A wattmeter measures electrical power in watts. Very delicate ammeters are often used for measuring very small currents. A meter whose scale is calibrated to read a thousandth of an ampere is called a micro ammeter or galvanometer.

Whenever an ammeter or voltmeter is connected to a circuit to measure electric current or potential difference, the ammeter must be

connected in series and the voltmeter in parallel. To prevent a change in the electric current when making such an insertion, all ammeters must have a low resistance. Hence, most ammeters have a low resistance wire, called a shunt, connected across the armature coil.

A voltmeter, on the other hand, is connected across that part of the circuit for which a measurement of the potential difference is required. In order that the connection of the voltmeter to the circuit does not change tire electric current in the circuit, the voltmeter must have high resistance. If the armature coil does not have large resistance of its own, additional resistance is added in series.

The heating effect, electrostatic effect, magnetic and electromagnetic effects of electric current are used in order to produce the defleting torque. The resulting measuring instruments are called: (a) hot wire, (b) electrostatic, (c) moving iron, (d) moving coil, and (e) induction. Various types are used with both d. c. and a. c., but the permanent-magnet moving coil instrument are used only with d. c., and the induction type instruments are limited to a. c.

All, except the electrostatic type instruments, are current measuring devices, fundamentally ammeters. Consequently, most voltmeters are ammeters designed also to measure small values of current directly proportional to voltage to be measured.

Exercise 44. Guess the meaning of international words:

1) instrument; 2) fact; 3) abbreviation; 4) voltmeter; 5) ohm; 6) ohmmeter; 7) wattmeter; 8) galvanometer; 9) shunt.

Exercise 45. Give the Russian equivalents to the words below:

1) resistance; 2) to offer; 3) scale; 4) to prevent; 5) armature; 6) connection; 7) heating effect.

Exercise 46. Give the English equivalents to the words and word-combinations:

1) амперметр; 2) разница потенциалов; 3) определят; 4) чувствительный; 5) градуировать; 6) вставка; 7) катушка; 8) переменный ток (второй термин).

Exercise 47. Answer the questions:

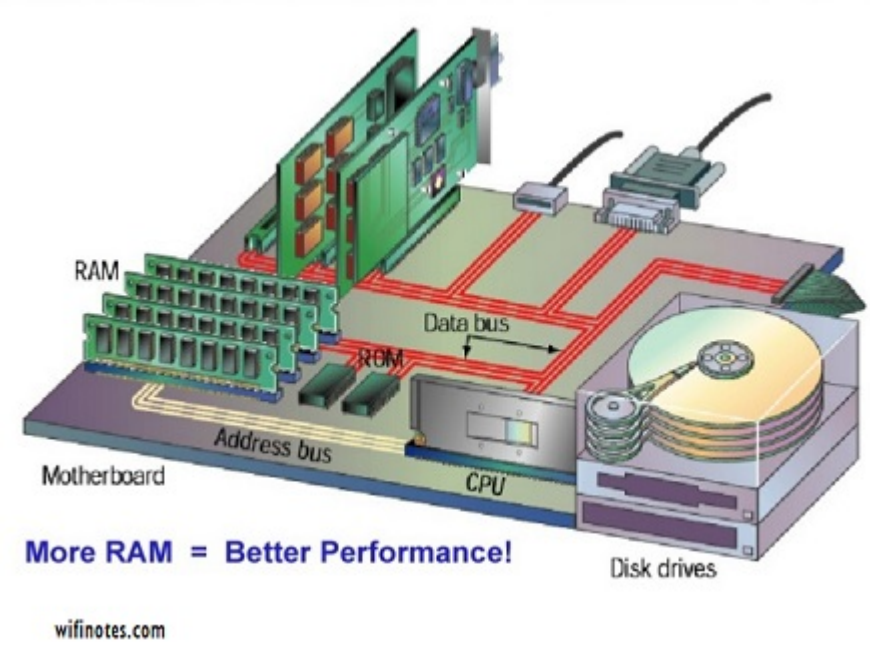
1. How are electrical values measuring instruments called?
2. How must the ammeter and the voltmeter be connected?
3. What resistance must the ammeter and the voltmeter have?
4. What resulting measuring instruments do you know?
5. What types of instruments are used with both d. c. and a. c.?
6. What instruments are used only with d. c. and limited to a. c.?

