

Аннотация к дисциплине

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| ***Название дисциплины*** | Иностранный язык |
| ***Направление (специальность) подготовки*** | 09.03.02 Информационные системы и технологии |
| ***Направленность (профиль/программа/специализация)*** | Информационные системы и технологии |
| ***Место дисциплины*** | Обязательная часть Блока 1. Дисциплины (модули) |
| ***Трудоемкость (з.е. / часы)*** | 9 з.е. / 324 часа |
| ***Цель изучения дисциплины*** | Достижение уровня коммуникативной компетенции, минимально достаточного для решения коммуникативных задач на иностранном языке в соответствии со сферой и ситуацией общения и осуществления в дальнейшем автономной учебно-познавательной деятельности с использованием иностранного языка. |
| ***Компетенции, формируемые в результате освоения дисциплины*** | УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) |
| ***Содержание дисциплины (основные разделы и темы)*** | Я и моя семья. Семейные традиции, уклад жизни. Дом, жилищные условия. Досуг и развлечения в семье. Семейные путешествия. Еда. Покупки. Высшее образование в России и за рубежом. Мой вуз. Студенческая жизнь в России и за рубежом. Студенческие международные контакты: научные и культурные. Язык как средство межкультурного общения. Образ жизни современного человека в России и за рубежом. Общее и различное в странах и национальных культурах. Международный туризм. Мировые достижения в искусстве. Здоровье, здоровый образ жизни. Глобальные проблемы человечества и пути их решения. Информационные технологии 21 века. Мир природы. Охрана окружающей среды. Трудоустройство. Резюме. Собеседование. Телефонный разговор делового характера. Деловая встреча. Проведение переговоров с зарубежными партнерами. Карьерный рост. Деловая корреспонденция. Работа в международной компании. Презентации. Деловая этика. Компьютеры в современном мире. Базовое программное обеспечение. Сети. Компьютерная безопасность. Креативное программное обеспечение. Программирование. Занятость в области информационных технологий |
| ***Форма промежуточной аттестации*** | Зачет (1,2,3 семестры), Экзамен (4 семестр) |

1. **Цели и задачи дисциплины:**

**Целью** освоения дисциплины являетсядостижение уровня коммуникативной компетенции, минимально достаточного для решения коммуникативных задач на иностранном языке в соответствии со сферой и ситуацией общения и осуществления в дальнейшем автономной учебно-познавательной деятельности с использованием иностранного языка.

**Задачи** дисциплины:

* формирование лексико-грамматических навыков и развитие умений во всех видах речевой деятельности;
* планомерное и целенаправленное развитие умений использования стратегий автономной учебно-познавательной деятельности;
* развитие способности к социальному взаимодействию, сотрудничеству и совместному решению проблем;
* формирование позитивного отношения и толерантности к культуре страны изучаемого языка;
* стимулирование познавательной активности и мотивации к изучению иностранного языка;
* расширение кругозора и повышение общей культуры;
* развитие коммуникативных навыков и умений, необходимых для ведения деловой корреспонденции и решения профессионально-ориентированных задач;
* развитие позитивных и исследовательских умений.

1. **Планируемые результаты обучения**

В результате освоения дисциплины у студента должны быть сформированы

**Знания, приобретаемые в ходе освоения дисциплины**

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| **№**  **п/п З** | **Знания** |
| 1. | произносительные умения и навыки при чтении вслух и устном высказывании; |
| 2. | основы грамматической системы языка и основные лексические единицы при построении письменных и устных текстов на родном и иностранном языках в соответствии со сферой и ситуацией общения; |
| 3. | правила речевого этикета в соответствии с ситуациями межличностного и межкультурного общения в зависимости от стиля и характера общения; |
| 4. | основную страноведческую информацию о стране изучаемого языка |

Умения, приобретаемые в ходе освоения дисциплины

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| **№**  **п/п У** | **Умения** |
| 1. | ориентироваться в социокультурных маркерах своей и иноязычной среды и вести диалог этикетного характера в соответствии со сферой общения; |
| 2. | выражать свое мнение и аргументированную оценку ситуации; |
| 3. | понимать и передавать содержание иноязычного прочитанного и услышанного текста с различной степенью проникновения в содержание в зависимости от коммуникативной задачи; |
| 4. | писать тексты различных жанров по тематике цикла с учетом норм оформления, принятых в стране изучаемого языка; |
| 5. | делать самостоятельные устные сообщения, доклады по теме, используя источники на иностранном языке; |
| 6. | признавать интересы и результаты совместной групповой деятельности по решению определенной учебной задачи. |

Навыки, приобретаемые в ходе освоения дисциплины

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| **№**  **п/п** | **Навыки** |
| 1. | владение иностранным языком на двух уровнях:  1. Основной уровень – в диапазоне уровней: А1-А2+;  2. Повышенный уровень – в диапазоне: А1-А2+ и А2+-В1+(по Общеевропейской шкале уровней владения иностранными языками) в зависимости от исходного уровня иноязычной коммуникативной компетенции студентов. |
| 2. | Владение различными жанрами устной и письменной речи в различных сферах общения |

