

**МИНОБРНАУКИ РОССИИ  
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ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
ИНЖЕНЕРНЫХ ТЕХНОЛОГИЙ»**

**УТВЕРЖДАЮ**  
Проректор по учебной работе

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**РАБОЧАЯ ПРОГРАММА  
ДИСЦИПЛИНЫ**

**Иностранный язык в профессиональной деятельности**

Специальность

**09.02.07 Информационные системы и программирование**

Квалификация выпускника

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## 1. Цели и задачи дисциплины

Целью освоения дисциплины «Иностранный язык в профессиональной деятельности» является подготовка выпускника к выполнению и решению профессиональных задач в области профессиональной деятельности: Об Связь, информационные и коммуникационные технологии.

Выпускник, освоивший образовательную программу, должен быть готов к выполнению основных видов деятельности:

- проектирование и разработка информационных систем;
- разработка дизайна веб-приложений;
- проектирование, разработка и оптимизация веб-приложений.

Программа составлена в соответствии с требованиями федерального государственного образовательного стандарта высшего образования по направлению подготовки/специальности 09.02.07 «Информационные системы и программирование»

## 2. Перечень планируемых результатов обучения, соотнесенных с планируемыми результатами освоения образовательной программы

В результате освоения дисциплины в соответствии с предусмотренными компетенциями обучающийся должен

### **знать:**

- 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.
  - лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;
  - профессиональные термины, разговорные штампы, нормы делового этикета и языкового «поведения».

### **уметь:**

- 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.
- общаться устно и письменно на иностранном языке на профессиональные и повседневные темы;
- переводить со словарем иностранные тексты профессиональной направленности;
- использовать иностранный язык как средство для получения информации из иноязычных источников в профессиональных целях описывать события, излагать факты, делать сообщения, оценивать важность, новизну информации, определять отношение к ней;

-правильно выбирать языковые средства в зависимости от ситуации и личности собеседника;  
 -самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

п/п	Код компетенции	Формулировка компетенции	Код и наименование индикатора достижения компетенции
	01 ОК	Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам	<p><b>Умения:</b> распознавать задачу и/или проблему в профессиональном и/или социальном контексте; анализировать задачу и/или проблему и выделять её составные части; определять этапы решения задачи; выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы; составить план действия; определить необходимые ресурсы; владеть актуальными методами работы в профессиональной и смежных сферах; реализовать составленный план; оценивать результат и последствия своих действий (самостоятельно или с помощью наставника).</p> <p><b>Знания:</b> актуальный профессиональный и социальный контекст, в котором приходится работать и жить; основные источники информации и ресурсы для решения задач и проблем в профессиональном и/или социальном контексте. алгоритмы выполнения работ в профессиональной и смежных областях; методы работы в профессиональной и смежных сферах; структуру плана для решения задач; порядок оценки результатов решения задач профессиональной деятельности.</p>
	04 ОК	Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.	<p><b>Умения:</b> организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами</p> <p><b>Знания:</b> психология коллектива; психология личности; основы проектной деятельности</p>
	06 ОК	Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе	<p><b>Умения:</b> описывать значимость своей профессии. Презентовать структуру профессиональной деятельности по специальности, применять стандарты антикоррупционного поведения</p> <p><b>Знания:</b> сущность гражданско-патриотической позиции</p>

		традиционных общечеловеческих ценностей, применять стандарты антикоррупционного поведения	Общечеловеческие ценности Правила поведения в ходе выполнения профессиональной деятельности, стандарты антикоррупционного поведения и последствия его нарушения
10	ОК	Пользоваться профессиональной документацией на государственном и иностранном языках.	<p><b>Умения:</b> 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</p> <p><b>Знания:</b> 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</p>
11	ОК	Использовать знания по финансовой грамотности, планировать предпринимательскую деятельность в профессиональной сфере	<p><b>Умения:</b> выявлять достоинства и недостатки коммерческой идеи; презентовать идеи открытия собственного дела в профессиональной деятельности; оформлять бизнес-план; рассчитывать размеры выплат по процентным ставкам кредитования</p> <p><b>Знание:</b> основы предпринимательской деятельности; основы финансовой грамотности; правила разработки бизнес-планов; порядок выстраивания презентации; кредитные банковские продукты</p>

### 3. Место дисциплины (модуля) в структуре СПО

Дисциплина относится к обязательной части общегуманитарного и социально-экономического цикла и изучается в 3, 4, 5, 6,7 и 8 семестрах.

Изучение дисциплины основано на знаниях, умениях и навыках, полученных при изучении обучающимися учебного предмета Иностранный язык на 1 курсе.

Дисциплина является предшествующей для *изучения профессиональных модулей*: «Проектирование и разработка информационных систем», «Разработка

дизайна веб-приложений», «Проектирование, разработка и оптимизация веб-приложений».

#### 4. Объем дисциплины (модуля) и виды учебной работы

Общая трудоемкость дисциплины (модуля) составляет 198 ак. ч.

Виды учебной работы	Всего академических часов	Распределение трудоемкости по семестрам, ак. ч					
		3 сем	4 сем	5 сем	6 сем	7 сем	8 сем
Общая трудоемкость дисциплины (модуля)	198	36	46	28	38	20	30
<b>Контактная работа</b> в т. ч. аудиторные занятия:	70	32	42	24	34	18	28
Лекции	6	-	2	-	2	-	2
<i>в том числе в форме практической подготовки</i>	-	-	-	-	-	-	-
Практические/лабораторные занятия	64	32	40	24	32	18	18
<i>в том числе в форме практической подготовки</i>	-	16	20	12	16	9	9
Консультации текущие	-	-	-	-	-	-	-
Консультации перед экзаменом	-	-	-	-	-	-	-
<b>Вид аттестации</b>	10	3 зачет/2	3 зачет	3 зачет/2	Диф. зачет	3 зачет	Экзамен/6
<b>Самостоятельная работа:</b>	118	2	4	2	4	2	4
проработка материалов по лекциям, учебникам, учебным пособиям	7	1	1	1	2	1	1
подготовка к практическим занятиям	6		2		1	1	2
выполнение домашнего задания	4	1	1		1		1
подготовка реферата	1			1			

5. Содержание дисциплины, структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий

##### 5.1 Содержание разделов дисциплины.

/п	Наименование раздела дисциплины	Содержание раздела (указываются темы и дидактические единицы)	Трудоемкость раздела, ак.ч	
			В традиционной форме	В форме практической подготовки

	<p>Профессиональная деятельность человека</p>	<p>В мире профессий. Профессии человека. Профессии людей, их обязанности. Профессиональные качества и характер профессий. Выбор профессии. Личные качества профессионала. Моя будущая специальность. Будущие сферы применения труда специалистов. Наш университет. Факультет СПО. Рабочий день студента. Наименования учебных дисциплин. Мой любимый предмет. Артикль. Имя существительное. Множественное число существительных. Имя прилагательное. Имя числительное. Словообразование. Предлоги.</p>	18	18
	<p>Личная и деловая деятельность человека</p>	<p>Повседневная жизнь обучающегося: рабочее и свободное время, увлечения. Различные виды искусств. Мое хобби Здоровье и спорт. Официальная и неофициальная переписка. Личная и деловая корреспонденция. Виды деловых писем. Структура делового письма. Форматы делового письма. Путешествие. Поездка за границу. Общение по телефону. Правила телефонных переговоров. Местоимения.оборот there is/are. Some, any, no и их производные. Повествовательные предложения. Безличные и неопределенно-личные предложения. Словообразование.</p>	23	23
е	<p>Страноведение</p>	<p>Страны изучаемого языка и Россия: системы</p>	14	14

		<p>образования, система профессионального образования, жизнь и проблемы молодежи. Виды учебных заведений в России и за рубежом. Уровни образования. Способы получения образования. Времена английского глагола. Типы вопросов.</p>		
	Компьютерные технологии	<p>Информатизация общества. Роль информационных технологий в нашей жизни. Несколько поколений компьютеров. Компьютеры и их области применения. Основы архитектуры, устройство и функционирование вычислительных систем. Операционные системы. Системное и прикладное программное обеспечение. Алгоритмизация и программирование. Языки программирования. Проектирование баз данных. Мультимедийные технологии. Дизайн веб - приложений. Преимущества и недостатки компьютеров. Интернет. Неличные формы глагола. Модальные глаголы. Страдательный залог. Сложноподчиненные предложения. Сложное подлежащее. Сложное дополнение. Прямая и косвенная речь.</p>	19	19
	Рынок труда. Поиск работы.	<p>Заполнение анкеты - заявки о приеме на работу. Составление резюме и CV. Портфолио специалиста. Требования работодателя. Составление резюме и CV будущего специалиста. В кадровом агентстве. Поиск работы. Портрет современного специалиста. В кадровом агентстве. Собеседование с работодателем. Советы соискателю: что делать и чего</p>	25	25



	не делать в поисках работы. Личные качества современного специалиста. Заполнение анкеты работодателя. Фразовые глаголы. Предложения с that of, one. Сложное подлежащее. Сложное дополнение. Сложные предложения. Прямая и косвенная речь.		
	<i>Консультации текущие</i>		-
	<i>Консультации перед экзаменом</i>		-
	<i>Экзамен</i>		6

## 5.2 Разделы дисциплины и виды занятий

/п	Наименование раздела дисциплины	Лекции, ак. ч		Практические занятия, ак. ч		С РО, ак. ч
		в традиционн ой форме	в форме практичес кой подготовк и	в традицион ной форме	в форме практичес кой подготовк и	
	Профессиональна я деятельность человека	-	-	16	16	2
	Личная и деловая деятельность человека	2	-	20	20	4
	Страноведение	-	-	12	12	2
	Компьютерные технологии	2	-	16	16	4
	Рынок труда. Поиск работы.	2	-	18	18	6
	<i>Консультации текущие</i>	-				
	<i>Консультации перед экзаменом</i>	-				
	<i>Зачет, дифзачет</i>	4				
	<i>Экзамен</i>	6				

### 5.2.1 Лекции.

/п	Наименование раздела дисциплины	Тематика лекционных занятий	Трудое мкость, ак. ч
	Профессиональная деятельность человека		-
	Личная и деловая	Словообразование	2

	деятельность человека		
	Страноведение		-
	Компьютерные технологии	Страдательный залог	2
	Рынок труда. Поиск работы.	Сложные предложения	2

### 5.2.2 Практические занятия.

/п	Наименование раздела дисциплины	Тематика практических занятий (семинаров)	Трудоемкость, ак. ч
	Профессиональная деятельность человека	Лексическая тема: «В мире профессий» Грамматический материал: Нулевой артикль	2
		Лексическая тема: «Профессии человека» Грамматический материал: Неопределенный артикль	2
		Лексическая тема: «Профессии людей, их обязанности» Грамматический материал: Определенный артикль	2
		Лексическая тема: «Профессиональные качества и характер профессий» Грамматический материал: Артикль и географические названия	2
		Лексическая тема: «Выбор профессии. Личные качества профессионала» Грамматический материал: Имя существительное. Образование множественного числа	4
		Лексическая тема: «Моя будущая специальность. - Информационные технологии и программирование» Грамматический материал: Притяжательный падеж существительного	4
		Лексическая тема: «Будущие сферы применения труда специалистов» Грамматический материал: Имя прилагательное. Степени сравнения прилагательных.	4
		Лексическая тема: «Наш университет. Факультет СПО». Грамматический материал: Имя числительное. Количественные и порядковые числительные	2
		Лексическая тема: «Рабочий день студента». Грамматический материал: Даты и время. Временные отрезки	2
		Лексическая тема:	2

		«Наименования учебных дисциплин» Грамматический материал: Словообразование.	
		Лексическая тема: «Мой любимый предмет». Грамматический материал: Предлоги.	2
		Обобщение лексико-грамматического материала	2
		Итоговое тестирование	2
	Личная и деловая деятельность человека	Лексическая тема: «Повседневная жизнь обучающегося: рабочее время». Грамматический материал: Личные местоимения. Притяжательные местоимения	4
		Лексическая тема: «Повседневная жизнь обучающегося: увлечения, хобби». Грамматический материал: Указательные местоимения.	4
		Лексическая тема: «Здоровье и спорт». Грамматический материал: Различные грамматические обороты	4
		Лексическая тема: «Личная корреспонденция». Грамматический материал: Вопросительные местоимения. Возвратные местоимения	4
		Лексическая тема: «Деловая корреспонденция. Виды деловых писем». Грамматический материал: Неопределенные местоимения и их производные	4
		Лексическая тема: «Структура делового письма». Грамматический материал: Словообразование: суффиксы, префиксы.	4
		Лексическая тема: «Путешествие». Грамматический материал: Повествовательные предложения.	4
		Лексическая тема: «Поездка за границу» Грамматический материал: Безличные и неопределенно-личные предложения.	4
		Лексическая тема: «В отеле. В аэропорту»	4
		Лексическая тема: «Общение по телефону. Правила	4

		телефонных переговоров».	
		Обобщение лексико-грамматического материала	2
		Итоговое тестирование	2
е	Страноведени	Лексическая тема: «Система образования в России». Грамматический материал: Типы вопросов	2
		Лексическая тема: «Система образования в Великобритании». Грамматический материал: Настоящее простое время	2
		Лексическая тема: «Система образования в США». Грамматический материал: Прошедшее простое	2
		Лексическая тема: «Система образования в других англоязычных странах». Грамматический материал: Будущее простое время	4
		Лексическая тема: «Система профессионального образования за рубежом». Грамматический материал: Настоящее длительное время	2
		Лексическая тема: «Жизнь и проблемы молодежи в России и за рубежом». Грамматический материал: Прошедшее длительное время	2
		Лексическая тема: «Виды учебных заведений в России и за рубежом». Грамматический материал: Будущее длительное время	2
		Лексическая тема: «Уровни образования». Грамматический материал: Настоящее совершенное время	2
		Лексическая тема: «Способы получения образования». Грамматический материал: Прошедшее и будущее совершенное время	2
		Обобщение лексико-грамматического материала	2
		Итоговое тестирование	2
			Компьютерны е технологии

	Лексическая тема: «Роль информационных технологий в нашей жизни».	2
	Лексическая тема: «Несколько поколений компьютеров».	2
	Лексическая тема: «Компьютеры и их области применения». Грамматический материал: Модальные глаголы	2
	Лексическая тема: «Основы архитектуры, устройство и функционирование вычислительных систем»	2
	Лексическая тема: «Операционные системы». Грамматический материал: Модальные глаголы и их эквиваленты	2
	Лексическая тема: «Системное и прикладное программное обеспечение». Грамматический материал: Причастие 1	2
	Лексическая тема: «Алгоритмизация и программирование». Грамматический материал: Причастие 2	2
	Лексическая тема: «Языки программирования». Грамматический материал: Герундий	2
	Лексическая тема: «Проектирование баз данных». Грамматический материал: Страдательный залог	2
	Лексическая тема: «Мультимедийные технологии». Грамматический материал: Страдательный залог	2
	Лексическая тема: «Дизайн вэб - приложений». Грамматический материал: Страдательный залог .Обобщение	2
	Лексическая тема: «Преимущества и недостатки компьютеров.». Грамматический материал: Согласование времен в сложных предложениях	2
	Лексическая тема: «Интернет». Грамматический материал: Условные предложения	2
	Обобщение лексико - грамматического материала	2
	Итоговое тестирование	2

Рынок труда. Поиск работы.	Лексическая тема: «Заполнение анкеты - заявки о приеме на работу» Грамматический материал: Фразовые глаголы	4	
	Лексическая тема: «Составление резюме и CV» Грамматический материал: Предложения с союзами	4	
	Лексическая тема: «Портфолио специалиста» Грамматический материал: Сложное подлежащее	2	
	Лексическая тема: «Требования работодателя» Грамматический материал: Сложное дополнение	4	
	Лексическая тема: «В кадровом агентстве» Грамматический материал: Сложносочиненные предложения	2	
	Лексическая тема: «Поиск работы» Грамматический материал: Согласование времен в сложных предложениях	4	
	Лексическая тема: «Портрет современного специалиста»	2	
	Лексическая тема: «Собеседование с работодателем» Грамматический материал: Предложения с различными оборотами	4	
	Лексическая тема: «Советы соискателю: что делать и чего не делать в поисках работы» Грамматический материал: Прямая речь	2	
	Лексическая тема: «Личные качества современного специалиста» Грамматический материал: Косвенная речь	2	
	Лексическая тема: «Заполнение анкеты работодателя» Грамматический материал: Согласование времен в предложениях с косвенной речью	2	
	Обобщение лексико-грамматического материала.	-	2
	Итоговое тестирование		2

### 5.2.3 Лабораторный практикум не предусмотрен

### 5.2.4 Самостоятельная работа обучающихся

/п	Наименование раздела дисциплины	Вид СРО	Трудоемкость, ак. ч
	Профессиональная деятельность человека	Проработка материалов по лекциям, учебникам, учебным пособиям	2
		Подготовка к практическим занятиям	
		Выполнение домашнего задания	
	Личная и деловая деятельность человека	Проработка материалов по лекциям, учебникам, учебным пособиям	4
		Подготовка к практическим занятиям	
		Выполнение домашнего задания	
	Страноведение	Проработка материалов по лекциям, учебникам, учебным пособиям	2
		Подготовка к практическим занятиям	
		Подготовка реферата	
	Компьютерные технологии	Проработка материалов по лекциям, учебникам, учебным пособиям	4
		Подготовка к практическим занятиям	
		Выполнение домашнего задания	
	Рынок труда. Поиск работы.	Проработка материалов по лекциям, учебникам, учебным пособиям	6
		Подготовка к практическим занятиям	
		Выполнение домашнего задания	

## 6. Учебно-методическое и информационное обеспечение дисциплины

### 6.1. Основная литература

#### Английский язык

Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1 : учебное пособие для среднего профессионального образования - Москва : Издательство Юрайт, 2020 <https://urait.ru/viewer/angliyskiy-yazyk-leksiko-grammaticheskoe-posobie-v-2-ch-chast-1-452245#page/1>

Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 2 : учебное пособие для среднего профессионального образования - Москва : Издательство Юрайт, 2020 <https://urait.ru/viewer/angliyskiy-yazyk-leksiko-grammaticheskoe-posobie-v-2-ch-chast-2-452246#page/1>

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для среднего профессионального образования— Москва : Издательство Юрайт, 2020 <https://urait.ru/viewer/angliyskiy-yazyk-audiozapisi-v-eps-450719#page/1>

Краснова, Т. И. Английский язык для специалистов в области интернет-технологий. English for Internet Technologies : учебное пособие для среднего профессионального образования — Москва : Издательство Юрайт, 2021 <https://urait.ru/viewer/angliyskiy-yazyk-dlya-specialistov-v-oblasti-internet-tehnologiy-english-for-internet-technologies-473961#page/1>

### **Немецкий язык**

Миляева, Н. Н. Немецкий язык. Deutsch (a1—a2) : учебник и практикум для среднего профессионального образования — Москва : Издательство Юрайт, 2020 <https://urait.ru/viewer/nemeckiy-yazyk-deutsch-a1-a2-451268#page/1>

Deutsch im Leben und Beruf=Немецкий язык в жизни и профессии : учебник/ О.А. Кострова, О.В. Хабер, С.И. Малышева и др. – Москва ; Берлин : Директ-Медиа, 2020 [https://biblioclub.ru/index.php?page=book\\_view\\_red&book\\_id=597500](https://biblioclub.ru/index.php?page=book_view_red&book_id=597500)

Камянова, Т.Г. Deutsche Grammatik=Грамматика немецкого языка: теория и практика : в 2 частях Ч. 1. – Москва ; Берлин : Директмедиа Паблишинг, 2020 [https://biblioclub.ru/index.php?page=book\\_view\\_red&book\\_id=573176](https://biblioclub.ru/index.php?page=book_view_red&book_id=573176)

## **6.2. Дополнительная литература**

### **Английский язык**

Шляхова, В.А. Английский язык для экономистов : учебник - М. : Дашков и К°, 2020 <https://biblioclub.ru/index.php?page=book&id=573197>

Чилиевич, Н.М. Английский язык в профессии. Торговое дело=English for Trade Industry – Минск : РИПО, 2018 [http://biblioclub.ru/index.php?page=book\\_view\\_red&book\\_id=487905](http://biblioclub.ru/index.php?page=book_view_red&book_id=487905)

Скопинцева, В.И., Сидельникова, И.В. Фонетика и грамматика английского языка: учебное пособие – Воронеж, 2018 <http://biblos.vsu.ru/ProtectedView/Book/ViewBook/4743>

### **Немецкий язык**

Тинякова, Е.А. Учебник немецкого языка оригинальной методики=Lehrbuch der Deutschen Sprache für alle die Deutsche Kultur und Sprache kennenlernen wollen – Москва ; Берлин : Директ-Медиа, 2019 [http://biblioclub.ru/index.php?page=book\\_view\\_red&book\\_id=496409](http://biblioclub.ru/index.php?page=book_view_red&book_id=496409)

Периодические издания:

- Food Technology
- Иностранные языки в высшей школе
- Журнал для изучающих английский язык "Speak out"
  - Die Fleischerei
- Vitamin De

## **6.3. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся**



#### 6.4. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения учебного предмета

Наименование ресурса сети «Интернет»	Электронный адрес ресурса
«Российское образование» - федеральный портал	<a href="https://www.edu.ru/">https://www.edu.ru/</a>
Научная электронная библиотека	<a href="https://elibrary.ru/defaultx.asp?">https://elibrary.ru/defaultx.asp?</a>
Национальная исследовательская компьютерная сеть России	<a href="https://niks.su/">https://niks.su/</a>
Информационная система «Единое окно доступа к образовательным ресурсам»	<a href="http://window.edu.ru/">http://window.edu.ru/</a>
Электронная библиотека ВГУИТ	<a href="http://biblos.vsu.ru/megapro/web">http://biblos.vsu.ru/megapro/web</a>
Сайт Министерства науки и высшего образования РФ	<a href="https://minobrnauki.gov.ru/">https://minobrnauki.gov.ru/</a>
Портал открытого on-line образования	<a href="https://npoed.ru/">https://npoed.ru/</a>
Электронная информационно-образовательная среда ФГБОУ ВО «ВГУИТ»	<a href="https://education.vsu.ru/">https://education.vsu.ru/</a>

#### 6.5. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем

При изучении дисциплины используется программное обеспечение, современные профессиональные базы данных и информационные справочные системы: ЭИОС университета, в том числе на базе программной платформы «Среда электронного обучения 3KL», автоматизированная информационная база «Интернет-тренажеры», «Интернет-экзамен».

При освоении дисциплины используется лицензионное и открытое программное обеспечение – н-р, ОС Windows, ОС ALT Linux.

#### 7. Материально-техническое обеспечение дисциплины:

Обеспеченность процесса обучения техническими средствами полностью соответствует требованиям ФГОС по направлению подготовки. Материально-техническая база приведена в лицензионных формах и расположена во внутренней сети по адресу <http://education.vsu.ru>.

При чтении лекций, проведении практических занятий и контроле знаний обучающихся по дисциплине используется:

Кабинет иностранного языка (ауд. 4а)	Мультимедиа проектор SANYO PLC – XU 50 – 1 шт.; Экран переносной – 1 шт.; Ноутбук ASUS K 73 E I5-2410 M CPU\4096\500\DVD-RW \Intel(R) HD Graphics 3000– 1 шт.; Магнитофон Panasonic; Лингафонное оснащение; Маркерная доска; Информационные стенды, справочные материалы; Комплект учебной мебели.	П О нет
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Аудитория для самостоятельной работы студентов:

Компьютерный класс для самостоятельной работы, в т.ч. для проведения групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации (ауд.19)	Локальная сеть, коммутатор D-Link DES-1016 с выходом в «Интернет»; Компьютер в сборе в составе: Intel Core i3-540/4096/500/DVD-RW/GeForce GT220 – 8 шт.; Принтер лазерный HP Laser jet P-2035 A4 30 стр.в мин. – 1 шт.; Сканер HP Scan jet- 3110-1шт.; Мультимедиа проектор SANVO PLC –XU 50 – 1 шт.; Экран переносной – 1 шт.; Ноутбук ASUS K 73 E I5-2410 M CPU\4096\500\DVD-RW \Intel(R) HD Graphics 3000 – 1 шт.; Маркерная доска; Плакаты, наглядные пособия, схемы; Комплект учебной мебели.	Microsoft Windows7 ; Adobe Reader XI; Microsoft Office 2007 Standart; GIMP; Pascal ABC; Inkscape; Free Pascal; Paint.NET; Oracle VM Virtual Box; Microsoft Visual Studio 2010; Лицензия № AAA.0217.00 с 21.12.2017 г. по «Бессрочно»
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Дополнительно, самостоятельная работа обучающихся, может осуществляться при использовании:

Ресурсный центр	Компьютеры со свободным доступом в сеть Интернет и Электронными библиотечными и информационно справочными системами.	Альт Образование 8.2 + LibreOffice 6.2+Maxima Лицензия № AAA.0217.00 с 21.12.2017 г. по «Бессрочно»
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## 8. Оценочные материалы для промежуточной аттестации обучающихся по дисциплине (модулю)

**Оценочные материалы (ОМ)** для дисциплины (модуля) включают в себя:

- перечень компетенций с указанием индикаторов достижения компетенций, этапов их формирования в процессе освоения образовательной программы;
- описание шкал оценивания;
- типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков;
- методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности.

ОМ представляются отдельным комплектом и **входят в состав рабочей программы дисциплины (модуля)**.

Оценочные материалы формируются в соответствии с П ВГУИТ «Положение об оценочных материалах».

**АННОТАЦИЯ  
К РАБОЧЕЙ ПРОГРАММЕ  
ДИСЦИПЛИНЫ  
«Иностранный язык в профессиональной деятельности»**  
(наименование дисциплины)

**«ОГСЭ.04 Иностранный язык в профессиональной деятельности»**

Процесс изучения дисциплины направлен на формирование следующих компетенций:

Код компетенции	Наименование компетенции	Наименование индикатора достижения компетенции
ОК 01	Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам	<p><b>Умения:</b> распознавать задачу и/или проблему в профессиональном и/или социальном контексте; анализировать задачу и/или проблему и выделять её составные части; определять этапы решения задачи; выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы; составить план действия; определить необходимые ресурсы; владеть актуальными методами работы в профессиональной и смежных сферах; реализовать составленный план; оценивать результат и последствия своих действий (самостоятельно или с помощью наставника).</p>
		<p><b>Знания:</b> актуальный профессиональный и социальный контекст, в котором приходится работать и жить; основные источники информации и ресурсы для решения задач и проблем в профессиональном и/или социальном контексте. алгоритмы выполнения работ в профессиональной и смежных областях; методы работы в профессиональной и смежных сферах; структуру плана для решения задач; порядок оценки результатов решения задач профессиональной деятельности.</p>
ОК 04	Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.	<p><b>Умения:</b> организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами</p>
		<p><b>Знания:</b> психология коллектива; психология личности; основы проектной деятельности</p>
ОК 06	Проявлять гражданско-	<p><b>Умения:</b> описывать значимость своей профессии</p>

	<p>патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, применять стандарты антикоррупционного поведения</p>	<p>Презентовать структуру профессиональной деятельности по специальности, применять стандарты антикоррупционного поведения</p> <p><b>Знания:</b> сущность гражданско-патриотической позиции Общечеловеческие ценности Правила поведения в ходе выполнения профессиональной деятельности, стандарты антикоррупционного поведения и последствия его нарушения</p>
<p>ОК 10</p>	<p>Пользоваться профессиональной документацией на государственном и иностранном языках.</p>	<p><b>Умения:</b> 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</p> <p><b>Знания:</b> 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</p>

В результате освоения дисциплины обучающийся должен:

**Знать**

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;  
*лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности; профессиональные термины, разговорные штампы, нормы делового этикета и языкового «поведения».*

## **Уметь**

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;  
*общаться устно и письменно на иностранном языке на профессиональные и повседневные темы;*  
*переводить со словарем иностранные тексты профессиональной направленности;*  
*использовать иностранный язык как средство для получения информации из иноязычных источников в профессиональных целях;*  
*описывать события, излагать факты, делать сообщения, оценивать важность, новизну информации, определять отношение к ней;*  
*правильно выбирать языковые средства в зависимости от ситуации и личности собеседника;*  
*самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.*

## **Содержание разделов дисциплины.**

В мире профессий. Профессии человека. Профессии людей, их обязанности. Профессиональные качества и характер профессий. Выбор профессии. Личные качества профессионала. Моя будущая специальность. Будущие сферы применения труда специалистов. Наш университет. Факультет СПО. Рабочий день студента. Наименования учебных дисциплин. Мой любимый предмет. Повседневная жизнь обучающегося: рабочее и свободное время, увлечения. Различные виды искусств. Мое хобби Здоровье и спорт. Официальная и неофициальная переписка. Личная и деловая корреспонденция. Виды деловых писем. Структура делового письма. Форматы делового письма. Путешествие. Поездка за границу. Общение по телефону. Правила телефонных переговоров. Страны изучаемого языка и Россия: системы образования, система профессионального образования, жизнь и проблемы молодежи. Виды учебных заведений в России и за рубежом. Уровни образования. Способы получения образования. Информатизация общества. Роль информационных технологий в нашей жизни. Несколько поколений компьютеров. Компьютеры и их области применения. Основы архитектуры, устройство и функционирование вычислительных систем. Операционные системы. Системное и прикладное программное обеспечение. Алгоритмизация и программирование. Языки программирования. Проектирование баз данных. Мультимедийные технологии. Дизайн вэб - приложений. Преимущества и недостатки компьютеров. Интернет. Заполнение анкеты - заявки о приеме на работу. Составление резюме и CV. Портфолио специалиста. Требования работодателя. Составление резюме и CV будущего специалиста. В кадровом агентстве. Поиск работы. Портрет современного специалиста. В кадровом агентстве. Собеседование с работодателем. Советы соискателю: что делать и чего не делать в поисках работы. Личные качества современного специалиста. Заполнение анкеты работодателя.

Артикль. Имя существительное. Множественное число существительных. Имя прилагательное. Имя числительное. Словообразование. Предлоги. Местоимения. Грамматические обороты. Неопределенные местоимения и их производные. Повествовательные предложения. Безличные и неопределенно-личные предложения. Словообразование. Времена английского глагола. Типы вопросов.

Неличные формы глагола. Модальные глаголы. Страдательный залог. Сложноподчиненные предложения. Сложное подлежащее. Сложное дополнение. Прямая и косвенная речь. Фразовые глаголы. Предложения с союзами. Сложное подлежащее. Сложное дополнение. Сложные предложения. Прямая и косвенная речь.

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ  
ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

**по дисциплине**

**Иностранный язык в профессиональной деятельности**

## 1. Перечень компетенций с указанием этапов их формирования

Код компетенции	Формулировка компетенции	Код и наименование индикатора достижения компетенции
ОК 01	Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам	<p><b>Умения:</b> распознавать задачу и/или проблему в профессиональном и/или социальном контексте; анализировать задачу и/или проблему и выделять её составные части; определять этапы решения задачи; выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы; составить план действия; определить необходимые ресурсы; владеть актуальными методами работы в профессиональной и смежных сферах; реализовать составленный план; оценивать результат и последствия своих действий (самостоятельно или с помощью наставника).</p> <p><b>Знания:</b> актуальный профессиональный и социальный контекст, в котором приходится работать и жить; основные источники информации и ресурсы для решения задач и проблем в профессиональном и/или социальном контексте. алгоритмы выполнения работ в профессиональной и смежных областях; методы работы в профессиональной и смежных сферах; структуру плана для решения задач; порядок оценки результатов решения задач профессиональной деятельности.</p>
ОК 04	Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.	<p><b>Умения:</b> организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, клиентами</p> <p><b>Знания:</b> психология коллектива; психология личности; основы проектной деятельности</p>
ОК 06	Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих	<p><b>Умения:</b> описывать значимость своей профессии. Презентовать структуру профессиональной деятельности по специальности, применять стандарты антикоррупционного поведения</p> <p><b>Знания:</b> сущность гражданско-патриотической позиции Общечеловеческие ценности Правила поведения в ходе</p>



	ценностей, применять стандарты антикоррупционного поведения	выполнения профессиональной деятельности, стандарты антикоррупционного поведения и последствия его нарушения
ОК 10	Пользоваться профессиональной документацией на государственном и иностранном языках.	<b>Умения:</b> 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
		<b>Знания:</b> 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
ОК 11	Использовать знания по финансовой грамотности, планировать предпринимательскую деятельность в профессиональной сфере	<b>Умения:</b> выявлять достоинства и недостатки коммерческой идеи; презентовать идеи открытия собственного дела в профессиональной деятельности; оформлять бизнес-план; рассчитывать размеры выплат по процентным ставкам кредитования
		<b>Знание:</b> основы предпринимательской деятельности; основы финансовой грамотности; правила разработки бизнес-планов; порядок выстраивания презентации; кредитные банковские продукты

## 2. Паспорт оценочных материалов по дисциплине

№ п/п	Разделы дисциплины	Индекс контролируемой компетенции (или ее части)	Оценочные материалы		Технология/процедура оценивания (способ контроля)
			наименование	№ заданий	
1	2	3	4	5	6
1.	Профессиональна	ОК 01	<i>Практическая</i>	1	Контроль

	я деятельность человека		<i>работа (упражнения для работы в аудитории)</i>		преподавателем
			<i>Домашнее задание</i>	2	Проверка преподавателем
			<i>Самостоятельное аудиторное чтение</i>	19-20	Контроль преподавателем
			<i>Банк тестовых заданий (зачет)</i>	14-18	Бланочное тестирование
			<i>Собеседование (экзамен)</i>	1-25	Контроль преподавателем
2	Личная и деловая деятельность человека	ОК 04	<i>Практическая работа (упражнения для работы в аудитории)</i>	1	Контроль преподавателем
			<i>Домашнее задание</i>	2	Проверка преподавателем
			<i>Самостоятельное аудиторное чтение</i>	23-27	Контроль преподавателем
			<i>Домашняя контрольная работа</i>	4-13	Защита контрольной работы
			<i>Банк тестовых заданий (зачет)</i>	21-23	Бланочное тестирование
			<i>Собеседование (экзамен)</i>	26-55	Контроль преподавателем
3.	Страноведение	ОК 06	<i>Практическая работа (упражнения для работы в аудитории)</i>	1	Контроль преподавателем
			<i>Домашнее задание</i>	2	Проверка преподавателем
			<i>Банк тестовых заданий (зачет)</i>	28-29	Бланочное тестирование
			<i>Самостоятел</i>	30-32	Контроль

			ьное аудиторное чтение		преподавателем
			Собеседование (экзамен)	56-82	Контроль преподавателем
4	Профессионально-ориентированные темы.	ОК 10	Практическая работа (упражнения для работы в аудитории)	1	Контроль преподавателем
			Домашнее задание	2	Проверка преподавателем
			Самостоятельное аудиторное чтение	34-37	Контроль преподавателем
			Домашняя контрольная работа	4-13	Защита контрольной работы
			Банк тестовых заданий (дифзачет)	33	Бланочное тестирование
			Собеседование (экзамен))	83-112	Контроль преподавателем
5	Рынок труда Поискработы	ОК 04	Практическая работа (упражнения для работы в аудитории)	1	Контроль преподавателем
			Домашнее задание	2	Проверка преподавателем
			Самостоятельное аудиторное чтение	40-50	Контроль преподавателем
			Банк тестовых заданий	38-39, 45-46	Бланочное тестирование
			Собеседование (экзамен)	113-136	Контроль преподавателем

### 3. Оценочные материалы для промежуточной аттестации

Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

#### 3.1 Практическая работа (Упражнения для работы в аудитории)

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.

ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06 Проявлять гражданско- патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей

ОК 10 Пользоваться профессиональной документацией на государственном и иностранном языке

### 3.1.1 Типовое упражнение для работы в аудитории по английскому языку

Номер задания	Прочитайте диалог, вставьте соответствующие вопросы в пробелы, а затем разыграйте диалог по ролям.	Правильный ответ
1.	<p><b>Nick:</b> Do you have a best friend, Ben?  <b>Ben:</b> Sure. 1)..... He is my best mate. We started school together.  <b>Nick:</b> Do you trust him?  <b>Ben:</b> Yes. I trust him absolutely and I know 2).....  <b>Nick:</b> You are lucky to have such a friend. You should cherish your friendship.  <b>Ben:</b> Well. I will support him in any situation too.  <b>Nick:</b> 3).....?  <b>Ben:</b> Yes, we have. Sometimes we quarrel about some silly things but I'm sure we don't mean to hurt each other. Besides, Tony is very calm and he usually tries to avoid conflicts.  <b>Nick:</b> Ben, you are so much success with girls. Doesn't your friend envy you?  <b>Ben:</b> Oh, I didn't even think about it. I think it's nonsense.  <b>Nick:</b> OK. And how about your secrets? 4).....  <b>Ben:</b> Certainly. Tony knows all my secrets because he is my real friend. 5).....</p> <p><b>Варианты ответов:</b>            a)And I'm glad we have so much in common.            b)he will never betray me.            c)Can you share them with Tony?            d)Have you ever quarreled with each other?            e)It's Tony.</p>	<p>1 - e            2 - b            3 - d            4 - c            5 - a</p>

### 3.2 Домашнее задание

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.

ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06 Проявлять гражданско- патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей

ОК 10 Пользоваться профессиональной документацией на государственном и иностранном языке

#### 3.2.1 Типовое домашнее задание по английскому языку

Номер задания	Раскройте скобки, поставив глагол в соответствующей видо-временной форме.	Правильный ответ
2.	<p>1. Maria _____ ( to study) German at evening classes this term.            2. I _____ ( not/to go) out last night. I was too tired.            3. _____ ( to phone) my cousin 4 times today but her number's always engaged.            4. _____ (to visit) the dentist after school so I can't play</p>	<p>1 - is            2 - studying            3 - didn't go            4 - have phoned</p>

tennis with you 5. Where _____ ( to live) ?” “In a village near London. 6. Lisa was driving into town when she _____ (to run) out of petrol 7. I'll write to you as soon as _____ (to know) my exam results 8. The builders _____ (to finish) the house by the end of this week 9. 'Can you drive?' 'No, _____ (to drive) a car but I want to learn.' 10. My friend _____ (to wait) for me when I arrived.	4 - am visiting 5 – does your uncle live 6 – ran 7 – know 8 - will have finished 9 – have never driven 10 – was waiting
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### 3.3 Самостоятельное внеаудиторное чтение

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.

ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей

ОК 10 Пользоваться профессиональной документацией на государственном и иностранном языке

#### 3.3.1 Типовой текст для самостоятельного внеаудиторного чтения по английскому языку

Номер задания	Текст задания
3.	<p><b>Прочитайте текст и переведите его устно со словарем.</b></p> <p><b>Education in the Russian Federation</b></p> <p>Russians have always shown a great concern for education. The right to education is stated in the Constitution of the Russian Federation. It is ensured by compulsory secondary schools, vocational schools, and higher education establishments.</p> <p>It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants. Education in Russia is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; secondary education including intermediate school for ages 10-11 to 12-13 inclusive, and senior school for ages 13-14 to 14-15 inclusive. If a pupil of a secondary school wishes to go on in higher education, he or she must stay at school for two more years.</p> <p>Primary and secondary school together comprise 11 years of study. Every school has a “core curriculum” of academic subjects, such as Russian, Literature, Mathematics, History, a foreign language, PT. Lycees and gymnasiums offer programs giving profound knowledge in some field of study. After finishing the 9th form one can go on to a vocational school which offers programmes of academic subjects and a programme of training in a technical field, or a profession. After finishing the 11th form of a secondary school, a lycee or a gymnasium one can go on in higher education.</p> <p>All applicants must take competitive entrance examinations. Higher education institutions, that is, institutes or universities, offer a 5-year programme of academic subjects for undergraduates in a variety of fields, as well as a post graduate course. If one finishes a post graduate course and writes a thesis, he or she receives a</p>

candidate's degree or a doctoral degree.

Higher educational establishments are headed by Rectors. Prorectors are in charge of academic and scientific work. Each institute or university has a number of faculties, specializing in a certain field of study. The faculties are headed by the Deans. There are departments within the faculties. The system of secondary and higher education in Russia is going through a transitional period.

The main objectives of the reform are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedoms to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state.

Now there is quite a number of private fee-paying primary and secondary schools; some universities have fee-paying departments. In terms of the ratio of students to the total population Russia ranks among the top ten countries in the world. The Russian educational policy is a combination of economic and social objectives. An educated person contributes more to the society, and education on the other hand gives a person the prospect for professional advance.

### **Higher education in Russia**

The history of higher education in Russia goes back to 1755 when the first University was founded on the initiative of M.V. Lomonosov and in accordance with his plan. Later, universities were opened in many other big cities of the country. After the revolution in 1917, education was guaranteed to Soviet citizens by the Constitution and was free of charge. Higher education was not the exception. Those who got the secondary education and passed entrance examinations to higher educational establishments received monthly grants if they had good results during the term and did not fail the examination at the end of each term. Course of study lasted five years.

In 1991, the Russian Federation, one of the biggest and the most powerful countries in the world, began to be developed as a democratic state. From the very start democratic reforms began to take place in many spheres of life as well as in the system of higher education. Its aim was to prepare the younger generation for independent life and work in new conditions. There have appeared a lot of private schools, colleges, lyceums, gymnasiums and different courses where students can study sciences and humanities as well as foreign languages. Since the year 2010 the system of higher education in Russia has been greatly changing into the two-level one: the Baccalaureate (undergraduate studies) and the Magistrate (MA course).

Higher education in Russia is becoming a powerful mechanism for the social development of the country. The level of higher education has greatly changed. Nowadays school leavers have opportunities to enter any university in the city where they live as well as in any other cities in accordance with their future speciality. Universities offer the high level of knowledge and have a wide choice of departments and faculties. The universities provide the faculties for innovative business ideas and theories that shape the fortunes of cities, regions and even nations. It is becoming prestigious and important to graduate from the university and get a well-paid job both in Russia and in other countries of the world.

Higher education is of great importance not only in Russia but also all over the world and you have to do your best to be a good specialist and to follow the conditions and requirements of modern life. Nowadays a bright future of any person depends on higher education.

### **The British educational system**

The basic features of the British educational system are the following:

1. Education is compulsory for all children from 5 to 16;
2. The academic year usually begins in September and runs to early July; it has 3 terms, divided by Christmas and Easter holidays. In addition, all schools have a "half-term holiday", lasting a few days or a week, in the middle of each term;
3. Compulsory education is free of charge, but parents may spend money on educating their children if they want to;
4. There are three stages of education. children move from the first stage (primary) to the second stage (secondary) at around the age of eleven or twelve. The third stage is "further" education at university or college.

At the age of 5 children go to infant schools which are the first stage of primary education. there is no written timetable and classes are informal. From 7 to 11 they attend junior schools, the second stage of primary education. In primary school children are taught the so-called 3 R's: reading, writing and arithmetic. They also have music, physical training and art classes.

At the age of 11 children enter secondary schools. There are four types of state secondary schools in Britain: grammar schools (for the most intelligent children), modern and technical schools and comprehensive schools (for children of all abilities). Grammar schools lead towards higher education, and the others give general or vocational education to prepare students for employment or for further technical education. The regular secondary schools offer 7 years of schooling, with students from 11 to 18 years of age. The last two years (16-18) they may spend in a separate sixth form college, which concentrates on career training.

In 1988, for the first time in British history, a National Curriculum was introduced. The National Curriculum tells pupils which subjects they have to study, what they must learn and when they have to take assessment tests.

Between the ages of 14 and 16, pupils study for their GCSE (General Certificate of Secondary Education) exams. Pupils must take the English language, Math, and Science for GCSE, as well as half GCSE in a foreign language and Technology. In addition, they must also be taught Physical Education, Religious Education and Sex Education, although they do not take exams in these subjects.

Those who get good GCSE grades can stay at their school for another two years, if it has a sixth form and teaches the desired subjects, and then take "A" Level (Advanced Level) exams. Otherwise they have to leave their school and go to a sixth form college or a college of further education. further education colleges have strong ties with commerce and industry and offer courses in engineering, cooking or hairdressing.

The GCE Advanced (A) Level is normally taken after a further two years of study. Good "A" Level results in at least two subjects are necessary to get a place at a university. Universities choose their students after interviews. There are about 100 universities in Britain. The most famous are Oxford and Cambridge universities.

Along with the state schools, there are about 500 private schools in Britain. Most of them charge fees. Some private schools are boarding schools, where children actually live in the school. Many schools admit day pupils as well as boarders. Private schools usually offer only the most academic line, and select those students who are most likely to succeed. The most expensive private schools are called "public" schools and they have a long history and traditions. Among the most famous public schools are Winchester, Eton, Westminster, Rugby and Harrow.

### **British Universities**

There are 46 universities in Great Britain. But they are not open to everyone. The

number of students on a particular course is strictly limited. That's why school – graduates apply to get a place at university before they take final exams at school. Popular, high–prestige universities demand from school–leavers good exam results. The academic year in British Universities is divided into three terms: from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

Officially, all universities in the country are equal in status. But they differ greatly in reputation and public image. In general, the older a university is, the higher its status. So the most prestigious are the ancient ones – Oxford and Cambridge, which are called the “intellectual eyes” of Britain. They are often collectively called “Oxbridge”. Only very rich and aristocratic families can afford to send their children to these universities.

The Oxford University was established in 1249. The name “Oxford” means the part of the river Thames where it was forded by oxen. There are twenty four men’s colleges, five women’s and another five where men and women study together. The colleges are surrounded by green lawns and parks. Three and a half thousand school – leavers enter Oxford every year. The ratio of applicants to available places is about 3:1. Fifteen thousand students and graduates study at Oxford University.

Cambridge started in the 13<sup>th</sup> century. It has grown into an umbrella organisation which comprises more than thirty colleges, libraries, museums and laboratories. Almost all colleges are now mixed where male and female students study together. Lectures attendance is voluntary for students. The main type of tuition is tutorials. Students have to see their teachers quite regularly. For each tutorials they have to prepare essays. Consequently, playing truants and failure rates are very low.

British universities are very popular with overseas students. As education in Oxbridge is fee-paying, the fee for a foreigner is:

**£ 8 – 10.000** at humanities faculty,

**£ 11 – 13.000** at natural sciences faculty,

**£ 17 – 20.000** at medicine and foreign languages faculty

The number of students who come from Africa, the Arab world and Far Eastern countries – Malaysia and Indonesia is becoming bigger and bigger. There are special exchange programs between universities in many countries of the whole world.

The normal length of the course of studies is 3 years. After it the students will get the Degree of Bachelor of Arts. (B.A.). Some courses, such as languages or medicine are one or two years longer. Then the students may continue to take the Master’s Degree and then – the Doctor’s Degree.

### **Education in the USA**

The general pattern of education in the USA is an eight-year elementary school, followed by a four-year high school. This has been called 8 – 4 plan organization. It is proceeded, in many localities, by nursery schools and kindergartens. It is followed by a four-year college and professional schools. This traditional patterns, however, has been varied in many different ways. The 6 - 3 – 3 plan consists of a six-year elementary school, a three-year junior high school, and a three-year senior high school. Another variation is 6 – 6 plan organization, with a six-year elementary school followed by a six-year secondary school.

American education provides a program for children, beginning at the age of 6 and continuing up to the age of 16 in some of the states, and to 18 in others.

The elementary school in the United States is generally considered to include the first six or eight grades of the common-school system, depending upon the



organization that has been accepted for the secondary school. It has been called the “grade school” or the “grammar school”.

There is no single governmental agency to prescribe for the American school system, different types of organization and of curriculum are tried out.

The length of the school year varies among the states. Wide variations exist also in the length of the school day. A common practice is to have school in session from 9:00 to 12:00 in the morning and from 1:00 to 3:30 in the afternoon, Monday through Friday. The school day for the lower grades is often from 30 minutes to an hour shorter. Most schools require some homework to be done by elementary pupils.

From Hawaii to Delaware, from Alaska to Louisiana, each of the 50 states in the USA has its own laws regulating education. From state to state some laws are similar, others are not. For example, all states require young people to attend school (the age limits vary: seven to sixteen, six to eighteen, etc.). Though there is no national curriculum in the United States, certain subjects are taught across the country. Almost every elementary school provides instruction in these subjects: mathematics, language arts (a subject that includes reading, grammar, composition and literature), penmanship, science, social studies (a subject that includes history, geography, citizenship and economics), music, art and physical education. In many elementary schools courses in the use of computers have been introduced. And in some cases, a foreign language is offered in the upper elementary school. Not all schools offer any foreign languages, if they do, it usually lasts for no longer than half a year. In general, it is not necessary to study a foreign language to get a high school diploma. But if one plans to enter a college or university, one should study a foreign language for no less than two years.

### **Higher Education**

There are about 3,000 colleges and universities, both private and public, in the United States. Students have to pay to go both private and State universities. Private universities are generally smaller but very expensive, which means that the tuition fees are extremely high. State colleges and universities are not that expensive, the tuition fees are usually lower, and if the students are State residents, they pay much less.

Every young person who enters a higher educational institution can get financial assistance. If a student is offered a loan, he should repay it (with interest) after he has left the college. Needy students are awarded grants which they do not have to repay. Scholarships are given when a student is doing exceptionally well at school.

American universities and colleges are usually built as a separate complex, called “campus”, with teaching blocks, libraries, dormitories, and many other facilities grouped together on one site, often on the outskirts of the city. Some universities are comprised of many campuses. The University of California, for example, has 9 campuses, the biggest being Berkeley (founded in 1868), San Francisco (1873), Los Angeles (1919), Santa Barbara (1944), Santa Cruz (1965).

All the universities are independent, offering their own choice of studies, setting their own admission standards and deciding which students meet their standards. The greater the prestige of the university, the higher the credits and grades required.

The terms “college” and “university” are often used interchangeably, as “college” is used to refer to all undergraduate education; and the four-year undergraduate program, leading to a bachelor’s degree, can be followed at either college or university. Universities tend to be larger than colleges and also have

graduate schools where students can receive post-graduate education. Advanced or graduate university degrees include law and medicine.

Most colleges and universities undergraduate courses last for four years. During the first two years students usually follow general courses in the art or sciences and then choose a major – the subject or area of studies in which they concentrate. The other subjects are called minors. Credits (with grades) are awarded for the successful completion of each course. These credits are often transferable, so students who have not done well in high school can choose a junior college (or community college), which offers a two-year “transfer” program preparing students for degree-granting institutions. Community colleges also offer two-year courses of vocational nature, leading to technical and semi-professional occupations, such as journalism.

There are no final examinations at colleges and universities, and students receive a degree if they have collected enough credits in a particular subject. The traditional degree which crowns the undergraduate course is that of a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) The lower level of graduate school is for obtaining the Master’s Degree (M.A. or M.S.), and the upper level is for the degree of a Doctor of Philosophy (Ph.D.)

### **COLLEGES AND UNIVERSITIES**

American colleges and universities are either public or private, that is, supported by public funds or supported privately by a church group or other groups acting as private citizens although under a state charter.

A public institution is owned and operated by a government, either a state or a municipal government. The government appropriates large sums of money for the institution’s expenses. Yet these sums are normally not sufficient to cover all expenses, and so the institution is partially dependent on student fees and on gifts.

A private institution receives no direct financial aid from any government, municipal, state or federal. The money used to pay the operating expenses has a threefold origin: tuition fees paid by the students, money given in the form of gifts for immediate use, and the income from invested capital in the possession of the institution and originally received by the institution in the form of the gifts to be invested with only the income to be spent.

Of the nation’s nearly 1,900 institutions of higher learning roughly one-third are state or city institutions. About 1,200 are privately controlled. Approximately 700 of these are controlled by religious groups. Less than half of these institutions are liberal art colleges and universities which stress the languages, history, science and philosophy. The rest are professional and technological schools and junior colleges.

A college is usually defined as an institution of higher learning which offers a course of instruction over a four-year period, and which grants a bachelor’s degree at the conclusion of studies. As part of university, a college graduate is distinguished from a graduate of professional school. However, the professional schools in some universities are called colleges.

A college prepares the student for two things: either graduate study leading to master’s or doctor’s degree or a job immediately after graduation. A student who majors in business administration for example, may be fully prepared for a career in business when he has finished college.

On the other hand, a student majoring in psychology often must do a great deal of graduate work before he is competent in this field.

Students are classified as freshmen, sophomores, juniors and seniors. A freshman is a first year student, a sophomore, a second year student, a junior, a third year student, and a senior, a fourth year student. All students who have

	graduated from the senior class and who continue studying at a university are classified as advanced students or graduate students. Some graduate students receive grants which cover the cost of their education; a person on such a fellowship is called a university fellow.
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### 3.4 Домашняя контрольная работа

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.

ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей

ОК 10 Пользоваться профессиональной документацией на государственном и иностранном языке

#### 3.4.1 Типовая домашняя контрольная работа по английскому языку

Номер задания	Текст задания																														
4.	<p>Запомните следующие слова и словосочетания и составьте с любыми из них 5 предложений.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>curriculum</b></td> <td>учебный план, программа обучения</td> </tr> <tr> <td><b>visual aids</b></td> <td>наглядные пособия</td> </tr> <tr> <td><b>workshops</b></td> <td>мастерские</td> </tr> <tr> <td><b>tutorial</b></td> <td>консультация</td> </tr> <tr> <td><b>definition</b></td> <td>определение</td> </tr> <tr> <td><b>to provide</b></td> <td>обеспечивать</td> </tr> <tr> <td><b>skill</b></td> <td>навык, умение</td> </tr> <tr> <td><b>tutorial</b></td> <td>консультация</td> </tr> <tr> <td><b>to invent</b></td> <td>изобретать</td> </tr> <tr> <td><b>to record</b></td> <td>записывать</td> </tr> <tr> <td><b>make a mistake</b></td> <td>сделать ошибку</td> </tr> <tr> <td><b>to predict</b></td> <td>предсказывать</td> </tr> <tr> <td><b>research</b></td> <td>исследование</td> </tr> <tr> <td><b>graduate</b></td> <td>выпускник</td> </tr> <tr> <td><b>entrance examination</b></td> <td>вступительные экзамены</td> </tr> </table>	<b>curriculum</b>	учебный план, программа обучения	<b>visual aids</b>	наглядные пособия	<b>workshops</b>	мастерские	<b>tutorial</b>	консультация	<b>definition</b>	определение	<b>to provide</b>	обеспечивать	<b>skill</b>	навык, умение	<b>tutorial</b>	консультация	<b>to invent</b>	изобретать	<b>to record</b>	записывать	<b>make a mistake</b>	сделать ошибку	<b>to predict</b>	предсказывать	<b>research</b>	исследование	<b>graduate</b>	выпускник	<b>entrance examination</b>	вступительные экзамены
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5.	<p>Сопоставьте каждое слово из левой колонки с его синонимом из правой колонки</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1. <b>to bring</b></td> <td>A. beforehand</td> </tr> <tr> <td>2. <b>to receive</b></td> <td>B. all in all</td> </tr> <tr> <td>3. <b>to allow</b></td> <td>C. <b>to perform</b></td> </tr> <tr> <td>4. <b>to aid</b></td> <td>D. <b>to permit</b></td> </tr> <tr> <td>5. in advance</td> <td>E. <b>to assist</b></td> </tr> <tr> <td>6. <b>to execute</b></td> <td>F. <b>to accept</b></td> </tr> <tr> <td>7. in total</td> <td>G. <b>error</b></td> </tr> <tr> <td>8. <b>mistake,</b></td> <td>H. <b>to fetch</b></td> </tr> </table>	1. <b>to bring</b>	A. beforehand	2. <b>to receive</b>	B. all in all	3. <b>to allow</b>	C. <b>to perform</b>	4. <b>to aid</b>	D. <b>to permit</b>	5. in advance	E. <b>to assist</b>	6. <b>to execute</b>	F. <b>to accept</b>	7. in total	G. <b>error</b>	8. <b>mistake,</b>	H. <b>to fetch</b>														
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6.	<p>Подберите слова, имеющие схожее значение.</p> <table border="0"> <tr> <td>1.To vary</td> <td>a. Income</td> </tr> <tr> <td>2.Profit</td> <td>b. Vital</td> </tr> <tr> <td>3.To contain</td> <td>c. To reduce</td> </tr> <tr> <td>4.To decrease</td> <td>d. To alter</td> </tr> <tr> <td>5.Important</td> <td>e. To include</td> </tr> <tr> <td>6.To design</td> <td>f. To create</td> </tr> <tr> <td>7.To refer</td> <td>g. Group</td> </tr> <tr> <td>8.Set</td> <td>h. To elate</td> </tr> </table>	1.To vary	a. Income	2.Profit	b. Vital	3.To contain	c. To reduce	4.To decrease	d. To alter	5.Important	e. To include	6.To design	f. To create	7.To refer	g. Group	8.Set	h. To elate
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7.	<p>Дополните текст следующими словами: mark, cut, edit, copy, save, paste, delete</p> <p>Today, I'm going to tell you about a few basic computer commands, which you can use for different applications. The most typical is when users want to ____ some text or graphics, I mean to make some changes in those, you should ____ a piece of information you would like to change for a start. If you want to get rid of it you can either ____ it or just ____ it. If you want to add the same piece of text or image to another file, you should click such commands as ____ and then to a new file. Then if you are happy with the redactions you have made not to lose them you need to ____ the file under some name. Thank you for your attention! If you have further questions I will be glad to answer them all!</p>																
8.	<p>Прочитайте и переведите текст устно. Сделайте полный письменный перевод 4. 7 и 8 абзацев.</p> <p style="text-align: center;"><b>Elementary Schools, High Schools and Institutions of Higher Learning</b></p> <p>1. There are eight years of elementary schooling. The elementary school is followed by four years of secondary school, or high school. Often the last two years of elementary and the first years of secondary school are combined into a junior high school.</p> <p>2. The school year is nine months in length, beginning early in September and continuing until about the first of June, with a vacation of week or two at Christmas time and sometimes a shorter one in spring. There are slight variations from place to place. Students enter the first grade at the age of six and attendance is compulsory in most states until the age of sixteen or until the student has finished the eighth grade.</p> <p>3. The elementary schools tend to be small. The high schools are generally larger and accommodate pupils from four or five elementary schools. A small town generally has several elementary schools and one high school. In some rural communities the one-room country school house still exists. Here may be found from five to twenty-five pupils in grades one through eight, all taught by the same teacher.</p> <p>4. Admission to the American high school is automatic on completion of the elementary school. During the four-year high school program the student studies four or five major subjects per year, and classes in each of these subjects meet for an hour a day, five days a week. In addition, the students usually has classes in physical education, music and art several times a week. If he fails a course, he repeats only that course and not the work of the entire year. Students must complete a certain number of courses in order to receive a diploma, or a certificate</p>																

	<p>of graduation.</p> <p>5. Institutions of higher learning supported by public funds are not absolutely free. The state colleges and universities charge a fee for tuition or registration. This fee is higher for those who come from outside the state. Working one's way through college is common-place.</p> <p>6. Usually there is no admission examination required by a state university for those who have finished high school within the state. Sometimes a certain pattern of high school studies is necessary, however, and some state universities require a certain scholastic average, or average of high school grades.</p> <p>7. Private colleges and universities, especially the larger, well-known ones such as Harvard, Princeton, and Yale, have rigid scholastic requirements for entrance, including an examination.</p> <p>8. It usually takes four years to meet the requirements for a Bachelor of Arts or Bachelor of Science degree. A Master of Art or Master of Science degree may be obtained in one or two additional years. The highest academic degree is the Doctor of Philosophy. It may take any number of years to complete the original research work necessary to obtain this degree.</p>
9	<p>Найдите предложения, которые дают информацию о:</p> <ol style="list-style-type: none"> <li>1. the school year;</li> <li>2. a one-room country school house;</li> <li>3. the subjects studied at high school;</li> <li>4. fee for tuition;</li> <li>5. academic degrees.</li> </ol>
10	<p>Найдите в тексте предложения со следующими словами и словосочетаниями и переведите их на русский язык:</p> <p>vacation, attendance is compulsory, to accommodate, rural community, a one-room country school house, to be taught by the same teacher, admission to school, major subjects, to receive a diploma, a fee for tuition.</p>
11.	<p>Ответьте на следующие вопросы:</p> <ol style="list-style-type: none"> <li>1. When does the school year begin?</li> <li>2. Are elementary schools big or small?</li> <li>3. Do one-room country school houses still exist?</li> <li>4. What does the curriculum in high school include?</li> <li>5. Are there any admission exams required by universities?</li> <li>6. Is higher education free of charge or fee-paying?</li> <li>7. What academic degrees exist in the USA?</li> </ol>
12.	<p>Выполните тест.</p> <ol style="list-style-type: none"> <li>1.....it cold in England every winter? - No, it ...very cold and rainy this winter. a. was, is      b. was, was      c. is, is      d. is, was</li> <li>2. It was an interesting film, ...? a. isn't it      b. wasn't it      c. doesn't it      d. didn't it</li> <li>3. They ....stay with their grandmother next August, ...not they? a. will, won't      b. won't, won't      c. will, will</li> <li>4. He is responsible for a social programme, ...? a. isn't it      b. isn't he      c. doesn't it      d. didn't it</li> <li>5. Who..... a dog at home? – John and Mary ...a white poodle. a. have, has      b. has, have      c. have, have      d. has, has</li> <li>6. She ... some problems with her parents. a. has      b. am having      c. have</li> <li>7. How many aunts and uncles ...?</li> </ol>

	<p>a. have you    b. do you have    c. are you having</p> <p>8. ....it rain much in New York in spring? - Yes, it....</p> <p>a. is, does    b. does, do    c. do, do    d. does, does</p> <p>9. ....students....two classes of English every week?</p> <p>a. does, has    b. do, have    c. do, has    d. are, having</p> <p>10. He knows this businessman, doesn't he? - ...., he does.</p> <p>a.yes    b.no</p>
13.	<p>Выберите один правильный вариант ответа.</p> <p>1. He is....than his brother.</p> <p>a) successful b) as successful c) more successful d) most successful</p> <p>2. This meal is...the one we had here last week.</p> <p>a) not so good as b) good as c) not as good d) not good as</p> <p>3. That was...book I've ever read.</p> <p>a) the worser b) the worse the worstest d) the worst</p> <p>4. The Pluto is... of all the planets.</p> <p>a) the coldest b) the most cold c) colder d) more colder</p> <p>5. It is very...to do this test.</p> <p>a) easy b) easier c) easily d) more easily</p> <p>6. Prices are rising....and higher.</p> <p>a) as high b) highest c) highly d) higher</p> <p>7. Go to the library if you need...information.</p> <p>a) farther b) further c) the furthest d) far</p> <p>8. Let's go by train. It's much....</p> <p>a) cheap b) cheaper c) the d) cheapest</p> <p>9. Jack... my younger brother.</p> <p>a) - b) is c) are d) be</p> <p>10. .... everybody here?</p> <p>a) are b) were c) is d) -</p> <p>11. That day.... one of the happiest in my life.</p> <p>a) is b) are c) were d) was</p> <p>12. I promise I.....a good student!</p> <p>a) am b) will am c) will d) will be</p> <p>13. My parents....always together.</p> <p>a) - b) are c) is d) am</p> <p>14 It's Sunday today,.... it?</p> <p>a) is b) does c) doesn't d) isn't</p> <p>15. There.... many mistakes in the last test.</p> <p>a) are b) were c) was d) is</p> <p>16. .... your father have a Ford Focus?</p> <p>a) is b) does c) - d) was</p> <p>17. What day..... tomorrow?</p> <p>a) is b) are c) will d) will be</p> <p>18. My friend ...a very good library.</p> <p>a) have b) have got c) has d) had</p> <p>19. There.... a big party every weekend at "Night Flight".</p> <p>a) are b) - c) were d) is</p> <p>20. I..... any other way at that moment.</p> <p>a) haven't got b) didn't have c) hadn't d) hadn't got</p>

### 3.5 Тесты (Банк тестовых заданий к зачету, дифзачету и экзамену)

ОК 01 Выбирать способы решения задач профессиональ ной деятельности, применительнок различным контекстам.

ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей

ОК 10 Пользоваться профессиональной документацией на государственном и иностранном языке

### 3.5.1 Типовые тестовые задания по английскому языку (зачет-3-й семестр)

№ задания	Тестовое задание	Правильный ответ
14	1. Выберите правильный вариант предлога: She has been waiting ... the bus for two hours. A) up B) for C) on	b
	2. Выберите правильный вариант местоимения: Is there ----- at home? A) somebody B) anybody C) nobody	b
	3. Употребите нужную форму глагола to be There ... not much furniture in this room. A) is B) are C) am	a
	4. Употребите нужную форму сравнения прилагательных: This summer was ----- summer of the decade. A) the hottest B) hot C) hotter	a
	5. Подберите нужную форму смыслового глагола: When _____ you last _____ tennis? A) did/play B) do/play C) did/played	a
	6. Назовите глагол to see в Past Simple: A) see B) saw C) sees	b
	7. Употребите нужную форму артикля: My mother likes ----- coffee, and I like ----- milk. A) a B) the C) –	c
	8. Выберите тот вариант ответа, который считаете правильным. I don't know these girls. Do you know .....? A) them B) they C) their	a
	9. Составьте вопрос в Present Perfect: _____ you ever _____ Mexican food? A) Have / eat B) Have / ate	c

	C) Have / eaten	
	10.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	c
	11. Выберите английские эквиваленты для предложений: Как поживают ваши родит ели? A) Are your parents well? B) Where are your parents? C) How are your parents?	c
	12.Выберите правильный вариант второй части разделительного вопроса: My cat has not kittens, -----? A) isn't B) hasn't it C) has it D) does it	c
	13. Выберите тот вариант ответа, который считаете правильным: ..... invited her to stay with us in our house. A) us B) our C) we	c
	14. Исключите «лишнее» слово : A) Softwear B) hardware C) warm wea	c
	15.Выберите правильную форму числительного: On the ----- of September all children in Russia go to school. A) one B) second C) first	c
15	<b>Тест по теме Артикль</b> <b>Выберите правильный ответ</b>	
	1. Give me ... cigarette. a) a b) the c) -	a
	2. Yesterday I found ... wallet in the street a) a b) the c) -	a
	3. Look out of ... window! What is going on outside? a) a b) the c) -	b
	4. What is ... longest river in the world? a) a b) the c) -	b
	5 ... apple a day keeps the doctor away. (Proverb)	a



	a) An b) The c) -	
	6. I love ... oranges. a) a b) the c) -	c
	7. There is a red pen on the table. Give me ... pen. a) a b) the c) -	b
	8. I am going to ... countryside tomorrow. a) a b) the c) -	b
	9. Would you like ... cup of coffee? a) a b) the c) -	a
	10. Where is ... Everest situated? a) a b) the c) -	c
	11. Jane is ... tallest girl in our class. a) a b) the c) -	b
	12. Marilyn Monroe was ... actress. a) an b) the c) -	a
	13. ... British Isles comprise a lot of small islands. a) A b) The c) -	b
	14. Moscow is ... capital of Russia. a) a b) the c) -	b
	15. Suddenly we saw ... house over there. a) a b) the c) -	a
	16. ... tigers are wild animals. a) A b) The c) -	c
	17. It is 5 o'clock in ... morning. a) a b) the c) -	b
	18. This table is made of ... wood.	c

	a) a b) the c) -	
	19. ... early bird catches the worm. (Proverb) a) An b) The c) -	b
	20. Nick's brother is ... writer. a) a b) the c) -	a
16	<b>Тест по теме</b> <b>Образование множественного числа существительных</b> <b>Выберите правильный вариант ответа</b>	
	1. Our two ... are crying all the time. a) babies b) babys c) babyes	a
	2. No news ... good news. a) is b) are c) -	a
	3. ... usually fly not very high. a) flyes b) flys c) flies	c
	4. These potatoes weigh five ... . a) kiloes b) kilos c) kilo	b
	5. I don't like going by car. If I have a chance, I always go on ... . a) foot b) feet c) foots	a
	6. What do you need these ... for? a) boxs b) boxes c) boxe	b
	7. My new Swiss watch ... 3 minutes slow. a) is b) are c) -	a
	8. Those were the happiest days of our ... . a) lifes b) lives c) lifees	b
	9. Leaves usually ... trees in autumn. a) leaf b) leave c) leafs d) leaves	b
	10. Rock music of the 1970s is an extremely interesting cultural ... .	c

	a) phenomen b) phenomena c) phenomenon	
	11. Big ... don't cry. a) boys b) boyes c) boye	a
	12. I prefer natural ... when I want to change my hair style. a) dies b) dyes c) dys	b
	13. It is rather dangerous to walk on ... after the rain. a) roofs b) roofes c) rooves	a
	14. Dentists recommend using ... twice a day: in the morning and in the evening. a) tooth`s paste b) toothpaste c) teethpaste	b
	15. ... are flowers of life. a) Childs b) Children c) Childrens	b
	16. The naughty kid likes throwing rotten ... at passers-by. a) tomatos b) tomatoes c) tomatoe	b
	17. 50 ... of oil leaked out of the tanker into the sea. a) Tones b) Tons c) Tonns	b
	18. There is no piano in the ... . a) bushes b) bushs c) bushy	a
	19. ... in our house are so annoying. We definitely need a cat. a) Mouses b) Mices c) Mice	c
	20. My little son is afraid of grey ... (волчков) that come at night. a) wolfys b) wolvies c) wolves	c
17	<b>Тест по теме Степени сравнения прилагательных и наречий</b>	
	1) Kate is ... than Ann. a) beautiful b) beautifuler c) more beautiful	c
	2) Monkeys are ... than cats. a) funny b) funnier	b

	c) more funnier	
	3) Who is the ... pupil in your class? a) good b) goodest c) best	c
	4) Tom is the ... pupil in the class. a) bad b) worst c) baddest	b
	5) This is a very ... story. a) good b) gooder c) better	a
	6) Summer is ... than autumn. a) good b) gooder c) better	c
	7) Mrs Smith is the ... teacher. a) best b) badder c) worse	a
	8) Is Tom ... than his brother? a) clever b) cleverer c) more cleverer	b
	9) This test is the ... . a) difficulties b) most difficult c) difficult	b
	10) This street is ... than that street. a) noisier b) more noisier c) noisiest	a
	11) Who is the ... runner in the class? a) best b) goodest c) most good	a
	12) Are frogs ... than snakes. a) more ugly b) uglier c) ugly	b
	13) The car is ... than the bike. a) better b) badder c) gooder	a
	14) This film is ... than that film. a) interestinger b) more interesting c) interesting	b
	15) Bob is ... than Tom. a) healthy b) more healthy	c

	c) healthier	
	16) This story is ... than that story. a) worse b) badder c) worst	a
	17) Rats are ... than mice. a) biggerer b) bigger c) more bigger	b
	18) Ann is than Jane. a) politer b) polite c) more polite	a
	19) This street is the ... in the city. a) widest b) widerest c) wider	a
	20) July is ... than May. a) nice b) nicerer c) nicer	c
18	<b>Тест по теме Числительное</b>	
	<b>Выберите правильный вариант ответа</b>	
	1. 145 _____ live in the Russian Federation. a) millions people b) million of people c) million people	d
	2. _____ are starving in the world today. a) Thousands people b) Thousands of people c) Thousand of people	b
	3. You are _____ who asks me this stupid question. a) fifth b) the fifth c) five	c
	4. Two _____ of my income I spend on my pet's food. a) twelve b) twelfth c) twelves	d
	5. Every _____ person in our company is not satisfied with his salary. a) three b) the third c) third	c
	6. Ok! See you on _____ of April. a) the twentyth-seventh b) twenty-seven c) the twenty-seventh	c
	7. It is _____ hit. I like such songs. a) his the third b) his third c) the third his	b

	8. _____ of the territory is covered with ice. a) one thirds b) one third c) one thirdth	b
	9. This bouquet costs _____ dollars! a) two hundreds b) two hundred c) two hundred of	b
	10. Two thirds of my work _____ dedicated to the theory of the subject. a) are b) is c) am	a
	11. Two _____ two is four. a) on b) to c) by	c
	12. I need _____ of your annual turnover. a) three-nineths b) three-ninths c) three-nine	b
	13. So, this will be two _____ five. a) point b) comma c) dot	a
	14. _____ can save the situation. a) ten percent b) ten percents c) ten percentsth	a
	15. A fortnight means _____ weeks. a) two b) three c) four	a
	16. _____ we need to think this problem over. a) the first of all b) first of all c) all	b
	17. Have you ever experienced love _____ ? a) first sight b) at the first sight c) at first sight	c
	18. The length of this avenue is 5 kilometers _____ four hundred _____ fifty meters. a) and ... and b) and ... c) ... and	c
	19. I wonder what the world will be at the end of _____ century? a) twenty one b) the twentieth-first c) the twenty-first	c
	20. Personally, I prefer music of _____ . a) nineteen seventys	b

	b) the nineteen seventies c) the nineteen seventeens	
19	<p><b>Прочитайте текст и выполните задание</b></p> <p>People's character is influenced by environment rather than genetics. Do you agree or disagree?</p> <p>The discussion about people's behaviour and factors, which define human inclinations, has become very strained in society. There are some key factors, which provoke particular changes in human character, and these aspects can be divided into two groups: internal and external. The first group includes factors, such as people whom surround us, or life problems, which make people different. The second cluster of factors consists of various inherited qualities of character. However, it is important to outline that, from my point of view, the first one outweighs other factors.</p> <p>Firstly, it is believed that friends are people who are the mirror, and pattern which can influence people's character or to change personality. There are some arguments, which prove this statement, such as the situation when people want to resemble their close friends, or to start sharing particular ideas because of friends' influence. At the same time, human inclinations can be changed by gaining new experience. For instance, many of my friends have changed significantly after graduation from the university in comparison with their first year at Alma Mater.</p> <p>Secondly, the considerable number of facts suggests that inherited feature have a significant meaning for the human character. For instance, many children resemble their relatives not only in the colour of eyes, or the size of nose, but also they resemble their ancestors' behaviour. It is indisputable that this aspect occupies a considerable place in human behaviour. However, there are weaknesses of the described position, which are able to demolish introduced idea. For example, the history knows some evidence when children from Amazonia were brought up in Europe, and the character of these people resembles only partly the behaviour of their parents.</p> <p>In conclusion, it is sensible to emphasise the key points of the present essay. Internal and external factors are both influential, and they are able to change people's character. However, the factors such as friends or experience play more significant role than inherited DNA. Finally, I believe that each person is the integral part of society, and this social community is the greatest tutor of mankind.</p> <p><b>Заполните пропуски в предложениях по прослушанному тексту :</b></p> <ol style="list-style-type: none"> <li>1. People's character is (1) ..... by environment rather than (2) ....</li> <li>2. The discussion about people's (3) .... and factors, which define human inclinations, has (4) .... very strained in society.</li> <li>3. There are some key factors, which (5) .... particular changes in human character, and these aspects can be divided into (6) .....: internal and external.</li> <li>4. The first group includes factors, such as people whom (7) ....., or life problems, which make people (8) .....</li> <li>5. The second (9) .... of factors consists of various inherited (10) ....</li> </ol>	

	<p>of character.</p> <p>6. However, it is important (11) .... that, from my point of view, the first one outweighs other (12) ....</p> <p>7. Firstly, it (13) .... that friends are people who are the mirror, and pattern which can (14) .... people's character or to change personality.</p> <p>8. There are some arguments, which prove this (15) ....., such as the situation when people want to resemble their close friends, or to start (16) .... particular ideas because of friends' influence.</p> <p>9. At the same time, (17) .... inclinations can be changed by (18) ... new experience.</p> <p>10. For (19) ....., many of my friends have changed significantly after (20) .... from the university in comparison with their first year at Alma Mater.</p> <p>11. Secondly, the (21) .... number of facts suggests that inherited feature have a (22) .... meaning for the human character.</p> <p>12. For instance, many (23) .... resemble their relatives not only in the colour of eyes, or the size of nose, but also they (24) .... their ancestors' behaviour.</p> <p>13. It is indisputable that (25) .... occupies a considerable place in human (26) .... .</p> <p>14. However, there are (27) .... of the described position, which are able to (28) .... introduced idea.</p> <p>15. For example, the history knows some (29) .... when children from Amazonia were brought up in Europe, and the character of these people (30) .... only partly the behaviour of their parents.</p>	
20	<p><b>Read the text and translate it.</b></p> <p><b>My future profession</b></p> <p>What I would like to become? This question is important for me. Every job has its elements of difficulties and interest. I think that nearly all the professions are very important in life. But to choose the right occupation is very difficult, because we must take in to consideration many factors. We must consider our personal taste and our kind of mind. At the same time, we must satisfy the requirements of our society and people's needs in one profession or another.</p> <p>The end of school is the beginning of an independent life, the beginning of a more serious examination. In order to pass that very serious exam we must choose the road in life, which will help us best to live and work. Each boy and girl has every opportunity to develop skills and use knowledge and education received at school. Some may prefer to work in factories or plants, others want to go into construction: to take part in building power stations and new towns. Many opportunities to work and to satisfy at the same time the requirements of the society and your own personal interest are offered in the sphere of the services transport, communications and many others.</p> <p>When choosing a future career it is important to keep in the consideration the following things:</p> <ul style="list-style-type: none"> <li>• do you like meeting and dealing with people;</li> <li>• do you like to work inside;</li> <li>• do you enjoy thinking about problems;</li> </ul>	



	<ul style="list-style-type: none"> <li>• do you enjoy working with your hands;</li> <li>• do you like working on you own;</li> <li>• do you enjoy being creative.</li> </ul> <p>Analyzing all this will help not to make wrong choice. Various tests, which determine which group of professions you are inclined to, can also help.</p> <p><b>Match each profession with its function.</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. a teacher</td> <td>a) He bakes bread.</td> </tr> <tr> <td>2. a doctor</td> <td>b) He works in a circus.</td> </tr> <tr> <td>3. a policeman</td> <td>c) He takes care of our teeth.</td> </tr> <tr> <td>4. a clown</td> <td>d) He fights fires.</td> </tr> <tr> <td>5. a postman</td> <td>e) She studies at school.</td> </tr> <tr> <td>6. a dancer</td> <td>f) He delivers letters.</td> </tr> <tr> <td>7. a fireman</td> <td>g) She gives pupils homework.</td> </tr> <tr> <td>8. a baker</td> <td>h) He helps sick people.</td> </tr> <tr> <td>9. a dentist</td> <td>i) He protects people.</td> </tr> <tr> <td>10 a pupil</td> <td>j) She works in a theatre.</td> </tr> </table> <p><b>What are these people going to be? Write sentences using the words below:</b></p> <p><b>Example:</b> 1. Frank and I are learning to fly. <i>We're going to be pilots.</i></p> <ol style="list-style-type: none"> <li>2. Marina's good at language.</li> <li>3. John likes songs.</li> <li>4. Mary goes to Drama school.</li> <li>5. Sue and Peter are studying law.</li> <li>6. Ann loves animals.</li> <li>7. Bill cooks very well.</li> <li>8. Lisa can run very fast.</li> <li>9. Pamela likes to explain grammar rules.</li> <li>10. Brian protects environment.</li> </ol>	1. a teacher	a) He bakes bread.	2. a doctor	b) He works in a circus.	3. a policeman	c) He takes care of our teeth.	4. a clown	d) He fights fires.	5. a postman	e) She studies at school.	6. a dancer	f) He delivers letters.	7. a fireman	g) She gives pupils homework.	8. a baker	h) He helps sick people.	9. a dentist	i) He protects people.	10 a pupil	j) She works in a theatre.	
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### 3.5.2 Типовые тестовые задания по английскому языку (зачет - 4-й семестр)

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно различным контекстам.

ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей

ОК 10 Пользоваться профессиональной документацией на государственном и иностранном языке

№ задания	Тестовое задание	Правильный ответ
21	<b>Тест с ответами на тему: Местоимения и слова-определители в английском языке»</b>	
	<b>Выберите правильный вариант ответа</b>	
	1. We got lost. We need someone to help ____. a) their б) us в) ours	b
	2. All the cups have been sold. There is _____ left. a) no of them б) nothing в) not any	b

	3. She closed the window behind _____. a) her b) – B) herself	a
	4. You should not blame _____ for it. a) ourselves b) yourself B) yourselv	b
	5. I've been trying to phone his all day but _____ I phone his the line is engaged. a) every time b) the every time B) all the time	a
	6. He is invited to lots of charity parties and he goes to _____. a) everyone b) every one B) everything	b
	7. ____ all can be active at times. a) Our b) We B) Us	b
	8. My mother is not home, but I can give you ____ phone number. a) his b) her B) him	b
	9. – I haven't got a drawing album. – Don't worry, you can use ____. a) mine b) me B) my	a
	10. Jacob was a good friend of _____. a) my b) mine B) me	b
	11. These are _____ organizations operating in our market. a) little b) some B) few	c
	12. Riley is in hospital. Let's visit _____. a) his b) he B) him	c
	13. Charlie and Sam are so noisy. ____ behavior is awful. a) Them b) They B) Their	c
	14. Are these _____ pencils? a) you b) your B) yours	b
	15. If there are _____ books for me? a) any	a

	б) some в) the	
	16. _____ came to visit him while he was in the building. а) nobody б) any one в) none	a
	17. I would like to have a room of ____ own. а) mire б) my в) me	b
	18. If we hadn't taken the same bus, we might have never met _____ . а) ours б) each other в) ourselves	b
	19. I gave him my telephone number and he gave _____ his. а) my б) mine в) me	c
	20. Jessica was exhausted after fous hours in a gym. _____ could hardly move a finger. а) She б) Her в) His	a
22	<b>Тест по теме <i>There is/are; There was/were</i></b>	
	<b>Выберите правильный вариант.</b>	
	1. There ... twenty cars in the street. а) is б) are в) was	b
	2. There ... a big bus in the street. а) were б) is в) are	b
	3. There ... a TV set, two armchairs and a table in the living room. а) are б) is в) were	b
	4. There ... ten pupils in the class yesterday. а) are б) were в) was	b
	5. There ... a lot of flowers and a picture in my room. а) is б) are в) was	b
	6. There ... a beautiful vase on the table last month. а) is б) are в) was	c
	7. There ... five windows and a door in the room. а) were	a

	b) was c) is	
	8. There ... a telephone and pencils on the table. a) was b) were c) are	a
	9. There ... a pencil and a pen on the desk a minute ago. a) are b) were c) was	c
	10. There are ... posters there. a) some b) any	a
	11. Are there ... pictures in your room? a) some b) any	b
	12. There weren't ... posters in my room. a) some b) any	b
	13. Is there a bathroom near the kitchen? a) Yes, there is b) Yes, there are c) No, there is	a
	14. Were there four rooms in the house? a) No, there were b) No, there weren't c) Yes, there was	b
	15. There ... a fridge and a cupboard in the kitchen yesterday. a) wasn't b) weren't c) aren't	a
	<b>Выберите верный перевод предложения.</b>	
	16. There is a big living room in my flat. a) В моей квартире большая гостиная. b) Большая гостиная в моей квартире.	a
	17. There were two posters and a picture on the wall. a) На стене два плаката и картина. b) На стене были два плаката и картина	b
	<b>Из данных слов было составлено предложение. Какое а) или б) ?</b>	
	18. five, there, in the park, are, children. a) Are there five children in the park? b) There are five children in the park.	b
	<b>Выберите перевод предлогов</b>	
	19. under, opposite, in front of a) позади, над, напротив b) под, напротив, перед c) под, перед, напротив	b
	20. between, above, behind a) позади, между, над b) над, между, позади c) между, над, позади	c

**Прочитайте текст и выполните задания****Writing business letters**

Writing business letters is very important for normal business activity. Nowadays writing letters is more popular than ever before due to the Internet. In business people prefer to use e-mail than telephone communication, because it takes a lot of time to deal with the huge number of personal contacts. Besides, e-mail helps to work with foreign colleagues or international companies. Business correspondence serves to order a product, to provide or request information, to complain about something etc.

Sometimes business letters are written on printed company forms.

The typical business letter consists of the following standard parts:

- the heading (including the date)
- the inside address
- the greeting
- the body of the letter
- the complimentary close
- the signature.

All these parts are separated with a double space. This way of typing letter on a computer is called the block format.

The heading contains the name of the company or a company logo, the postal address, the telephone number(s), the number of fax and e-mail address. Also the heading includes the date. The date is typed two spaces below the sender's return address, always on the right-hand side.

The inside address is the address of the person or company receiving the letter. The name and address of the company to which a letter is written are usually typed on the left-hand side.

The greeting (salutation) follows two spaces below the inside address with the words *Dear Sir(s)*, *Dear Mr. Jones*, *Dear Ms Jones* or *Dear Dr Thomson*. Very often comma is typed after the greeting.

Sometimes the writer places the subject line between the greeting and the body of the letter. The subject line helps to stress the purpose of a letter.

The body of the letter contains a message. The style of the business letter is formal. The language should be clear and natural. Sentences and paragraphs shouldn't be too long. As business letters are written on behalf of a firm or company, the plural pronouns *we* and *our* are preferred to the singular ones *I* or *my*. Also the short forms such as *we'll* or *we've* should be avoided in all formal letters.

The body of the letter consists of the introductory, main and concluding paragraphs. To separate different logical parts more effectively, additional spacing is used between paragraphs. In the introductory paragraph the author may refer to any previous correspondence or conversations, mention the sources of information and the reasons for writing the letter. The main paragraph gives information and facts concerning the subject of the letter. If there are some problems to describe in the main part, it is common to start a new paragraph for each idea or subject. In the concluding paragraph it is usual to express the hope for prospect

collaboration or future success in business of the sender and correspondent.

The complimentary close is a way to express respect at the end of a business letter. The most common expressions used for the complimentary close are *Yours faithfully* or *Yours sincerely*.

A letter on paper should always be signed by hand and in ink, because a signature is a personal mark of the author. Below the personal signature it is necessary to type the name of the author, his position in the company or the name of the department he represents.

It is common to place the complimentary close, the personal and the typed signature on the left-hand side of the letter.

In a modern business letter, punctuation is used only in the sentences and in some abbreviations. There is no punctuation in the heading, the date or after the typed signature.

If there are enclosures, the abbreviation *Encl.* is typed in the bottom left-hand corner, with a short description of the enclosure (resume, price list, catalogue, copies of cheques, certificates, contracts, documents etc.).

***Insert the proper prepositions.***

**13: between (1) by (1) for (2) in (1) of (4) on (2) to (1) with (1)**

1. Writing business letters is very important ... normal business activity.
2. Sometimes business letters are written ... printed company forms.
3. The typical business letter consists ... some standard parts.
4. All parts of a business letter are separated ... a double space.
5. The name and address ... the company to which a letter is written are usually typed ... the left-hand side.
6. Sometimes the writer places the subject line ... the greeting and the body of the letter.
7. In the introductory paragraph the author may refer ... any previous correspondence or conversations, mention the sources ... information and the reasons ... writing the letter.
8. A letter on paper should always be signed ... hand and ... ink, because a signature is a personal mark ... the author.

***Answer the following questions.***

1. Why do people write business letters?
2. What are the main parts of a business letter?
3. What are the rules to be followed while typing or composing a business letter on a computer?
4. What is the heading? Where is it written?
5. Where is the inside address written?
6. What is the common greeting in a business letter?
7. What does the body of the letter consist of? What are the aims of different paragraphs?
8. What can you say about the language and style of business letters?
9. What is the most common complimentary close in a business letter?
10. What can be enclosed along with a business letter?

24	<p align="center"><b>Write a business letter using the typical ways of beginning and finishing a letter.</b></p> <p><b>Introductory paragraph:</b></p> <ol style="list-style-type: none"> <li>1. In reply to your letter of 14 February 2010 ...</li> <li>2. Thank you for your letter dated 14 February 2010 ...</li> <li>3. We were delighted to receive your letter of 14 February 2010 ...</li> <li>4. Further to our telephone conversation last month ...</li> <li>5. We have heard from ... that you ...</li> <li>6. We have noticed your job advertisement in ... dated ...</li> <li>7. We were pleased to know about your interest in ...</li> </ol> <p><b>Main paragraph:</b></p> <ol style="list-style-type: none"> <li>1. We are writing to confirm our wish to take part in ...</li> <li>2. I am writing to confirm our wish to apply for the position of ...</li> <li>3. Would you please inform us (let us know) as soon as possible if ...</li> <li>4. We would like to have further details about ...</li> <li>5. In connection with this ...</li> <li>6. We are attaching some information about ...</li> </ol> <p><b>Concluding paragraph:</b></p> <ol style="list-style-type: none"> <li>1. We look forward to your early reply.</li> <li>2. We look forward to hearing from you soon.</li> <li>3. Your prompt answer would be appreciated.</li> <li>4. Thank you for your time and trouble.</li> <li>5. If you have any questions, feel free to contact us.</li> <li>6. Please do not hesitate to write if you require any additional information.</li> </ol>	
25	<p><b>Прочитайте текст и переведите его. Выполните задания.</b></p> <p><b><i>Travelling</i></b></p> <p>Millions of people all over the world spend their holidays travelling. They travel to see other countries, modern cities or the ruins of ancient towns.</p> <p>Some people like to go to a big city and spend their time visiting museums and art galleries, other people prefer a quiet holiday by the sea or in the mountains.</p> <p>There are various means of transport. If you want to get somewhere as quickly as possible, the best way is to travel by plane. It gives you comfort and saves your time. It's better to book tickets in advance. You may book a single, return or open return ticket. When booking a ticket you should mention what class you are going to travel: first, business or economy class. Keep in mind, you have to come to the airport one and a half hour before the flight. Before boarding the plane you should check-in (register) your luggage at a check-in desk. Here you are required to have your luggage weighed and a clerk attaches a special tag to it. There is no need to worry about your luggage any longer.</p> <p>Then you must go through the security check, passport and Customs control (when you go abroad). Now you may go to the gate, where your flight is boarding.</p> <p>It often happens that a delay on a flight is announced. In this case you have to wait till you hear the announcement that your flight is boarding.</p>	

When the plane is taking off, the passengers fasten their seat belts and listen to the information about the flight. An air-hostess (stewardess) offers you mineral water, juice, or something to eat. You may look down on the earth. It's like a geographical map. The time passes quickly. The plane usually arrives at the airport on time. Travelling by railway is slower than by plane but it has its advantages. You can see the countryside around you, read books or magazines, play chess or cards. It's not boring if you have good companions in the compartment. I'm fond of travelling by fast long-distance train. It has got a lot of carriages, a dining-car, and a luggage van. I prefer an upper berth. When the train goes out, I say «Good bye» to my friends and relatives who usually come to see me off. When the train comes in, I get out and ask the porter to carry my luggage. I'm not tired after a long journey by train.

Travelling by car and hitch-hiking are the cheapest and most popular ways of travelling.

As for me I like to spend my days off in the country, closer to nature. I can drive a car and enjoy picturesque places with forests, lakes and rivers. I am fond of fishing and hunting that's why I walk a lot. In summer we often go camping. I think it is a very useful thing for my health.

**Ответьте на вопросы по содержанию текста.**

1. Do many people spend their holidays travelling?
2. What means of transport do you know?
3. Do you often go camping?
4. To what places do you usually go?
5. Have you ever travelled by air?
6. What are the advantages of travelling by plane?
7. When did you travel by train?
8. Do you prefer a lower or an upper berth in the compartment?
9. Was your last journey pleasant?

**Составьте вопросы, используя вопросительные слова, данные в скобках:**

1. My friend is fond of hiking. (who)
2. He often goes camping in spring and summer. (when)
3. Last year during my winter vacation I travelled by train. (when, how)
4. I look forward to seeing many interesting places. (who, what)
5. We had an opportunity to visit many interesting places last year. (who, what)
6. We spent five days in Riga. (how many)

**Заполните пропуски необходимыми по смыслу словами и словосочетаниями:**

1. You may take a single, return or ... ticket.
2. You may travel by ... or economy class.
3. Before boarding the plane you are required ... your luggage at a ... desk.
4. There is no need ... about your luggage.
5. ... is the cheapest way of travelling.
6. Some people prefer to take ... berth.
7. I am fond of ... and ... .
8. I can drive ... .



	<p>9. I think ... is a very useful thing for people's health.</p> <p>10. The plane usually arrives at the airport ... .</p>	
26	<p><b>Прочитайте текст, письменно переведите его</b></p> <p><b>What Happened While the Train Was in the Tunnel?</b></p> <p>In the compartment of a train travelling through the countryside, there were four people — a young girl, an old lady, an army officer and a young cockney. Suddenly the train went into a tunnel: for half a minute the carriage was in complete darkness and in the darkness came the sound of a large kiss followed almost immediately by a loud slap.</p> <p>When the train emerged and it was light again, everybody saw the officer with a bleeding nose and a swollen eye. The old lady thought that the young girl hit the officer for stealing a kiss.</p> <p>The young girl thought it was strange that the officer kissed the old lady and not her. The poor officer thought that the cockney kissed the girl and the girl hit him. And the cockney laughed silently at the trick he had played. «I'm a clever chap,» he thought to himself. «I kissed the back of my hand, hit the officer in the face and nobody said a word».</p>	
27	<p><b>Изучите следующие фразы:</b></p> <ol style="list-style-type: none"> <li>1. What's it? В чём дело?</li> <li>2. I'm a stranger here Я здесь приезжий</li> <li>3. I'm completely lost Я совсем заблудился</li> <li>4. Can you direct me to...? Вы можете указать мне дорогу к...</li> <li>5. How can I get to... ? Как мне добраться до ...</li> <li>6. Could I get there by bus? Могу я доехать (добраться) туда на автобусе?</li> <li>7. You'd better ask a policeman Лучше спросите полицейского</li> <li>8. You'd better take... Вам лучше сесть на ...</li> <li>9. Keep straight on Продолжайте идти прямо</li> <li>10. Go straight along this road Идите прямо по этой дороге</li> <li>11. Go past (the church) Идите мимо (церкви)</li> <li>12. Take this road Идите по этой дороге</li> <li>13. Take the next turning Сверните на следующем повороте</li> <li>14. Take this bus Садитесь на этот автобус</li> <li>15. Go straight across the square Идите прямо через площадь</li> <li>16. Turn (to the) right (left) Сверните направо (налево)</li> <li>17. Get on Садитесь (в транспорт)</li> <li>18. Get off Выходите</li> <li>19. Fares, please! Платите за проезд!</li> <li>20. Do you think I'll make it? Вы думаете, я успею?</li> <li>21. How long will it take? Сколько это займёт времени?</li> <li>22. It'll take you some (10) minutes На это уйдёт около (10) минут</li> <li>23. It's within walking distance Туда можно дойти пешком</li> <li>24. You don't have to change Вам не надо пересаживаться</li> </ol>	

	<p><b>Составьте диалоги на английском языке по следующим ситуациям:</b>  Извинившись, обратитесь к прохожему. Скажите, что вы приезжий, спросите, как проехать к Гайд-парку.  Извинившись, спросите у прохожего, можно ли доехать автобусом до вокзала Виктория.  Извинившись, спросите у прохожего, сколько займёт времени доехать автобусом до Трафальгарской площади  Извинившись, попросите прохожего указать вам ближайший путь до станции метро.</p>	
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### 3.5.3 Типовые тестовые задания по английскому языку (зачет-5-й семестр)

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.

ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей

ОК 10 Пользоваться профессиональной документацией на государственном и иностранном языке

№ задания	Тестовое задание	Правильный ответ
28	<b>Тест1. Выберите правильный вариант</b>	
	1. Jack _____ down on his sofa and _____ about the day. What a busy day it _____. a) sat, thought, had been b) was sitting, thought, had been c) sat, thought, was d) sat, was thinking, had been	a
	2. This is the first time I _____ bread with honey. a) ate b) eat c) am eating d) have eaten	c
	3. No wonder he was tired. He _____ up since six o'clock in the morning. a) is b) has been c) had been d) was	c
	4. What _____ you _____ last night? a) have done b) did do c) were doing d) had done	b
	5. She was nervous because she _____ never _____ before. a) has flown b) hasn't flown c) had flown d) hadn't flown	c
	6. Mary is disappointed because her son _____ exams.	b

	<ul style="list-style-type: none"> <li>a) failed</li> <li>b) has failed</li> <li>c) fails</li> <li>d) had failed</li> </ul>	
	<p>7. I didn't know his name. But I was sure I _____ him before.</p> <ul style="list-style-type: none"> <li>a) saw</li> <li>b) have seen</li> <li>c) haven't seen</li> <li>d) had seen</li> </ul>	d
	<p>8. Mike is a beggar now but he _____ always _____ poor.</p> <ul style="list-style-type: none"> <li>a) was not</li> <li>b) hadn't been</li> <li>c) hasn't been</li> <li>d) has been</li> </ul>	c
	<p>9. When I got home I was hungry. I _____ anything to eat all day.</p> <ul style="list-style-type: none"> <li>a) haven't had</li> <li>b) hadn't had</li> <li>c) have had</li> <li>d) had had</li> </ul>	b
	<p>10. Jack wants a new job. He _____ in the same job for three years.</p> <ul style="list-style-type: none"> <li>a) has been</li> <li>b) was</li> <li>c) is</li> <li>d) is being</li> </ul>	a
	<p>11. He is broke. He _____ all his money on entertainment.</p> <ul style="list-style-type: none"> <li>a) spent</li> <li>b) has spent</li> <li>c) had spent</li> <li>d) spend</li> </ul>	b
	<p>12. How much money _____ you _____ for your retirement?</p> <ul style="list-style-type: none"> <li>a) do save</li> <li>b) are saving</li> <li>c) have saved</li> <li>d) had saved</li> </ul>	c
	<p>13. How long _____ he _____ his friend?</p> <ul style="list-style-type: none"> <li>a) has known</li> <li>b) had known</li> <li>c) do know</li> <li>d) is knowing</li> </ul>	a
	<p>14. This was his first night in his own flat. He _____ his entire life in his parents' home.</p> <ul style="list-style-type: none"> <li>a) lived</li> <li>b) was living</li> <li>c) has lived</li> <li>d) had lived</li> </ul>	d
	<p>15. I was furious because I _____ and missed the train.</p> <ul style="list-style-type: none"> <li>a) had overslept</li> <li>b) overslept</li> <li>c) have overslept</li> <li>d) haven't overslept</li> </ul>	a
	<p><b>Выберите соответствующую форму глагола для перевода на английский язык сказуемого:</b></p>	

	1. Этот дом был построен в прошлом году. a) was being built b) has been built c) was built	c
	2. Сейчас здесь строится новый супермаркет. a) is being built b) is building c) is built	a
	3. Студентов экзаменуют два раза в год. a) are being examined b) is examined c) are examined	c
	4. Вы были невнимательны, когда объяснялось это правило. a) was explained b) had been explained c) was being explained	c
	5. Цветы уже политы. a) are watered b) have been watered c) were watered	b
	6. Столы делают из дерева. a) are being made b) have been made c) are made	c
	7. Этот фильм никогда не показывали по телевизору. a) has never been shown b) was never shown c) had never been shown	a
	8. Мою квартиру отремонтируют к субботе. a) will be repaired b) will have been repaired c) is being repaired	b
	9. Списки все еще печатаются. a) are typed b) are being typed c) have been typed	b
	10. Их еще не пригласили. a) were not invited b) had not been invited c) have not been invited	c
29	<b>Тест 2. Выберите правильный вариант.</b>	
	11. This theatre ... (build) over 100 years ago. a. had been built b. has been built c. was built	c
	12. Is your car still for sale? – No. It ... already (sell). a. has been sold b. had been sold c. was sold	a
	13. Sometimes mistakes ... (make). a. are made b. are being made.	a

	c. have been made	
	14. For the past few days I (work) in Jack's office, as my own ... (decorate). a. have been working/ is being decorated b. worked/ decorated c. am worked/ is being decorated.	a
	15. While my friend ... (talk) to me, his wallet .. (steal). a. was being talked/ was being stolen b. was talking/ was stolen c. talked/stole	b
30	<p><b>Прочитайте и переведите текст. Выполните задания</b></p> <p><b>The British educational system</b></p> <p>The basic features of the British educational system are the following:</p> <ol style="list-style-type: none"> <li>1. Education is compulsory for all children from 5 to 16;</li> <li>2. The academic year usually begins in September and runs to early July; it has 3 terms, divided by Christmas and Easter holidays. In addition, all schools have a "half-term holiday", lasting a few days or a week, in the middle of each term;</li> <li>3. Compulsory education is free of charge, but parents may spend money on educating their children if they want to;</li> <li>4. There are three stages of education. children move from the first stage (primary) to the second stage (secondary) at around the age of eleven or twelve. The third stage is "further" education at university or college.</li> </ol> <p>At the age of 5 children go to infant schools which are the first stage of primary education. there is no written timetable and classes are informal. From 7 to 11 they attend junior schools, the second stage of primary education. In primary school children are taught the so-called 3 R's: reading, writing and arithmetic. They also have music, physical training and art classes.</p> <p>At the age of 11 children enter secondary schools. There are four types of state secondary schools in Britain: grammar schools (for the most intelligent children), modern and technical schools and comprehensive schools (for children of all abilities). Grammar schools lead towards higher education, and the others give general or vocational education to prepare students for employment or for further technical education. The regular secondary schools offer 7 years of schooling, with students from 11 to 18 years of age. The last two years (16-18) they may spend in a separate sixth form college, which concentrates on career training.</p> <p>In 1988, for the first time in British history, a National Curriculum was introduced. The National Curriculum tells pupils which subjects they have to study, what they must learn and when they have to take assessment tests.</p> <p>Between the ages of 14 and 16, pupils study for their GCSE (General Certificate of Secondary Education) exams. Pupils must take the English language, Math, and Science for GCSE, as well as half GCSE in a foreign language and Technology. In addition, they must also be taught Physical Education, Religious Education and Sex Education, although they do not take exams in these subjects.</p> <p>Those who get good GCSE grades can stay at their school for another two years, if it has a sixth form and teaches the desired subjects, and then take "A" Level (Advanced Level) exams. Otherwise they have to leave their school and go to a sixth form college or a college of further education. further education colleges have strong ties with commerce and industry and</p>	

	<p>offer courses in engineering, cooking or hairdressing.</p> <p>The GCE Advanced (A) Level is normally taken after a further two years of study. Good “A” Level results in at least two subjects are necessary to get a place at a university. Universities choose their students after interviews. There are about 100 universities in Britain. The most famous are Oxford and Cambridge universities.</p> <p>Along with the state schools, there are about 500 private schools in Britain. Most of them charge fees. Some private schools are boarding schools, where children actually live in the school. Many schools admit day pupils as well as boarders. Private schools usually offer only the most academic line, and select those students who are most likely to succeed. The most expensive private schools are called “public” schools and they have a long history and traditions. Among the most famous public schools are Winchester, Eton, Westminster, Rugby and Harrow.</p> <p><b>True/False</b></p> <ol style="list-style-type: none"> <li>1. There are four basic features in the educational system.</li> <li>2. School education is compulsory.</li> <li>3. The academic year is divided into 4 terms.</li> <li>4. Education isn’t free of charge.</li> <li>5. There are three stages of education.</li> <li>6. Infant schools are the first stage of secondary education.</li> <li>7. There is no written timetable in primary school.</li> <li>8. Children are taught reading, writing, arithmetic and some other subjects.</li> <li>9. There are four types of secondary schools in Britain.</li> <li>10. Comprehensive schools are for any children.</li> <li>11. Grammar schools are for those who want to enter a university.</li> <li>12. In the National Curriculum one can find information about time to have assessment tests.</li> <li>13. At sixteen you can get GCSE.</li> <li>14. There are two ways after finishing secondary school.</li> <li>15. Good “A” level results can lead you to a university.</li> <li>16. There are ninety universities in Britain.</li> <li>17. There are private schools in Britain.</li> <li>18. All private schools are boarding schools.</li> <li>19. The cheapest schools are called “public schools”.</li> <li>20. Eton is one of public schools.</li> </ol> <p><b>Make up a report</b></p> <ol style="list-style-type: none"> <li>1. There are 4 basic....</li> <li>2. At the age of 5...</li> <li>3. From 7 to 11 they...</li> <li>4. At the age of 11 they...</li> <li>5. There are 4 types of secondary schools:...</li> <li>6. At 16 pupils take ...exams.</li> <li>7. After getting secondary education you can...or...</li> <li>8. To enter a university you must take ...</li> <li>9. There are ... private schools in Britain.</li> <li>10. Some of them are .. because pupils...there.</li> </ol>	
31	<p><b>Прочитайте текст и переведите его. Выполните задания.</b></p> <p><b>Higher Education the USA</b></p> <p>There are about 3,000 colleges and universities, both private and public, in the United States. Students have to pay to go both private and</p>	

State universities. Private universities are generally smaller but very expensive, which means that the tuition fees are extremely high. State colleges and universities are not that expensive, the tuition fees are usually lower, and if the students are State residents, they pay much less.

Every young person who enters a higher educational institution can get financial assistance. If a student is offered a loan, he should repay it (with interest) after he has left the college. Needy students are awarded grants which they do not have to repay. Scholarships are given when a student is doing exceptionally well at school.

American universities and colleges are usually built as a separate complex, called "campus", with teaching blocks, libraries, dormitories, and many other facilities grouped together on one site, often on the outskirts of the city. Some universities are comprised of many campuses. The University of California, for example, has 9 campuses, the biggest being Berkeley (founded in 1868), San Francisco (1873), Los Angeles (1919), Santa Barbara (1944), Santa Cruz (1965).

All the universities are independent, offering their own choice of studies, setting their own admission standards and deciding which students meet their standards. The greater the prestige of the university, the higher the credits and grades required.

The terms "college" and "university" are often used interchangeably, as "college" is used to refer to all undergraduate education; and the four-year undergraduate program, leading to a bachelor's degree, can be followed at either college or university. Universities tend to be larger than colleges and also have graduate schools where students can receive post-graduate education. Advanced or graduate university degrees include law and medicine.

Most colleges and universities undergraduate courses last for four years. During the first two years students usually follow general courses in the art or sciences and then choose a major – the subject or area of studies in which they concentrate. The other subjects are called minors. Credits (with grades) are awarded for the successful completion of each course. These credits are often transferable, so students who have not done well in high school can choose a junior college (or community college), which offers a two-year "transfer" program preparing students for degree-granting institutions. Community colleges also offer two-year courses of vocational nature, leading to technical and semi-professional occupations, such as journalism.

There are no final examinations at colleges and universities, and students receive a degree if they have collected enough credits in a particular subject. The traditional degree which crowns the undergraduate course is that of a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) The lower level of graduate school is for obtaining the Master's Degree (M.A. or M.S.), and the upper level is for the degree of a Doctor of Philosophy (Ph.D.)

**Изучите слова и составте с ними предложения**

tuition fee	плата за обучение
loan	заем
interest	зд. процент (с суммы взятой взаймы)
to repay	возмещать, возвращать
needy	нуждающийся
grant	субсидия, дотация

	scholarship dormitory (dorm) bachelor's degree Bachelor of Arts Bachelor of Science graduate school the arts the science(s) major "transfer" program Master's Degree (M.A. or M.S.) Doctor of Philosophy	стипендия студенческое общежитие степень бакалавра бакалавр гуманитарных наук бакалавр естественных наук аспирантура гуманитарные науки естественные науки предмет специализации подготовительный курс степень магистра наук (гуманитарных или естественных) степень доктора наук	
	<b>Agree or disagree with the following statements:</b> 1. The system of university education in the US is centralized. 2. There is no difference between private and State universities. 3. A University course usually lasts for four years. 4. One can obtain a bachelor's degree at any college or University. 5. There are no special advanced University degrees. 6. Any University has only one campus. 7. There are no colleges which offer "transfer" programs. 8. M.A., M.S. and Ph.D. degrees are research degrees.		
32	<b>Прочитайте текст и переведите его. Выполните задания.</b> <b>Public Education: Historical Review</b> The history of education in the United States has certain peculiarities which are closely connected with the specific conditions of life in the New World and the history of the American society. The early Colonies and different politics of education for the first white settler who came to the North America from Europe in the 17 <sup>th</sup> century brought with them the educational ideas of the time most typical of the countries they represented. In Virginia and South Carolina, for example, education was entirely private. The children of the rich either had tutors or were sent to Europe for schooling. Many of the children of poor parents had no education at all. In Pennsylvania, New Jersey, and New York many of the schools were set up and controlled by the church. In Massachusetts, which was much more developed at that time, three educational principles were laid down: 1) the right of the State or Colony to require that its citizens be educated; 2) the right of the State to compel the local government decision such as towns and cities, to establish schools; and 3) the right of the local government to support these schools by taxation. At the very beginning, school buildings were often rough shacks. They were poorly equipped with a few benches, a stove, and rarely enough textbooks. Discipline was harsh, and a corporal punishment was frequent. The program of studies consisted largely of reading, writing, basic arithmetic, and Bible lessons. Since each community was responsible for solving its own educational problems, there was no attempt to find a common standard of excellence. Even the Constitution of the United States, ratified in 1789, contained no direct mention of education. The schools of the early 1800s were not very different from those of the pre-revolutionary period. Some historians consider that they actually deteriorated in the three or four decades following the American Revolution,		



for the new country turned its attention to the development of its land, cities, and political institutions.

And yet, in attempt to generate interests in education, a number of communities continued founding schools. Some classes were opened to children for secular instruction and a number of schools for poor children which were a forerunner of the public schools in several major cities. Some States tax-supported schools and urged their spread.

The purpose of the public or “common” schools was to teach the pupils the skills of reading, writing, and arithmetic. No particular religion was to be taught.

By the mid-19<sup>th</sup> century, the desire for free public education was widespread. But the States couldn't find enough means for its financial support. It was during those years that communities began to support the schools within their boundaries. The States finally required local school districts to tax themselves for that purpose through the “real property” tax. This tax originated as financial support for public schools, and remain today the major financial resource for the public school system in the United States though it can no longer carry the entire burden.

Towards the second part of the 19<sup>th</sup> century compulsory attendance laws came into effect, starting with Massachusetts in 1852. Now in most States the minimum age at which a pupil may leave school is sixteen; in five States seventeen; and in four States eighteen.

As has already been mentioned, education remains primarily a function of the States. Each State has a board of education, usually 3 to 9 members, serving mostly without pay. They are either elected by the public or appointed by the Governor. The board has an executive officer, usually called a State school superintendent or commissioner. In some cases he is elected; in others he is appointed by the board.

In theory, responsibility for operating the public educational system is local. Schools are under the jurisdiction of local school board, composed of citizens elected by residents of the school district. In fact, however, much local control has been superseded. State laws determine the length of the school year, the way in which teachers will be certified, and many of the courses which must be taught.

Though the Federal Government has no powers at all in the field of education, from time to time Congress passes different Acts which help to “assist in the expansion and improvement of educational programs to meet critical national needs”. Such Acts provide money for science, mathematics, and language instruction; for the purchase of laboratory equipment.

**Make up a list of words which can be joined under the headline “Education”. Give reasons for your choice.**

***Discussion.***

- Describe the development of education from the 17<sup>th</sup> through the 19<sup>th</sup> centuries.
- State the role of the Church.
- Comment on the three principles of education laid down in Massachusetts.
- Express your attitude towards corporal punishment.
- Tell the story of the “real property” tax.
- Say how the public education system operates nowadays.

### 3.5.3 Типовые тестовые задания по английскому языку (дифференцированный зачет, 6 семестр)

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.

ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей

ОК 10 Пользоваться профессиональной документацией на государственном и иностранном языке

№ задания	Тестовое задание	Правильный ответ
33	<b>Итоговый лексико-грамматический тест</b>	
	1. I don't remember ... that I'm sure you're mistaken. a) to say; b) say; c) saying; d) to have said.	1-c
	2. There were two answers, and ... was right. a) neither; b) no one; c) no; d) not any.	2-a
	3. This dress is ... as the one I had before. a) plenty the same; b) very similar; c) very same; d) much the same.	3-d
	4. He ... here from 1955 to 1960. a) worked; b) works; c) has been working; d) has worked.	4-a
	5. He's... his sister. a) much taller than; b) much more taller than; c) much taller than; d) more taller than.	5-c
	6. Be careful you don't... your keys! a) lost; b) loosen; c) lose; d) loose.	6-c
	7. What they say may be true; you never can... a) say; b) tell; c) remember; d) recognise.	7-b
	8. He didn't move, but just... where he fell. a) lain;	8-b

	b) lay; c) laid; d) lied.	
	9. I haven't had a reply to the invitation I sent you last week. ... to my patty? a) Shall you come; b) Are you coming; c) Do you come; d) Should you come	9-b
	10. That man reminds me ... my history teacher. a) from; b) of; c) about; d) on	10-b
	11. The children hadn't met ... their grandparents or their uncle before. a) or, b) neither; c) nor, d) either.	11-d
	12. Before she started university, Jane ... in the States for six months working as a nanny. a) lives; b) has been living; c) has lived; d) had lived.	12-d
	13. He was ... tired to go on. a) to; b) enough; c) so; d) too.	13-d
	14. I ... saw Michael two years ago. a) lastly; b) last time; c) last; d) the last time.	14-c
	15. I like the red dress and the pink shoes. The trouble is that they don't ...very well. a) match not each other; b) match themselves; c) go with each other; d) go on with the other.	15-c
	16. He's as polite as his brother is ...polite. (подобрать префикс) a) im; b) non; c) dis; d) un.	16-a
	17. It's been quite a long time ... I had a holiday abroad, a) ago; b) since; c) for; d) when.	17-b
	18. You ... pay for this information. It's free.	18-b

	<p>a) oughtn't to;  b) don't have to;  c) shouldn't to;  d) mustn't.</p>	
	<p>19. ... quite a lot of rain forecast for today.  a) It has;  b) Is;  c) It's;  d) There's.</p>	19-d
	<p>20. I'm free this evening. ... we go out to dinner?  a) Will;  b) Would;  c) Shall;  d) Won't.</p>	20-c
	<p>21. I need a holiday, ... I?  a) need not;  b) aren't;  c) don't;  d) need.</p>	21-c
	<p>22. Most of the cattle ... under the trees.  a) is laying;  b) is lying;  c) are lying;  d) are laying.</p>	22-c
	<p>23. Children seem to find computers easy, but many adults aren't used to ... with microtechnology.  a) work;  b) working;  c) a work;  d) the work.</p>	23-b
	<p>24. Parents were made ... the school reconstruction,  a) finance;  b) to financing;  c) to finance;  d) financing.</p>	24-c
	<p>25. The children have made lots of new friends since we ... to this town.  a) have moved;  b) moving;  c) moved;  d) have been moved.</p>	25-c
	<p>26. I don't understand this sentence. Could you tell me what ...?  a) this word means;  b) means this word;  c) does mean this word;  d) does this word mean.</p>	26-a
	<p>27. ... of the three boys got a prize,  a) A few;  b) Both;  c) Each;  d) Every.</p>	27-c
	<p>28. The agency intended to let each applicant... in the interview.  a) participate;</p>	28-a

	b) to participate; c) so as to participate; d) participating.	
	29. All the children in this family are gifted, but this one is ... gifted of all. a) little; b) the less; c) the least; d) un- .	29-c
	30. He enjoyed ... computer games at first, but after a while he got bored with them. a) to play; b) playing; c) make play; d) having played.	30-b
<b>Выберите правильный вариант</b>		
	1.You must ... it at once. a) to do; b) do; c) doing; d) done	1-b
	2.The man told me not ... on the grass. a) to walk; b) walk; c) walking; d) walked	2-a
	3.He is interested in .... stamps. a) to collect; b) collect; c) collecting; d) collected	3-c
	4.Seeing is ... . a) to believe; b) believe; c) believing d) believed	4-c
	5.The vegetables ... were fresh. a) to buy; b) buy; c) buying; d) bought	5-d
	6.The girl ... on the sofa is my sister. a) to sit; b) sit; c) sitting; d) sat	6-c
	7.You'd better ... my advice. a) to follow; b) follow; c) following; d) followed	7-b
	8.The work ... is not difficult. a) to do;	8-c

	b) be done; c) to be done; d) do	
	9. My hobby is ... . a) swimming; b) swim; c) swam; d) все варианты подходят	9-a
	10. The book ... by me was interesting. a) read; b) reading; c) to read; d) to be read	10-a
	11. He must have left. a) Он должен уйти. b) Он должен был уйти. c) Он, должно быть, ушел.	11-c
	12. I saw her dancing. a) Я видел, как она танцует. b) Она видела, что я танцую. c) Я видел ее танец.	12-a
	13. She spent all day shopping. a) Она провела весь день в магазине. b) Она провела весь день, делая покупки. c) Она ходит за покупками каждый день.	13-b
	14. He was lying on the bed reading a book. a) Он лежал на кровати и читал книгу. b) Он лежал на кровати, читая книгу. c) Он читал книгу, лежа на кровати.	14-b
	15. He broke his arm playing football. a) Он сломал руку, играя в футбол. b) Он играл в футбол и сломал руку. c) Играя в футбол, можно сломать руку.	15-a
<b>Выберите правильный вариант</b>		
	1. What ..... tomorrow morning? a) will you be doing b) you will be doing c) will be you doing	1-a
	2. It took Felix ..... to repair his car. a) so much time b) such much time c) much so time	2-a
	3. I think Ron is ..... . a) either at the cinema or at the theatre b) at the cinema either or at the theatre c) at the cinema or either at the theatre	3-a
	4. I heard you talk over the phone late last night. I wonder ..... . a) who you spoke with b) who did you speak with c) with whom did you speak	4-a
	5. They would like to buy ..... chalet house. a) not very old, wooden, nice, four-bedroom Swiss	5-c

	<p>b) a wooden, Swiss, not very old, nice, four-bedroom  c) a nice, four-bedroom, not very old, wooden Swiss</p>	
	<p>6. The picture was very beautiful; .....  a) I very much liked it  b) I it liked very much  c) I liked it very much</p>	6-c
	<p>7. Dana has such a pretty face and .....  a) is her hair so long and beautiful  b) her hair so long and beautiful is  c) her hair is so long and beautiful</p>	7-c
	<p>8. Sheila isn't a good driver; she is .....  a) not careful enough  b) careful not enough  c) enough not careful</p>	8-a
	<p>9. It's getting late. Are ..... in the park  a) still the children playing  b) the children still playing  c) the children playing still</p>	9-b
	<p>10. .... when I come home from work.  a) I am usually very tired  b) Usually I am very tired  c) I am very tired usually</p>	10-a
	<p>11. When the light is bad, .....  a) I very well can't see  b) I can't very well see  c) I can't see very well</p>	11-c
	<p>12. Look at your watch and tell me what .....  a) time it is  b) time is it  c) time it be</p>	12-a
	<p>13. .... on the shelf over there?  a) I shall put your books  b) Shall I put your books  c) Shall I your books put</p>	13-b
	<p>14. Nick plays football well; ....., but not as well as Nick.  a) his brother also plays football  b) also his brother plays football  c) his brother plays football also</p>	14-a
	<p>15. .... at work after office hours?  a) Do you often have to stay  b) Have you often to stay  c) Do you have often to stay</p>	15-a
34	<p><b>Прочитайте текст и письменно переведите абзацы 4, 6,8,10 и 12.</b>  <b>Information technology.</b>  1.It is hard to imagine the modern world without information technology. At home, at work, and at play, mobile phones, e-mails, and computers have become part of daily life.  2.Computer is the most important thing in our lives. Some people say that they have never used a computer, but they probably use computers every day - they just do not realize it. There are computers in so many things: cars, televisions, radios, washing machines, etc.  3.The word 'computer' used to mean a person, not a machine. In the</p>	

nineteenth century, the people who did the calculations and wrote the books were called computers. Nowadays, software programmers have even 'taught' computers to do many different things which need imagination, e.g. write music, play chess, etc.

4.The rapid development of modern technology has brought us unprecedented changes in the world. Modern technology makes life convenient. It changed our lifestyle and the way we live. With modern technology we can work harder, longer and we can carry on working when we get home.

5.The Internet is a great way for people all over the world to share their information and ideas. Before the Internet, information about the world came from places like newspapers, TV programs, and books. The companies that made the newspapers, books, and programs controlled the information that people could get. Of course, those companies are still very powerful, but the Internet is getting more and more powerful, and nobody controls it. People can find information for themselves from places all over the world. The same is true for music. If you are a band and want to make and sell music, you do not need a music company. You can put the music on your own website and people can pay to copy it. Millions of people around the world use the Internet to give information about themselves, and to read about other people and make friends. They do this on websites like MySpace. Most information on the Internet is free. For many people the first place to look is the Wikipedia website.

6.The Internet is still young and it is still growing fast. It has already changed our world in a lot of different ways, and the changes will continue. Although the Internet can make problems in some ways, it can also bring people around the world closer together, and make them more powerful. Millions of people make business using the Internet.

7.Today, you can make calls and send texts with the help of mobile phones. You can do a lot of other things with mobile phones too. Nearly all phones now have a camera, and you can take pictures, listen to music, play computer games, and go on the Internet. Modern phones small and beautiful - and for many people, it's important to have the newest and best one. Mobile phones have changed the lives of people all over the world. In the past, you could only phone friends and family when they were at home, but now they can be in any place when you speak to them. Many people who travel alone feel safer with a mobile phone.

8.Mobile phones can also help the police to fight crime. Every time somebody makes a call on a mobile phone, the phone company keeps information about the time and place of the call. The police can sometimes get this information about calls from the phone companies if it helps them with a serious crime.

9.Still there are some problems with mobile phones, too. Some people are worried that phones have a bad influence on people's health, and they are unhappy that more and more young children are using them. Mobile phones also make the roads more dangerous, because people use them while they are driving.

10.A lot of computer scientists are working now on Artificial Intelligence. This is software which makes computers think more like humans. There are still many things which are very easy for humans but very difficult for computers: for example, understanding language. Some computers can understand words when a person speaks, but they cannot really have a



	<p>conversation. But soon we will probably be able to talk to a computer in the same way that we talk to a friend.</p> <p>11. Computer scientists are also trying to build computers which can see. It is easy to make a computer with 'eyes', but very difficult for the computer to understand what it sees.</p> <p>12. At the moment, scientists are building the first quantum computers. In the future, these will be much faster and more powerful than any computer that we have now. Or perhaps a different kind of computer will appear before then. That is why it is difficult to make predictions about the future of computing: the future is often closer than you think it is.</p> <p><b>Fill in the gaps with these words.</b></p>	
	<p>advertise blogs eBay free Google MySpace Napster pixel search Wikipedia</p>	
	<p>1. A program that helps you to find information on the Web is called a _____ engine. The best known is _____ , which is used a billion times a day.</p> <p>2. You can buy or sell almost anything on the _____ website.</p> <p>3. Companies who wanted to _____ on the Million Dollar Homepage paid one dollar for each _____ .</p> <p>4. When _____ first started, people could visit it to get free music.</p> <p>5. The singer Lily Allen put her songs on _____ , and thousands of people listened to them. A lot of people write _____ on this website, telling everyone what they are doing.</p> <p>6. There is information about more than 6 million subjects on the _____ website, and it is all _____</p>	
<p>35</p>	<p><b>Прочитайте текст и переведите его. Выполните задания</b></p> <p><b>OPERATING SYSTEMS</b></p> <p>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.</p> <p>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.</p> <p><b>DOS</b> 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.</p> <p>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.</p>	

**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.

**General understanding:**

- 1) What problems faced programmers in the 1940's and 1950's?
- 2) Why were the first programs «complex» and «time-consuming»?
- 3) What are the basic functions of operating system?
- 4) What does the abbreviation DOS mean?
- 5) What company developed the first version of **DOS** operating system? For what purpose was it done? Was the new operational system successful?
- 6) What is the difference between the PC-DOS and MS-DOS
- 7) What does the abbreviation NT stand for? Is NT DOS-compatible? What are the basic requirements for NT?
- 8) Who is the developer of OS/2?
- 9) What makes UNIX so different from the other operational systems?
- 10) What are the special features of Windows 95, Windows 98, Windows 2000?

**Translate into English:**

- 1) Современная операционные системы контролируют использование системного оборудования, например, принтера и мыши.
- 2) С точки зрения пользователя, операционные системы PC-DOS и MS-DOS идентичны, с равными возможностями и набором системных команд.
- 3) OS/2 является DOS -совместимой операционной системой, позволяющей запускать программы при помощи графического интерфейса пользователя.

	<p>4) Дополнительные программы для работы с устройствами системного оборудования были очень сложны и поглощали много времени.</p> <p>5) Операционная система также позволяет запускать программы, такие как простейший текстовый редактор.</p> <p>6) DOS — наиболее распространенная операционная система для персонального компьютера.</p>	
36	<p><b>Прочитайте текст и переведите часть текста под цифрой 2.</b></p> <p>1.Design is the process of collecting ideas, and aesthetically arranging and implementing them, guided by certain principles for a specific purpose. Web design is a similar process of creation, with the intention of presenting the content on electronic web pages, which the end-users can access through the internet with the help of a web browser.</p> <p><b>Elements of Web Design</b></p> <p>2.Web design uses many of the same key visual elements as all types of design such as:</p> <ul style="list-style-type: none"> <li>• <u>Layout</u>: This is the way the graphics, ads and text are arranged. In the web world, a key goal is to help the view find the information they seek at a glance. This includes maintaining the balance, consistency, and integrity of the design.</li> <li>• <u>Colour</u>: The choice of colours depends on the purpose and clientele; it could be simple black-and-white to multi-coloured design, conveying the personality of a person or the brand of an organization, using web-safe colours.</li> <li>• <u>Graphics</u>: Graphics can include logos, photos, clipart or icons, all of which enhance the web design. For user friendliness, these need to be placed appropriately, working with the colour and content of the web page, while not making it too congested or slow to load.</li> <li>• <u>Fonts</u>: The use of various fonts can enhance a website design. Most web browsers can only read a select number of fonts, known as "web-safe fonts", so your designer will generally work within this widely accepted group.</li> <li>• <u>Content</u>: Content and design can work together to enhance the message of the site through visuals and text. Written text should always be relevant and useful, so as not to confuse the reader and to give them what they want so they will remain on the site. Content should be optimized for search engines and be of a suitable length, incorporating relevant keywords.</li> </ul> <p><b>Creating User-Friendly Web Design</b></p> <p>3.Besides the basic elements of web design that make a site beautiful and visually compelling, a website must also always consider the end user. User-friendliness can be achieved by paying attention to the following factors.</p> <ul style="list-style-type: none"> <li>• <u>Navigation</u>: Site architecture, menus and other navigation tools in the web design must be created with consideration of how users browse and search. The goal is to help the user to move around the site with ease, efficiently finding the information they require.</li> <li>• <u>Multimedia</u>: Relevant video and audio stimuli in the design can help users to grasp the information, developing understanding in an easy and quick manner. This can encourage visitors to spend more time on the webpage.</li> <li>• <u>Compatibility</u>: Design the webpage, to perform equally well on</li> </ul>	

	<p>different browsers and operating systems, to increase its viewing.</p> <ul style="list-style-type: none"> <li>• <u>Technology</u>: Advancements in technology give designers the freedom to add movement and innovation, allowing for web design that is always fresh, dynamic and professional.</li> <li>• <u>Interactive</u>: Increase active user participation and involvement, by adding comment boxes and opinion polls in the design. Convert users from visitors to clients with email forms and newsletter sign-ups.</li> </ul> <p>4. Toronto web design professionals create excellent User Interface (UI) Design for a satisfying web experience. They use critical planning and analysis for the design and they pay attention to individual client specifications, converting the intricate process into a simple and elegant piece of art.</p>	
37	<p><b>Прочитайте текст, переведите его и составьте 10 вопросов по тексту</b></p> <p>Modern life is easy and fun. We have all the amenities. We do not need to go to the movies, because we have big TVs at home. The children have cell phones with large displays. Modern technology is useful and convenient. In my opinion, Internet is the most comfortable thing. Computers are also an important invention, but Internet is better than any other type of information. Originally, Internet was a military experiment in the USA of 60-s. But soon it became clear that everyone in the world can use it.</p> <p>Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world. The Internet has already entered our ordinary life. It's hard to imagine our lives without Internet nowadays. It has become an important part of every person's life. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is growing.</p> <p>Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer, clicking a mouse, you can shop, download many interesting films, books, read news about subject which is interesting for you, play computer games with other players, chat and send mails to your friends. Internet has drastically changed everything. Since the time of Internet appearance, many other media sources became unnecessary. You can find the information you're looking for in 5 seconds. It is very convenient for students, professionals, experts and all other people. From one side, it's great to have everything right here online, from the other side, it's a shame that people have stopped reading paper books and newspapers. Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. With the help of the internet people from different parts of the planet can communicate with each other and share information without leaving their home. It has become easier to meet like-minded people from all over the world and become friends with them.</p> <p>There are many different Internet competitions for different subjects which give students the opportunity to participate even in international competitions. Thanks to the Internet, people can quickly sell, advertise and share knowledge, idea, and personal feelings. People enter the world</p>	

	<p>of virtual reality to avoid everyday problems. In spite of all the good sides that Internet has, there are some drawbacks. First of all, they are viruses, which can be very dangerous for any computer. That's why it's good to have reliable anti-virus software installed. Other minus is the violent content. There is a lot of violence and cruelty online. People are suffering from inappropriate information on the Internet, because it is very hard to control information from the Internet. Although the Internet offers us large amount of information, its reliability is dubious because many untrue news stories can be posted and cause confusions to many people. It is very difficult for us to find out what websites are reliable and what are not. Also you can get blackmail or spam. I think that the Internet becomes a way of a person life and it is very harmful for our health. Many teenagers spend a long of time sitting at the computers and spoiling their eyes. I don't mean that I am against the Internet, but it should have reasonable limits.</p>	
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### 3.5.4 Типовые тестовые задания по английскому языку (зачет, 7-й семестр)

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно различным контекстам.

ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей

ОК 10 Пользоваться профессиональной документацией на государственном и иностранном языке

№ задания	Тестовое задание	Правильный ответ
38	<b>Тест по теме Фразовые глаголы</b>	
	<b>Выберите правильный вариант</b>	
	1.Can you ... a moment! I can't catch up, you are too fast! a)hold up b)hold on c)hold in d)hold back	b
	2.He had some problem at work but he managed to ... . a)keep off b)keep in c)keep ahead d)keep away	c
	3.I usually ... my friends in times of trouble. a)turn up b)turn to c)turn in d)turn down	b
	4.If I borrow money from the bank, I will have to ... it ... in 3 months. a)pay / off b)pay / up c)pay / back d)pay / away	c
	5.He ... from dogs because he was afraid of them. a)kept off b)kept away	b

	c)kept out d)kept in	
	6.... everything you hear during the interview. It might be important. a)Put up b)Put in c)Put off d)Put down	d
	7.His father ... his business long time ago. a)set on b)set out c)set up d)set aside	c
	8.Alice tried to ... the accident ... . a)keep / off b)keep / in c)keep / back d)keep / away	c
	9.I don't have enough money on my account, I have to ... . a)pay up b)pay back c)pay off d)pay in	d
	10.I waited for an hour but nobody ... . a)turned in b)turned out c)turned up d)turned down	c
	11.I was so sick that I couldn't ... the food. a)keep up b)keep away c)keep off d)keep down	d
	12.The firemen could not ... the fire till the morning when it started to rain. a)put off b)put out c)put in d)put aside	b
	13.Some vegetables a day won't ... your hunger. a)keep up b)keep ahead c)keep with d)keep off	d
	14.The US ... the entire national debt. a)pay out b)pay in c)pay off d)pay up	c
	15.Julia could not ... her tears. That news was really shocking. a)hold up b)hold on c)hold in	d

	d)hold back	
16.	There was nothing I could do to calm the child down, it ... crying. a)kept on b)kept up c)kept away d)kept off	a
17.	I cannot ... his proposal. I have already promised to go out with him. a)turn up b)turn down c)turn away d)turn out	b
18.	If there is a lot of rope ..., the climber will hit the ground. a)paid off b)paid in c)paid up d)paid out	d
19.	As they ... for their picnic, it started to rain. a)set out b)set off c)set up d)set in	a
20....	these shoes, they look nice! a)Put up b)Put through c)Put forward d)Put on	d
<b>Выберите правильный вариант</b>		
1.	This gorgeous cake _____ by my sister! She's a culinary genius! a) will be made б) was being made в) has just been made г) was made	c
2.	This church _____ in the center of the city. a) are located б) is located в) am located г) have been located	b
3.	I suddenly remembered that the book _____ at home. a) had been left б) had left в) was left г) has been left	a
4.	The flat _____ into before you arrived. a) had moved б) isn't moved в) hadn't been moved г) was moved	c
5.	I wanted to watch TV but it _____ at that time. a) was fixed б) was being fixed в) is being fixed г) will have been fixed	b

	<p>6. Don't cry! The dog _____. There's nothing serious with it.</p> <p>a) will be cured  b) is cured  B) was being cured  r) will have been cured</p>	a
	<p>7. A lot of harm _____ by this hurricane. Many people have suffered.</p> <p>a) have been done  b) has been done  B) is done  r) was done</p>	b
	<p>8. The children _____ to bed early yesterday.</p> <p>a) had been put  b) are put  B) put  r) were put</p>	d
	<p>9. I haven't got a large appetite and when I _____ my favourite food, I leave half of it on the plate.</p> <p>a) was given  b) have given  B) gave  r) am given</p>	d
	<p>10. My father _____ that roast meat is not healthy.</p> <p>a) persuaded  b) has persuaded  B) has been persuaded  r) persuades</p>	c
	<p>11. She stood in the shadows of the jungle, knowing that she _____ by the Indians.</p> <p>a) must follow  b) must have been followed  B) must have followed  r) followed</p>	b
	<p>12. She thought the arrow _____ poisoned.</p> <p>a) is  b) can be  B) may be  r) could be</p>	d
	<p>13. Many new houses _____ in our street by next year.</p> <p>a) will build  b) are building  B) have built  r) '11 have been built</p>	d
	<p>14. The questions _____ by the teacher now.</p> <p>a) are asked  b) are being asked  B) are asking  r) have been asked</p>	b
	<p>15. Some of the rice _____ plain to enable us to eat it with other dishes.</p> <p>a) is left  b) is leaving  B) left</p>	b



	r) is being left	
16. The cake smells so nice. It ____.	a) is just baked б) will just be baked в) has just been baked	c
17. The story of the first Thanksgiving feast _____ among the Americans.	a) is well-known б) have been well-known в) would have been well-known г) was well-known	a
18. The students _____ on the topic «Industrial Revolution» at the end of the term.	a) will be tested б) will have been tested в) are being tested г) were tested	b
19. Now London's councilmen _____ to approve the erection of a life-size statue of Charlie Chaplain in the costume that the British-born comedian made famous in his films.	a) being asked б) are being asked в) asked г) was asked	b
20. An old woman ____ while she was living with her children.	a) is being looked after б) was being looked after в) will be looked after	b
21. The famous actress _____ now for the «HELLO» magazine.	a) is interview б) is being interviewed в) interview г) was interviewed	b
22. All tickets _____ before we got in the theatre.	a) were sold б) are sold в) have sold г) had been sold	d
23. Students _____ next Thursday.	a) will be examined б) are examined в) will examine г) have been examined	a
24. «A Farewell to Arms» _____ in 1929.	a) was published б) published в) were published г) has published	a
25. The dinner _____ by five o'clock tomorrow.	a) will be served б) will have been served в) is served	b

	r) will serve	
	26. The documents ____ by 8 p.m. a) will be signed б) are signed в) will have been signed	
	27. My computer ____ at the moment. a) has been repaired б) was being repaired в) is being repaired	c
	28. The exams ____ by 3 in the afternoon. a) are being finished б) were being finished в) will have been finished	c
	29. Over 50 million students_____in American schools which range from kindergartens to high school. a) were enrolled б) has enrolled в) are enrolled г) was enrolled	c
	30. America's first college, Harvard,_____in Massachusetts in the 17th century. a) is being founded б) was founded в) had been founded г) has been founded	b
39.	<b>Тест.Выберите правильный вариант</b>	
	1. Maria_____ German at evening classes this term. a. Is studying b. studies c. study d. does study	a
	2. I _____ out last night. I was too tired. a. didn't go b. wasn't going c. didn't went d. haven't gone.	a
	3. _____ my cousine 4 times today but her number's always engaged. a. phoned b. I'd phoned c. I've phoned d. I've been phoning	c
	4. _____ the dentist after school so I can't play tennis with you a. I'll visit b. I'm going to visit c. I'm visiting d. I visit	c
	5. Where _____?" "In a village near London. a. lives your uncle b. have your uncle lived c. does your uncle live d. is your uncle living	c

	<p>6. Lisa was driving into town when she _____ out of petrol</p> <p>a. Was running b. run c ran d. had run</p>	c
	<p>7. I'll write to you as soon as _____ my exam results</p> <p>a. I know b. I'll know c I'm going to know d. I've known my exams</p>	a
	<p>8. The builders _____ the house by the end of this week</p> <p>a. have finished b. will have finished c. will have been finishing d are finishing</p>	b
	<p>9. I don't like action films now, but I _____ like them when I was younger.</p> <p>a. was used to b. used to c. would d. would use to</p>	b
	<p>10. Liz is from Edinburgh. She _____ there all her life.</p> <p>a. is living b has lived c lives d lived</p>	b
	<p>11. 'Can you drive?' 'No, _____ a car but I want to learn.'</p> <p>a. I never drove b. I was never driving c. I've never driven d I've never be driving</p>	c
	<p>12. My friend _____ for me when I arrived.</p> <p>a. a. waited b. has waited c. was waiting d. has been waiting</p>	c
	<p>13. Let's take a break soon, _____?</p> <p>a. is it b. do we c. shall we d. will we</p>	c
	<p>14. I hear you're having your house repainted. How _____?</p> <p>a. is it looking b. does it look c. it looks d. will it look?</p>	a
	<p>15. David has been practicing the song for days. It _____ quite good, but he doesn't think he's ready to perform it in public.</p> <p>a. is sounding b. sounds c. has sounded d. has been sounding</p>	b

	16. 'I can't come over during the day.' 'I _____ you tomorrow, then.' a. I'm seeing b. I'll see c. I'm going to see d. I'll have seen	b																		
	17. Diana _____ her hair cut short when she left college. a. had b. had had c. has had d. was having	a																		
	18. Brad would have saved a lot of money if he _____ to my advice a. would listen b. was listening c. had listened d. would have listened	c																		
	19. 'Did you get the theater tickets?' 'No, I forgot all about them. I _____ them tomorrow.' a. will book b. am going to book c. will have booked d. am booking	a																		
	20. If you listen carefully, you _____ an owl in the trees over there. a. would hear b. will hear c. hear d. will have heard	b																		
40	<p><b>Переведите диалог на английский, используя следующие выражения:</b></p> <table> <tr> <td>To look for (= to seek)</td> <td>искать</td> </tr> <tr> <td>To make up one's mind (= to decide)</td> <td>решать</td> </tr> <tr> <td>To decide</td> <td>решать</td> </tr> <tr> <td>To get new experience</td> <td>получать новый опыт</td> </tr> <tr> <td>Somewhere else</td> <td>что-либо еще</td> </tr> <tr> <td>To have in mind (= to think of)</td> <td>обдумывать</td> </tr> <tr> <td>I don't mind (= to have no objections)</td> <td>я не возражаю</td> </tr> <tr> <td>I'll give it a go (= I'll try)</td> <td>я попробую</td> </tr> <tr> <td>To pick up everything quickly (= to learn quickly)</td> <td>быстро учиться</td> </tr> </table> <p>A = Andrew                      B = Boris</p> <p>A     Я слышал ты в поисках новой работы?</p> <p>B     Да, я только что решила начать поиски новой работы. Я люблю мою настоящую работу, и коллеги прекрасные, но если я хочу приобрести больший опыт, мне надо поработать где-нибудь еще.</p> <p>A     Ты уверена, что не можешь получить этот опыт на нынешней работе?</p> <p>B     Да, уверена. Наша компания очень маленькая. Мне нужно что-нибудь больше.</p> <p>A     Есть идеи?</p>	To look for (= to seek)	искать	To make up one's mind (= to decide)	решать	To decide	решать	To get new experience	получать новый опыт	Somewhere else	что-либо еще	To have in mind (= to think of)	обдумывать	I don't mind (= to have no objections)	я не возражаю	I'll give it a go (= I'll try)	я попробую	To pick up everything quickly (= to learn quickly)	быстро учиться	
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To pick up everything quickly (= to learn quickly)	быстро учиться																			

	<p>В Да, у меня на примете несколько мест.</p> <p>А А ты уверена, что у тебя уже достаточно опыта и умений, которые необходимы для них?</p> <p>В Понимаешь, специальность подходит. Это как раз то, что им надо. Что касается опыта, я думаю, я очень адаптируема. Я не против работы допоздна или в выходные дни. У меня есть желание попробовать что-то новое. Я быстро учусь.</p> <p>А Ну что ж, желаю удачи.</p> <p><b>Обратите внимание в диалоге на выражения со словом “mind”. Pay attention to the expressions with the word ‘mind’.</b></p> <p><b>Составьте 3 – 4 предложения с этим словом.</b></p>	
41	<p><b>Прочитайте текст, переведите его и ответьте на вопросы.</b></p> <p><b>HOW TO WRIT A RESUME</b></p> <p>No matter what method of job hunting you use, inevitably somebody will ask you for a resume. Most companies require a resume before seriously considering a job candidate from the outside. Resumes are sometimes also required in order to receive a job transfer within a company. The purpose of a resume is to help you obtain a job interview, not a job. Very few people are hired without a personal interview. Effective resumes are straightforward, factual presentations of a person's experience and accomplishments. They are neither over detailed nor too sketchy. A general rule is that two or three pages in length is best. One page seems too superficial; a four-page (or longer) resume may irritate an impatient employment official. Some writers suggest that a chronological (the standard-type) resume be used; others argue for an accomplishment resume. A useful resume should include both your experiences and key accomplishments. When sent to a prospective employer, a resume should be professionally reproduced, with particular attention to misspellings, typographical errors, and careful spacing. To attract attention, some job seekers print resumes on tinted paper, in a menu-like folder, or on unusual-sized paper. If done in a way to attract positive attention to yourself, these approaches have merit.</p> <p><b>VOCABULARY</b></p> <p>inevitably — неизбежно  to require - требовать  to hire - нанимать  accomplishment - выполнение (достижение)  superficial - поверхностный  to irritate - раздражать  tinted paper-тоновая окрашенная бумага  merit – достоинство</p> <p><b>Answer the following questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the purpose of a resume?</li> <li>2. What are effective resumes?</li> <li>3. What is the length of effective resumes?</li> <li>4. What should a useful resume include?</li> <li>5. How should a resume be reproduced?</li> </ol>	
42	<p><b>Прочитайте и письменно переведите текст</b></p> <p style="text-align: center;"><b>Never write!</b></p> <ul style="list-style-type: none"> <li>• Don't use cheap paper. Don't use bright colours, if you want to</li> </ul>	

	<p>look conservative and business-like.</p> <ul style="list-style-type: none"> <li>• Don't write a resume longer than 2 pages. Never write it on two sides of the same paper.</li> <li>• Don't forget to put your name on the second page, if you have two-page resume.</li> <li>• Don't handwrite your resume. The best way of typing a resume is using a computer and a printer.</li> <li>• Don't include personal information such as: weight, nationality, race, desired salary, the reasons why you left the previous job ( sometimes personal interests and hobbies).</li> <li>• Don't use "I"-statements because it's a formal document but not a story.</li> <li>• Don't forget to give your work experience and education in reverse chronological order.</li> <li>• Don't avoid to use active verbs such as "managed", "provided", "directed", "coordinated", "accomplished", "maintained", "encouraged", "increased", "conducted", "participated".</li> </ul>	
43	<p><b>Посмотрите на резюме и ответьте на вопросы</b> How many parts does it consist of? What are they?</p> <p style="text-align: center;"><b>RESUME</b></p> <p><b>PERSONAL INFORMATION</b>  <b>Name:</b> Viktoria Savina  <b>Address:</b> 33716, Saint-Petersburg, Russia  Bogatyrskiy avenue 53/3, app. 160  <b>Phone:</b> +8-812-100-38-94  <b>E-mail:</b> savina_vik@gmail.com  <b>Date of birth:</b> 16 August 1994  <b>Age:</b> 20  <b>Marital status:</b> Single  <b>Nationality:</b> Russian</p> <p><b>OBJECTIVE</b>  To provide advanced administrative services for your company, to carry out office management and information management tasks as an Executive Secretary</p> <p><b>EDUCATION</b>  2012 — present time Teacher of History and Social Studies, Historical Department, 2nd year study, Moscow State University, Russia  2002 — 2012 Secondary school № 1, Saint-Petersburg, Russia</p> <p><b>WORK EXPERIENCE</b>  May 2013 – September 2013 Receptionist (LLC) "Tradecontact", Moscow, Russia  Responsibilities: answer calls; negotiations arrangement; office work; business documentary; advertising.</p> <p><b>SKILLS</b>  <b>Computer skills:</b> Microsoft Office (Word, Excel), 1C, Outlook Express  <b>Languages:</b>  Russian — native  English — working knowledge  French — basic knowledge  <b>Driving Licence:</b> Category B</p>	

	<p><b>INTERESTS</b> Sport, Science, New Technologies</p> <p><b>REFERENCES</b> Letter of Reference is available upon request from: Irina A.Morozova, Executive Director (LLC) "Tradecontact", Chkalov st., 7/2b, Moscow, Russia Phone: +7(495)934-56-31 E-mail: tele_most@mail.ru</p> <p><b>Напишите свое резюме</b></p>	
44	<p><b>Переведите предложения с русского на английский:</b></p> <ol style="list-style-type: none"> <li>1. Для начала вам следует купить газету или журнал с объявлениями о приеме на работу.</li> <li>2. Потом вам придется продумать вступительную речь для интервью.</li> <li>3. Затем вы должны отправить сопроводительное письмо.</li> <li>4. Вам придется узнать, какой стиль одежды существует у сотрудников компании.</li> <li>5. Вы должны написать резюме в правильном порядке.</li> <li>6. Вам придется его тщательно обдумать.</li> <li>7. Затем вам следует взвесить ваши сильные и слабые стороны для этой должности.</li> <li>8. Вы должны прийти на интервью вовремя.</li> <li>9. Извините, что заставил вас ждать.</li> <li>10. Я раньше не отличался организованностью.</li> <li>11. Я с удовольствием рассмотрел рекламную брошюру вашей компании.</li> <li>12. Весь персонал вашего офиса был очень дружелюбным и я чувствовал себя очень комфортно.</li> <li>13. Раньше я был согласен на любую работу, а теперь у меня много опыта и я ищу работу получше.</li> <li>14. Я окончил университет пять лет назад.</li> <li>15. Раньше я писал свое резюме 10 минут, теперь мне надо часа два.</li> </ol>	

### 3.5.5 Типовые тестовые задания по английскому языку (экзамен, 8-й семестр)

ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно различным контекстам.

ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей

ОК 10 Пользоваться профессиональной документацией на государственном и иностранном языке

№ задания	Тестовое задание	Правильный ответ
45	<b>Итоговый лексико-грамматический тест</b>	
	<p>Вариант 1</p> <p><b>I. Поставьте предложения в вопросительную и отрицательную формы.</b></p> <p>1. Engineer Ordner invented a special counter wheel.</p>	

	<p>2.The second generation computers were solid-state large-powered machines.</p> <p>3.The fifth-generation computers are expected to appear in the 21<sup>st</sup> century.</p> <p>4. Modern television offers the viewers a lot of different programs.</p> <p>5. Television will be digital soon in Russia.</p> <p><b>II. Переведите модальные глаголы в скобках.</b></p> <p>1. You (можете) get a lot of useful information from the Internet.</p> <p>2. You (можете) use my computer if you like.</p> <p>3. He (пришлось) work with the new operating system.</p> <p>4. You (следует) load the program first.</p> <p>5. They (должен) go and see this new model of I-Pad.</p> <p><b>III. Дайте русские эквиваленты для следующих английских.</b></p> <p>1. to complete</p> <p>2. to do one's best</p> <p>3. peripheral</p> <p>4. compatible</p> <p>5. word processor</p> <p><b>IV. Переведите с русского на английский.</b></p> <p>1. Где вы встречали этого выдающегося академика?</p> <p>2. Мы будем покупать новую версию этой операционной системы.</p> <p>3. Компьютер выводит обработанные данные на дисплей.</p> <p>4. Они внесли значительный вклад в науку.</p> <p>5. Известная компания выпустила новую версию программного обеспечения.</p>	
	<p style="text-align: center;">Вариант 2</p> <p><b>I. Поставьте предложения в вопросительную и отрицательную формы.</b></p> <p>1. DOS is the most commonly used PC operating system.</p> <p>2. It was designed by Microsoft.</p> <p>3. Technical problems will take time to be resolved.</p> <p>4. Computing engineering began the new era at the end of 1930s.</p> <p>5. Lomonosov compiled a lot of calculating tables.</p> <p><b>II. Переведите модальные глаголы в скобках.</b></p> <p>1. You (можете) send and receive e-mail messages over the Internet.</p> <p>2. You (можете) choose any service provider you like .</p> <p>3. They (пришлось) pay for calls across their country.</p> <p>4. You (следует) not watch TV all day long.</p> <p>5. They (должен) go and buy a new version of this program.</p> <p><b>III. Дайте русские эквиваленты для следующих английских.</b></p> <p>1. to give rise</p> <p>2. to appear</p> <p>3. mainboard</p> <p>4. to include</p> <p>5. attractive</p> <p><b>IV. Переведите с русского на английский.</b></p> <p>1. Кто изобрел специальное счетное колесико?</p> <p>2. Эта операционная система совместима с ДОС.</p> <p>3. Этот текстовый редактор будет претерпевать изменения.</p> <p>4. Мы купили периферийное устройство вчера.</p> <p>5. Завод увеличил выпуск компьютеров в прошлом году.</p>	
	<p><b>Вариант 3</b></p>	



	<p><b>1. Дайте русские эквиваленты для следующих английских слов</b></p> <ol style="list-style-type: none"> <li>1. To retrieve</li> <li>2. Path</li> <li>3. To knock out</li> <li>4. To go on line</li> <li>5. A headline</li> </ol> <p><b>2. Поставьте предложения в вопросительную и отрицательную форму.</b></p> <ol style="list-style-type: none"> <li>1. All sorts of things are available on the WWW.</li> <li>2. They shared the information.</li> <li>3. They have used this means of communication today.</li> <li>4. She adds the story to the electronic edition of a newspaper every day.</li> </ol> <p><b>3. Переведите предложения на русский язык.</b></p> <ol style="list-style-type: none"> <li>1. Each link you select represents an image, a document, a video clip.</li> <li>2. If some computers on the network are knocked out the information will just route around them.</li> <li>3. You can't carry a computer as easily as you can a newspaper.</li> <li>4. There are more than a million news stories in our database.</li> <li>5. Some American banks and companies even conduct transactions over the Internet.</li> </ol> <p><b>4. Переведите предложения на английский язык</b></p> <ol style="list-style-type: none"> <li>1. Каждая ссылка, которую вы выбираете, представляет картинку, документ, видео клип.</li> <li>2. Если какие-либо компьютеры в сети блокируются, информация будет обходить вокруг них.</li> <li>3. Вы не можете нести компьютер также легко, как газеты.</li> <li>4. В нашей базе данных есть более миллиона газетных новостей.</li> <li>5. Несколько американских банков и компаний даже проводят сделки по интернету.</li> <li>6. Говорят, что антивирус останавливает распространение вируса.</li> <li>7.. Этот человек, несомненно, знаток в компьютерной сфере.</li> <li>8. Он знал, что этот компьютер заражен.</li> <li>9. Казалось, что она не доверяла этому программисту.</li> <li>10. Похоже, что они хакеры.</li> </ol>	
	<p style="text-align: center;">Вариант 4</p> <p><b>1. Дайте русские эквиваленты для следующих английских</b></p> <ol style="list-style-type: none"> <li>1. Hyperlink</li> <li>2. Packet switching</li> <li>3. To refine</li> <li>4. To disappear</li> <li>5. To be available</li> </ol> <p><b>2. Поставьте предложения в вопросительную и отрицательную форму.</b></p> <ol style="list-style-type: none"> <li>1. Each Browser provided a graphical interface.</li> <li>2. These items are called hyperlinks.</li> <li>3. The most popular Internet service is e-mail.</li> <li>4. He was searching the information the whole evening yesterday.</li> </ol> <p><b>3. Переведите предложения на русский язык.</b></p> <ol style="list-style-type: none"> <li>1. You can play computer games through the WWW, competing with partners from other countries.</li> <li>2. Online newspapers have the most up-to-date news.</li> </ol>	

	<p>3. Nearly all the information being sent over the Internet is transmitted without any form of encoding.</p> <p>4. Nobody knows exactly how many people use the Internet.</p> <p>5. The number of resources and services that are part of the WWW is growing extremely fast.</p> <p><b>4.Переведите предложения на английский язык</b></p> <p>1. Вы можете играть в компьютерные игры по сети, соревнуясь с партнерами из других стран.</p> <p>2. Газеты он-лайн содержат последние новости.</p> <p>3. Почти вся информация передаваемая по интернету идет без какой-либо кодировки.</p> <p>4. Никто не знает точно, сколько человек пользуется интернетом.</p> <p>5. Количество источников и услуг, которые являются частью сети, растут очень быстро.</p> <p>6. Считают, что вирус является очень разрушительным.</p> <p>7. Оказалось, что конкурент очень щепетильный.</p> <p>8. Мы слышали, что он выпустил новый диск.</p> <p>9. Известно, что бизнес основан на здравом смысле.</p> <p>10. Предполагают, что союзники получают хорошее вознаграждение.</p>	
	<p style="text-align: center;"><b>Вариант 5</b></p> <p><b>1.Найдите русские эквиваленты для следующих английских</b></p> <p>1. Ethic 1.нацеливать</p> <p>2. Confederates 2. Выписывать чеки</p> <p>3. Destructive 3. союзники</p> <p>4. To trigger 4. этика</p> <p>5. To issue checks 5. разрушительный</p> <p><b>2.Вставьте нужные слова:</b>  <b>Upgrade, punishment, password, eradicates, virus carrier</b></p> <p>1. Antivirus is a computer program that stops the spread of and often... the virus.</p> <p>2. You must continuously pay the price for...</p> <p>3. Each newly infected disc becomes a ...</p> <p>4. He has managed to get way without ...</p> <p>5. Most systems use account numbers and... to restrict access to authorized users.</p> <p><b>3.Переведите предложения на русский язык, обращая внимание на инфинитивные конструкции Сложное подлежащее и Сложное дополнение.</b></p> <p>1. A vaccine is said to stop spreading of the virus.</p> <p>2. This man is certain to be an adept in computer field.</p> <p>3. He knew this computer to be infected.</p> <p>4. She seemed to mistrust this programmer.</p> <p>5. They are likely to be hackers.</p> <p><b>4.Составьте предложения.</b></p> <p>1. Inserts, instructions, a programmer, unauthorized, in PC.</p> <p>2. On the screen, appears, message, a warning.</p> <p>3. Another, the virus, has spread to, disc.</p> <p>4. Computer experts, a variety, have devised, of disks.</p> <p>5. Needs, his exploits, to continue, he elsewhere.</p>	
	<p style="text-align: center;"><b>Вариант 6</b></p> <p><b>1.Найдите русские эквиваленты для следующих английских</b></p> <p>1. Exhilaration 1.искоренять</p>	

	<p>2. blackmail 2. Телефонный мошенник  3. phone freaker 3. Потерять все данные  4. to eradicate 4. оживление  5. To lose all the data 5. шантаж</p> <p><b>2. Вставьте нужные слова:</b>  <b>Disaster, illicit, at will, counterfeit, replicating.</b>  1. Worm is a program that spreads by replicating itself.  2. The ... instructions lie dormant.  3. Some viruses could result in ... for your disk.  4. Organized crime has used... credit cards to finance its operations.  5. Someone knows how to change the numbers in the files can transfer funds...</p> <p><b>3. Переведите предложения на русский язык, обращая внимание на инфинитивные конструкции Сложное подлежащее и Сложное дополнение.</b>  1. A virus is considered to be very destructive.  2. The competitor turned out to be scrupulous.  3. We heard him release a new disk.  4. Business is known to be based on common sense.  5. Confederates are supposed to reap substantial rewards.</p> <p><b>4. Составьте предложения.</b>  1. Software, is to copy, all too easy, expensive.  2. May, the criminal, unpunished, walk away.  3. Scans, for infection, the antivirus program, the diskette.  4. The virus, all, erasers, data files.  5. Virus activity, can, vaccines, prevent.</p>	
	<p style="text-align: center;"><b>Вариант 7</b></p> <p><b>1. Найдите русские эквиваленты для следующих английских</b>  1. Interaction      1. снижение  2. Unrestricted    2. взаимодействие  3. to evaluate      3. неограниченный  4. slippage        4. выполнять  5. to accomplish   5. оценивать</p> <p><b>2. Вставьте нужные слова:</b>  <b>Mice, keyboard, depository, allow, accomplished</b>  1. ... is a primary data entry device with buttons.  2. The drawing-board size tablets ... tracing of existing engineering drawings.  3. The data bank is simply... of data.  4. This task is usually... by controlling the position of a set of cursor cross-hairs on the screen.  5. ... are small handled puck-like devices.</p> <p><b>3. Переведите предложения на русский язык, обращая внимание на употребление Причастий и Герундия.</b>  1. These devices can be used for positioning a cursor.  2. Light pens consist of a stylus containing a photocell.  3. The information stored in a database depends on the functions of its organization.  4. All mentioned devices are illustrated in Figure 1.  5. Digitizers can be used in CAD/CAM systems to copy existing drawings.</p> <p><b>4. Переведите предложения на английский язык</b></p>	

	<p>1. Эти устройства могут использоваться для установки курсора.  2. Световые перья состоят из стилуса, содержащего фотоэлемент.  3. Информация, которая хранится в базе данных, зависит от функций ее организации.  4. Все упомянутые устройства расположены на рисунке 1.  5. Диджитайзеры могут быть использованы в системах автоматизированного проектирования и автоматизированного производства для копирования существующих рисунков.</p>											
	<p style="text-align: center;"><b>Вариант 8</b></p> <p><b>1. Найдите русские эквиваленты для следующих английских</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Feature</td> <td>1. предполагать</td> </tr> <tr> <td>2. tablet</td> <td>2. относительный</td> </tr> <tr> <td>3. relational</td> <td>3. элемент</td> </tr> <tr> <td>4. to imply</td> <td>4. планшет</td> </tr> <tr> <td>5. item</td> <td>5. особенность</td> </tr> </table> <p>2. Вставьте нужные слова:  <b>Touchscreens, database, aids, implies, unrestricted</b></p> <ol style="list-style-type: none"> <li>1. ... is an electronic organization of data and information.</li> <li>2. The DBMS is the set of programming ... providing data banks functioning.</li> <li>3. Voice Data entry gives the system operator more mobility due to ... hand and eye use.</li> <li>4. A database ... integration of data across the entire environment that it serves.</li> <li>5. ... are used by simply touching the display with one's finger.</li> </ol> <p><b>3. Переведите предложения на русский язык, обращая внимание на употребление Причастий и Герундия.</b></p> <ol style="list-style-type: none"> <li>1. Mice are small handled devices with attached wire that can be moved around by an operator.</li> <li>2. Voice data entry devices are used to increase operator productivity in selecting menu items.</li> <li>3. Slippage of the contacting surfaces may result in tracking errors.</li> <li>4. Digitizers are used to help create a drawing using an interactive software.</li> <li>5. Automated drawing entry devices permit input of an entire document without manual intervention.</li> </ol> <p><b>4. Переведите предложения на английский язык</b></p> <ol style="list-style-type: none"> <li>1. Мыши –это ручные устройства небольшого размера с проводом, который может двигаться оператором.</li> <li>2. Голосовые устройства введения данных используются для увеличения продуктивности оператора в выборе составляющих меню.</li> <li>3. Диджитайзеры используются для создания чертежа с использованием интерактивного ПО.</li> <li>4. Проскальзывание контактирующих поверхностей может вызвать ошибки слежения.</li> <li>5. Автоматизированные устройства ввода чертежей позволяют внести полный документ без мануального вмешательства.</li> </ol>	1. Feature	1. предполагать	2. tablet	2. относительный	3. relational	3. элемент	4. to imply	4. планшет	5. item	5. особенность	
1. Feature	1. предполагать											
2. tablet	2. относительный											
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5. item	5. особенность											
46	<b>Грамматический тест</b>											
	<p style="text-align: center;"><b>Вариант 1</b></p> <p><b>Выберите только один правильный ответ “а”, “b” или “с” для заданий 1-21</b></p>											

1. He already ... the rule.  
a. learns b. learned c. has learned
2. The rain ... half an hour ago.  
a. has stopped b. stops c. stopped
3. When ... you see Mary? – I ... see her next week.  
a. will b. would c. shall
4. By 8 o'clock yesterday I ... my homework.  
a. was doing b. have done c. had done
5. When I ... Tom, he ... an ice cream.  
a. meet, was eating b. met, was eating c. met ate
6. ... you ... this work by next Sunday ?  
a. will ... have done b. shall ... do c. will do
7. Where is Boris? – He ... chess with his friend.  
a. plays b. is playing c. was playing
8. ... Kate ... well?  
a. do ... sing b. does ... sing c. is ... singing
9. His father ... watching TV at the moment.  
a. was not watching b. is not watching c. doesn't watch
10. ... you ... supper at 9 o'clock yesterday ?  
a. Were ... having b. Did ... have c. have had
11. He ... you for ages !  
a. hasn't seen b. haven't seen c. didn't see
12. When ... the boss come tomorrow?  
a. shall b. will c. does
13. When I ... home, Kate ... the piano  
a. come; was playing b. came; was playing c. comes; is playing
14. Take your raincoat with you: it ... rain today  
a. may b. can c. must
15. My friend asked me who ... the piano in the sitting room.  
a. played b. plays c. was playing
16. Granny likes ... to sing songs.  
a. him b. his c. he
17. A hare ... known to run very fast.  
a. is b. are c. were
18. The coat ... last year is too small for me.  
a. buying b. buy c. bought
19. The girl ... the book on the shelf is the new librarian.  
a. put b. putting c. having put
20. I'm really looking forward to ... to New York.  
a. go b. gone c. going
21. I knew my friend ... never ... to Washington.  
a. had been b. has been c. have been

### Вариант 2

**Выберите только один правильный ответ “а”, “b”или “с” для заданий 1-21 и обведите его кружком.**

1. I ... to bed early yesterday.  
a. was going b. were going c. went
2. They ... at the station 2 hours ago.  
a. met b. meet c. will meet
3. When the teacher ... the door of the classroom, the pupils ... at their desks.  
a. opened; was sitting b. opened; were sitting c. opens; were sitting

	<p>4. He ... just the window. a. has opened b. have opened c. had opened</p> <p>5. What ... you prepare for breakfast tomorrow? a. will b. shall c. did</p> <p>6. She always ... to the Altai Mountains to visit her relatives there. a. go b. goes c. will go</p> <p>7. I ... a suit now. a. is wearing b. was wearing c. am wearing</p> <p>8. By 9 o'clock yesterday grand mother ... the dishes. a. had washed b. has washed c. will wash</p> <p>9. I ... my homework by 10 o'clock tomorrow. a. will do b. will be going c. will have done</p> <p>10. ... you ever ... to Moscow ? a. have ... been b. has ... been c. do ... been</p> <p>11. What ... your brother ... now? a. was ... doing b. am ... doing c. is ... doing</p> <p>12. When ... you usually ... dinner? a. do ... have b. did ... have c. does ... have</p> <p>13. My friend ... me up at 8 o'clock yesterday. a. is ringing b. was ringing c. were ringing</p> <p>14. Must we hand in our compositions tomorrow? No, you ... not you may hand them in after Sunday. a. should b. need c. must</p> <p>15. I was sure he ... the letter. a. posted b. posts c. had posted</p> <p>16. I expect ... to send a letter. a. them b. they c. their</p> <p>17. Many new textbooks ... expected to be published soon. a. was b. are c. is</p> <p>18. Who is that boy ... his homework at that table. a. do b. doing c. done</p> <p>19. This is a house ... many years ago. a. built b. building c. build</p> <p>20. Jane Eyre was fond of ... a. reader b. reading c. read</p> <p>21. I thought that I ... my work at that time. a. shall finish b. will finish c. should finish</p>	
47	<p><b>Прочитайте текст, переведите его и выполните задания</b> <b>INFORMATION TECHNOLOGY</b></p> <p>The definition of information technology (IT) is as follows: the use of technology to provide the capture, storage, retrieval, analysis and communication of information, which can be done either in the form of data, text, image or voice.</p> <p>With the invention and exploitation of the integrated circuit or 'chip' since the 1960s, the growth of applications using electronics has been phenomenal. Modern electronic computers can process data, graphics and speech at extremely fast rates. The microprocessor is at the heart of what is known as the IT revolution.</p> <p>Information and communications technologies are changing the way we work, study, do research, and educate our children and ourselves. They are influencing the way we do our banking, pay our bills, entertain ourselves and do business. New options (choices) are being provided for</p>	

	<p>us in the field of health care, education, environmental protection, culture, and business. Computers control washing machines, cookers, televisions, telephones, home computers, cameras, video games, digital watches and many other devices.</p> <p>Offices and factories now use microprocessors in the everyday life, as do cars, fax machines, aircraft fly control, railway signaling, police computer databases, etc.</p> <p>The aim of the IT revolution has been to transform labour-intensive work, such as mining, agriculture, iron, steel and cotton industries, hardware manufacturing, etc., into an industry where a few highly-skilled workers manage large factories with mainly automated labour.</p> <p>The influence of the Multimedia is part of the IT revolution. The change from analogue to digital television made it possible to develop special effects, such as the original full screen television image which could be shrunk (уменьшить) to occupy a small portion of the screen.</p> <p>Compact discs can record complete encyclopedias, as well as provide sound and pictures.</p> <p>The impact of this information revolution on our society cannot yet be fully measured or predicted at this time.</p> <p><b>III. Vocabulary focus</b></p> <p>1. <b>Find synonyms. Make sentences with the words.</b></p> <p>Rate, choice, great, fast, impact, speed, speech, image, picture, use, exploitation, growth, sound, rapid, voice, option, influence, considerable, increase</p> <p>1. <b>Complete the sentences using the information from the text.</b></p> <p>1. Modern electronic computers can process data, graphics and ....., .</p> <p>2. Computers cannot control .....</p> <p>3. Offices and factories now use microprocessors in the everyday life.</p> <p>4. The influence of the Multimedia is part of .....</p> <p>5. The impact of this information revolution on our society cannot yet be fully measured... .</p> <p>1. <b>Answer the questions on the text</b></p> <p>1. What is Information Technology? 2. When was the integrated circuit invented? 3. What can modern electronic computers do? 4. What is the heart of the Information Technology revolution? 5. In what way (how) are information and communication technologies changing our life? 6. In what fields are information and communication technologies used nowadays? 7. What is the aim of the Information Technology revolution? 8. What was the result of the change from analogue to digital television? 9. Is it possible to record large books on compact disks?</p>	
48	<p><b>Прочитайте текст, переведите его и выполните задания</b></p> <p><b>WHAT IS NEW MEDIA?</b></p> <p>New media is a broad term that emerged in the later part of the 20th century to encompass the amalgamation of traditional media such as film, images, music, spoken and written word, with the interactive power of computer and communications technology, computer-enabled consumer devices, and most importantly the Internet. New media holds out a possibility of on-demand access to content anytime, anywhere, on any digital device, as well as interactive user feedback, creative participation, and community formation around the media content. What distinguishes new media from traditional media is not the digitizing of media content into bits, but the dynamic life of the “new media” content and its interactive</p>	

	<p>relationship with the media consumer. This dynamic life moves, breathes, and flows with pulsing excitement in real time.</p> <p>Thus, a high-definition digital television broadcast of a film viewed on a digital plasma TV is still an example of traditional media, while an “analog” paper poster of a local rock band that contains a web address where fans can find information and digital music downloads is an example of new media communication.</p> <p>Most technologies described as “new media” are digital, often having characteristics of being manipulated, networkable, dense, compressible, interactive, and impartial. Some examples may be the Internet, websites, computer multimedia, computer games, CD-ROMS, and DVDs. New media is not television programs, feature films, magazines, books, or paper-based publications — unless they contain technologies that enable digital interactivity, such as graphic tags containing web-links. Until the 1980s media relied primarily upon print and analog broadcast models, such as those of television and radio. The last twenty-five years have seen the rapid transformation into media which are predicated upon the use of digital computers, such as the Internet and computer.</p> <p><b>III. Vocabulary focus</b></p> <p><b>1. Find in the text English equivalents to the following Russian phrases.</b></p> <p>Слияние традиционных средств информации с Интернетом; потребительские приборы, появившиеся благодаря компьютеру; предлагать возможность; доступ по требованию; а также; обратная связь пользователя; творческое участие; содержание средств информации; цифровое телевидение; художественные фильмы, цифровая интерактивность, опирались главным образом, быстрая трансформация, использовании цифровых компьютеров.</p> <p><b>2. Read the text again and mark the sentences as true or false.</b></p> <p>1. New media is a broad term that emerged in the later part of the 19th century.  2. New media holds out a possibility of on-demand access to content anytime, anywhere, on any digital device  3. This dynamic life moves, breathes, and flows with pulsing excitement in real time. 4. Until the 1970s media relied primarily upon print and analog broadcast models, such as those of television and radio.</p> <p><b>3. Check your comprehension.</b></p> <p>1. What do you understand by the term “new media”? 2. What distinguishes new media from traditional media? 3. Give examples of traditional media and new media communication. 4. What characteristics have most new media technologies got? 5. Can TV be called new media of communication and in what case? 6. What were the early media relied on? 7. What helped to transform the old media into new one? 8. How will new media change according to W. Neumann? 9. What can you say about new media versus cyber culture? 10. How is new media constantly changed?</p>	
49	<p><b>Прочитайте текст, переведите его и выполните задания</b></p> <p><b>Developing of Telecommunications</b></p> <p>We cannot deny the role of telecommunications in our life. The Internet, phones, telegraph, cell phones, radio, television are all the means of communication or telecommunication. Nowadays we live in information era, when information is the key and engine of progress. Our society</p>	



	<p>needs perfect means of information exchange that is why all types of telecommunication are under the permanent developing.</p> <p>Currently hundreds of millions of people use wireless communication means. Cell phone is no longer a symbol of prestige but a tool, which lets to use working time more effectively. Considering that the main service of a mobile connection operator is providing high quality connection, much attention in the telecommunication market is paid to the spectrum of services that cell network subscriber may receive.</p> <p>Today we can easily connect to the Internet using our cell phone or to take a picture or to take a short movie, using our video cell phone.</p> <p>Before the outbreak of the First World War wireless telegraphy was established as a means of regular communication with ships at sea and provided a valuable supplement to existing telegraph lines. In the next few years the telephone systems of all the chief countries were connected with each other by radio.</p> <p>Telephones are as much a part of infrastructure of our society as roads or electricity, and competition will make them cheaper.</p> <p>Lots of other new communication services — on-line film libraries, personal computers that can send video-clips and sound-bites as easily as they can be used for writing letters, terrestrial mobile-telephone systems cheap enough to replace old sets — are already technically possible.</p> <p><b>III. Vocabulary focus</b></p> <p>1. <b>Find in the text English equivalents of the following words.</b></p> <p>роль телекоммуникаций, средства связи, информационная эпоха, в постоянном развитии, символ престижа, рабочее время, спектр услуг, абонент сотовой сети, подключиться к интернету, сделать снимок,</p> <p>1. <b>Read the text again and decide whether the following statements are true or false.</b></p> <ol style="list-style-type: none"> <li>1. The Internet, phones, telegraph, cell phones, radio, television are all the means of communication.</li> <li>2. Our society does not need perfect means of information exchange</li> <li>3. Currently ten millions of people use wireless communication means.</li> <li>4. Today we can easily connect to the Internet using our cell phone.</li> </ol>	
50	<p><b>Прочитайте текст, переведите его и выполните задания</b></p> <p><b>HISTORY OF COMPUTERS</b></p> <p>Let us take a look at the history of the computers that we know today. The very first calculating device used was the ten fingers of a man's hands. This, in fact, is why today we count in tens and multiply of tens. Then the abacus was invented, a bead frame in which the beads are moved from left to right.</p> <p>The first real calculating machine appeared in 1820 as the result of several people's experiments. This type of machine, which saves a great deal of time and reduces the possibility of making mistakes, depends on ten-toothed gear wheels.</p> <p>In 1930, the first analog computer was built by American named Vannevar Bush. The device was used in World War II to help aim guns. Mark I, the name given to the first digital computer, was completed in 1944. The men</p>	

responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first machine that could figure out long of mathematical problems all at a very fast speed.

In 1946 two engineers at the University of Pennsylvania, J. Eckert and J. Maushly, built the first digital computer using parts called vacuum tubes. They named their new invention UNIVAC. The first generation of computers, which used vacuum tubes, came out in 1946.

In 1960, the second generation of computers was developed and could perform work ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. Second generation computers were smaller, faster and more dependable than first generation computers.

The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times faster than the first generation computers. Unlike second-generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable.

Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits are much smaller than before; as many as 1000 tiny circuits now fit onto a single chip. Fourth generation computers are 50 times faster than third-generation computers and can complete approximately 1.000.000 instructions per second.

### **III. Vocabulary focus**

#### **1. Translate from Russian into English:**

знать сегодня, 10 пальцев руки человека, кости на счетах двигают слева направо, продолжать использовать, счеты, аналоговый компьютер, попытка, скорость, настоящая счетно-вычислительная машина, вакуумные лампы (трубки), транзистор, меньше и надежнее, компьютеры четвертого поколения, интегрированные схемы, значительно уменьшились в размерах, приблизительно.

#### **2. Fill in each blank with a word chosen from the list below to complete the meaning of the sentence:**

**chip, speed, figure out, calculating, reduces, microminiaturization, tiny, analog, logarithm, abacus, machine, vacuum tubes, dependable, devised**

1. The very first .....device used was 10 fingers of a man's hand.
2. Then, the .....was invented.
3. J. Napier .....a mechanical way of multiplying and dividing.
4. Henry Briggs used J.Napier's ideas to produce .....
5. The first real calculating .....appeared in 1820.
6. This type of machine .....the possibility of making mistakes.
7. In 1930 the first .....computer was built.
8. This was the first machine that could ..... ..... mathematical problems at a very fast speed.
9. In 1946 was built the first digital computer using parts called .... .
10. The reason for this extra .....was the use of transistors instead of vacuum tubes.
11. The second generation computers were smaller, faster and more .....than first-generation computers.
12. The third-generation computers are controlled by .....integrated

	<p>circuits.</p> <p>13. This is due to ....., which means that the circuits are much smaller than before.</p> <p>14. A .....is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch.</p> <p><b>3. Fill in the preposition:</b></p> <p>1. Let us take a look .....the history of computers.</p> <p>2. That is why we count .....tens and multiply ..... tens.</p> <p>3. The beads are moved .....left .....right.</p> <p>4. Abacus is still being used .....some parts ..... the world.</p> <p>5. Calculus was independently invented .....both Sir Isaac Newton and Leibnitz.</p> <p>6. This type of machine depends .....a ten-toothed gear wheels.</p> <p>7. The first generation of computers came .....in 1950</p> <p>8. Due to microminiaturization 1000 tiny circuits fit .....a single chip</p> <p><b>4. Complete the following sentences:</b></p> <p>1. The first generation of computers came out in ..... .</p> <p>2. The second generation of computers could perform work ten times faster than ... 3. The third-generation computers appeared on the market in ..... .</p> <p>4. The fourth-generation computers have been greatly ..... .</p> <p>5. The fourth-generation computers are 50 times faster and can ..... .</p> <p><b>5. Find the synonyms to the following words in the text:</b> simple, to carry out, up to date, quick, to try, small</p> <p><b>6. Find the antonyms to the following words in the text:</b> Like, short, to increase, sole, dependently</p> <p><b>7. Arrange the items of the plan in a logical order according to the text:</b></p> <p>1. J. Napier devised a mechanical way of multiplying and dividing.</p> <p>2. The very first calculating device was the ten fingers of a man's hands.</p> <p>3. The first real calculating machine appeared in 1820.</p> <p>4. The first analog computer was used in World War II.</p> <p><b>8. Answer the questions on the text:</b></p> <p>1. What was the very first calculating device?</p> <p>2. What is abacus? When did people begin to use them?</p> <p>3. When did a lot of people try to find easy ways of calculating?</p> <p>4. Who used Napier's ideas to produce logarithm?</p> <p>5. When was the first analog computer built? How did people use it?</p> <p>6. Who built the first digital computer?</p> <p>7. How did the first generation of computers work?</p> <p>8. What are the differences between the first and the second computer generations?</p> <p>9. When did the third-generation computers appear?</p>	
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### 3.6.1 Собеседование (Типовые вопросы к экзамену – 8-й семестр)

№ задания	Формулировка вопроса
1	<b>Профессиональная деятельность человека</b>
2	Where can you find the advertisement when you are looking for the job?
3	How do you prepare for the interview with an employee?
4	How should you behave yourself while the interview?

5	How should you be dressed?
6	What written documents should you present when you apply for the job?
7	What information does resume include and what is the order of it?
8	What job conditions would you like to have?
9	How much would you like to earn?
10	What salary do you think will be enough for you?
11	What is your objective? What kind of position do you want in the future?
12	What are your future plans?
13	Why did you choose this speciality?
14	What are the specialized subjects aimed at engineer training?
15	What sciences is your speciality based on?
16	What are the tasks of labour protection?
17	What are the threats to the people's health in badly organized manufacture?
18	What are prescriptions to fulfill in order to avoid accidents and health aggravation?
19	What is the essence of life safety provision?
20	What are your career goals?
21	What skills do you have that match the job requirements?
22	What are your strengths? How can they help you in your career path?
23	What are your weaknesses? Have you done anything to improve them up until now, and what can you do in the future to improve them?
24	Where do you see yourself in five years?
25	What are your future plans?
	<b>Личная и деловая деятельность человека</b>
26	Do you think you made the right choice of education?
27	What do you plan to do after graduating?
28	What is the difference between the English & American ways of writing the date?
29	What is the difference of writing the inside address in English & Russian?
30	How do the English & the American write the opening salutation & the complimentary closing?
31	What is the opening paragraph intended for?
32	What is the main principle of dividing the letter into paragraphs?
33	What words are used to fit the paragraphs together smoothly?
34	What should you remember about enclosures and why?
35	What phrases can be used in the opening paragraph?
36	Why do people travel?
37	Do you agree that travelling broadens our minds?
38	Why do people take a camera with them? What do they usually photograph?
39	How do different people spend their holidays?
40	What are the advantages and disadvantages of tourism?
41	What are popular tourist destinations in your country?
42	What means of travel do you know? What are their advantages and disadvantages?
43	Do you have a fear of flying?
44	Are you fond of travelling?
45	What places have you visited?
46	What countries would you like to visit? Why?
47	Do you like to explore new places?
48	Are you good at reading maps?
49	Some people prefer to travel on their own and hate travelling in a group. What about you?
50	What was your best holiday you have ever had?
51	What is your worst travel experience?

52	Do you prefer active or relaxing holidays? Why?
53	Do you like traveling to countries that have a different language from your own?
54	Do you travel with a lot of baggage or do you like to travel light?
55	Do you believe that one day people will be able to travel in space?
56	<b>Страноведение</b>
57	Is education in our country free?
58	Is education in Russia right or duty?
59	What types of schools are there in Russia?
60	What are the main types of educational institutions in our country?
61	What are the types of higher education institutions in Russia?
62	.From what age is education in the United Kingdom compulsory?
63	What are the establishments for pre-primary education?
64	What is the difference between nursery schools and playgroups?
65	How many state schools are there in Great Britain?
66	At what age do children go to primary schools?
67	What subjects do children take in secondary schools?
68	What kind of exam do the pupils take at the age of sixteen?
69	.When do the pupils take GCSE A-level?
70	Are there any entrance exams in British universities?
71	What is the role of English among other foreign languages?
72	How many people speak English?
73	Why has English become a world language?
74	Where is English an official language?
75	Why are millions of people learning English today?
76	Why do young people want to learn English?
77	Why do you learn English?
78	What is necessity of learning English for a specialist?
79	In what careers (jobs) can languages be a tremendous advantage?
80	What do we need foreign languages for?
81	What is the best way to learn a language?
	<b>Профессионально-ориентированные темы.</b>
82	What was the very first calculating device?
83	What was the main idea of Ch. Babbage's machine?
84	When did the first calculating machine appear?
85	Why do all modern technologies depend on computers?
86	Why do many people find computers dangerous?
87	What are the advantages and disadvantages of computers?
88	Do you use computer in your life?
89	For what do you use computer?
90	Can computer be dangerous?
91	What can input units perform?
92	What is data processing?
93	What basic operations does a data processing system include?
94	Does software give instructions that tell computers what to do?
95	How many kinds of software do you know? What are they?
96	What modern devices have embedded computers?
97	What is programming?
98	What is a program?
99	What are the basic functions of operating system?
100	What company developed the first version of DOS operating system? For what

	purpose was it done? Was the new operational system successful?
101	What makes UNIX so different from the other operational systems?
102	What is a personal computer?
103	What are the main spheres of PC application?
104	What is "a word processing program"?
105	How does a modem work?
106	What is the Internet?
107	What is the most important problem about the Internet? How can you avoid it?
108	Do you often use the Internet? What for?
109	What is the most serious form of internet addiction?
110	How did our life change from the beginning of the 20th century?
111	What problems has the rapid scientific progress?
	<b>Рынок труда. Поиск работы.</b>
112	What is resume?
113	Why is it important to have a resume?
114	What kind of job are you going to look for?
115	What qualities and skills do you need to get a good job?
116	How to get ready for a job interview?
117	Is it easy to find a good job nowadays?
118	Do you think you need some experience to get a good job? Why?
119	What is necessary to become professionally successful?
120	What do you want to achieve in your career?
121	Is the knowledge of a foreign language is important to have a successful career? Why?
122	What can work mean for different people? What is it for you?
123	Advise your friend how to behave during the interview to get a position.
124	Do you think you are getting all the necessary skills and experience while you are studying?
125	Is it a problem in Russia for young people to get a job? Why?
126	What is more important to have a well-paid job or an interesting and rewarding job?
127	Is it interesting to study for you?
127	What do you like most about studying at the university?
129	What professions are popular among the young people in our country?
130	What professions are prestigious in our country?
131	Do you like your future profession? Why?
132	What do you think, who helps you to choose a profession?
133	Why do people have to work?
134	What skills are necessary for different jobs?
135	What kinds of jobs do you enjoy most?
136	What do you think about working abroad?

#### **4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций**

- Процедуры оценивания в ходе изучения дисциплины знаний, умений и навыков, характеризующих этапы формирования компетенций, регламентируются положениями:
  - - П ВГУИТ 2.4.03 – 2017 Положение о курсовых, экзаменах и зачетах;
  - - П ВГУИТ 4.01.02 – 2018 Положение о рейтинговой оценке текущей успеваемости.

Для оценки достижений обучающихся введена балльно-рейтинговая система контроля, охватывающая их текущую и промежуточную аттестацию. Данная система предполагает:

- обязательную отчетность каждого обучающегося за освоение каждого учебного модуля/темы в срок, предусмотренный учебным планом и графиком освоения учебной дисциплины по семестрам и месяцам;
- систематичность работы каждого обучающегося;
- обеспечение обратной связи между обучающимися и преподавателем, что позволяет корректировать траекторию учебно-познавательной деятельности каждого обучающегося и способствовать повышению качества обучения;
- ответственность преподавателя за мониторинг учебной деятельности каждого обучающегося на протяжении курса.

#### **Форма и содержание текущего контроля**

Текущий контроль осуществляется в течение семестра на каждом занятии в виде проверки домашних заданий, фронтального и индивидуального опросов. Текущий контроль в рамках образовательных блоков-модулей семестра также включает:

- контроль самостоятельного внеаудиторного чтения (КСЧ);
- домашнюю контрольную работу (ДКР);
- домашние задания по различным видам речевой деятельности; в том числе задания интерактивного характера (ролевое проигрывание ситуаций, микродиалоги этикетного характера, устные презентации, в т.ч. с использованием мультимедиа и демонстративной наглядности (ИАФ), которые выполняются после изучения каждого модуля).

#### **Форма и содержание промежуточного контроля**

**Промежуточный контроль (зачет, дифференцированный зачет)** состоит из двух этапов: 1) выполнение многовариантных тестовых заданий по материалам, изученным в рамках модулей в течение семестра; 2) чтение и перевод текстов с последующим выполнением заданий по прочитанному. В текстах затрагивается материал по темам, которые были изучены в течение текущего и предыдущего семестров.

**Промежуточный контроль (экзамен)** также состоит из 3 этапов: 1) выполнение многовариантных тестовых заданий по материалам, изученным в рамках модулей в течение семестра; 2) чтение и перевод текстов с последующим выполнением заданий по прочитанному. В текстах затрагивается материал по темам, которые были изучены в течение текущего и предыдущего семестров; 2) собеседование с преподавателем, предполагающее монологическую и диалогическую речь, в рамках вопросов в соответствии с уровнем обученности обучающихся по всему объему пройденного материала в течение 8-х семестров.

Первый этап контроля (зачет/ экзамен) проводится на последнем практическом занятии и является обязательным для всех обучающихся, независимо от их успеваемости в течение семестра. Он учитывается действующей балльно-рейтинговой системой, наряду с такими видами контроля как домашнее задание, КСЧ, ДКР, и его успешное прохождение позволяет получить экзамен автоматом.

Успешность освоения семестрового материала по иностранному языку определяется по 100-балльной шкале. Всем видам контроля (текущего и промежуточного), входящим в совокупную оценку за семестр, присваивается определенное количество баллов в зависимости от их трудоёмкости и деятельностной направленности заданий.

Согласно балльно-рейтинговой системе, для получения зачета, экзамена «автоматом» достаточно набрать 60 процентов от максимально возможного балла на момент начала экзаменационной сессии (на последней неделе обучения) по результатам обучающегося в течение семестра при выполнении всех видов работ, предусмотренных рабочей программой дисциплины, при этом рейтинговый балл переводится в проценты в 5-балльную рейтинговую оценку по следующей шкале:

<b>Проценты от максимально возможного балла</b>	<b>Оценка</b>
90-100	«зачтено»/«отлично»
75-89,99	«зачтено»/«хорошо»
60-74,99	«зачтено»/«удовлетворительно»
50-59	«незачтено»/ «неудовлетворительно»

К зачету или экзамену допускаются только обучающиеся, набравшие в течение семестра не менее 50 баллов. Обучающийся, набравший в семестре менее 50 баллов, может заработать дополнительные баллы, отработав соответствующие разделы дисциплины или обязательные задания, для того, чтобы быть допущенным к зачету/экзамену.

На экзамене обучающиеся могут также улучшить оценку, выставленную автоматом по результатам рейтинговой аттестации.

В случае неудовлетворительной сдачи зачета/экзамена обучающемуся предоставляется право повторной сдачи в срок, установленный для ликвидации академической задолженности по итогам соответствующей сессии. При повторной сдаче экзамена и/или зачета количество набранных баллов на предыдущем экзамене и/или зачете не учитывается.



**Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания для каждого результата обучения по дисциплине**

Результаты обучения по этапам формирования компетенций	Предмет оценки (продукт или процесс)	Показатель оценивания	Критерии оценивания сформированности компетенций	Шкала оценивания	
				Академическая оценка или баллы	Уровень освоения компетенции
<p>OK 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам.                      OK 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.                      OK 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей                      OK 10 Пользоваться профессиональной документацией на государственном и иностранном языке</p>					
<p><b>ЗНАТЬ:</b> 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</p>	<p><i>Тест (зачет, дифзачет, экзамен)</i></p>	<p><i>Корректное применение теоретических и практических знаний в области лексики, грамматики, речевого этикета, страноведения, чтения и письма.</i></p>	<p>Обучающийся выполнил правильно 100-85% заданий теста (34-29 правильных ответов).</p>	Отлично	Освоена (повышенный)
			<p>Обучающийся выполнил правильно 84-70% заданий теста (29-24 правильных ответов).</p>	Хорошо	Освоена (повышенный)
			<p>Обучающийся выполнил правильно 69-51% заданий теста (23-18 правильных ответов).</p>	Удовлетворительно	Освоена (базовый)
			<p>Обучающийся выполнил правильно менее 51% заданий теста (17-0 правильных ответов).</p>	Неудовлетворительно	Не освоена (недостаточный)
<p><b>УМЕТЬ:</b></p>	<p><i>Домашнее</i></p>	<p><i>Корректное использование</i></p>	<p>Обучающийся владеет</p>	Отлично	Освоена

<p>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.</p>	<p><i>задание</i></p>	<p><i>лексики и грамматических правил при работе с текстами</i></p>	<p>материалом. Обучающийся достаточно корректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, интерпретирует текстовую и графическую информацию с использованием речевых клише.</p>		<p>(повышенный)</p>
			<p>Обучающийся владеет материалом. Обучающийся недостаточно корректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, однако интерпретирует текстовую и графическую информацию с использованием речевых клише.</p>	<p>Хорошо</p>	<p>Освоена (повышенный)</p>
			<p>Обучающийся слабо владеет материалом. Обучающийся довольно часто некорректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, с трудом интерпретирует текстовую и графическую информацию с использованием речевых клише.</p>	<p>Удовлетворительно</p>	<p>Освоена (базовый)</p>
			<p>Обучающийся крайне слабо владеет материалом. Обучающийся некорректно переводит изученные лексические единицы и грамматические конструкции в рамках текста, не смог проинтерпретировать текстовую и графическую</p>	<p>Неудовлетворительно</p>	<p>Не освоена (недостаточный)</p>

			информацию с использованием речевых клише.		
<i>Практическая работа</i>	<i>Полнота и правильность выполненного задания, связанность и логичность ответа, умение применять определения и правила в конкретных случаях</i>	Устный ответ, письменная работа, практическая деятельность обучающегося в полном объеме соответствует программе, допускается один недочет. Обучающийся может обосновывать свои суждения, применяет знания на практике, приводит собственные примеры.	Отлично	Освоена (повышенный)	
		Устный ответ, письменная работа, практическая деятельность обучающегося в целом соответствуют требованиям программы, но имеются одна или две негрубые ошибки, или три недочета.	Хорошо	Освоена (повышенный)	
		Устный ответ, письменная работа, практическая деятельность обучающегося в основном соответствуют требованиям программы, однако имеются 2-3 грубые ошибки и несколько недочетов.	Удовлетворительно	Освоена (базовый)	
		Устный ответ, письменная работа, практическая деятельность обучающегося частично соответствуют требованиям программы, имеются существенные недостатки и грубые ошибки.	Неудовлетворительно	Не освоена (недостаточный)	

	<i>Самостоятельное внеаудиторное чтение</i>	<i>Понимание прочитанного материала, корректность и адекватность перевода текста</i>	Обучающийся подготовил материал для чтения в полном объеме (7500 печатных знаков), который соответствует теме модуля. Демонстрирует хорошую технику чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту. Легко ориентируется в тексте и может ответить на любой вопрос по содержанию текста.	Отлично	Освоена (повышенный)
			Обучающийся подготовил материал для чтения в полном объеме (7500 печатных знаков), который соответствует теме модуля. Демонстрирует достаточно хорошую технику чтения, может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту, однако испытывает некоторые затруднения при переводе. Ориентируется в тексте и может ответить почти на все вопросы по содержанию текста.	Хорошо	Освоена (повышенный)
			Обучающийся подготовил материал для чтения в неполном объеме (но не менее 2/3), который соответствует теме модуля. Демонстрирует посредственную технику чтения, может перевести текст без опоры или с опорой на самостоятельно	Удовлетворительно	Освоена (базовый)

			составленный мини-словарь к тексту, однако испытывает серьезные затруднения при переводе многих моментов. Ориентируется в тексте и может ответить не на все вопросы по содержанию текста.		
			Обучающийся подготовил материал для чтения в неполном объеме (менее 2/3), который не соответствует теме модуля. Демонстрирует слабую технику чтения, не может перевести текст без опоры или с опорой на самостоятельно составленный мини-словарь к тексту. Не ориентируется в тексте и не может ответить на вопросы по содержанию текста.	Неудовлетворительно	Не освоена (недостаточный)
	<i>Домашняя контрольная работа</i>	<i>Корректное применение теоретических знаний полученных самостоятельно посредством использования учебной и справочной литературы</i>	Обучающийся выполнил контрольную работу в полном объеме, практически не допустил при этом лексических и грамматических ошибок (допускается не более трех, но не грубых). Может объяснить любое грамматическое явление, представленное в работе для самостоятельного изучения. Может объяснить алгоритм выполнения любого задания. Творчески подошел к выполнению проблемно-ситуативных заданий, предложенных в контрольной работе. Легко ориентируется в	Отлично	Освоена (повышенный)

			<p>тексте и может ответить на любой вопрос по содержанию текста, представленного в качестве тематической основы данной контрольной работы.</p>		
			<p>Обучающийся выполнил контрольную работу в полном объеме, но допустил при этом несколько негрубых лексических или грамматических ошибок (в пределах пяти). Может объяснить любое грамматическое явление, представленное в работе для самостоятельного изучения. Может объяснить алгоритм выполнения любого задания. Творчески подошел к выполнению проблемно-ситуативных заданий, предложенных в контрольной работе. Ориентируется в тексте и может ответить практически на любой вопрос по содержанию текста, представленного в качестве тематической основы данной контрольной работы.</p>	Хорошо	Освоена (повышенный)
			<p>Обучающийся выполнил контрольную работу в неполном объеме (но не менее 2/3), но допустил при этом лексические или грамматические ошибки (в пределах семи). Затрудняется объяснить некоторые грамматические явления, представленные в работе для самостоятельного изучения. Но</p>	Удовлетворительно	Освоена (базовый)

			<p>может объяснить алгоритм выполнения практически любого задания. При выполнении проблемно-ситуативных заданий, предложенных в контрольной работе, не использовал творческий подход. С некоторыми затруднениями ориентируется в тексте и может ответить не на все вопросы по содержанию текста, представленного в качестве тематической основы данной контрольной работы.</p>		
			<p>Обучающийся выполнил контрольную работу в неполном объеме (менее 2/3), допустил при этом лексические или грамматические ошибки (более семи), в том числе и грубые. С трудом объясняет грамматические явления, представленные в работе для самостоятельного изучения. Не может объяснить алгоритм выполнения заданий. При выполнении проблемно-ситуативных заданий, предложенных в контрольной работе, не использовал творческий подход. Не ориентируется в тексте и не может ответить на вопросы по содержанию текста, представленного в качестве тематической основы данной</p>	<p>Неудовлетворительно</p>	<p>Не освоена (недостаточный)</p>

			контрольной работы.		
	<i>Собеседование (экзамен)</i>	<i>Логичность и корректность усной речи с целью выражения собственной точки зрения.</i>	Обучающийся полностью раскрыл содержание обозначенной темы. Темп речи нормальный. Использует речевые клише для обозначения темы. Не делает ошибок.	Зачтено	Освоена (базовый , повышен ный)
Обучающийся полностью раскрыл содержание обозначенной темы. Темп речи нормальный. Использует речевые клише для обозначения темы. Однако делает ошибки (допустимы 1-3 ошибки).			Зачтено	Освоена (базовый , повышен ный)	
Обучающийся не раскрыл содержание темы. Темп речи замедленный. Не употребляет речевых клише. Допускает очень много ошибок.			Не зачтено	Не освоена (недоста точный)	