4 семестр
Раздел 1
(Тема 1.4)

Exercise 1. Read the text
Computer Memory

Computer Memory is mainly divided into two parts, one of them is known as **primary or main memory** and the other one is known as **secondary memory**.

Primary *Memory*



Is part of the main computer system. All the information that CPU use is stored and accessible from the primary memory. This implies that all the information stored in a primary memory is easily accessible i.e, Readable and writable through CPU.

Primary memory itself is classified into two categories.

These two categories are **RAM (random access memory)** and **ROM (read only memory)**.

RAM

RAM is a type of memory which is readable and writable. CPU can read and write the information to this primary storage area through RAM. RAM is further classified as DRAM (Dynamic random access memory), RDRAM (Rambus DRAM), SDRAM (Synchronous DRAM), DDR SDRAM (Double Data Rate SDRAM), DDR2 SDRAM (Double Data Rate SDRAM) etc.

The ability to read and write makes it more useful but slightly

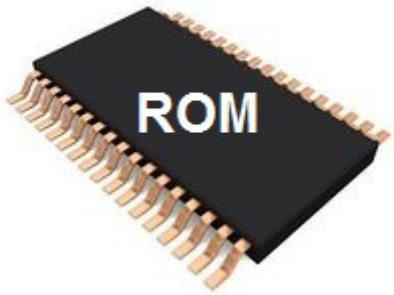


slower in response.

ROM

The other part of primary storage is just readable (Read Only Memory). No changes can be brought in that part of primary memory through CPU. Rom is faster than RAM. The inability of re-writing the ROM memory makes it faster.

Here is the picture of ROM that is installed on the motherboard.



Types of computer memory – Other types

The other types of memory in a computer called secondary memory.

Secondary Memory

is slow and the cheapest form of memory. CPU cannot process this memory directly, to do any processing on this memory, firstly it has to be copied into the primary memory. It stores data permanently as long as it is not being erased from the memory.

Although, I don't believe it is used any long, but a floppy disk is one of the types of memory. Others examples are the hard disk, CD, DVD, USB drives and memory cards etc.

Exercise 2. Read the text

Transformers and their Use

One of the great advantages in the use of the alternating current is the ease with which the voltage may be changed by means of a relatively simple device known as a transformer. Although there are many different types of transformers and a great variety of different applications, the principles of action are the same in each case.

The transformer is a device for changing the electric current from one voltage to another. It is used for increasing or decreasing voltage. So the function of a transformer is to change voltage and current of an alternating system to meet requirements of the equipment used. It is known to be simple in elementary principle, and in construction that is it involves no moving parts.

Transformers change voltage through electromagnetic induction.

The principle parts of a transformer are: an iron core and, usually, two coils of insulated windings. One of them is called primary, another is called the secondary. The primary coil is connected to the source of power. The secondary coil is connected to the load. Thus, the primary is the coil to which power is supplied. The secondary is the coil from which power is taken. In scientific terms to produce an alternating magnetic flux in the iron core an alternating current must be passed through the primary coil. This flux is considered to induce electromotive force in both primary and secondary coils. The secondary coil is open – circuited. Current flows in the secondary coil when the latter is connected to the external circuit or load. The flow of current in the secondary coil tends to reduce the flux in the core. Transformers are placed inside a steel tank usually with oil to improve the insulation and also to cool the device.

Раздел 1

(Тема 1.5)

Exercise 3. Read the text about health and safety at work and answer the questions.

Health and Safety at Work

Attention must be paid to safety in order to ensure a safe working practice in factories. Workers must be aware of the dangers and risks that exist all around them: two out of every three industrial accidents are caused by individual carelessness. In order to avoid or reduce

accidents, both protective and precautionary measures must be followed while working.

Each country has specific regulations concerning health and safety at work. For example, The Health and Safety at Work Act 1974 is a UK Act of Parliament that establishes the fundamental rules to enforce workplace health, safety and welfare within the United Kingdom.

The objectives of the Act are:

• to secure the health, safety and welfare of people at work;

• to protect people in the work place against risks to health or safety in connection to their work activities;

• to control the keeping and use of dangerous substances;

• to control the emission of dangerous gases into the atmosphere.

The Act defines general duties of employers, employees, suppliers of goods and substances for use at work, and people who manage and maintain work premises. In particular, every employer has to ensure the health, safety and welfare at work of all the employees, visitors, the general public and clients. Employers have to ensure the absence of risk to health in connection with the use, handling or storage of items and substances, as well as provide adequate facilities for a safe working environment. It is also very important to provide % employees with proper instructions and training so that they will be able to cope with any problem that may occur at work.

Employees, on their part, should always behave responsibly at work and take care of themselves and other people who may be affected by their actions. Moreover, they should cooperate with employers to enable them to perform their duties or requirements under the Act.

Questions

1 Why is it important to ensure a safe working environment?

2 Which law regulates workers' welfare in the United Kingdom?

3 What does the Act define?

4 What are the duties of employers?

5 Why is it important to provide employees with adequate training?

6 How can employees contribute to a safe working environment?

Exercise 4. Прочитайте текст о мерах безопасности на рабочем месте.

A fire safety plan is required in all public buildings, from schools, hospitals, supermarkets to workplaces. Generally, the owner of the

building is responsible for the preparation of a fire safety plan. Once the plan has been approved by the Chief Fire Official, the owner is responsible for training all staff in their duties. Evacuation drills are a very important part of the staff training associated with emergency evacuation procedures. Drills should be carried out in all buildings at least once a year. The drill should be checked, recording the time required to complete the evacuation , and noting any problems and deficiencies. After each drill a meeting should be held to evaluate the success of the drill and to solve any problems that may have arisen. What to do in case of fire ...

• If you see fire or smoke, do not panic. Remain calm and move quickly, but do not run.

• Alert the responsible staff and telephone the correct national emergency number. Have someone meet the firefighters to tell them where the fire is. They can lose valuable minutes if they have to find it themselves

• Rescue any people in immediate danger only if it is safe to do so.

• If practicable , close all doors and windows to contain the fire.

• Try to extinguish the fire using appropriate firefighting equipment only if you are trained and it is safe to do so.

• Follow the instructions of your supervisor and prepare to evacuate if necessary.

• Save records if possible.

• Evacuate your area and check all rooms, especially changing rooms, toilets, storage areas, etc.

• Do a head count of all staff and report any people unaccounted for to the supervisor.

Раздел 2

(Тема 2.1)

Exercise 5. Read the CV and make up your own taking it as a model. (*для самостоятельной работы)*

Personal data

Ivan Prokhorov
Generala Petrova str. 18-31, Nizhny Novgorod,
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 m^3/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

Раздел 3
(Тема 3.1)

Exercise 6. Read and learn the following sentences by heart. (для самостоятельной работы)

№ п/п	Фраза на английском	Перевод	Пример предложения
1.	Let's get started.	Давайте начнем.	Let's get our meeting started.
2.	Let's get down to business.	Давайте приступим к делу.	We have little time so let's get down to business!
3.	How is the project coming along?	Как обстоят дела с проектом?	You've been working on this project for three weeks. How is it coming along?
4.	Let's get to the point.	Давайте перейдем к сути.	We're running out of time. Let's get to the point.
5.	Go ahead!	Продолжайте!	There's no need to explain. I understand you very well.
6.	Go ahead!	Вот,	You required the

	Here you are!	пожалуйста!; Вот то, что Вам нужно!	report on carrying out of that survey. Here you are!
7.	24/7 (twenty-four seven).	Семь дней в неделю.	I'm ready to provide you with answer to any question twenty-four seven.
8.	The first item on the agenda is…	Первый пункт повестки дня.	The first item on the agenda is modernization of our equipment.
9.	We can then move to the less pressing matter.	Тогда мы можем перейти к менее неотложному вопросу.	Have we finished discussing the issue? We can then move to the less pressing matter.
10.	This is out of the question!	Об этом не может быть и речи!	We can't afford to donate money to this hospital. This is out of the question!
11.	ASAP (as soon as possible)	Как можно скорее.	They're demanding our decision ASAP.
12.	This question is off the point.	Этот вопрос не по существу.	I can't answer the question because it's off the point.
13.	Could you clarify that?	Не могли бы Вы прояснить (объяснить) это?	Could you clarify that item to avoid misunderstanding?
14.	What are your feelings about this project?	Каковы твои чувства по поводу этого проекта? (речь идет о предчувствии, интуиции).	I'm concerned about profitability of this project. What are your feelings about it?
15.	I`m afraid this is not sufficient	Я боюсь, что это не является	I'm afraid your arguments are not sufficient for us to

	reason for us.	достаточным основанием для нас.	bring the idea into life.
16.	Glad to hear that.	Рад слышать.	So you've made a profitable investment.
17.	That's a good idea!	Это хорошая идея!	I agree that buying this company is a good idea because it would give us the opportunity to get a long-term profit.
18.	You have a good point.	У Вас хорошая (правильная) точка зрения!	After all is said and done you have a good point! Nothing left to say.
19.	Do we all agree?	Все ли согласны?	Let's have a vote on it. Do we all agree?
20.	I have no objection to that.	У меня нет возражений против этого.	Since we don't have any protesters I have no objection to that either.
21.	Easy come easy go.	Что легко достается, легко тратится.	Easy come easy go. That statement doesn't agree with our company policy.
22.	Fifty-fifty.	Пятьдесят на пятьдесят.	We came to an agreement to go fifty-fifty on the expenses.
23.	In this situation is quite natural …	В этой ситуации, вполне естественно…	In this situation is quite natural to admit a claim.
24.	The conclusion is…	Вывод таков…	The conclusion is we should buy this company at a specified price.
25.	In summary,…	В итоге…	In summary, don't freeze your assets.

Exercise 7. 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.

5 семестр

Раздел 4
(Тема 4.1)

Exercise 1. 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 2. 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.

6 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.

Questions:

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 2. 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.

Раздел 4
(Тема 4.3)

Exercise 1. Learn the following words and word combinations by heart. *(для самостоятельной работы)*

To arrange / to organize a meeting назначить встречу / совещание
To bring forward a meeting перенести совещание на ранний срок
To put back / to postpone a meeting перенести встречу на поздний срок, отложить совещание
To cancel a meeting отменить совещание
To run / to chair a meeting председательствовать на собрании
To hold a meeting проводить совещание
To attend a meeting присутствовать на собрании
To miss a meeting пропустить встречу
To break up a meeting объявлять перерыв в заседании
A staff meeting собрание персонала
An emergency meeting экстренное совещание
A regular meeting очередное собрание
An annual meeting ежегодное собрание акционеров
A board meeting собрание членов правления
A chairperson председатель (собрания)
Agenda повестка дня
To take the minutes вести протокол собрания / совещания
To digress отклоняться (от темы)
To be on the agenda стоять на повестке дня
To stick to the agenda придерживаться повестки дня
An item on the agenda пункт повестки дня

Exercise 2. 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 3. Read and 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.

Exercise 4. Read and translate the text.

Innovation in business

What does it mean to be innovative in business?

In order for a business to survive in today's world, it is important that we regularly review what we are doing and how we are doing it. By considering new ideas and new ways of doing things, and trying to innovate, we can improve on our products/services, increase sales, reduce costs and make our processes more effective and efficient. Innovation is key to increasing profits.

There are several ways a company can be innovative with their products and services. Today we will look at four of them.

1. Using the latest technology to improve your product/service

When we think of innovation, we often think of new technologies. While they might be impressive, we should not use new technologies just because they are available. It is important to consider how the technology can improve our product/service and make a difference to our customer. Companies that produce cars, toiletries, household appliances, etc. often have a large R&D department to work on making their products better.

2. Responding to customer demands by changing what is on offer

By listening to customer feedback, we can get their opinions on how we are doing and find out about what it is that they want. We also need to be aware of changes in customer demands and keep up with the times. When fast-food restaurant McDonald's realised that the market wanted healthier choices, they introduced fruit and salads, while removing the 'super-size' option from their menus.

3. Offering a new product/service to reach new customers

Your business might be doing well, but there is no growth or development and there is a risk that your competitors might take away some of your customers. Innovation sometimes means developing a new product that targets a different market. Although video games were often played by boys, in 2006, video games giant Nintendo introduced the game console Nintendo Wii, successfully targeting girls and older customers with games like Cooking Mama and Brain Training.

4. Changing the way you provide a service

By looking at the changes to the customer's lifestyle and needs, we sometimes realize that there might be better ways to serve them. Customers who do not have a lot of time might prefer to have their food or their shopping delivered to their homes, or they might like to do their banking online rather than in an actual bank.

Not all innovation will bring success to our businesses, but it can give us the opportunity to grow and learn more about what we do and what our customers might want.

Exercise 5. Read and translate the text.

Professional Development

What Is Professional Development?

Professional development refers to the continued education or training of a person in order to advance or maintain their career. This could be highly structured, as in the case of formal academic coursework, or it could be as simple as informal learning opportunities related to an individual's work or professional goals.

The aim of professional development is to help develop new skills you may need to advance in your field, and to ensure that your working knowledge is up-to-date.

Professional development is often collaborative and more intensive than casual learning. It may include an end stage in which you evaluate the process.

Certain professions require professional development as part of the job. Physicians, for instance, must ensure that their knowledge is thorough and up-to-date in order to renew their license, making professional development a must.

Why is professional development important?

Professional development is important because it leads to beneficial growth. It improves your abilities and offers rewarding opportunities. Employees who focus on their professional development are able to handle increasingly new and challenging tasks. This creates the skills and experience that help you stand out and can lead to many rewards including bonuses and promotions.

Employees who do not work towards their professional development put themselves at risk of job insecurity. You will not be able to handle changes that come with time.

Employers look for employees who have developed their skills to meet the needs of the moment. So if you do not work on your professional development, at best you can hope to be stuck in your current job, and at worst, you may lose it!

Benefits of professional development

Professional development comes with many benefits. Not only does it help you grow as a person, but also:

Improves hiring/promotion potential. When you learn more skills, you become more essential as an employee. Either with your current employer or elsewhere, someone will want to capitalize on your growth.

Increases confidence. You will feel better about your professional life when you work on your development. You expand your skill set and experience new responsibilities, which will affirm your capabilities. Your development can help you take on new challenges because you know you have the abilities to do it.

Adds personal value. Your professional development makes you a better employee, but it also can make you a better person. Since you have decided to grow, you have taken up a challenge that that you can feel good about on following through.

Provides mentorship. Professional development opportunities usually come with some form of mentorship. This guidance helps you better navigate your career.

Expands network. Employees who work on their professional development find themselves among other developed professionals, whether it's through training or by being noticed for their abilities.

Factors of professional development

Professional development is a broad term that encompasses all types of approaches.

Formal. Professional development. may include formal vocational education through post-secondary or poly-technical training programs as necessary parts of earning certain credentials or qualifications needed for the advancement or retaining of employment. Formalized pre-service or in-service professional development programs are another option.

Informal Professional development might also take the form of informal pre-service or in-service professional development program. They can be group work or individual work.

In the case of individual work, professional development may be pursued independently of the employer, or independently with the help of programs offered by the human resource department.

On-the-job. On-the-job professional development aims to develop and advance employees' process skills, or leadership skills, by increasing work effectiveness and optimizing team functioning. It also aims to enhance employees' specific task skills.

Amount of commitment. Professional development opportunities vary widely in terms of time and energy commitment. They may be semester-long academic classes or single, hour-long workshops.

Professional development providers offer an incredible variety of services, all with unique information, points-of-view, and formats for their learning experiences.

Types of professional development

Professional development aims can be addressed in three key ways: job assignments, skill-based training, and developmental work relationships.

Job assignment. Job assignment based professional development is focused on the principle of learning through direct practice. With this approach, employees will be assigned new work responsibilities, from entirely new jobs to short-term projects. These new assignments are ideally designed to be difficult and require brand new ways of thinking compared to the employee's usual workload.

Skill-based training. Skill-based training refers to any professional development akin to a class, a workshop, a seminar, or other learning situations that don't directly accomplish business goals. Skill-based training gives employees the chance to learn new conceptual

information, practice learning this new information hands-on, and then receive feedback on their performance.

Skill-based training works best when it is focused, and when post-training evaluation is utilized. Supervisors should have a clear understanding of an employee's reason for wanting to partake in a specific training program. They should also be sure to debrief the experience to solidify what has been learned and how it can best be put into action.

Development work relationship. Developmental work relationships are exactly what they sound like, fostering work relationships in order to develop professional skills. Developmental work relationships may take the form of employees assessing or challenging each other's work, offering support, or a combination of these forms.

Examples of professional development

Below are a few specific examples of some different approaches to professional development that are common in the workplace:

Increased job responsibilities. This is a direct form of development in which employees take on new, challenging responsibilities or projects.

Mentoring. Mentorship allows employees to develop through close work with someone senior to them within their organization. Mentors provide and suggest opportunities while closely observing and giving opportunities for reflection.

Lesson study. This approach involves solving practical problems related to instruction or intervention through collaboration and individual work in structured settings.

Coaching. Similar to mentorship but with a more direct and intensive focus. Coaching allows someone to improve specific skills through observation, action, and reflection.

Continuing education. With this approach, employees enroll in formal degree programs, workshops, and courses. This may be for general development or for specific aims such as pursuing certificates or other credentials.

Technical assistance. This approach helps employees improve their usage of technology and equipment by offering information and resources.

Consultation. This is a formal type of professional development that typically involves professional consultants. Consultants will instruct employees via a systematic problem-solving process.

Research. This approach to professional development allows employees to conduct independent research on topics and then present the findings of this research to others.

Communities of practice. With this approach, constructive communities are formed around practicing and developing an understanding of a specific skill.

Case method. This method aims to teach through identifying with a role other than the one the employee currently holds. It helps foster an understanding of how decisions are made by others.

Reflective supervision. This is a process in which employees are encouraged to reflect upon their own learning as a way to further develop understanding.

How to improve your professional development

Professional development opportunities can assist people both in and out of work. They also play a crucial role in helping labor markets and industries adjust to what the future of work may look like.

When it comes to planning professional development for your organization, keep these three crucial parts in mind for an effective strategy:

Make it challenging. Arguably the most important part of professional development, perhaps of learning in general, is the element of challenge. In order to learn, individuals must be (gently) pushed outside of their comfort zone. Challenging situations help people to think and act in new, creative ways.

Have clear aims and an assessment process. To have a successful professional development program, you first have to define what success looks like. You also need to have clear methods of assessing an individual's work in accordance with this definition of success.

Use new skills. Good professional development programs not only help employees learn new things, but they have clear plans for how these new skills can be used in the workplace. It's important to have someone providing feedback and assistance as employees take on new responsibilities related to their new skills.

An employee's level of involvement in professional development programs is largely decided upon by the employee and their supervisor. Ideally, each employee will have at least one assigned activity within the program.

Assigning activities to employees could be based on either their previous evaluations and identified areas for improvement, or their future career goals.

Professional development tips

If you are reading this article from the perspective of someone who wants to maximize their own professional and personal development, look no further. The desire to learn and improve yourself is a crucial quality for anyone who would like to be in charge of their own career future. All skills are built off of being a good learner.

However, a desire to learn can only take you so far. Eventually, you have to gain real-world practice.

While these opportunities may be seemingly few and far between for you, there are a number of steps you can take to set yourself up for

success and ensure that you are taking every opportunity available to learn.

Below are ten ways you can play a more active role in your own professional development process:

Set aside unstructured learning time. To make the most out of your professional development, you need to incorporate it into your life in a way that is genuinely meaningful for you.

Really ask yourself what your goals are, both in your career and in your life, and recognize that learning and growing are the only ways to achieve these goals.

Set aside time for yourself to learn without structures, schedules, or rules to get in touch with why professional development is important to you.

Develop a reading habit. Luckily, we live in a time and place where we have access to a wealth of human knowledge, both online and printed in books.

Reading regularly not only helps expose you to new information and perspectives, but it develops your attention span and processing skills.

Try to read everyday, even if it's just a few pages before bedtime. There are countless books written on business-related subjects, but we recommend broadening your reading list. Try reading a variety of different subjects and materials.

Develop a writing habit. On the flip side of reading is the art of writing. Writing has numerous benefits for leaders. Writing regularly will help you get a deeper understanding of the content you're writing about, improve your creativity, and enhance your communication skills.

Try to write on different subjects and in different formats, you could even try keeping your own blog as a way to get your writing out there. You may even be able to use this blog, or any of your writing, to prove your expertise on a subject.

Build awareness. Building an awareness of both yourself and the world around you may seem simple, but it is anything but. If you want to be an effective leader, you'll need to develop skills of awareness in all areas of life. Without awareness, you'll be blindly going from task to task without direction.

Awareness can be built through practices like meditation and mindfulness. Check in with yourself throughout the day through the lens of an objective observer, notice what decisions you are making and why. Use your observations as data to see what works for you and what doesn't.

Reflect often. Along with building awareness, take the opportunity to reflect on your path often. Taking the time to examine your past decisions will help you gain a better understanding of where you may be running into challenges and other areas of improvement.

Before making major decisions, try seeing your situation from the opposite point of view. Be sure you can explain why you are making certain decisions and what the intended outcome of these decisions is.

Get feedback from others. While reflection can take us quite far in being honest with ourselves, we are still inevitably going to have blindspots. To curtail your own blindspots in the learning process, gather feedback from colleagues, supervisors, and anyone else who would be able to provide constructive input.

If you have employees that report to you, or others from whom you may want feedback but who may be hesitant to give it, try asking for anonymous feedback. You could engage with a third-party feedback gatherer or implement a program for anonymous feedback.

Try teaching. Teaching others about a subject is a powerful tool for understanding a subject more deeply. Try using your skills to help others develop their skills. It will not only help you with professional development but it can directly help others as well.

Teaching something helps you look at the material in entirely new ways, and helps to simplify and solidify the information in your brain. You may even end up learning something from those you are teaching.

Attend professional training programs. There are lots of short-term programs out there being offered to enterprising individuals; see if you can search some out.

Though reading and intaking new information is invaluable, training programs offer the opportunity to practice and get hands-on experience.

Training courses could take the form of classes, workshops, seminars, and other programs with relatively low time investments. These programs also offer incredible opportunities to network.

Network with peers. Meeting peers within your industry is one of the most important ways to help yourself progress professionally. Develop as many professional relationships as you can to keep up with new developments in your industry and gain new perspectives.

Forming relationships with others who share the same passions and motivations as you will open you up to plenty of career opportunities. Invest some time in getting to know those you work with, and even those who you hope to work with one day.

Find a mentor. Peer relationships are incredibly valuable, but in order to get where you want to go, you may need to get some advice from someone who’s already there. Find leaders and inspiring figures within your life who have been in your position before and ask if they would be open to discussing your professional goals and giving feedback.

Mentors and coaches will give you the honest insights that you may not hear simply going about the regular business of your job. The

best mentors are those who are willing to give you tough, but constructive criticism to inspire your professional growth.

Exercise 5. Read and translate the text.

My speciality

My speciality is management of the quality of products, processes and services. My future qualification is a technician. The quality of goods and services directly affect the quality of life of society and a person in particular. Issues related to quality management in all areas of the economy are very relevant, and quality control is an important element of any technological process that affects the final result.

The indicators of the level of competition available in our country, the requirements for manufactured goods are clearly outdated by today's time. Now it is obvious that new technologies are required, and in response to the challenge of the new time, the specialty “Management of the quality of products, processes and services” has appeared. Russia urgently needed specialists who could competently implement modern ideas and methods of quality management at enterprises from various sectors of the economy - from aircraft manufacturing to the food industry and the service sector.

Leading Russian enterprises are now actively implementing quality management systems, which requires the involvement of qualified specialists, and, first of all, in this area.

Quality management is a young and promising specialty, which is a new field of activity, formed at the intersection of organizing production or providing services with ensuring their quality in accordance with the requirements of both Russian and international norms and standards.

Qualification - technician

The qualification "Technician" determines the orientation of the specialty to industrial technologies and products. This is a specialist who performs laboratory tests, registers the readings of instruments and laboratory equipment, monitors sanitary and hygienic indicators, and works with regulatory and technical documentation. The main purpose of the specialist's activity is to control the compliance of products (services) with the requirements of regulatory documents and technical specifications, approved samples (standards), design and technological documentation. Product quality is life quality!

Specialists perform product quality control at each stage of the production process; participate in the preparation, execution and accounting of technical documentation; carry out work on the modernization and introduction of new methods and means of control. Assess the quality of raw materials, materials, semi-finished products and components, determine the technical condition of equipment,

tooling, tools, measuring instruments and the timing of their verification, monitor compliance with the main parameters of technological processes, assess the compliance of finished products, their storage and transportation conditions with the requirements of regulatory documents and technical conditions.

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 на тему «Роль компьютеров в моей жизни»

4 семестр

Раздел 2 (Тема 2.1)

Презентация на тему «Достижение в области науки и техники, изменившее мою жизнь»

5 семестр

Раздел 4 (Тема 4.1)

Презентация чертежа

6 семестр

Раздел 4 (Тема 4.2)

Презентация по теме «Безопасность превыше всего»

Раздел 4 (Тема 4.3)

Презентация по теме «Мое будущее в профессии»

5. Диалог

3 семестр

Раздел 1 (Тема 1.1)

Диалог на тему «Иностранный язык как средство международного общения в современном мире»

Make up a dialogue “Foreign language as means of communication in modern world” using the following dialogue as an example:

– Tom, why do you learn English at school?

– Well, it is taught as a school subject and we have to learn it.

— I see. But is it important for you to study it?
— Of course, it is. First of all, it is necessary when you travel to English-speaking countries. Besides, a good command of English is usually required if you want to get a good job.
— And today a lot of information in the world's computers is also in English. I believe you like foreign languages, don't you?
— Yes. I am sure that modern people must speak more than one language. And I am proud that I can watch American films, listen to English songs and read "Harry Potter" in the original.

Раздел 1 (Тема 1.3)

Диалог на тему «Проблема выбора профессии и дальнейшее саморазвитие»
Make up a dialogue "The problem of choosing a profession" using the following dialogue as an example:

- Susan: Oh, my god! It's like a nightmare! The final exams are coming, and I still have not chosen the place to enter.
- Jane: Stop to panic. Let's try to determine which profession suits you most of all.
- C: But how can we do it?
- D: It's very easy. I will ask you questions, and you will honestly answer them. Then we will analyze and understand what your future profession.
- S: How do you know all this?
- D: Have you forgotten? I attend psychology courses once a week. We have recently discussed such problem.
- S: Really?
- D: Yes, you will be surprised, but you are not alone to have such a problem.
- S: That calms me a little. Well, come on, let's start.
- D: What kind of work do you prefer: working with people, with animals or with documents?
- S: I'm afraid of animals, and a little shy to communicate with people. I prefer to work with documents.
- D: I see. In which subject do you have better grades: math or languages?
- S: I'm very bad at math, but I like languages. Especially, foreign ones.
- D: Do you like children?
- S: Oh, yes. I always play with children when guests come to us. I think they like to spend time with me too.
- D: Well, even having conducted such a small questioning, it became clear to me that you need to choose a profession that relates to

children, languages and documents. For example, an interpreter, a school teacher of foreign language or a kindergarten nurse.

- S: Well done! Now I have something to think about. Your advice really helped me, thank you!
- D: Not at all. I was glad to do it.

4 семестр

Раздел 1 (Тема 1.4)

Диалог на тему «Звонок в компанию по поводу получения ответа на письмо»

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.

Раздел 1 (Тема 1.5)

Диалог на тему «Личная встреча с работодателем»
(Собеседование при устройстве на работу)

Make up your own taking it as an example.

- 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)

Диалог на тему «Участие в World Skills»

Make up a dialogue "Participation in World Skills" using the following questions and the information in brackets:

7. What is WorldSkills? (it is a movement for the development of professions, which is gaining more and more power all over the world and in Russia)
8. When was the first Championship organized? (1946)
9. Who initiated the competition of professional skills? (Francisco Albert Vidal)
10. How often are world professional skills championships held? (every 2 years)
11. Who are the participants of the Championship? (young professionals
12. aged 17-22)