Компетенции, приобретаемые в ходе освоения дисциплины

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| **Компетенции** | **Индикаторы** | **Знания** | **Умения** | **Навыки** |
| УК-4 способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) | УК-4.1 Знать: литературную форму и функциональные стили государственного языка; основы устной и письменной коммуникации на иностранном языке; требования к деловой коммуникации | 1,2,3,4 |  |  |
| УК-4.2 Уметь: выражать свои мысли в устной и письменной формах на государственном и иностранном языках в ситуации деловой коммуникации |  | 1,2,3,4,5,6 |  |
| УК-4.3 Владеть: навыками деловой коммуникации в устной и письменной формах; иностранным языком в объеме, необходимом для возможности получения информации из зарубежных источников |  | 1,2,3,4,5 | 1,2 |

1. **Место дисциплины в структуре ООП:**

Дисциплина относится к обязательной части Блока 1 «Дисциплины (модули)».

Дисциплина изучается на 1,2 курсах в 1-4 семестрах.

Изучение дисциплины базируется на знаниях, умениях и навыках, полученных при освоении дисциплин (модулей): «Иностранный язык» (среднее (полное) общее образование).

Перечень последующих дисциплин (модулей), для которых необходимы знания, умения и навыки, формируемые данной учебной дисциплиной (модулем): дисциплины части, формируемой участникам образовательных отношений образовательных программ

1. **Структура и содержание дисциплины**
   1. Структура дисциплин

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| **№**  **п/п** | **Раздел дисциплины.**  **Форма промежуточной аттестации  (по семестрам)** | **Всего часов на раздел** | **Семестр** | **Распределение трудоемкости раздела (в часах) по видам учебной работы** | | | | | **Содержание самостоятельной работы** |
| контактная | | | | СРС |
| лк | пр | лаб | КЧА |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|  | Я и моя семья. Семейные традиции, уклад жизни. | 9 | 1 |  |  | 4 |  | 5 | ***Основной уровень***  [1], стр. 4-8, 131  подготовка к контрольной работе №1, тесту №1, подготовка монолога, эссе  ***Повышенный уровень***  [4], стр. 21-28, 30-33, подготовка монолога, эссе,  подготовка к контрольной работе №1,тесту №1 |
|  | Дом, жилищные условия | 9 | 1 |  |  | 4 |  | 5 | ***Основной уровень***  [1], стр. 10-18, 131-132  подготовка к контрольной работе №1, тесту №1, подготовка диалога  ***Повышенный уровень***  [4], стр. 123-145, подготовка диалога, проекта,  подготовка к контрольной работе №1, тесту №1 |
|  | Досуг и развлечения  в семье. Семейные  путешествия. | 8 | 1 |  |  | 3 |  | 5 | ***Основной уровень***  [1], стр. 19-24, 132  подготовка перевода, подготовка к контрольной работе №1, тесту №1  ***Повышенный уровень***  [4], стр. 419-431, подготовка проекта, перевод,  подготовка к контрольной работе №1, тесту №1 |
|  | Еда. Покупки. | 8 | 1 |  |  | 3 |  | 5 | ***Основной уровень***  [1], стр. 27-36, 133-134  подготовка к эссе, подготовка к контрольной работе №1, тесту №1  ***Повышенный уровень***  [4], стр. 280-299, подготовка к дискуссии, эссе,  подготовка к контрольной работе №1, тесту №1 |
|  | Я и моя семья. Семейные традиции, уклад жизни.  Дом, жилищные условия  Досуг и развлечения  в семье. Семейные  путешествия.  Еда. Покупки. | 3 | 1 |  |  | 2 |  | 1 | Контрольная работа №1  Тест №1 |
|  | Высшее образование в России и за рубежом | 8 | 1 |  |  | 4 |  | 4 | ***Основной уровень***  [1], стр. 38-50  подготовка к эссе  подготовка к контрольной работе №2, тесту №2  ***Повышенный уровень***  [1], стр. 38-50,  [6], стр. 25  подготовка к полемике, эссе  подготовка к контрольной работе №2, тесту №2 |
|  | Мой вуз | 9 | 1 |  |  | 4 |  | 5 | ***Основной уровень***  [1], стр. 134-135  подготовка к монологу, подготовка к контрольной работе №2, тесту №2  ***Повышенный уровень***  [6], стр. 31-33 подготовка к проекту, подготовка к контрольной работе №2, тесту №2 |
|  | Студенческая жизнь в России и за рубежом | 8 | 1 |  |  | 3 |  | 5 | ***Основной уровень***  [1], стр. 51-58  подготовка к диалогу, подготовка к контрольной работе №2, тесту №2  ***Повышенный уровень***  [1], стр. стр. 51-58 подготовка к эссе,  подготовка к контрольной работе №2, тесту №2 |
|  | Студенческие международные контакты: научные и культурные. | 5 | 1 |  |  | 3 |  | 2 | ***Основной уровень***  [1], стр. 135  подготовка диалога, подготовка к контрольной работе №2, тесту №2  ***Повышенный уровень***  [6], стр. 26  подготовка к презентации  подготовка к контрольной работе №2, тесту №2 |
|  | Высшее образование в России и за рубежом  Мой вуз  Студенческая жизнь в России и за рубежом  Студенческие международные контакты: научные и культурные. | 3 | 1 |  |  | 2 |  | 1 | Контрольная работа №2  Тест №2 |
|  | Зачет | 2 | 1 | – | – | – | 0,3 | 1,7 | Зачет выставляется по совокупности результатов текущего контроля успеваемости или зачет проводится в устной и письменной форме по билетам |
|  | **Итого 1 семестр** | **72** | **1** |  |  | **32** | **0,3** | **39,7** |  |
| 12 | Язык как средство  межкультурного общения. | 7 | 2 |  |  | 3 |  | 4 | ***Основной уровень***  [5], стр. 24-26  [7] стр. 29-31  подготовка к дискуссии, подготовка к контрольной работе №3  ***Повышенный уровень***  [1], стр. 59-67  подготовка к полемике,  подготовка к контрольной работе №3, тесту №3 |
| 13. | Образ жизни современного человека в России и за рубежом. | 7 | 2 |  |  | 3 |  | 4 | ***Основной уровень***  [1], стр. 67-70  подготовка к монологу, подготовка к контрольной работе №3, тесту №3  ***Повышенный уровень***  [4], стр. 373-394  подготовка к диалогу, монологу  подготовка к контрольной работе №3, тесту №3 |
| 14. | Общее и различное в странах и национальных культурах. | 8 | 2 |  |  | 4 |  | 4 | ***Основной уровень***  [6], стр. 27-29  подготовка к монологу, подготовка к контрольной работе №3, тесту №3  ***Повышенный уровень***  [1], стр. 71-79  подготовка к анализу кейса,  подготовка к контрольной работе №3, тесту №3 |
| 15. | Международный туризм. | 8 | 2 |  |  | 4 |  | 4 | ***Основной уровень***  [1], стр. 80-84  подготовка к дискуссии, подготовка к контрольной работе №3, тесту №3  ***Повышенный уровень***  [4], стр. 220-230  подготовка к дискуссии, эссе  подготовка к контрольной работе №3, тесту №3 |
| 16. | Язык как средство  межкультурного общения.  Образ жизни современного человека в России и за рубежом.  Общее и различное в странах и национальных культурах.  Международный туризм. | 3 | 2 |  |  | 2 |  | 1 | Контрольная работа №3  Тест№3 |
| 17. | Мировые достижения в искусстве (музыка, танцы, живопись, театр, кино, архитектура) | 8 | 2 |  |  | 4 |  | 4 | ***Основной уровень***  [6], стр. 32-34  подготовка к монологу, подготовка к контрольной работе №4, тесту №4  ***Повышенный уровень***  [1], стр. 86-91  подготовка к эссе,  подготовка к контрольной работе №4, тесту №4 |
| 18. | Здоровье, здоровый образ жизни. | 7 | 2 |  |  | 3 |  | 4 | ***Основной уровень***  [1], стр. 92-98  подготовка к диалогу, подготовка к контрольной работе №4, тесту №4  ***Повышенный уровень***  [4], стр. 178-189  подготовка к диалогу, эссе  подготовка к контрольной работе №4, тесту №4 |
| 19. | Глобальные проблемы человечества и пути их решения | 7 | 2 |  |  | 3 |  | 4 | ***Основной уровень***  [6], стр. 50-55  подготовка к дискуссии, подготовка к контрольной работе №4, тесту №4  ***Повышенный уровень***  [1], стр. 100-109  подготовка к полемике  подготовка к контрольной работе №4, тесту №4 |
| 20. | Информационные технологии 21 века. | 6 | 2 |  |  | 2 |  | 4 | ***Основной уровень***  [1], стр. 117-119, 146-147  подготовка к эссе, подготовка к контрольной работе №4, тесту №4  ***Повышенный уровень***  [1], стр. 117-124  подготовка к презентации, эссе  подготовка к контрольной работе №4, тесту №4 |
| 21. | Мир природы. Охрана окружающей среды. | 6 | 2 |  |  | 2 |  | 4 | ***Основной уровень***  [6], стр. 44-46  подготовка к дискуссии, подготовка к контрольной работе №4, тесту №4  ***Повышенный уровень***  [1], стр. 110-116  подготовка к презентации, дискуссии  подготовка к контрольной работе №4, тесту №4 |
| 22. | Мировые достижения в искусстве (музыка, танцы, живопись, театр, кино, архитектура)  Здоровье, здоровый образ жизни.  Глобальные проблемы человечества и пути их решения  Информационные технологии 21 века.  Мир природы. Охрана окружающей среды. | 3 | 2 |  |  | 2 |  | 1 | Контрольная работа №4  Тест №4 |
| 23. | Зачет | 2 | 2 | – | – | – | 0,3 | 1,7 | Зачет выставляется по совокупности результатов текущего контроля успеваемости или зачет проводится в устной и письменной форме по билетам |
|  | **Итого 2 семестр** | **72** | **2** |  |  | **32** | **0,3** | **39,7** |  |
| 24. | Трудоустройство. