

## **Рабочая программа дисциплины (модуля) «Английский язык», включая оценочные материалы**

### **1. Требования к результатам обучения по дисциплине (модулю)**

#### **1.1. Перечень компетенций, формируемых дисциплиной (модулем) в процессе освоения образовательной программы**

<b>Группа компетенций</b>	<b>Категория компетенций</b>	<b>Коды и содержание компетенций</b>
Универсальные	Коммуникация	УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранных языках
Общепрофессиональные	-	-
Профессиональные	-	-

#### **1.2. Компетенции и индикаторы их достижения, формируемых дисциплиной (модулем) в процессе освоения образовательной программы**

<b>Код компетенции</b>	<b>Код индикатора компетенции</b>	<b>Содержание индикатора компетенции</b>
УК-4	УК-4.2	Логически и грамотно строит устную и письменную деловую коммуникацию, исходя из целей и ситуации, использует коммуникативно приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами
УК-4	УК-4.3	Владеет нормами иностранного(ых) языка(ов), осуществляет перевод с иностранного на русский язык и наоборот

#### **1.3. Результаты обучения по дисциплине (модулю)**

**Цель изучения дисциплины (модуля)** – повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, овладения необходимым уровнем информационно-коммуникативных технологий для решения стандартных коммуникативных задач, восприятия и критической оценки устной и письменной деловой информацией на иностранном языке с умениями и навыками ее перевода.

В результате изучения дисциплины (модуля) обучающийся должен

##### **знать:**

- основные грамматические и синтаксические явления и нормы их употребления в изучаемом иностранном языке;
- лексико-грамматический минимум в объеме, достаточном для работы с иноязычными текстами, говорения на профессиональные темы и профессионального (делового) общения;
- профессиональную (деловую) терминологию на иностранном языке;
- информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на иностранном языке;

##### **уметь:**

- читать и переводить иноязычные тексты профессиональной (деловой) направленности;
- использовать иностранный язык в межличностном общении и профессиональной деятельности;
- читать, переводить и резюмировать учебные тексты среднего уровня сложности;
- использовать страноведческую литературу, иностранные информационные источники;
- вести речевую деятельность и осуществлять межличностное общение на профессиональные (деловые) темы с использованием иностранного языка;

- осуществлять межличностные, групповые и организационные коммуникации с использованием иностранного языка;
- свободно воспринимать и критически оценивать устную и письменную деловую информацию на иностранном языке;

**владеть:**

- навыками выражения своих мыслей и мнения в межличностном и деловом общении на иностранном языке;
- навыками извлечения необходимой информации из оригинального текста на иностранном языке по проблемам профессиональной деятельности;
- навыками коммуникации на иностранном языке;
- навыками перевода текстов с иностранного на государственный язык, а также с государственного на иностранный язык;
- навыками использования информационно-коммуникационных технологий при поиске необходимой информации в процессе решения стандартных коммуникативных задач.

## 2. Объем, структура и содержание дисциплины (модуля)

### 2.1. Объем дисциплины (модуля)

<i>Виды учебной работы</i>	<i>Формы обучения</i>
	<i>Очная</i>
<b>Общая трудоемкость:</b> зачетные единицы/часы	6/216
<b>Контактная работа:</b>	96
Занятия лекционного типа	0
Занятия семинарского типа	96
<b>Консультации</b>	0
<b>Промежуточная аттестация</b>	экзамен, зачет
<b>Самостоятельная работа (СР)</b>	120

### 2.2. Темы (разделы) дисциплины (модуля) с указанием отведенного на них количества часов по формам образовательной деятельности

**Очная форма обучения**

№ п/п	Наименование тем (разделов)	Виды учебной работы (в часах)						СР
		Контактная работа						
		Занятия лекционного типа		Занятия семинарского типа				
		Л	Иные	ПЗ	С	ЛР	Иные	
1.	Фонетика. Морфология. Времена группы Indefinite	0	0	6	0	0	0	8
2.	Reward+Prof.- Reading Texts (Elementary). Синтаксис. Слово как член предложения. Времена группы Continuous	0	0	6	0	0	0	8
3.	Reward+Prof.- Reading Texts (Elementary). Времена группы Perfect. Согласование времен	0	0	6	0	0	0	8
4.	Reward+Prof.- Reading Texts (Elementary). Сложные временные конструкции группы	0	0	6	0	0	0	8

	Perfect – Continuous							
5.	Reward + Prof.- Reading Texts (Pre- Intermediate). Термины и терминологические сочетания	0	0	8	0	0	0	8
6.	Reward + Prof.- Reading Texts (Pre- Intermediate). Тексты профессиональной тематики. Лексико- грамматические комментарии	0	0	6	0	0	0	8
7.	Reward + Prof.- Reading Texts (Pre- Intermediate). Особенности перевода текстов бытового содержания. Деловая корреспонденция. Язык делового общения	0	0	6	0	0	0	8
8.	Направления профессиональной деятельности	0	0	6	0	0	0	8
9.	Функциональные обязанности, квалификации, компетенции	0	0	6	0	0	0	8
10.	Личные и профессиональные качества современного специалиста	0	0	8	0	0	0	8
11.	Установление деловых контактов в ситуациях устного общения	0	0	6	0	0	0	8
12.	Установление письменных деловых контактов.	0	0	6	0	0	0	8
13.	Иноязычная профессиональная деятельность на предприятии / в компании	0	0	6	0	0	0	8
14.	Чтение и анализ научных текстов профессионального содержания по отдельным предметным областям	0	0	6	0	0	0	8
15.	Подготовка и участие в профессиональной дискуссии	0	0	8	0	0	0	8

**Примечания:**

Л – лекции, ПЗ – практические занятия, С – семинары, ЛР – лабораторные работы, СР – самостоятельная работа.

## 2.3. Содержание дисциплины (модуля), структурированное по темам (разделам) и видам работ

### Содержание занятий семинарского типа

№ п/п	Наименование тем (разделов)	Тип	Содержание занятий семинарского типа
1.	Фонетика. Морфология. Времена группы Indefinite	ПЗ	<p>Проблемные вопросы:</p> <ol style="list-style-type: none"> <li>1. Фонетика (системы фонем и системы значений. Графические эквиваленты английских согласных фонем).</li> <li>2. Морфология (части речи. Имя существительное. Имя прилагательное. Артикли. Местоимения. Имя числительное).</li> <li>3. Глагол (морфологическая характеристика глагола. Наречия. Союзы. Предлоги)</li> <li>4. Present Indefinite</li> </ol>
2.	Reward+Prof.-Reading Texts (Elementary). Синтаксис. Слово как член предложения. Времена группы Continuous	С	<p>Проблемные вопросы:</p> <ol style="list-style-type: none"> <li>1. Аналитическое чтение и перевод английских текстов бытового и профессионально-ориентированного содержания (монологическая и диалогическая речь; умение самостоятельно владеть техникой перевода текстов начального и среднего уровня сложности; высказывать свое мнение).</li> <li>2. Лексико-грамматический комментарий английских текстов, связанных с грамматическими темами «The Indefinite Tenses, The Continuous Tenses» и др. конструкциями.</li> <li>3. Чтение, перевод и правильное понимание коротких юмористических текстов в разделе «Have fun»!</li> <li>4. Письменная речь и грамматические упражнения (каждый урок сопровождается грамматическими упражнениями разного уровня полезности и сложности)</li> </ol>
3.	Reward+Prof.-Reading Texts (Elementary). Времена группы Perfect. Согласование времен	ПЗ	<p>Проблемные вопросы:</p> <ol style="list-style-type: none"> <li>1. Развитие речевых умений и навыков по темам: «Тайна», «Даты, цифры», «Одежда», «В магазине», «В кафе, в ресторане», Олимпийский дух» (развитие навыков монологической и диалогической речи по данным темам, умения строить самостоятельные высказывания, запрашивать необходимую информацию).</li> <li>2. Развитие грамматических умений и навыков по следующим грамматическим темам: “The Present Perfect Tense”, “The Past Perfect Tense”, “The Future Perfect Tense”, “The Sequence of Tenses”, “Direct and Indirect Speech” (большое внимание в данной юните уделяется использованию данных временных форм, сравнению использования различных форм, переводу с русского языка на английский и с английского на русский).</li> <li>3. Развитие навыков чтения и извлечения необходимой информации из текстов на профессиональные темы “What is www?”, “The art of advertising”, “What is economy?”, “Law – a necessary evil?”, “How attention influences what is perceived”.</li> <li>4. Развитие навыков письма (в каждом уроке даны упражнения на раскрытие скобок, употребление нужной формы глагола, высказывание своего мнения в письменной форме)</li> </ol>
4.	Reward+Prof.-Reading Texts (Elementary). Сложные временные конструкции группы Perfect –	ПЗ	<p>Проблемные вопросы:</p> <ol style="list-style-type: none"> <li>1. Формирование структурных языковых навыков по практическому использованию в речевой деятельности</li> </ol>

	Continuous		грамматических конструкций настоящего, прошедшего и будущего продолженного завершенного времени и грамматических конструкций страдательного залога (формирование коммуникативных умений по темам: «Жизнь в Англии и США», «Центр английской культуры и образования», «Организация досуга», «Путешествия», «Карьерные планы», «Жизнь молодежи». Формирование страноведческих знаний о культуре, традициях, общественной системе и жизненном укладе Англии и США. Формирование профессиональных навыков и умений англо-русского и русско-английского перевода специальных текстов
5.	Reward + Prof.-Reading Texts (Pre-Intermediate). Термины и терминологические сочетания	ПЗ	Проблемные вопросы: 1. Развитие речевых умений и навыков чтения по темам: “Make yourself at home”, “Home rules”, “A day in the life of the USA”, “First impressions”, “The world’s first package tours”, “Family life”, “The town, where I live” и др. 2. Развитие навыков аналитического чтения и перевода текстов профессионально ориентированного содержания (темы: “Psychology”, “The World Wide Web”, “The Management Progress”, “The economic environment”, “What is a market?” и др. 3. Развитие и закрепление знаний и умений по грамматическим темам: группы времён Indefinite and Continuous Tenses. Тренинг: устные и письменные задания, упражнения
6.	Reward + Prof.-Reading Texts (Pre-Intermediate). Тексты профессиональной тематики. Лексико-грамматические комментарии	ПЗ	Проблемные вопросы: 1. Фонетика. Грамматика. Глагольная конструкция to do/doing. Выражение действия в будущем времени. 2. Существительное в английском языке. 3. Степени сравнения прилагательных. Употребление степеней сравнения прилагательных и наречий 3. Перевод текстов
7.	Reward + Prof.-Reading Texts (Pre-Intermediate). Особенности перевода текстов бытового содержания. Деловая корреспонденция. Язык делового общения	ПЗ	Проблемы: 1. Фонетика. 2. Грамматика: Present Perfect Simple, предлоги since и for, 3. Defining relative clauses: who/that, which/that and where, конструкция to+infinitive – (to be) for+ing, 4. Модальные глаголы: must, can, should, ought to. 5. Развитие речевых умений и навыков по темам: “Как поживаете?” (о здоровье), “Праздники”, “Разделенные общим языком”, “Как это будет по-английски?”. “Правила для пешеходов”, “Обычный день”.
8.	Направления профессиональной деятельности	ПЗ	Понимание основного содержания научно-популярных и научных текстов об истории, характере, перспективах развития профессиональной отрасли. Формирование умений понимать устную речь в пределах профессиональной тематики. Формирование умения составлять глоссарии терминов. Овладение лексическими, грамматическими, структурно-композиционными навыками в пределах тематики деловой коммуникации.
9.	Функциональные обязанности, квалификации, компетенции	ПЗ	Понимание основного содержания текстов интервью со специалистами и учеными профессиональной области, написание тезисов выступления. Монолог-описание функциональных обязанностей/квалификационных требований. Формирование умений понимать устную речь в

			пределах профессиональной тематики. Овладение лексическими, грамматическими, структурно-композиционными навыками в пределах тематики деловой коммуникации.
10.	Личные и профессиональные качества современного специалиста	ПЗ	Профессиональный портрет специалиста. Качества, свойства, способности. Формирование навыков поиска, восприятия, анализа и систематизации информации на иностранном языке. Овладение лексическими, грамматическими, структурно-композиционными навыками в пределах тематики деловой коммуникации.
11.	Установление деловых контактов в ситуациях устного общения	ПЗ	Презентация. Представление сотрудников. Способы выражения пространственно-временных отношений. Формирование умений логически верно, аргументированно и ясно строить устную (монологическую и диалогическую) и письменную речь. Овладение лексическими, грамматическими, структурно-композиционными навыками в пределах тематики деловой коммуникации.
12.	Установление письменных деловых контактов.	ПЗ	Основные виды делового письма. Дискурсивные формулы делового письма. Электронная коммуникация. Способы выражения логических отношений. Формирование умений создавать и редактировать иноязычные тексты профессионального назначения.
13.	Иноязычная профессиональная деятельность на предприятии / в компании	ПЗ	Понимание основного содержания текстов и перевод абзацев, содержащих необходимую для обсуждения информацию. Составление схем и их описание. Диалог-расспрос о структуре предприятия, экскурсия на предприятие. Формирование умений переводить профессионально-деловую информацию из одной знаковой системы в другую. Формирование умений заполнять формуляры и бланки.
14.	Чтение и анализ научных текстов профессионального содержания по отдельным предметным областям	ПЗ	Отбор текстового материала для подготовки сообщения, доклада, статьи. Овладение навыками поиска, анализа, обобщения и систематизации информации на иностранном языке. Формирование умения логически верно, аргументированно и ясно строить письменную речь.
15.	Подготовка и участие в профессиональной дискуссии	ПЗ	Отбор текстов по ключевым словам; чтение, и анализ текстов профессионального содержания по конкретным предметным областям. Интернет-поиск и анализ текстов по заданной проблематике. Формирование умений понимать смысловое содержание аутентичных текстов и устной речи в пределах профессиональной тематики. Формирование умения логически верно, аргументированно и ясно строить устную речь. Овладение навыками публичной речи на иностранном языке

### Содержание самостоятельной работы

№ п/п	Наименование тем (разделов)	Содержание самостоятельной работы
1.	Фонетика. Морфология. Времена группы Indefinite	Глагол (морфологическая характеристика глагола. Наречия. Союзы. Предлоги)
2.	Reward+Prof.-Reading Texts (Elementary). Синтаксис. Слово как член предложения. Времена группы Continuous	Чтение, перевод и правильное понимание текстов
3.	Reward+Prof.-Reading Texts (Elementary). Времена группы Perfect. Согласование времен	Развитие навыков чтения и извлечения необходимой информации из текстов на профессиональные темы
4.	Reward+Prof.-Reading Texts	Формирование страноведческих знаний о культуре, традициях,

	(Elementary). Сложные временные конструкции группы Perfect – Continuous	общественной системе и жизненном укладе Англии и США. Формирование профессиональных навыков и умений англо-русского и русско-английского перевода специальных текстов
5.	Reward + Prof.-Reading Texts (Pre-Intermediate). Термины и терминологические сочетания	Развитие навыков аналитического чтения и перевода текстов профессионально ориентированного содержания
6.	Reward + Prof.-Reading Texts (Pre-Intermediate). Тексты профессиональной тематики. Лексико-грамматические комментарии	Перевод текстов
7.	Reward + Prof.-Reading Texts (Pre-Intermediate). Особенности перевода текстов бытового содержания. Деловая корреспонденция. Язык делового общения	Модальные глаголы: must, can, should, ought to. Перевод текстов
8.	Направления профессиональной деятельности	Подготовка к практическим занятиям: Отбор текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Анализ текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Систематизация текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему.
9.	Функциональные обязанности, квалификации, компетенции	Подготовка к практическим занятиям: Отбор текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Анализ текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Систематизация текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему.
10.	Личные и профессиональные качества современного специалиста	Подготовка к практическим занятиям: Отбор текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Анализ текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Систематизация текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему.
11.	Установление деловых контактов в ситуациях устного общения	Подготовка к практическим занятиям: Отбор текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Анализ текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Систематизация текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему.
12.	Установление письменных деловых контактов.	Подготовка к практическим занятиям: Отбор текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Анализ текстового материала на иностранном языке для

		подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Систематизация текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему.
13.	Иноязычная профессиональная деятельность на предприятии / в компании	Подготовка к практическим занятиям: Отбор текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Анализ текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Систематизация текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему.
14.	Чтение и анализ научных текстов профессионального содержания по отдельным предметным областям	Подготовка к практическим занятиям: Отбор текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Анализ текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Систематизация текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему.
15.	Подготовка и участие в профессиональной дискуссии	Подготовка к практическим занятиям: Отбор текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Анализ текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему. <input type="checkbox"/> Систематизация текстового материала на иностранном языке для подготовки сообщения на профессионально-ориентированную тему.

### 3. Оценочные материалы для проведения текущего контроля успеваемости и промежуточной аттестации обучающихся по дисциплине (модулю)

По дисциплине (модулю) предусмотрены следующие виды контроля качества освоения:

- текущий контроль успеваемости;
- промежуточная аттестация обучающихся по дисциплине (модулю).

#### 3.1. Оценочные материалы для проведения текущей аттестации по дисциплине (модулю)

№ п/п	Контролируемые темы (разделы)	Наименование оценочного средства
1.	Фонетика. Морфология. Времена группы Indefinite	Устный опрос, тест, кейсы
2.	Reward+Prof.-Reading Texts (Elementary). Синтаксис. Слово как член предложения. Времена группы Continuous	Устный опрос, тест, кейсы
3.	Reward+Prof.-Reading Texts (Elementary). Времена группы Perfect. Согласование времен	Устный опрос, тест, контрольная работа
4.	Reward+Prof.-Reading Texts (Elementary). Сложные временные конструкции группы Perfect – Continuous	Устный опрос, тест
5.	Reward + Prof.-Reading Texts (Pre-Intermediate). Термины и терминологические сочетания	Устный опрос, тест
6.	Reward + Prof.-Reading Texts (Pre-Intermediate). Тексты профессиональной тематики. Лексико-грамматические комментарии	Устный опрос, кейсы



7.	Reward + Prof.-Reading Texts (Pre-Intermediate). Особенности перевода текстов бытового содержания. Деловая корреспонденция. Язык делового общения	Устный опрос, тест, кейс
8.	Направления профессиональной деятельности	Устный опрос, эссе, тест, кейсы
9.	Функциональные обязанности, квалификации, компетенции	Устный опрос, эссе, тест, кейсы
10.	Личные и профессиональные качества современного специалиста	Устный опрос, эссе, тест, кейсы
11.	Установление деловых контактов в ситуациях устного общения	Устный опрос, эссе, тест
12.	Установление письменных деловых контактов.	Устный опрос, эссе, тест
13.	Иноязычная профессиональная деятельность на предприятии / в компании	Устный опрос, эссе, тест, кейсы
14.	Чтение и анализ научных текстов профессионального содержания по отдельным предметным областям	Устный опрос, эссе, тест
15.	Подготовка и участие в профессиональной дискуссии	Устный опрос, эссе, тест, кейсы

### 3.1.1 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности в процессе текущего контроля успеваемости

#### Устный опрос

№ п/п	Контролируемые темы (разделы)	Вопросы к опросу
1.	Фонетика. Морфология. Времена группы Indefinite	Упражнения на фонетику, морфологию, времена группы Indefinite
2.	Reward+Prof.-Reading Texts (Elementary). Синтаксис. Слово как член предложения. Времена группы Continuous	Elementary Texts. Упражнения на времена группы Continuous
3.	Reward+Prof.-Reading Texts (Elementary). Времена группы Perfect. Согласование времен	Prof.-Reading. Упражнения на времена группы Perfect
4.	Reward+Prof.-Reading Texts (Elementary). Сложные временные конструкции группы Perfect – Continuous	Elementary Texts. Упражнения на сложные временные конструкции
5.	Reward + Prof.-Reading Texts (Pre-Intermediate). Термины и терминологические сочетания	Texts (Pre-Intermediate). Упражнения на терминологические сочетания
6.	Reward + Prof.-Reading Texts (Pre-Intermediate). Тексты профессиональной тематики. Лексико-грамматические комментарии	Prof.-Reading Texts. Перевод и пересказ профессиональных текстов
7.	Reward + Prof.-Reading Texts (Pre-Intermediate). Особенности перевода текстов бытового содержания. Деловая корреспонденция. Язык делового общения	Prof.-Reading Texts. Перевод и пересказ текстов бытового содержания
8.	Направления профессиональной деятельности	Рассказ о направлении профессиональной деятельности Чтение и перевод текстов по направлению профессиональной деятельности Выполнение упражнений на профессиональную лексику
9.	Функциональные обязанности, квалификации, компетенции	Обсуждение обязанностей в профессиональной деятельности Чтение и перевод профессиональных текстов по

		компетенциям специалистов Диалоги по теме профессиональной квалификации
10.	Личные и профессиональные качества современного специалиста – выпускника Академии управления и производства	Диалоги на личные и профессиональные качества современного специалиста Рассказ о специальности с ответами на вопросы Чтение и перевод профессиональных текстов с русского на иностранный язык, а также с иностранного языка на русский язык
11.	Установление деловых контактов в ситуациях устного общения	Работа над деловой лексикой Диалоги делового общения Деловые контакты в процессе переговоров
12.	Установление письменных деловых контактов.	Работа с деловыми письмами Изучение стиля деловой корреспонденции Письменные деловые контакты
13.	Иноязычная профессиональная деятельность на предприятии / в компании	Изучение деятельности предприятия Организационная структура предприятия Деятельность предприятия
14.	Чтение и анализ научных текстов профессионального содержания по отдельным предметным областям	Тексты профессионального содержания Виды предметных областей
15.	Подготовка и участие в профессиональной дискуссии	Подготовка профессиональной речи (выступления) Презентация Дискуссии на профессиональные темы

### Творческое задание в виде эссе

1. Моя профессия –менеджер
2. Моя профессия –экономист
3. Экономика будущего
4. Цифровая экономика
5. Деятельность компании
6. Профессиональные качества современного специалиста
7. Компетентностная модель менеджера (по уровням)
8. Банковская корреспонденция
9. Виды деловых писем
10. Виды приветствий в деловой переписке
11. Внешнеэкономическая деятельность предприятия
12. Организационная структура предприятия
13. Лидерство
14. Личные качества менеджера (экономиста)
15. Функциональные обязанности начальника отдела продаж
16. Функциональные обязанности топ менеджера

### Кейсы (ситуации и задачи с заданными условиями)

#### Тема (раздел) 1

Фонетика. Морфология. Времена группы Indefinite

#### Упражнение 1. Поставьте глаголы в скобках в форме *Future Simple (Indefinite)*

1. I think we \_\_\_\_\_ two return tickets. (to buy)
2. Kate \_\_\_\_\_ ten tomorrow. (to be)
3. My aunt \_\_\_\_\_ to Canada next summer. (to go)
4. I \_\_\_\_\_ you in the evening. (to phone)
5. I'm sure our 3-day tour \_\_\_\_\_ more than 5000 roubles. (to cost)

#### Упражнение 2. Вставьте 'll или won't.

1. Lucy was born in 1995. In 2007 she \_\_\_\_\_ be 12.
2. It's sunny today. It \_\_\_\_\_ rain.
3. Kelly is eleven today. She \_\_\_\_\_ be twelve until next year.
4. Rob is nine. He \_\_\_\_\_ be ten on his next birthday.
5. This month is May. It \_\_\_\_\_ be June next month.
6. Jenny: 'Mum, the bus is late. I \_\_\_\_\_ be home until eight o'clock.

7. It's 25 degrees today. It \_\_\_\_\_ snow tomorrow.

8. I sent the letter this afternoon. It \_\_\_\_\_ arrive until tomorrow.

Упражнение 3. Read the sentences in A and decide what to do. Use **I think I'll...** and the words in B. Прочитайте предложения в колонке A и найдите решение в колонке B. Напишите свои решения начиная с I think I'll...

A	B
1 It's hot in this room.	go to the optician's
2 I'm hungry.	open a window
3 My flat is in a mess.	buy a new one
4 I haven't got any stamps	turn on the heating
5 I want some new glasses.	watch it
6 I'm cold.	take a taxi home
7 I've just missed my bus.	get something to eat.
8 There's a good film on TV	go to the post office
9 My watch is broken.	tidy it

Упражнение 4. Сделайте предложения помощи, используя Future Simple.

1 It's hot in here.

2 These boxes are heavy.

3 The windows are dirty.

4 I haven't got any money.

Упражнение 5. Complete the sentences. Use 'll or won't.

Amy's brother is thirteen. He \_\_\_\_\_ be fourteen on his next birthday.

I bought a lottery ticket, but I \_\_\_\_\_ win

My dad is thirty-nine. He \_\_\_\_\_ be forty on his next birthday.

My sister Mary is fifteen. She \_\_\_\_\_ be sixteen until next year.

My brother's clever. He \_\_\_\_\_ pass all his exams.

It's raining now. But it \_\_\_\_\_ be sunny later.

Debbie and Bob are always late. They \_\_\_\_\_ arrive until eight o'clock.

Упражнение 6. Опишите свои планы на день. Write about your plans for this afternoon.

Begin like this:

First I'll have dinner. Then I'll go for a walk. After that ...

Упражнение 7. Напишите в будущем времени.

1. You can speak to him.

\_\_\_\_\_ to him.

2. You can dance there.

\_\_\_\_\_ there

3. We must stay here.

\_\_\_\_\_ here

4. I can help you.

\_\_\_\_\_ you

5. She must make sandwiches.

\_\_\_\_\_ sandwiches.

6. She can read English books.

\_\_\_\_\_ English books.

7. They can go to the party.

\_\_\_\_\_ to the party.

8. They must invite their friends

\_\_\_\_\_ their friends.

9. You can buy food there.

\_\_\_\_\_ food there.

10. We can grow vegetables.

\_\_\_\_\_ vegetables.

Упражнение 8. Напишите свои мысли по поводу будущего ваших одноклассников. Write predictions about your classmates' future.

Example:

I think Nick will be an engineer.

Упражнение 9. Что Вы будете делать на летних каникулах. What will you do in the summer holidays? Use the words from the box.

go to the theatre, go to the river, go to the zoo, collect pebbles, read books, read magazines, watch films, make friends, go sunbathing, write a diary

I think I'll \_\_\_\_\_

I don't think I'll \_\_\_\_\_

Упражнение 10. Вы на острове, что Вы будете делать? You are on an island. What do you think you'll do?

1. Will you live in a cave or in a village?

I think I'll live in a cave.

2. Will you sleep on the grass or in the tree?

I think I'll \_\_\_\_\_.

3. Will you eat caterpillars or snakes?

\_\_\_\_\_

4. Will you go fishing or collect fruit?

\_\_\_\_\_

5. Will you wash in the sea or in the river?

\_\_\_\_\_

6. Will you ride a horse or an ostrich?

\_\_\_\_\_

7. Will you make friends with dolphins or with parrots?

\_\_\_\_\_

8. Will you drink milk or water?

Упражнение 11. Напишите предложения помощи. Write sentences offering help. Use the words in the box.

answer it, help you, close the window, buy you a drink, get you some fruit

The phone is ringing. I'll answer it.

1. It's cold in here

2. I can't do my Maths homework.

3. I'm really thirsty.

4. I'm hungry.

Упражнение 12. Do you think that in the future, you will:

1	learn	a	new	language?
2	travel	a	lot?	
3	move	to	a	different country?
4	learn	a	musical instrument	or a new musical instrument?
5	be richer?			

Write sentences.

I think I'll \_\_\_\_\_

Perhaps I'll \_\_\_\_\_

I don't think I'll \_\_\_\_\_

Example:

I think I'll learn a new language. or Perhaps I'll learn a new language. or I don't think I'll learn a new language.

Упражнение 13. Imagine that you will be very busy next week. Say what you will do? Use Simple Future.

Example:

go home

— After the lessons I'll go home

- see
- go to
- buy
- meet
- read
- visit
- play
- learn

Упражнение 14. Прочитайте текст, ответьте на вопросы.

My name is Tanya. I am a pupil. Tomorrow I will not go to school. It will be Sunday. Father and Mother will not be at home. They will go to see their friends.

Answer the questions:

1. Why won't Tanya go to school tomorrow?
2. Will her Mother and Father be at home?
3. Where will they go?
4. What will Tanya do when her parents go to see her friends?

Упражнение 15. Раскройте скобки, используя Future Indefinite.

I \_\_\_\_\_ (to be) at home. I \_\_\_\_\_ (to invite) my friend Nina to come home. We \_\_\_\_\_ (to play). She \_\_\_\_\_ (to be) Big Grey Angry Wolf and I \_\_\_\_\_ (to be) Little Red Riding Hood. And who \_\_\_\_\_ (to be) Granny, who lives in the forest. I think we \_\_\_\_\_ (to invite) Kate to come and play with, us too.

Упражнение. Раскройте скобки, используя Future Progressive.

Tomorrow John \_\_\_\_\_ (to get up) at seven. Then he \_\_\_\_\_ (to go) to school. He \_\_\_\_\_ (to have) dinner at one. He \_\_\_\_\_ (to come home) at three. Then he \_\_\_\_\_ (to play) in the yard. After that he \_\_\_\_\_ (to do) his homework.

Упражнение 16. Прочитайте, переведите на русский, подчеркните глаголы в форме Future Simple.

DAVID: What will we do tomorrow?

SUSAN: We'll go into space. We'll see a space school.

DAVID: Will we see computers there?

SUSAN: Certainly we'll do.

DAVID: Will we play computer games?

SUSAN: Yes, we will.

DAVID: Do the pupils write and count at space schools?

SUSAN: No, they don't. The computer counts and types instead.

DAVID: Will we come back tomorrow?

SUSAN: No, we won't.

DAVID: Will we come back in two days?

SUSAN: I hope we will.

Упражнение 17. Прочитайте текст. Раскройте скобки, поставив глаголы в форме Future Simple (Indefinite).

I like to go to school. I have many good friends there. But I like Sundays more. Soon it \_\_\_\_ (1 be) Sunday, and all our family \_\_\_\_ (2 be) at home. I \_\_\_\_ (3 get up) at 9 o'clock, and then I \_\_\_\_ (4 do) my morning exercises and have breakfast together with my parents. After breakfast I \_\_\_\_ (5 help) my mother in the kitchen and my father \_\_\_\_ (6 go) shopping. Then we (7 go) for a I walk in the park or to the cinema.

After dinner my friends \_\_\_\_ (8 come) to me, and we \_\_\_\_ (9 play) together at home or in the yard. In the evening my mother \_\_\_\_ (10 knit), my father \_\_\_\_ (11 watch) a concert on TV and I \_\_\_\_ (12 listen) to music or read a book. I know that I \_\_\_\_ (13 have) a lot of fun next Sunday.

b) Найдите ответы на следующие вопросы. Find the answers to the following questions in the

text and read them aloud:

1. Will all the family be at home on Sunday?
2. When will the boy get up?
3. What will he do in the morning?
4. What will he do after breakfast?
5. Who will come after dinner?
6. What will they do at home or in the yard?
7. What will they do in the evening?
8. The boy will have a lot of fun next Sunday, won't he?

## Тема (раздел) 2

Reward+Prof.-Reading Texts (Elementary). Синтаксис. Слово как член предложения.  
Времена группы Continuous

### Exercise. Составьте предложения в the Past Continuous Tense.

1. I/to go home/at 4 o'clock yesterday.
2. We/to play basketball/at 6 o'clock last Sunday.
3. She/to talk with her friend/for forty minutes yesterday.
4. You/to wash the window/in the afternoon yesterday.
5. Nick/to ride his bike/all the evening.
6. Sheila and Dora/to wait for a bus/for half an hour.
7. They/to prepare for the party/all day yesterday.
8. I/to learn the poem/for an hour.
9. Dick/to paint the walls in his room/from 2 to 6 o'clock last Wednesday.
10. Eve and Tony/to skate/all day last Saturday.

### Exercise. Поставьте глаголы в скобках в правильную форму.

1. Alison ... **(to have)** lunch at two o'clock yesterday.
2. Edward and Henry ... **(to play)** the guitar all the evening.
3. Ben ... **(to run)** in the park in the morning yesterday.
4. I ... **(to speak)** to the manager from three to half past five last Thursday.
5. My grandparents ... **(to drive)** to Poltava at this time yesterday.
6. Lucy ... **(to iron)** clothes from 4 to 6 o'clock last Saturday.
7. You ... **(to sleep)** for three hours in the afternoon.
8. Julia ... **(to listen)** to news at this time yesterday.
9. My mother ... **(to dust)** the furniture when I came home yesterday.
10. We ... **(to play)** on the playground all day last Sunday.

### Exercise. Выберите правильный вариант ответа.

11. Указатели времени, которые используются с прошедшим длительным временем:  
*when, while, as.*  
**While** используется, когда два действия происходит одновременно:  
*While he was playing computer games his sister was speaking on the phone. Когда он играл в компьютерные игры, его сестра разговаривала по телефону,*  
**When** и **as** употребляются, если одно действие в предложении было прервано другим действием:  
*The children were singing when (as) their parents entered the classroom. Дети пели, когда их родители вошли в класс.*
12. I was brushing my teeth when/while my sister was making tea.
13. He was riding a horse when/while the car drove to the stable.
14. Sue was walking along the path as/while it started to rain.
15. You were washing the dishes as/while I was drying them.
16. Kate was speaking to the doctor when/while her mobile telephone rang.
17. We were discussing the film as/while Mary was looking through some magazines.

18. The waiter was carrying the tray when/while he dropped a glass.
19. Sam was crossing the road when/while he saw his friend at the bus stop.
20. Lin and Wendy were preparing for the test as/while the postman knocked at the door.
21. The child was eating soup when/while his mother was making salad.

**Answers:** 1. while; 2. when; 3. as; 4. while; 5. when; 6. while; 7. when; 8. when; 9. as; 10. while.

**Exercise. Дополните предложения when или while.**

1. The boys were playing football... the ball flew into the window.
2. Ronny was painting the fence ... the bucket of paint turned over.
3. Denny was putting a tent... the girls were gathering wood for fire.
4. Rita was sleeping ... the alarm-clock rang.
5. Nelly was peeling potatoes ... her sister was cutting chicken into pieces.
6. Nigel was skiing ... he fell down and broke his leg.
7. They were arguing ... Mrs Elliot entered the room.
8. ... my mother was watching her favourite show on TV, father was making coffee.
9. She was typing a letter ... she found some mistakes.
10. They were driving towards the village ... it started to snow.

**Exercise . Сделайте предложения отрицательными.**

1. The teacher was explaining the exercise to the pupils.
2. Amanda was travelling around Africa at that time.
3. We were having a Music lesson at ten o'clock yesterday.
4. I was doing the shopping yesterday.
5. Martin was visiting his aunt at this time yesterday.
6. The girls were preparing for the concert.
7. They were flying to Wales at 6 o'clock yesterday.
8. It was raining hard all day last Tuesday.
9. Mike and Jess were walking in the park last evening.
10. He was choosing the books in the library then.

**Exercise . Составьте предложения, используя слова в скобках в the Past Continuous Tense.**

11. **Example:** He wasn't reading the newspaper, (magazine) +  
He wasn't reading the newspaper, he was reading a magazine.  
We were looking for apples, (bananas) — We were looking for apples, we weren't looking for bananas.
12. Angela wasn't singing a song, (dance) +
13. I was cooking potatoes, (fish) —
14. The boys were watching a film, (the news) —
15. My mother wasn't washing the dishes, (iron the clothes) +
16. He was building the house, (garage) —
17. They were gathering berries, (mushrooms) —
18. You weren't listening to music, (read the book) +
19. Ben was repairing his bike, (his car) —

**Exercise. Поставьте глаголы в скобках в правильную форму.**

1. You ... (not to listen) to the radio, you ... (to read) the letter from your niece.
2. Clara ... (to take) a bath at nine o'clock yesterday evening.
3. Monica and her friend ... (to have) coffee in the sitting-room.
4. Our Granny ... (not to plant) tomatoes in the garden.
5. Dick ... (to carry) his bag towards the hotel room.
6. Sally and Frank ... (not to decorate) the classroom, they ... (to prepare) a wall newspaper.
7. The professor ... (to give) a lecture but some students ... (not to listen) to him.
8. The nurse ... (not to take) his temperature, she ... (to give) him an aspirin.
9. The train ... (to arrive) at the station at seven o'clock.

10. Olga ... **(not to wait)** for us yesterday evening.

**Exercise. Поставьте глаголы в скобках в правильную форму и прочитайте шутку.**

A man and his wife had a small cafe near the station. The cafe often stayed open until after midnight, because people came to eat and drink there while they ... **(to wait)** for trains. It was midnight one day and all the people left the cafe except one man. That man ... **(not to eat)**, and ... **(not to drink)**. He ... **(to sleep)**. The owner of the cafe and his wife were very tired. The wife looked at the man several times, but he still ... **(to sleep)**. When it was three o'clock in the morning the wife came up to her husband and said, «You have woken this man six times now, Robert, but he didn't leave. Why haven't you sent him away? It's very late». «Oh, no, I don't want to send him away», answered her husband with a smile. «You see, every time I wake him up, he asks for his bill, and when I bring it to him, he pays it. Then he goes to sleep again».

**Answers:** The cafe often stayed open until after midnight, because people came to eat and drink there while they **were waiting** for trains. That man **wasn't eating**, and **wasn't drinking**. He **was sleeping**. The wife looked at the man several times, but he still **was sleeping**.

**Exercise . Сделайте предложения вопросительными.**

1. We were having lunch in the canteen.
2. She was singing a lovely song.
3. You were speaking to your boss.
4. George was sitting in the armchair by the fireplace.
5. Jane and Margaret were going to the airport.
6. The baby was crying.
7. It was getting dark.
8. We were waiting for my cousin.
9. The woman was watching the children on the playground.
10. The tourists were taking photos in front of the palace.

**Exercise . Составьте предложения, используя the Past Continuous Tense.**

1. A man/to fish/on the bank of the river.
2. They/to make notes/during the lecture?
3. She/not to smile/any more.
4. Polly/and her cousin/to have tea.
5. You/to dig/in the garden?
6. Mike/to hang/a picture in the living-room.
7. Sue/not to swim/in the swimming-pool.
8. They/to wait/for the doctor?
9. I/not to look/at the actors.
10. She/to speak/in a friendly way.

**Exercise . Поставьте глаголы в скобках в правильную форму.**

1. ... you ... **(to wash)** the clothes at 4 o'clock yesterday? — No, I .... I ... **(to tidy)** my room at that time.
2. ... Lucy ... **(to do)** the shopping when you met her? — Yes, she ... .
3. ... they ... **(to translate)** the text in the afternoon? — No, they .... They ... **(to prepare)** for the Maths test.
4. ... Alison and Rita ... **(to sit)** in a cafe at three o'clock? — Yes, they ... . They ... **(to eat)** ice cream.
5. ... Steve ... **(to play)** computer games all the evening? — No, he .... He ... **(to do)** his homework.
6. ... Barbara ... **(to sunbathe)** in the morning yesterday? — Yes, she ....
7. ... the children ... **(to help)** their grandparents yesterday? — Yes, they ... . They ... **(to gather)** fruit in the garden.
8. ... you ... **(to sleep)** at four o'clock yesterday? — Yes, I ... .
9. ... Phil ... **(to speak)** to the receptionist when you came into the hall of the hotel? —



No, he .... He ... **(to have)** breakfast in the cafe.

10. ... you **(to pack)** your luggage when the taxi arrived? — No, I ...

**Exercise . Поставьте глаголы в скобках в правильную форму.**

1. Where ... you ... **(to go)** yesterday evening? — I ... **(to go)** to the railway station to meet my uncle.
2. Where ... your sister ... **(to shop)** yesterday morning? — Well, she ... **(to shop)** in a new shopping centre all day yesterday.
3. How long ... they ... **(to prepare)** for the test last Sunday? — They ... **(to prepare)** for the test from 2 to 6 o'clock.
4. What book ... he ... **(to read)** at five o'clock yesterday? — He ... **(not to read)**. He ... (to translate) a short story for his French lesson.
5. What ... Dick ... **(to do)** yesterday evening? — He ... **(to play)** a new computer game all the evening.
6. Why ... Chris and Sam ... **(to laugh)** so loudly? — Because they ... **(to watch)** a comedy film.
7. Who ... **(to sing)** that nice song when we came into the hall? — My friend ... **(to sing)**.
8. Why ... you ... **(to bake)** a cake yesterday morning? — Because I... **(to wait)** for the guests.
9. Whom ... she ... **(to speak)** to when I met her? — She ... **(to speak)** to her coach.
10. Whose car ... Bill ... **(to drive)** yesterday? — He ... **(to drive)** his cousin's car.

**Exercise . Переведите на английский язык.**

1. Что вы делали вчера в пять часов? — Мы готовили ужин и ждали гостей.
2. Куда она шла вчера утром? — Она шла к стоматологу.
3. Какой фильм твой брат смотрел вчера в кинотеатре? — Он смотрел новый фильм ужасов.
4. Где она ждала меня? — Она ждала нас возле театра.
5. Какую статью вы читали вчера? — Я читал статью о новейших научных открытиях.
6. Почему он вел машину так быстро? — Он спешил на вокзал.
7. Когда Том плавал в бассейне вчера? — Он плавал с четырех до пяти часов.
8. Что твой брат делал вчера утром? — Он ремонтировал велосипед вчера утром.
9. С кем Анна разговаривала вчера в 2 часа? — Она разговаривала с секретарем.
10. Что дети делали вчера после уроков? — Они готовились к спортивным соревнованиям.

*Упражнение. Раскройте скобки, поставив глаголы в форму Past Continuous.*

1. While I \_\_\_\_\_ (to copy) the exercise, my friends \_\_\_\_\_ (to describe) a picture.
2. When we came in, the children \_\_\_\_\_ (to clean) their desks.
3. We met her at the bus stop. She \_\_\_\_\_ (to wait) for the bus.
4. Some of the children \_\_\_\_\_ (to ski) while other children \_\_\_\_\_ (to skate). Everybody \_\_\_\_\_ (to have) a lot of fun.
5. When we came the family \_\_\_\_\_ (to get) everything ready for Christmas. Bob and Helen \_\_\_\_\_ (to decorate) the Christmas tree.
6. The girls \_\_\_\_\_ (to feed) the birds in the garden while the boys \_\_\_\_\_ (to make) a bird-house.

*Упражнение. Прочитайте текст, переведите. Подчеркните глаголы в форме Past Continuous. Ответьте на вопрос:*

. Who broke the window ?

At 7 o'clock the match started on TV, so Dad was still watching it at 7.30. Mum was sitting in the kitchen. She was quietly reading a woman's magazine. Rosie was trying on her Mum's clothes in her room. Nick's cousins were listening to rock music. It was very loud so they didn't

hear the crash. At 7.30 the dogs were lying in front of the fire and they were sleeping. Nick went into the garden with his friend to play football. So at 7.30 he was still there.

*Упражнение . Допишите предложения по содержанию текста предыдущего упражнения, используя глаголы в Past Continuous.*

1. When someone broke the window Dad \_\_\_\_\_
2. When Mum heard the crash she \_\_\_\_\_
3. The cousins didn't hear the noise because they \_\_\_\_\_
4. The dogs \_\_\_\_\_ when the noise woke them up. \_\_\_\_\_
5. At 7.30 Nick \_\_\_\_\_

*Упражнение. Дайте краткие и полные ответы на вопросы в Past Continuous.*

Were you going to the cinema at 7 o'clock?

—Yes, I was. I was going to the cinema.

— No, I wasn't. I wasn't going to the cinema.

1. Were you having dinner at 2 o'clock?
2. Was your friend sitting in the yard when you saw him?
3. Was your mother cooking when you came home?
4. Was your sister reading when you called her?
5. Were the children sitting at their desks when you entered the classroom?
6. Were the little children running along the corridor when the lesson began?
7. Were you doing your homework at 7 o'clock last night?
8. Was your father working in the garden when you asked him to dinner?

*Упражнение . Задайте вопросы к предложениям, используя слова и фразы в скобках.*

*Ответьте на вопросы.*

After the lesson Victor was explaining the new rule, (to you)

— Was Victor explaining the new rule to you?

— Yes, he was. He was explaining the new rule to me.

The children were decorating their classroom. (when)

— When were they decorating the classroom?

— They were decorating it after the lessons.

1. When I went into the yard, the boys were playing, (football)
2. When we were playing, Bob was shouting. (loudly)
3. I met Victor in the street. He was running quickly, (where)
4. The weather was fine, the sun was shining, (all day)
5. Nick was watching his little sister in the garden. (why)
6. His sister was helping him to pack his things when I came, (what things)
7. They were cooking dinner at that time, (with whom)
8. I was waiting for him at 3 o'clock yesterday. (where)
9. He was looking for something when I came in. (what)
10. They were laughing when I entered the classroom. (why)

*Упражнение . Спросите друзей, что они делали прошлой субботой в 10 часов утра.*

*Используйте следующие слова и выражения:*

To watch, to listen to, to carry, to look at, to wait for, to explain something to somebody, to work, to sit, to play.

*Упражнение . Вставьте подходящие по смыслу глаголы в форме Past Continuous.*

play swim feed sleep laugh

Yesterday we went to the zoo and saw there a lot of animals. First we went to see the white bears. They \_\_\_\_\_. Then we went to the cage with monkeys. There were a lot of children in front of the cage. They \_\_\_\_\_ because a monkey in the the cage \_\_\_\_\_. After that we went to see the elephant. There was a man there. He \_\_\_\_\_ the elephant. But we \_\_\_\_\_ see much of the lions. They \_\_\_\_\_.

*Упражнение . Из имеющихся слов составьте вопросы к готовым ответам. Все вопросы*

должны быть в *Past Continuous*.

1. Where | the white bears | swimming | were ?  
- In the swimming pool.
2. It | was | raining ?  
- Oh, no. It wasn't. The sun was shining brightly.
3. The elephant | what | eating | was ?  
- Some grass and fruit.
4. What | was | playing with | the monkey ?  
— With a small ball.
5. Were | how many lions | sleeping in the cage?  
— Both of them.

*Упражнение . Дополните вопросы и ответы глаголами в Past Continuous.*

- Mr. Rambler , what \_\_\_\_\_ you \_\_\_\_\_ (do) at 6.30 ?  
— Oh, I \_\_\_\_\_ (read) at that time in my room.  
— Were you? \_\_\_\_\_ you really \_\_\_\_\_ (read)? What \_\_\_\_\_ you \_\_\_\_\_ (read) at that time?  
— A book.  
— Did your friends see you then?  
— No, they didn't. They \_\_\_\_\_ (watch TV).  
— What \_\_\_\_\_ they \_\_\_\_\_ (watch)?  
— Some film. But why?  
— Some people saw a man who \_\_\_\_\_ (try) to kill an elephant at that time. We think it was you.

*Упражнение. Составьте вопросы в Past Continuous. Используйте вопросительные слова в скобках.*

1. Were you watching TV at 11 o'clock last night? (when)
2. We were speaking about books at the lesson. (what, where)
3. After school they were practising a new game. (alternative)
4. When I came, Nick was cleaning his room, (what)
5. He was returning to his camp with a pail of water. (where?)

## Тема (раздел) 6

Reward + Prof.-Reading Texts  
(Pre-Intermediate). Тексты профессиональной тематики. Лексико-грамматические комментарии

Задание. Перевести текст с русского языка на английский ( с английского языка на русский). Составить 10 вопросов по тексту. Пересказать текст.

### Устойчивое развитие

Самое лучшее определение устойчивого развития было представлено в отчете «Наше общее будущее» (также известном, как отчет Брандтлэнда):

«Устойчивое развитие – это развитие, которое отвечает потребностям настоящего без подрыва способности будущих поколений удовлетворять свои потребности».

Таким образом, устойчивое развитие – это способность удовлетворять потребности настоящего, в то же время, способствуя потребностям будущих поколений.

Оно сосредоточивается на двух целях.

1. Повысить качество жизни всех граждан Земли.
2. Прекратить использование природных ресурсов, превышающее способность окружающей среды поставлять их бесконечно.

Экологическое развитие обычно отличается от устойчивого развития в том, что

экологическое развитие отдает предпочтение тому, что его сторонники считают экологической устойчивостью, перед экономическими и культурными соображениями. В дополнение к этому, устойчивое развитие имеет концепции, лежащие в его основе: концепцию «потребностей», в частности, существенные потребности бедного населения мира, которым должно придаваться первостепенное значение; и идею об ограничениях, наложенных состоянием технологической и социальной организации на способность окружающей среды удовлетворять настоящие и будущие потребности. Существует дополнительная сосредоточенность на обязанности настоящего поколения улучшить жизнь будущих поколений путем исправления вреда, нанесенного экосистеме ранее, и сопротивление дальнейшему нанесению вреда экосистеме.

Устойчивое развитие требует действия со стороны государств, правительств и людей мира. Пагубное положение окружающей среды, огромная нагрузка на наши природные ресурсы и огромный разрыв между развитыми и неразвитыми странами делают необходимым применение практических стратегий для разворота этих тенденций в обратном направлении. Всемирная комиссия по проблемам окружающей среды и развитию предложила семь критических целей для политик по окружающей среде и развитию, которые следуют из концепции устойчивого развития:

- возрождающий рост;
- изменение качества роста;
- удовлетворение существенных потребностей, таких как работа, пища, энергия, вода и улучшение санитарных условий;
- обеспечение устойчивого уровня населения;
- сохранение и увеличение ресурсной базы;
- переориентация технологии и управление риском;
- включение и комбинирование экологических и экономических соображений при выработке решений.

Эти рекомендации все ещё действительны; делать дела иначе – опасно и достойно осуждения. Медленные действия были бы пагубны.

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### ***Sustainable Development***

The best definition of Sustainable development was presented by the report *Our Common Future* (also known as the Brundtland Report):

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Sustainable development is thus the ability to meet the needs of the present while contributing to the future generations’ needs. It focuses on two goals:

1. To improve the quality of life for all of the Earth’s citizens.
2. To stop using up the natural resources beyond the capacity of the environment to supply them indefinitely.

*Green development* is generally differentiated from sustainable development in that Green development prioritizes what its proponents consider to be environmental sustainability over economic and cultural considerations. In addition to that, sustainable development has underlying concepts: the concept of ‘needs’, in particular the essential needs of the world’s poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment’s ability to meet present and future needs. There is an additional focus on the present generations’ responsibility to improve the future generations’ life by restoring the previous ecosystem damage and resisting to further ecosystem damage.

Sustainable development requires action on the part of world states, governments and people. The detrimental situation of the environment, the enormous stress upon our natural resources and the huge gap between developed and underdeveloped countries necessitate practical strategies to reverse the trends. The World Commission on Environment and Development suggested seven

critical objectives for environment and development policies that follow from the concept of sustainable development:

- Reviving growth
- Changing the quality of growth
- Meeting essential needs such as for jobs, food, energy, water and sanitation
- Ensuring a sustainable level of population
- Conserving and enhancing the resource base
- Reorienting technology and manage risk
- Including and combining environment and economics considerations in decision-making

These recommendations are still valid; to do things differently is dangerous and condemnable. Slow actions would be detrimental.

Source: Wikipedia

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Словарик к тексту

- sustainable – устойчивый
- to meet the needs – удовлетворять требованиям, отвечать потребностям и т.п.
- to compromise – компрометировать; подрывать; подвергать риску, опасности
- to contribute – делать пожертвования; вносить вклад; содействовать, способствовать
- to focus – фокусировать; сосредоточивать; концентрировать
- capacity – способность; возможность; производительность
- Green development – экологическое развитие
- generally – обычно; как правило; в общем
- to prioritize – отдавать предпочтение; уделять первостепенное внимание
- proponent – защитник; сторонник; поборник
- to consider – рассматривать, обсуждать; думать, полагать, считать;
- environmental sustainability – экологическая устойчивость (термин отображает постоянство экологической целостности и запасов ресурсов окружающей среды)
- considerations – соображения
- underlying – лежащий внизу; лежащий в основе; основной; базовый
- concept – понятие, идея; общее представление; концепция
- in particular – в особенности, в частности
- overriding priority – основная задача, первоочередная задача
- on the part of – со стороны; по вине
- to necessitate – делать необходимым; неизбежно влечь за собой; вынуждать
- to reverse – переворачивать, опрокидывать; давать задний или обратный ход; реверсировать; поворачиваться в противоположном направлении, разворачиваться; изменять на прямо противоположное

Задание. Перевести статью с русского языка на английский, ( с английского языка на русский язык). Составить 10 вопросов по тексту. Пересказать текст.

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#### ▪ **Статья на английском языке — Экономический кризис / Economic crisis**

The current financial crisis has become an earthquake to the world's economic system. Have started in the USA, it has rapidly overcome the boundaries of the States and has spread over the Europe and Asia, bringing unemployment and financial recession along. One can hardly say whether it will last long or is going to

Нынешний финансовый кризис стал настоящим потрясением в мировой экономической системе. Начавшись в США, он быстро преодолел границы государств, и распространился по всей Европе и Азии, повышая уровень безработицы и финансовую депрессию. Трудно сказать, долго ли он продлится

slump. The following remains obvious, if we don't want its recurrence in future, we should investigate its root causes now.

The world economic system endures times of prosperity as well as followed by inevitable declines. The circulating scheme is characterized by the rise of manufacturing and it is following recession, thus permitting to keep to the world financial and economic balance order. No one in the world was ready to take the burdens of the economic crisis on the shoulders and to resist its unpredictable consequences. In spite of the fact, almost everybody understood how important it is to examine the reasons of it.

In my opinion there are several important factors to discuss, which obviously have affected the present economic situation. First of all it is the spendthrift lending or, in other term, the so-called housing price bubble. Every family buying a house can take a loan from the bank, which should be given back. In order to return money to the bank, the family first of all should take the house it can afford. Otherwise it will not be able to pay the money back. In the recent years the prices on real estate have been so high and raising so quickly like a bubble. It has resulted in the fact that people started taking loans, which they can't pay off. Many banks' borrowers got unable to make their mortgage payments. As a result, the mortgage market was undermined.

This was just the beginning. One of the consequences was the fall of prices on real estate. The institutions and businesses depending on real estate prices or making money on real estate underwent the risk and suffered losses. To such companies belong Freddie Mac and Fannie Mae. It

или пойдет на спад. Совершенно очевидно то, что если мы не хотим его повторения в будущем, мы должны исследовать его причины сейчас.

Мировая экономическая система переживает как времена процветания, так и последующее неизбежное снижение. Система циркуляции характеризуется ростом производства, который следует после спада, что позволяет держать в норме мировой финансовый и экономический баланс. Никто в мире не был готов взять бремя экономического кризиса на свои плечи и противостоять его непредсказуемыми последствиями, несмотря на тот факт, что почти все понимали, как важно изучить его причины.

На мой взгляд, есть несколько важных факторов для обсуждения, которые, очевидно, повлияли на нынешнюю экономическую ситуацию. Прежде всего, это расточительное кредитование или, другими словами, так называемый пузырь цен на жилье. Каждая семья, покупая дом, может взять кредит в банке, который должен быть вовремя возвращен. Для того чтобы вернуть деньги в банк, семья, в первую очередь, должна выбирать для себя дом, который они могут себе позволить. В противном случае они не смогут вернуть деньги. В последние годы цены на недвижимость были такими высокими и так быстро росли, как мыльный пузырь. Это привело к тому, что люди начали брать кредиты, которые не могли отдать. Многие заемщики были не в состоянии оплатить свои ипотечные кредиты. В результате рынок ипотечного кредитования был подорван.

Это было только начало. Одним из последствий стало падение цен на недвижимость. Организации и предприятия, которые зависели от цен на недвижимость и зарабатывали деньги на недвижимости подверглись риску и понесли потери. Для таких компаний,

was the blow to the financial system in general, which led to the problems in other pecuniary stocks. This process, started with the bank system and led to the banking liquidity crisis, affected all financial and economic sectors of business all over the world.

как принадлежащих Freddie Mac и Fannie Mae, это был удар по финансовой системе в целом, что привело к проблемам в других денежных запасах. Этот процесс начался с банковской системы и привел к кризису банковской ликвидности, затронул все финансовые и экономические секторы бизнеса по всему миру.

Another reason of the present economic crisis is the unrestricted emission of American dollars. The emission of the most wide-spread world currency was strictly controlled by the government of the USA. Each dollar had gold equivalent in the gold reserve of the States. Purchasing capacity of it corresponded to the quantities of products manufactured. That's not how things stack any more up today. As a result while the USA was loosing its positions on the world market, the dollar was weakening in the world.

Другая причина нынешнего экономического кризиса является неограниченное распространение американских долларов. Эмиссия самых распространенных мировых валют строго контролировалась правительством США. Каждый доллар был золотым эквивалентом золотому запасу государства. Его покупательная способность соответствовала количеству выпускаемой продукции. Сегодня все складывается совсем иначе. В результате, пока США теряет свои позиции на мировом рынке, доллар слабеет в мире.

To sum it up one can say that the root cause of the current economic crisis lie in the ineffective policies of the economic and financial sectors of the leading and developing countries in the world. One should take into account the root causes to oust its re-occurrence in future.

Подводя итог можно сказать, что основная причина нынешнего экономического кризиса лежит в неэффективной политике финансового и экономического секторов ведущих и развивающихся стран мира. Следует учитывать причины кризиса, чтобы избежать его повторного возникновения в будущем.

## Тема (раздел) 7

Reward

+

Prof.-Reading

Texts

(Pre-Intermediate). Особенности перевода текстов бытового содержания. Деловая корреспонденция. Язык делового общения

Задание в упражнениях.

### THE TWO GIFTS

(after O'Henry)

Jim and Della were very poor. They lived in New York In a small room on the top floor of a high building. Jim was twenty-two years old, Della was twenty-one.

Both husband and wife worked very hard, but there never was any money in the house; for all they got went to pay the grocer, the bother, and the baker. And the rent was \$8 a week.

And yet they owned two treasures of which they were very proud. These treasures were—Jim's gold watch, which he received from his father, and Della's beautiful hair.

It was the eve of New-Year's Day. Della wanted to give Jim a present. She counted her money. One dollar and eighty-seven cents. That was all she had. Only \$1.87 to buy a present for Jim. So she sat down on the sofa and wept. Suddenly she got up and went to the looking – glass. Her eyes shone brilliantly. Quickly she undid her hair. It reached below her knees and covered her like a cloak. And then she did it again quickly and nervously. She put on her old brown hat. Then she ran out of the door and down the stairs to the street.

She stopped before a sign and read the words: “M-me Sofranie. Hairgoods of all kinds”. Then she entered the shop. She saw Madame sitting at the counter. She was fat and red cheeked.

“Will you buy my hair?”, asked Della.

“Let me see it,” said Madame.

Della took off her hat and undid her hair.

“Twenty dollars”, said Madame, lifting the mass of Della's golden hair with a practiced hand.

“Give me a money”, said Della...

The next two hours were like a happy dream. Della hurried from shop looking for Jim's present. She found it at last. It was a watch chain for which she paid \$21. And then she hurried home with the chain and the remaining 87 cents.

Jim was not at home. Della got out of curling irons and lighted the gas and went to work. In forty minutes her head was covered with tiny curls. She looked like a schoolboy. She said to herself: “I hope Jim not kill me. But what could I do – oh, what could I do with one dollar and 87 cents.

At seven o'clock the coffee was ready. Della sat waiting for Jim. She heard his steps on the stairs, and she turned white for jus one moment. The door opened and Jim entered the room. He looked thin and very serious... and suddenly Jim stopped. His eyes were fixed upon Della, and there was an expression in them that terrified her.

“Jim, darling! She cried, “don't look at me like that: I sold my hair because I wanted to give you present. My hair will grow again. It grows very fast. Say ‘A Happy New Year’, Jim, and let us be happy. You don't know what a beautiful present I have for you”.

Jim sighed. He drew a package from his overcoat pocket and threw it on the table.

“If you open that package, you will understand,” he said.

Della took off the paper and string. There lay the beautiful combs that Della saw in a Broadway shop window. Now they were hers, but her hair was gone.

Suddenly Della jumped and cried:

“Oh, Jim, I shall give you your beautiful present.” She held it out to him upon her open palm.

“Isn't it a beautiful chain? Give me your watch: I want to see how it looks on it.”

Jim did not obey. He fell on the sofa and put his hands behind his head and smiled.

“Della”, said he, “I sold the watch to get the money to buy your combs. Is the coffee ready?”

### Exercises

#### I. Перевести с помощью словаря:

gift the

top floor

both ... and

work hard

all they got

grocer

butcher

baker

rent

own

treasure

be proud

eve

suddenly



shine (shone, shone)  
undo (undid, undone)  
knee  
cover  
do up (did, done)  
nervously  
sign  
hairgoods  
counter  
at last  
remain  
curling irons  
tiny  
curls  
look like  
hope  
turn white  
be fixed  
expression  
terrify  
like that  
let us be  
sigh  
draw (drew, drown)  
package  
string  
lie (lay, lain)  
comb  
her hair was gone  
hold out (held, held)

**II. Найти в тексте и выписать английские эквиваленты следующих слов и словосочетаний:**

мужчина и женщина много работали; золотые часы; золотистые волосы; канун Нового года; покупать подарок; зеркало; она распустила волосы; она причесала их; одеваться; она вошла в магазин; продавать, покупать; счастливый сон; искать подарок; через сорок минут; крошечные локоны; она была похожа на школьника; не смотри на меня так; они (волосы) растут очень быстро; он вынул пакет; красивый гребешок.

**III. Перевести следующие предложения:**

1. Джим и Делла были очень бедными.
2. И муж, и жена работали очень много.
3. Они владели двумя сокровищами: этими сокровищами были золотые часы и прекрасные золотистые волосы Деллы.
4. Был канун Нового года.
5. Делла хотела сделать подарок Джиму.
6. Она продала свои прекрасные волосы, чтобы купить ему цепочку для часов.
7. Джим продал свои часы, чтобы купить ей красивые гребёнки, которые Делла видела в витрине магазина на Бродвее.

**IV. Выразить согласие или несогласие со следующими утверждениями. При необходимости исправить неверные варианты:**

*I'm afraid that's wrong.* Боюсь, что это неверно.

*That's not quite true to the fact.* Это не совсем соответствует факту.

*That's (quite) right.* Совершенно верно.

*According to the story... Согласно рассказу...*

1. Jim and Della lived on the ground floor a low building.
2. Jim was forty-three years old, Della was forty-one.
3. Jim and Della were brother and sister.
4. Jim was proud of his silver watch which he had got from his mother.
5. Della took off her new brown jacket and undid her hair.
6. Madam Sofronie was a young woman, thin and pale, she was standing at the counter when Della entered the shop.
7. Della sold her hair because she wanted to buy a new watch for Jim.

**V. Ответить на вопросы:**

1. Where did Jim and Della live?
2. How old was Jim and how old was Della?
3. Why was there never any money in the house?
4. What were their "treasures"?
5. What did Della want to give Jim?
6. Why did she weep?
7. What did Della do to get some money?
8. What did she buy?
9. What did she do when he came home?
10. What did she look like in forty minutes?
11. What did Della say when Jim saw her?
12. What did Jim buy for her?
13. Could she use the beautiful combs?
14. Why did Della want to see Jim's watch?
15. Did Jim give her his watch? Why?

**VI. Пересказать текст:**

1. от имени Делли;
2. от имени Джима.

**Тема (раздел) 3**

Reward+Prof.-Reading Texts (Elementary). Времена группы Perfect. Согласование времен

1. Выполнение упражнений на времена группы Perfect.
2. Перевод текста с русского языка на английский (с английского языка на русский язык).

Примеры задания 1.

Упражнение 1. Употребите **already** или **yet**. В некоторых случаях возможны оба варианта.

1. Has your new office furniture arrived ..... ? 2. I haven't met our new secretary ..... 3. Have you ..... finished breakfast? 4. They haven't got married ....., but they have ..... signed the contract. 5. The film festival hasn't begun ....., but we have bought the tickets ..... 6. It has ..... stopped raining. 7. Has it stopped snowing ..... ? 8. – I have ..... paid all my bills . – And I haven't done it ..... 9. – Have you seen the new movie ..... ? – Yes. We have ..... seen it. 10. Has Michael left for work ..... ? 11. – I'm half an hour late ..... – Don't worry. 12. – I've ..... had coffee, thank you. – But you haven't tasted my apple pie ..... 13. So, have you ..... got those faxes? 14. – Have you heard the latest new ..... ? – Yes, Dick has ..... told me about it. 15. – Has she spoken to you ..... ? – Yes, we've ..... discussed everything.

Упражнение 2. Употребите **for** или **since**.

1. Mrs. Honey has been a teacher ..... thirteen years. 2. My father has had this car ..... half a year. 3. We have known each other ..... 2004. 4. I haven't heard from her ..... a long time. 5. They haven't had news from home ..... May. 6. The astronauts have been in space ..... a year already. 7. She has had a toothache ..... ten years. 9. The tourists have been in Russia ..... a week. 10. He has loved her ..... he first saw her. 11. She has been

interested in Art ..... she visited Paris. Dick has been able to count and read ..... he was three years old. 13. He hasn't been anywhere ..... he got into hospital. 14. I have known her ..... my babyhood. 15. He has been in this business ..... he came back from the Army. 16. He has owned this firm ..... ten years.

Упражнение 3. Раскройте скобки, употребляя глаголы в Past Perfect.

1. It was warm and sunny. Spring (come) at last! 2. It snowed yesterday just as the weatherman (promise). 3. Nobody lived in the village. Tsunami (destroy) it. 4. He bought a video camera yesterday. He (dream) of it for so long. 5. The child felt much better now. The doctor (give) it some medicine. 6. Her name was Apple. Her parents (call) her so. 7. They realized that times (change). 8. He couldn't believe that he (achieve) everything, that he (make) a good career. 9. He (live) in Samara before he came to St. Petersburg. 10. By the time the children returned home from school, Mother (cook) dinner. 11. He was upset. He (lost) his mobile phone again. 12. She couldn't believe that he (forget) to congratulate her on her birthday. 13. The composer sang the song which he (write) many years before. 14. He was going to tell the detective some facts which he never (tell) anyone. 15. They were discussing the information they (manage) to get.

Упражнение 4. Раскройте скобки, употребляя глаголы в Past Perfect.

1. It was warm and sunny. Spring (come) at last! 2. It snowed yesterday just as the weatherman (promise). 3. Nobody lived in the village. Tsunami (destroy) it. 4. He bought a video camera yesterday. He (dream) of it for so long. 5. The child felt much better now. The doctor (give) it some medicine. 6. Her name was Apple. Her parents (call) her so. 7. They realized that times (change). 8. He couldn't believe that he (achieve) everything, that he (make) a good career. 9. He (live) in Samara before he came to St. Petersburg. 10. By the time the children returned home from school, Mother (cook) dinner. 11. He was upset. He (lost) his mobile phone again. 12. She couldn't believe that he (forget) to congratulate her on her birthday. 13. The composer sang the song which he (write) many years before. 14. He was going to tell the detective some facts which he never (tell) anyone. 15. They were discussing the information they (manage) to get.

Упражнение 5. Дополните следующие предложения согласно образцу. Используйте данные в скобках слова.

— Did your parents go to the country with you last weekend? (the weekend before)

— No, they didn't. They had gone there the weekend before.

1. Did your mother take a day off last week? (the week before). 2. Did the children go skiing on Sunday? (the Sunday before) 3. Did Martin eat at a restaurant yesterday evening? (the evening before) 4. Did your pupils see a movie last Saturday night? (the night before) 5. Did you and your friends have a picnic last Sunday? (the Sunday before) 6. Did Helen have a birthday party last night? (the night before) 7. Did they have their last exam yesterday? (the day before) 8. Did he fly to the Bahamas last weekend? (the weekend before) 9. Did you go shopping last Saturday? (the day before) 10. Did your relatives visit you on Sunday? (the Sunday before) 11. Did your workmates discuss politics at the office on Friday? (the day before) 12. Did he put his car in the garage last night? (the night before).

Упражнение 6. Раскройте скобки, употребляя глаголы в Future Perfect.

1. Next year is Fred and Kate's 10-th wedding anniversary. They (be) happily married for ten years. 2. The train (to leave) by the time the couple get to the station. 3. I (finish) my chemistry homework before Jillian comes home. 4. This test is so difficult, that I (not/complete) it in a day's time. 5. I won't see Molly on the 1st of August since I (go) to the South by that time. 6. Before Lisa arrives, I (cook) dinner. 7. The commission (come) to a definite decision by the end of the day. 8. By the time I get up tomorrow morning, the sun already (rise). 9. By the end of this year he (save) enough money. 10. They (make) a decision by next Friday. 11. I (pass) my driving test by the end of next month. 12. By the time we get to the airport, his plane (arrive). 13. I hope they (repair) this road by the time we come back next summer.

Примеры задания 2.

**FORMAL AND INFORMAL EDUCATION**

Education includes different kinds of learning experiences. Education is the ways in which people learn skills, gain knowledge and understanding about the world and about themselves. There are two types of education – formal and informal.

Informal education involves people in learning during their daily life. For example, children learn their language simply by hearing and by trying to speak themselves. In the same informal manner they learn to dress themselves, to eat with good manners, to ride a bike or to make a telephone call. Education is also informal when people get information or learn skills on their own initiative without a teacher. To do so they may visit a book shop, library or museum. They may watch a television show, look at a video tape, or listen to a radio programme. They do not have to pass tests or exams.

Formal education is the instruction given at different kinds of schools, colleges, universities. In most countries people enter a system of formal education during their early childhood. In this type of education, the people, who are in charge, decide what to teach. Then learners study those things with the teacher at the head. Teachers expect learners to come to school regularly and on time, to work at about the same speed as their classmates, and to pass tests and exams. Learners have to pass exams to show how well they have progressed in their learning. At the end of their learning learners may earn a diploma, a certificate, or a degree as a mark of their success over the years.

The school systems of all modern nations provide both general and vocational education. Most countries also prefer special educational programs for gifted or for physically or mentally handicapped children. Adult education programmes are provided for people who wish to take up their education after leaving school. Most countries spend a large amount of time and money for formal education of their citizens.

1. **Answer the following questions.**

1. What is informal education?
2. What is formal education?
3. Where do we get informal education?
4. Do we have to pass tests and exams in formal education?
5. What are the differences between the formal and informal education?

2. **Translate the following sentences from Russian into English.**

1. Образование – это способы, при помощи которых люди обучаются различным навыкам, получают знания о себе и окружающем мире.
2. Люди вовлекаются в неофициальное образование в течение их повседневной жизни.
3. Иногда люди по своей собственной инициативе учатся различным навыкам или получают информацию о чем-нибудь.
4. Официальное образование можно получить в различных школах, колледжах и университетах.
5. Учащиеся должны регулярно посещать школу, приходить вовремя.
6. Они также должны сдавать экзамены, чтобы показать, чему они научились.

2. **Read the text and do the activities below.**

### EDUCATION IN BRITAIN

Many British children start school at the age 3 or 4 if there is a play school near their house. All children start primary school by the age of 5. Some parents pay for their children to attend a private school but all children have the right to go to a state school which is free.

Later they will go to a secondary school until they are 16 or 18. Some students choose to continue their further education at a university or polytechnic where they can study academic subjects. Other students choose to go to a college where they can study more practical subjects like art or engineering.

1. **Translate the following words into English.**

бесплатный, игровая школа, средняя школа, дальнейшее образование, начальная школа, иметь право, частная школа

2. ***Answer the questions.***

1. What is the first school a child can attend?
2. If a child is 8 years old what sort of a school is he / she attending in Britain?
3. Is it necessary to pay to attend state school?
4. At what age does a student leave secondary school?
5. Where does someone go to study history?

3. ***Read the text and answer the questions below. Write down the summary of the text.***

### **GENERAL AND VOCATIONAL EDUCATION**

General education aims at producing intelligent, responsible, well-informed citizens. It is designed to transmit a common cultural heritage rather than to develop trained specialists.

Almost all elementary education is general education. In every country primary school pupils are taught skills they will use throughout their life, such as reading, writing and arithmetic. They also receive instruction in different subjects, including geography, history, etc. In most countries almost all young people continue their general education in secondary schools.

The aim of vocational education is primarily to prepare the students for a job. Some secondary schools are vocational secondary schools, where students are taught more technical subjects, such as carpentry, metalwork and electronics. Technical school students are required to take some general education courses and vocational training. Universities and separate professional schools prepare students for careers in such fields as agriculture, architecture, business, engineering, law, medicine, music, teaching, etc.

***Answer the questions.***

1. What is general education? Where do we get general education?
2. What is the aim of vocational education? Where can we get vocational education?
3. What is the difference between general and vocational education?
4. ***Read the text and do the activities below.***

### **UNIVERSITY LIFE IN BRITAIN**

The University of Oxford is a collection of colleges. Some of these colleges were founded hundreds of years ago. "The University" is only an administration centre which arranges lectures for all the students of the colleges, holds examinations and gives degrees.

Every college has students of all kinds; it has its medical students, its engineers, its art students, etc.

The Tutorial system is one of the ways in which Oxford and Cambridge differ from all other English universities. Every student has a tutor who plans his work. Each week some students come to see him and he discusses with them the work which they have done. This system has its own advantages.

The academic year in England is divided into three terms, which usually run from about 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.

Terminal examinations are held at the end of the autumn, spring and summer terms. Final examinations are taken at the end of the course of studies. If a student fails in an examination he may be allowed to take the exam again. Only two re-examinations are usually allowed. For a break off discipline a student can be fined a sum of money, for a serious offence he may be expelled from the university.

British universities usually keep to the customs of the past. Upon graduation at Oxford University all the students have to wear long gowns and "students' caps".

1. ***Translate the following words and word-combinations into English.***

проводить экзамены, семестр, исключать, пересдача, система наставничества, учебный год, основан, провалить экзамен, серьезный проступок, организовывать лекции, нарушение дисциплины, выпуск, наставник.

2. ***Say whether the following statements are true or false.***

1. Every university in Britain has a tutorial system.
2. The academic year in England is divided into 2 terms.

3. The University of Oxford consists of one big university.
4. Final examinations are taken at the end of the course of studies.
5. If a student fails at his exam, he is expelled. He can't have reexaminations.

**5. Read the text and translate it.**

**AN AMERICAN COLLEGE / UNIVERSITY**

The period of study in an American college or university is four years. Each year comprises two terms or semesters. The first, or fall term, usually begins the last week of August and continues until the middle of December with approximately four weeks intermission for the Christmas holidays.

The second semester begins in January and continues until the end of May. The students are usually given three to five days for the Easter holidays. In addition to the regular academic year, many colleges offer courses of study during the summer months. These sessions are attended by students who are interested in making up the coursework or by those who would like to accelerate their program.

The average student is expected to take 15 or 16 credits each semester. In this way he may earn 32 credits during the academic year. When the student has accumulated more than 30 credits he passes to the next class and becomes a second-year student or sophomore. After a student has successfully completed four years of study and acquired 124 or 150 credits he becomes a candidate for the degree of Bachelor of Art or Bachelor of Science and is ready for graduation.

**1. Translate the following words and word-combinations into English.**

включать в себя, бакалавр наук, средний, зачет, перерыв, помимо, студент-второкурсник, пасхальные каникулы, окончание учебного заведения, осенний семестр, приобрести, бакалавр искусств, ускорять, рождество, успешно.

**2. Answer the questions.**

1. How long do American students study at college?
2. How many terms are there in an academic year?
3. Who is a sophomore?
4. How many credits do the students have to get to pass to the next class?
5. What degrees can students get at the end of their education?

**8. Make up the table comparing the educational systems in Russia, the UK and the USA.**

**9. Read the text and do the activities below.**

Vocabulary notes

*applicant* – абитуриент

*principal* – директор

*department* – отделение

*monitor* – староста

*student membership card* – студенческий билет

*student record book* – зачетная книжка

*library card* – читательский билет

*to cope with the work* – справляться с работой

*to lag behind the group* – отставать от группы

*to fail at the exam* – провалиться на экзамене

*society* – общество, кружок

*to pass entrance exams* – сдать вступительные экзамены

**6. Read the text about British universities and find out how they are governed; how they choose their students; how the studies are organized.**

**UNIVERSITIES**

Today there are 89 universities in Britain, compared with only seventeen in 1945. They fall into four broad categories: the ancient English foundations, the ancient Scottish ones, the "redbrick" universities and the "plate-glass" ones.

**13<sup>th</sup> – 14<sup>th</sup> centuries** – the ancient English universities (Oxford and Cambridge)

**15<sup>th</sup> – 16<sup>th</sup> centuries** – the ancient Scottish universities (St Andrews, Glasgow, Aberdeen,

Edinburgh)

**19<sup>th</sup> century** – “redbrick” universities in the industrial centres (Birmingham, Nottingham, Newcastle, Liverpool, Bristol)

**20<sup>th</sup> century the 60s**– “plate-glass” universities (Sussex, Kent, East Anglia)

**The 90s** – former polytechnics adopted a university title

All British universities are private institutions. Each has its own governing council, including some local business people and local policeman as well as a few academics. The state began to give grants to them 60 years ago. Students have to pay fees and living costs, but every student may obtain a personal grant from local authorities of the place where he lives. This is enough to pay his full costs, including lodging and food but the amount depends on the parents’ income. If the parents do not earn much money, their children will receive a full grant that will roughly cover all the expenses.

Students studying for first degrees are known as “undergraduates”. New undergraduates in some universities are called “freshers”. They learn a new way of studying which is different from that of school. They have lectures, there are regular seminars, at which one of the students reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. The students also see a tutor alone to discuss their work and their progress. Such tutorials take place once a week.

**The Bachelor’s degree.** After three or four years (depending on the type of the university) the students will take their finals. Those who pass examinations successfully are given the Bachelor’s degree: Bachelor of Arts (BA) for History, Philosophy, Language and Literature and sometimes Social Studies of Theology; or Bachelor of Science (BSc) or Commerce or Music. About 15 % of students who start at universities leave without obtaining a degree, some of them after only one year.

**The Master’s degree.** The first postgraduate degree is normally that of Master: Master of Arts (MA); Master of Science (MSc). In most universities it is only in the science faculties that are large numbers of students stay to do postgraduate work.

**Doctor of Philosophy (PhD)** is the highest degree. It is given for some original research work which is an important contribution to knowledge.

## **Тема (раздел) 1. Направления профессиональной деятельности**

### **CASE.**

Peter Jones, the enthusiastic, newly-appointed production manager at Jones Furniture Factory, looked somewhat disturbed as he went for lunch last Friday. "I can't understand it", he told Betty Smith, his personal assistant, "three people gave in their notice this morning".

"What's it about then?" asked Betty anxiously - her future depended on Peter's success.

"You remember, Betty, that we saw those management consultants last week. They told me on Monday that all this 'hand-made' furniture was a load of rubbish, really. We could turn out a great many more chairs at lower cost -they might look alike, but that's a risk I'm prepared to take.

"Well, we got this expert to time the staff when they weren't looking and he thinks we can halve the times. I sent him down on Tuesday to show the workers exactly how to do the job, so they don't make a mistake. We must keep up the quality as well as quantity. Tony Harris, who's been here donkey's years gave his notice in first. I rather thought he would - the "craftsman" type, but what shook me was Frank Watts and Dick Morris - both young lads!"

"You'd better have a stiff drink, now," advised Betty.

1. What is the case study about?
2. Describe Peter Jones.
3. Why is Peter Jones worried?
4. How many people have given in their notice on one morning?
5. Who told Peter that the hand-made furniture was "a load of rubbish"?
6. What did the management consultants advise him to do?
7. Who timed the workers? In his opinion, were the workers working fast enough?
8. What happened when the workers were shown how to do the job in half the time?

9. Who gave in his notice first? and second?

10. If you were Peter Jones, what would you do? What advice should Betty give him?

**Тема (раздел) 2. Функциональные обязанности, квалификации, компетенции  
CASE.**

**Job Vacancy**

An expanding firm of insurance brokers wants to recruit a customer services assistant for its front counter. It has put the following display advertisement in a newspaper.

**CUSTOMER SERVICES ASSISTANT**

Young customer service assistant needed for front counter in friendly insurance broker's office.

You will be the sort of person who likes a varied and busy day. You will find yourself handling telephone and personal enquiries and our electronic terminals; advising customers on the range of services we offer; and handling cash and cheques. In addition you will carry out routine office and general word processing duties.

We are looking for someone who is 18+, with a good educational background in English and Mathematics, and accurate Keyboarding. Full training will be given in our word processing and database systems - Word and Access. You will need to have a pleasant, outgoing personality and be capable of working as a member of a team whose work load can be quite hectic at times.

In return, we provide an attractive salary, a yearly bonus, free life insurance, profit-sharing pension scheme, and 20 days annual holiday.

We are an equal opportunities employer. The firm received three replies.

**Amanda Johnson**

**Age:** 18

**Education:**

Comprehensive School

**Qualifications:**

GCSE English B

GCSE Maths C

**Keyboarding speeds:**

30wpm

**Hobbies:**

Swimming

Carpentry

**Singh Anand**

**Age:** 20

**Education:** College of Technology

**Qualifications:** A level English BTEC Diploma in Business and Finance

**Keyboarding speeds:** 60wpm

**Hobbies:** Computers, Volleyball

**Natalie White**

**Age:** 19

**Education:** Private Schools

**Qualifications:** GCSE English C GCSE Maths F

**Keyboarding speeds:** 40wpm

**Hobbies:** Horse riding, scuba diving

All three applicants were called in for an interview. During the interviews, the owner of the firm made the following notes:

*Amanda Johnson:* Very hesitant. Never looks you straight in the eye. Dirty fingernails.

*Natalie White:* Very pleasant manner, smiles a lot, expensive clothes.

*Singh Anand:* quiet, but confident, rather serious.

1. What is the Case Study about?
2. What sort of a person is a customer services assistant?
3. Is his/her pleasant outgoing personality and ability to work as a team more important than



- his/her educational background? Why?
4. What is meant by the words 'we are an equal opportunity employer'?
  5. What are the advantages and disadvantages of the first applicant, Amanda Johnson'.
  6. What are the advantages and disadvantages of the second applicant, Singh Anand?
  7. What are the advantages and disadvantages of the third applicant, Natalie White?
  8. In your view which applicant (if any) should be given the job? Give your reasons.
  9. Should the post be re-advertised? Explain why?
  10. If a temporary appointment were made for front counter work, which applicant would be best suited to deal with the clients?

**Тема (раздел) 10. Личные и профессиональные качества современного специалиста**  
**CASE .**

**Change of Ownership**

Martin worked as a fork-lift-truck driver in a small distribution firm. His basic wage for a 40-hour week was £4 an hour. Except when he was on his annual three-week holiday, he also worked an average of three hours overtime a week. The rate for overtime was time and a half. When a much bigger company took over the firm, the workers feared that some of them would lose their jobs and be made redundant. Rumours swept through the firm that wages were going to be cut.

**Management Proposals**

Nothing happened for a while, but then the new management called a meeting with the shop stewards. Management explained their proposals for a new wages structure.

Shortly after that, all workers received a letter describing the new scheme. Further details were given in the works newsletter that had just been started.

Martin found that he would now be paid an annual salary of £8,300 a year for a 40-hour week. No overtime would be worked.

In addition, he would receive a guaranteed bonus of 10 per cent, and even more if he exceeded his productivity target.

There would also be a company-wide productivity bonus, linked to the company's total performance. This bonus ranged from £50 to £250 a year in the new owner's other branches.

All the workers had been asked to vote on the new proposals. Martin didn't want to vote just as his union told him. so he decided to work out for himself how the wages offer would affect him.

1. What is the case study about?
2. What sort of a job did Martin have?
3. How much was his basic wage for a 40 hour week?
4. Did he work overtime? How much overtime, on average, did he work?
5. What was the rate of pay for overtime?
6. When a much bigger company took over the firm what fears did the workers have?
7. What sort of rumours swept through the firm?
8. Under the new system what was Martin's new annual salary for a 40 hour week?
9. Would he be able to work overtime in future?
10. Under the new system how much bonus was he guaranteed? Could he get even more if he exceeded his productivity target? Would you advise Martin to vote for the new system?

**CASE.**

Harry Hall was a little surprised when Peter Robinson, the Chief Draughtsman of the company, sent for him. Harry was a quiet, hard working rather self-effacing young man, but he had had an idea about a problem that had been worrying the designers of the new centrifugal pump for some time. 'Sit down Harry' said Robinson in a kindly fashion, 'take the weight off your feet lad'.

Robinson shuffled the papers in front of him. 'First I'd like to say how pleased I was to read that piece about you in the Advertiser last week. Anyone who could swim thirty lengths for charity deserves a real pat on the back, and I'm glad the company's name got mentioned as well. Reflects great credit on you.' Harry blushed and got up to go. 'Just a moment! Robinson added,

'there's just this matter of this piston ring. I hear you have been over to Design about this one.'

'We're a happy team in this department Harry, all working together, but there's one rule I like my team to follow: we all pull together, and everything we do I want to know about - after all you wouldn't like me to talk about you behind your back. It's something I'd never do. If changes are needed to that position, Design will come to us, and I will decide who'll tackle the job. Naturally, in view of your interest, I think I'd get you to look at it, and then talk it over with me, and we'll put it up as a departmental idea, under my signature, to give a stamp of authority as it were. How's that?'

Harry was upset, although he did not show it. After all, he thought, this idea of his could save the company money, and it was his idea.

1. What is the case study about?
2. What sort of a person was Harry Hall?
3. Describe the Chief Draughtsman, Peter Robinson.
4. In what way had Harry supported local charity recently?
5. Had his name appeared in the local press? Was his company mentioned?
6. What sort of an idea had Harry got about the new centrifugal pump?
7. Was his boss Peter Robinson pleased that Harry had already approached the Design Department on his own initiative?
8. When Robinson suggested that Harry should talk it over with him and they could put it up as a departmental idea why was Harry upset?
9. If Harry ignored Robinson's advice could he put his idea up through the company suggestion scheme?
10. What would Robinson's reaction be if Harry did not comply with his advice? How could this matter be best resolved?

### **Тема (раздел) 13. Иноязычная профессиональная деятельность на предприятии / в компании**

#### **CASE.**

The Board of Directors are meeting to discuss the appointment of a new Overseas Sales Manager. The incumbent, Larry Wells, has been invited to the Board as Sales Director, and this is his first Board meeting. There are two names which have been put forward for the post:

Wolfgang Schwartz-11 years with the Corporation - present position Maintenance and Components Division Manager - 49 years of age -previously with General Motors.

Jim Lazarus - 6 years with the Corporation - present position Personal Assistant to Overseas Sales Manager (Larry Wells until now) - 32 years of age-previously in the RAF - helicopter pilot-short service commission.

Geoff Daly supports Jim Lazarus for the position and mentions that his nominee personally designed the modified skirt on the military version of (the hovercraft which is now in production. Jim was Daly's PA before he was transferred to Larry Wells.

Tim Feather, one of the founders of the firm, favours Wolfgang Schwartz. This comes as no surprise to the other directors. Schwartz is his son-in-law. Feather only owns 10% of the voting shares now but his children own another 15% through a trust he has set up in their favour.

Larry Wells takes to his directorial role like a duck to water.

"My vote would go to Wolfgang too, Mr Chairman," he says. "I admit he's less of an ideas man than Jim but he's developed a good team on the Maintenance side and I know my boys would get on well with him."

Daly has not given up by any means.

"Yes, but what about Wolfgang's health," he asks, "after that heart attack last year? Will he be fit enough to travel all over the world? No one knows better than you Larry how much traveling is involved."

1. Do you believe in internal promotion at work?
2. What job did Larry Wells do before his promotion to Sales Director?
3. How many candidates have been put on the short-list for the post of Overseas Sales

Manager?

4. What are the candidates' names?
5. What age difference is there between the candidates?
6. Generally do you prefer the older candidate or the younger candidate? Why?
7. Why does Tim Feather favour Wolfgang Schwartz?
8. Do you believe in nepotism?
9. What sort of a health problem does Wolfgang Schwartz have and how would this affect his work as Ova-seas Sales Manager?
10. Why does Geoff Daly support Jim Lazarus for the post?

### **Тема (раздел) 15. Подготовка и участие в профессиональной дискуссии**

#### **CASE.**

#### **NIVEA**

NIVEA is a well-known brand made by Beiersdorf, a global company specialising in skin and beauty care. Beiersdorf aims to delight its consumers with new skin and beauty products. This focus has helped it to grow NIVEA into one of the largest skin care brands in the world. Market research showed there was a gap in the market for a beauty range aimed at young women aged 13-19. NIVEA VISAGE Young helps girls into a proper skin care routine to keep their skin looking healthy. NIVEA VISAGE Young was launched using a balanced marketing mix (the 'four Ps'). This is a mixture of the right product, price, place and promotion.

Beiersdorf used market research to understand what its target market wanted. It used:

- focus groups;
- direct contact with the market
- product testing.

It found that teenage girls wanted face care that was not medicated. They wanted a beauty product, not one for skin problems. The product connects the teenage and the adult market. After research, the product and its packaging were improved. In line with Beiersdorf's Corporate Responsibility programme, some changes reflect a concern for the environment. This approach aims to:

- reduce packaging and waste by using larger pack sizes
- use more natural products like minerals and sea salts
- make containers more recyclable.

Pricing may include:

- cost-based price - covers costs plus profit
- penetration price - set low to ensure a high volume of sales
- skimming price - set high for a new, unique product.

On re-launch the price was slightly higher than before due to the improved range. The price needed to be attractive to the target market and give value for money. Retail outlets also use other pricing strategies:

- loss leader: selling at less than cost to attract volume sales
- discounts: sales and special offers.

Place is where a product is sold and how it arrives there. The main channel for NIVEA products is retail outlets. 65% of sales come from high street shops such as Boots and Superdrug. The other 35% comes from large chains, such as ASDA and Tesco. Many buyers are mums, buying for teenage daughters while out food shopping. Beiersdorf uses a central distribution point in the UK to reduce transport effects. This helps the environment.

This is how the business tells customers about products and persuades people to buy. It is:

- above-the-line - directly paid for, such as TV adverts
- below-the-line - using other methods like events, trade fairs, direct mail and the strength of the brand. NIVEA decided not to use above-the-line routes, but to talk straight to the target market. It used newer channels to help teenage girls identify with the product:
- product samples, giving a million away at events or through its website
- its own online magazine (*FYI - Fun, Young and Interactive*)

- pages on social network sites such as MySpace, Facebook and Bebo.

NIVEA VISAGE Young is designed to enhance the skin rather than being medicated to treat skin problems. It has a clear position in the market. To bring the range to market, Beiersdoef put together a balanced marketing mix.

1. Describe what is meant by a business being 'consumer led'.
2. What are the key parts of the marketing mix? Explain how each works with the others.
3. Explain why the balance of the marketing mix is as important as any single element.

Analyse the marketing mix for NIVEA VISAGE Young. What are its strongest points? **Мини-тест**

1. The day after tomorrow ... a funny party.
  - a) there will be;
  - b) will be there;
  - c) there was
2. ....a snake before that day
  - a) didn't touched;
  - b) not had touch;
  - c) hadn't touched
3. He's ... his dog not to dirty the house.
  - a) passing;
  - b) training;
  - c) teasing
4. Amended road laws impose new speed limits....drivers.
  - a) upon
  - b) in
  - c) at
5. Look! They are eating dinner now.
  - a) Who is eating dinner now;
  - b) What are they doing now;
  - c) What are they eating now
6. Look! The girls ... rock-n-roll.
  - a) dance;
  - b) are dancing;
  - c) is dancing
7. They belong....the same chess club.
  - a) for
  - b) to
  - c) at
8. Mary and Ann study at the University. They ... students.
  - a) are;
  - b) is;
  - c) was
9. The children ... not upset, they ... very angry.
  - a) were, are;
  - b) are, are;
  - c) will be, were
10. Laws are enforced....all citizens.
  - a) on
  - b) among
  - c) against
11. I ... sorry. They ... not at the office at the moment.
  - a) am, are;
  - b) am, were;

- c) was, will be
12. Civil laws provide a framework...interaction among citizens.
- a) for  
b) at  
c) in
13. The shelf ... brown. It ... on the wall.
- a) are, is;  
b) was, will be;  
c) is, is
14. Where ... Lisa and John? - They ... at college.
- a) were, are;  
b) are, are;  
c) will be, were
15. They may interfere...elections by the use of corrupt means.
- a) on  
b) along  
c) in
16. ... you busy? – No, I ... not.
- a) are, am;  
b) am, am;  
c) is, is;
17. A person should be compensated...losses when someone else bricks an agreement with him or her.
- a) by  
b) for  
c) at
18. I....to the bathroom and....my hands.
- a) went, wash;  
b) went, washed;  
c) go, washed
19. Yesterday I.....breakfast with my son.
- a) was having;  
b) have;  
c) had
20. Yesterday I.... coffee.
- a) drink;  
b) drank;  
c) drunk
21. I.....home with my son.
- a) left;  
b) leaved;  
c) leaves
22. Yesterday in the evening I....at home.
- a) was;  
b) were;  
c) will be
23. Descriptive laws are based....description or classification rather than explanation or prescription.
- a) in  
b) on  
c) of
24. I...for you all day. Where have you been?

- a) was looking;
  - b) have looked;
  - c) have been looking
25. She says she ....this man for ages.
- a) has known;
  - b) has been knowing;
  - c) was knowing
26. Mrs. Stone...as a teacher for twenty years.
- a) work;
  - b) worked;
  - c) has been working
27. Descriptive laws are based....description or classification rather than explanation or prescription.
- a) in
  - b) on
  - c) of
28. No thank you, I don't smoke. i...up.
- a) gave;
  - b) have been giving;
  - c) have given
29. ...to this news from Scott? I've just repeated it.
- a) have you been listening
  - b) have you listened ;
  - c) you have been listened
30. She...to become a lawyer
- a) want
  - b) would like
  - c) don't want
31. Every.... is obliged to have will prove the identity under the law.
- a) person
  - b) citizen
  - c) people
32. The mother reminded me that i...to feed the dog and take him out for a walk.
- a) shouldn't forget;
  - b) don't have to forget;
  - c) not to forget
33. Why did you say that Paul...a careful driver?
- a) wasn't;
  - b) hadn't been;
  - c) isn't
34. Sharon said she...her key in her pocket, but she couldn't find it their.
- a) had been left;
  - b) had left;
  - c) left
35. Hillary told me she...in New York all that year, and she had no wish to live the city.
- a) was living;
  - b) had lived;
  - c) lived
36. The American Court must...the jurors.
- a) has
  - b) have
  - c) had

37. Mary said she was worried that her son ..... very well that year.
- a) hadn't been studying;
  - b) wasn't studying;
  - c) isn't studying
38. Sam asked Romeo what ..... with himself the entire Saturday.
- a) he would be doing;
  - b) would he be doing;
  - c) would be he doing
39. In my interview I asked Celia Young why ..... another romantic novel.
- a) she had written;
  - b) had she written;
  - c) she wrote
40. Each working person is obliged to pay....
- a) money
  - b) taxes
  - c) tax
41. Greg said that ... a new job.
- a) he will need;
  - b) he needed;
  - c) would he need?
42. Tim complained that he ... at four o'clock in the morning.
- a) is working;
  - b) will be working;
  - c) was working
43. Creditor's consent to the translation by the debtor of his debt to other person.
- a) isn't required
  - b) it's required if other isn't provided by the law
  - c) it's required in all cases
44. Anna explained to me that the hairdresser's ... down the road.
- a) is located;
  - b) was located;
  - c) locates
45. Charles said that he ... me the following day.
- a) would have called;
  - b) will call;
  - c) would call
46. Due to a court decision carried out.
- a) nationalization
  - b) confiscation
  - c) requisition
47. He said that If I ... Kathrin, she ... me.
- a) ask / will help;
  - b) have asked / would help;
  - c) asked / would help
48. I was worried if ... enough space to buy a new TV set to my room.
- a) I would have;
  - b) would I have;
  - c) I will have
49. For acquisition of inheritance the successor has to...
- a) to know about opening of inheritance
  - b) to pay a tax on the inherited property
  - c) to accept it

50. Protection of heritable property from the date of opening of inheritance continues during.

- a) 9 months
- b) 6 months
- c) 8 months

51. The police officer ... the car.

- a) orders to stopped;
- b) would order stopping;
- c) ordered him to stop

52. Pam asked him why he ... his job.

- a) wanted to leaving;
- b) wants to leave;
- c) wanted to leave

53. He said the bus ... a little late that day.

- a) will be;
- b) might be;
- c) can be

54. It was very late, so I ... to bed.

- a) say I am going;
- b) said I go;
- c) said I was going

55. He said the fire ... a lot of damage to the building.

- a) had been doing;
- b) will do;
- c) had done

56. She told him that he ... harder.

- a) should study;
- b) will study;
- c) can study

57. She was worried that her son ... very well that semester.

- a) isn't studying;
- b) wasn't studying;
- c) doesn't study

58. They warned us that the manager ... the office the following day.

- a) will inspect;
- b) had inspect;
- c) would inspect

59. He claimed that he ... a prize.

- a) had won;
- b) had been winning;
- c) will win

60. He complained that he ... enough money to buy such an expensive present.

- a) doesn't earn;
- b) would not be earning;
- c) didn't earn

61. She explained that she ... him because he was rude.

- a) Liked;
- b) didn't like;
- c) would like

62. He said that Tom was the best student he ... .

- a) was teaching;
- b) would teach;
- c) had ever taught



63. It's cold! ... you close the window, please?  
a) will;  
b) won't;  
c) do
64. I'm tired! I ... play with you!  
a) will;  
b) won't  
c) am not going to
65. I think the weather ... be hot tomorrow and we can go to the beach.  
a) won't;  
b) will;  
c) does
66. There ... be less pollution in 40 years.  
a) won't;  
b) don't;  
c) will
67. The phone is ringing. I ... answer it.  
a) will;  
b) won't;  
c) don't
68. They ... travel around the world one day.  
a) will;  
b) are going to;  
c) won't
69. Don't forget to take your jacket. It ... be cold tomorrow.  
a) Will;  
b) is going to;  
c) won't
70. Where are the children? It's quiet at home. - They ... on the carpet and....  
a) lie, are drawing;  
b) are lying, drawing;  
c) are lying, drawing
71. What you.... now? – I.... my key. I can't open the door.  
a) what do you do, I look for;  
b) what are you do, I looking for;  
c) what are you doing, I'm looking for;
72. Listen! Somebody... a lovely song.  
a) sings;  
b) is singing;  
c) are singing
73. Why you.... the coat? It's sunny today.  
a) are you putting on;  
b) do you put on  
c) will you put on
74. Don't make so much noise. I.... to work.  
a) tried;  
b) 'm trying;  
c) 'm trying
75. Why you.....? Is anything wrong?  
a) do you cry;  
b) are you crying;  
c) have you crying

76. I.....to you attentively.  
a) am listening;  
b) listen  
c) listened
77. What time Nick and Rosa (come) for dinner tonight?  
a) is Nick and Rosa coming;  
b) Nick and Rosa are coming;  
c) are Nick and Rosa coming
78. I'm sure you.....the right choice.  
a) will be made;  
b) are making;  
c) make
79. Take your umbrella. It.....cats and dogs.  
a) rained;  
b) are raining;  
c) is raining
80. Anna ... a good job.  
a) finds;  
b) has found;  
c) founded
81. I ... a new flat a few months ago.  
a) bought;  
b) have been buying;  
c) have bought
82. ... Paul Simon's latest record?  
a) have you heard;  
b) have you been hearing;  
c) did you hear
83. Sorry. I ... one of your glasses.  
a) have broken;  
b) broke;  
c) break
84. ... you ever ... to London?  
a) has / been;  
b) have / been;  
c) have / were
85. I ... not ... him since June.  
a) did / see;  
b) did / seen;  
c) have / seen
86. They ... John yesterday.  
a) met;  
b) have met;  
c) meted
87. Mary ... Paris for London in 2013.  
a) has left;  
b) have left;  
c) left
88. I haven't done it ... .  
a) yet;  
b) already;  
c) just

89. She's ... the letter. She ... it yesterday.  
 a) wrote / wrote;  
 b) written / written;  
 c) written / wrote
90. He \_\_\_\_\_ some new shoes last month.  
 a) bought;  
 b) buying;  
 c) buy
91. A: \_\_\_\_\_ did she \_\_\_\_\_ a job?  
 B: In the car factory.  
 a) when / get;  
 b) where / got;  
 c) where / get
92. Max didn't \_\_\_\_\_ yesterday afternoon; he \_\_\_\_\_ at home.  
 a) go out / stayed;  
 b) go out / stay;  
 c) went out / stayed
93. A: \_\_\_\_\_ you \_\_\_\_\_ Jane last month?  
 B: No, I \_\_\_\_\_ .  
 a) saw / didn't;  
 b) did / see / didn't;  
 c) did / saw / didn't
94. Geoffrey \_\_\_\_\_ French before, but he \_\_\_\_\_ at university now.  
 a) study didn't / studies;  
 b) didn't study / study;  
 c) did not study / studies
95. I \_\_\_\_\_ a friend while I \_\_\_\_\_ the shopping  
 a) was meeting / did;  
 b) met / was doing;  
 c) meet / do
96. I \_\_\_\_\_ for my things when I \_\_\_\_\_ someone call my name.  
 a) paid / was hearing;  
 b) pay / heard;  
 c) was paying / heard
97. While we \_\_\_\_\_ a drink, a waiter \_\_\_\_\_ a pile of plates.  
 a) had / was dropping;  
 b) have / dropped;  
 c) were having / dropped
98. While the waiter \_\_\_\_\_ up the broken plates, he \_\_\_\_\_ his finger.  
 a) picked / was cutting;  
 b) was picking / cut;  
 c) pick / cut
99. While I \_\_\_\_\_ this morning, I \_\_\_\_\_ my money. I don't know how.  
 a) shopped / lose;  
 b) was shopping / lost;  
 c) shopped / was losing
100. Who ... my personal letters all the time?  
 a) has read  
 b) read  
 c) has been reading

### **3.1.2. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности в ходе текущего контроля успеваемости**

#### **Устный ответ**

Оценка знаний предполагает дифференцированный подход к обучающемуся, учет его индивидуальных способностей, степень усвоения и систематизации основных понятий и категорий по дисциплине. Кроме того, оценивается не только глубина знаний поставленных вопросов, но и умение использовать в ответе практический материал. Оценивается культура речи, владение навыками ораторского искусства.

*Критерии оценивания:* последовательность, полнота, логичность изложения, анализ различных точек зрения, самостоятельное обобщение материала, использование профессиональных терминов, культура речи, навыки ораторского искусства. Изложение материала без фактических ошибок.

Оценка «*отлично*» ставится в случае, когда материал излагается исчерпывающе, последовательно, грамотно и логически стройно, при этом раскрываются не только основные понятия, но и анализируются точки зрения различных авторов. Обучающийся не затрудняется с ответом, соблюдает культуру речи.

Оценка «*хорошо*» ставится, если обучающийся твердо знает материал, грамотно и по существу излагает его, знает практическую базу, но при ответе на вопрос допускает несущественные погрешности.

Оценка «*удовлетворительно*» ставится, если обучающийся освоил только основной материал, но не знает отдельных деталей, допускает неточности, недостаточно правильные формулировки, нарушает последовательность в изложении материала, затрудняется с ответами, показывает отсутствие должной связи между анализом, аргументацией и выводами.

Оценка «*неудовлетворительно*» ставится, если обучающийся не отвечает на поставленные вопросы.

#### **Кейсы (ситуации и задачи с заданными условиями)**

Обучающийся должен уметь выделить основные положения из текста задачи, которые требуют анализа и служат условиями решения. Исходя из поставленного вопроса в задаче, попытаться максимально точно определить проблему и соответственно решить ее.

Задачи могут решаться устно и/или письменно. При решении задач также важно правильно сформулировать и записать вопросы, начиная с более общих и, кончая частными.

*Критерии оценивания* – оценка учитывает методы и средства, использованные при решении ситуационной, проблемной задачи.

Оценка «*отлично*» ставится в случае, когда обучающийся выполнил задание (решил задачу), используя в полном объеме теоретические знания и практические навыки, полученные в процессе обучения.

Оценка «*хорошо*» ставится, если обучающийся в целом выполнил все требования, но не совсем четко определяется опора на теоретические положения, изложенные в научной литературе по данному вопросу.

Оценка «*удовлетворительно*» ставится, если обучающийся показал положительные результаты в процессе решения задачи.

Оценка «*неудовлетворительно*» ставится, если обучающийся не выполнил все требования.

#### **Тестирование**

Является одним из средств контроля знаний обучающихся по дисциплине (модулю).

*Критерии оценивания* – правильный ответ на вопрос

Оценка «*отлично*» ставится в случае, если правильно выполнено 90-100% заданий.

Оценка «хорошо» ставится, если правильно выполнено 70-89% заданий.

Оценка «удовлетворительно» ставится в случае, если правильно выполнено 50-69% заданий.

Оценка «неудовлетворительно» ставится, если правильно выполнено менее 50% заданий.

### 3.2. Оценочные материалы для проведения промежуточной аттестации

#### 3.2.1. Критерии оценки результатов обучения по дисциплине (модулю)

Шкала оценивания	Результаты обучения	Показатели оценивания результатов обучения
ОТЛИЧНО	Знает:	<ul style="list-style-type: none"> <li>- обучающийся глубоко и всесторонне усвоил материал, уверенно, логично, последовательно и грамотно его излагает, опираясь на знания основной и дополнительной литературы,</li> <li>- на основе системных научных знаний делает квалифицированные выводы и обобщения, свободно оперирует категориями и понятиями.</li> </ul>
	Умеет:	- обучающийся умеет самостоятельно и правильно решать учебно-профессиональные задачи или задания, уверенно, логично, последовательно и аргументировано излагать свое решение, используя научные понятия, ссылаясь на нормативную базу.
	Владеет:	<ul style="list-style-type: none"> <li>- обучающийся владеет рациональными методами (с использованием рациональных методик) решения сложных профессиональных задач, представленных деловыми играми, кейсами и т.д.;</li> <li>При решении продемонстрировал навыки</li> <li>- выделения главного,</li> <li>- связкой теоретических положений с требованиями руководящих документов,</li> <li>- изложения мыслей в логической последовательности,</li> <li>- самостоятельного анализа факты, событий, явлений, процессов в их взаимосвязи и диалектическом развитии.</li> </ul>
ХОРОШО	Знает:	<ul style="list-style-type: none"> <li>- обучающийся твердо усвоил материал, достаточно грамотно его излагает, опираясь на знания основной и дополнительной литературы,</li> <li>- затрудняется в формулировании квалифицированных выводов и обобщений, оперирует категориями и понятиями, но не всегда правильно их верифицирует.</li> </ul>
	Умеет:	- обучающийся умеет самостоятельно и в основном правильно решать учебно-профессиональные задачи или задания, уверенно, логично, последовательно и аргументировано излагать свое решение, не в полной мере используя научные понятия и ссылки на нормативную базу.
	Владеет:	<ul style="list-style-type: none"> <li>- обучающийся в целом владеет рациональными методами решения сложных профессиональных задач, представленных деловыми играми, кейсами и т.д.;</li> <li>При решении смог продемонстрировать достаточность, но не глубинность навыков,</li> <li>- выделения главного,</li> <li>- изложения мыслей в логической последовательности,</li> <li>- связки теоретических положений с требованиями руководящих документов,</li> <li>- самостоятельного анализа факты, событий, явлений, процессов в их взаимосвязи и диалектическом развитии.</li> </ul>
УДОВЛЕТВОРИТЕЛЬНО	Знает:	<ul style="list-style-type: none"> <li>- обучающийся ориентируется в материале, однако затрудняется в его изложении;</li> <li>- показывает недостаточность знаний основной и дополнительной литературы;</li> <li>- слабо аргументирует научные положения;</li> <li>- практически не способен сформулировать выводы и обобщения;</li> <li>- частично владеет системой понятий.</li> </ul>
	Умеет:	- обучающийся в основном умеет решить учебно-профессиональную задачу или задание, но допускает ошибки, слабо аргументирует свое решение, недостаточно использует научные понятия и руководящие документы.
	Владеет:	- обучающийся владеет некоторыми рациональными методами

		<p>решения сложных профессиональных задач, представленных деловыми играми, кейсами и т.д.;</p> <p>При решении продемонстрировал недостаточность навыков</p> <ul style="list-style-type: none"> <li>- выделения главного,</li> <li>- изложения мыслей в логической последовательности,</li> <li>- связи теоретических положений с требованиями руководящих документов,</li> <li>- самостоятельного анализа факты, событий, явлений, процессов в их взаимосвязи и диалектическом развитии.</li> </ul>
НЕУДОВЛЕТВОРИТЕЛЬНО	Знает:	<ul style="list-style-type: none"> <li>- обучающийся не усвоил значительной части материала;</li> <li>- не может аргументировать научные положения;</li> <li>- не формулирует квалифицированных выводов и обобщений;</li> <li>- не владеет системой понятий.</li> </ul>
	Умеет:	обучающийся не показал умение решать учебно-профессиональную задачу или задание.
	Владеет:	не выполнены требования, предъявляемые к навыкам, оцениваемым «удовлетворительно».

### 3.2.2. Контрольные задания и/или иные материалы для проведения промежуточной аттестации

#### Список вопросов для устных ответов (варианты теста)

##### Part 1.

1. Правила чтения в 4х типах слогов.
2. Утвердительное предложение. Структура. Порядок слов.
3. Отрицательное предложение. Структура. Порядок слов.
4. Побудительное предложение в утвердительной и отрицательной форме. Структура. Порядок слов.
5. Вопросительное предложение. Структура. Порядок слов.
6. Структура общего вопроса.
7. Структура специального вопроса.
8. Структура разделительного вопроса.
9. Структура альтернативного вопроса.
10. Структура вопроса к подлежащему.
11. Имена существительные. Падежи имен существительных.
12. Множественное число имен существительных.
13. Артикль. Случаи использования.
14. Степени сравнения имен прилагательных и наречий.
15. Имена числительные.
16. Простое настоящее время. Формы образования, случаи использования.
17. Простое прошедшее время. Формы образования, случаи использования.
18. What is a computer? What types of computers do you know?
19. Where are computers used at present?
20. What are pros & contras of having a computer at home?
21. What do you know about computer games addiction?
22. What means of transport are there in the world? Which of them are ecologically cleaner, to your mind, and why?
23. What automobile companies are known worldwide?
24. What innovations are introduced in modern cars?
25. What electronic devices do drivers have at their disposal in modern cars?
26. What is your idea of a car for tomorrow?
27. What are the alternatives to automobiles?
28. When was the phenomenon of superconductivity discovered?
29. Are superconductors used in electrical engineering?
30. What are applications of superconductors?
31. Name the most important scientific inventions, which we use in our homes.
32. Do you think the development of science can solve all problems?

33. What are positive and negative effects of science on our life?
34. Is there any link between science fiction & scientific discoveries?
35. What places of interest in GB or the USA would you like to visit and why?

## **Part 2.**

1. What is your first / middle / last / full / family name / patronymic / surname?
2. When and where were you born? Where does your family live? / What is your native place?
3. Do you live in a small nuclear family or in a large extended family?
4. What kind of family would you prefer to have in future? Why?
5. How many generations are there in your family?
6. How old are they?
7. Do you have junior / younger / senior / elder sisters or brothers?
8. How many years are you their senior / junior?
9. What are their hobbies / favourite pastime?
10. What are you interested in / fond of / crazy about? Do your family members share your hobbies?
11. What household duties do you have in the family?
12. What are the most important traditions of your family?
13. What is the best relationship between parents and children?
14. How can you describe personality traits of your family members / your own character?
15. When did you finish a high school? What University do you study at?
16. When was FESTU founded? What facts from FESTU history do you know?
17. What Institutes make up the University you study in?
18. What forms of tuition are there in the University?

## **Part 3.**

1. Why did you enter Academy?
2. What is the value of education?
3. What peculiar features distinguish higher education in Russia, Great Britain & the USA?
4. What factors bring about national & global ecological disasters?
5. What efforts does the world community make to protect the environment?
6. Are you concerned about ecological problems: overcrowded cities, noise, air & water pollution, acid rains, global warming, destroying the Earth ozone layer, damage ng forests & wildlife?
7. How are economic problems solved in your native place?
8. What traditional and non - traditional sources of energy do you know?
9. What economic systems are built in the world? What are their advantages and disadvantages?
10. Can you give any names of outstanding scientists & examples of revolutionary discoveries made in the sphere of economics?
11. What is economic crisis?
12. Why are foreign languages very important nowadays?
13. What do you know about Great Britain (London) and its sightseeing?
14. What is the most difficult aspect in studying English – learning Vocabulary & Grammar, reading & translating texts, speaking, or writing?
15. What are your favorite English writers, actors, singers?

## **Темы 8-15**

1. Прослушивание 1-2 аудио - текстов на иностранном языке по тематике курса и выполнение заданий на его основе; общее время звучания 4-6 мин., аудиозапись предъявляется дважды
2. Составление резюме и рекомендательного письма
3. Тест по деловой корреспонденции
4. Написание отчета по заданной теме

5. Индивидуальное высказывание по одной из изученных тем
6. Лексико-грамматический тест по деловому языку
7. Устный ответ - дискуссия между студентами

### 3.2.3. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков в ходе промежуточной аттестации

#### Процедура оценивания знаний (устный ответ)

Предел длительности	10 минут
Предлагаемое количество заданий	2 вопроса
Последовательность выборки вопросов из каждого раздела	Случайная
Критерии оценки	<ul style="list-style-type: none"> <li>- требуемый объем и структура</li> <li>- изложение материала без фактических ошибок</li> <li>- логика изложения</li> <li>- использование соответствующей терминологии</li> <li>- стиль речи и культура речи</li> <li>- подбор примеров их научной литературы и практики</li> </ul>
«5» если	требования к ответу выполнены в полном объеме
«4» если	в целом выполнены требования к ответу, однако есть небольшие неточности в изложении некоторых вопросов
«3» если	требования выполнены частично – не выдержан объем, есть фактические ошибки, нарушена логика изложения, недостаточно используется соответствующая терминологии

#### Процедура оценивания умений и навыков (решение проблемно-аналитических и практических учебно-профессиональных задач)

Предлагаемое количество заданий	1
Последовательность выборки	Случайная
Критерии оценки:	<ul style="list-style-type: none"> <li>- выделение и понимание проблемы</li> <li>- умение обобщать, сопоставлять различные точки зрения</li> <li>- полнота использования источников</li> <li>- наличие авторской позиции</li> <li>- соответствие ответа поставленному вопросу</li> <li>- использование социального опыта, материалов СМИ, статистических данных</li> <li>- логичность изложения</li> <li>- умение сделать квалифицированные выводы и обобщения с точки зрения решения профессиональных задач</li> <li>- умение привести пример</li> <li>- опора на теоретические положения</li> <li>- владение соответствующей терминологией</li> </ul>
«5» если	требования к ответу выполнены в полном объеме
«4» если	в целом выполнены требования к ответу, однако есть небольшие неточности в изложении некоторых вопросов. Затрудняется в формулировании квалифицированных выводов и обобщений
«3» если	требования выполнены частично – пытается обосновать свою точку зрения, однако слабо аргументирует научные положения, практически не способен самостоятельно сформулировать выводы и обобщения, не видит связь с профессиональной деятельностью

### 4. Учебно-методическое и материально-техническое обеспечение дисциплины (модуля)

#### 4.1. Электронные учебные издания

1. Английский язык для естественно-научных направлений : учебник и практикум для вузов / Л. В. Полубиченко, Е. Э. Кожарская, Н. Л. Моргун, Л. Н. Шевырдяева ; под редакцией Л. В. Полубиченко. — Москва : Издательство Юрайт, 2023. — 311 с. — (Высшее образование). — ISBN 978-5-534-15168-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/511523>.



2. Английский язык для академических целей. English for Academic Purposes : учебное пособие для вузов / Т. А. Барановская, А. В. Захарова, Т. Б. Поспелова, Ю. А. Суворова ; под редакцией Т. А. Барановской. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2023. — 220 с. — (Высшее образование). — ISBN 978-5-534-13839-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/511748>.

#### 4.2. Электронные образовательные ресурсы

1. Электронная библиотечная система «ЭБС ЮРАЙТ» Biblio-online.ru (ЭБС «Юрайт») [Электронный ресурс]. — URL: <https://urait.ru/>.
2. Электронно-библиотечная система ZNANIUM [Электронный ресурс]. — URL: <https://znanium.com/>.
3. Электронная библиотечная система «Консультант студента» [Электронный ресурс]. — URL: <https://www.studentlibrary.ru/>.
4. e-Library.ru: Научная электронная библиотека [Электронный ресурс]. — URL: <http://elibrary.ru/>.
5. Научная электронная библиотека «КиберЛенинка» [Электронный ресурс]. — URL: <http://cyberleninka.ru/>.
6. Информационная система «Единое окно доступа к образовательным ресурсам» [Электронный ресурс]. — URL: <http://window.edu.ru/>.
7. Федеральный центр информационно-образовательных ресурсов [Электронный ресурс]. — URL: <http://fcior.edu.ru/>.

#### 4.3. Современные профессиональные базы данных и информационные справочные системы

Обучающимся обеспечен доступ (удаленный доступ) к ниже следующим современным профессиональным базам данных и информационным справочным системам:

1. Словари и энциклопедии на Академике [Электронный ресурс]. — URL: <http://dic.academic.ru>.
2. Система информационно-правового обеспечения «Гарант» [Электронный ресурс]. — URL: <http://ivo.garant.ru/>.

#### 4.4. Комплект лицензионного и свободно распространяемого программного обеспечения, в том числе отечественного производства

1. Лицензионное программное обеспечение: операционная система Microsoft Windows, пакет офисных приложений Microsoft Office.
2. Свободно распространяемое программное обеспечение: свободные пакеты офисных приложений Apache Open Office, LibreOffice.
3. Программное обеспечение отечественного производства: справочно-правовая система «Гарант» (Электронный периодический справочник «Система ГАРАНТ»), образовательная платформа ЮРАЙТ (Электронная библиотечная система «ЭБС ЮРАЙТ» Biblio-online.ru (ЭБС «Юрайт»)), электронно-библиотечная система ZNANIUM, электронная библиотечная система «Консультант студента».

#### 4.5. Оборудование и технические средства обучения

Для реализации дисциплины (модуля) используются учебные аудитории для проведения учебных занятий, которые оснащены оборудованием и техническими средствами обучения, и помещения для самостоятельной работы обучающихся, которые оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечены доступом в электронную информационно-образовательную среду РХТУ им. Д.И. Менделеева. Допускается замена оборудования его виртуальными аналогами.

Наименование учебных аудиторий для проведения учебных занятий и помещений для самостоятельной работы*	Оснащенность учебных аудиторий для проведения учебных занятий и помещений для самостоятельной работы оборудованием и техническими средствами обучения
Учебные аудитории для проведения	Учебная аудитория укомплектована специализированной

учебных занятий	мебелью, отвечающей всем установленным нормам и требованиям, оборудованием и техническими средствами обучения (мобильное мультимедийное оборудование).
Помещение для самостоятельной работы	Помещение оснащено компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду РХТУ им. Д.И. Менделеева и к ЭБС.

\* Номер конкретной аудитории указан в приказе об аудиторном фонде, расписании учебных занятий и расписании промежуточной аттестации.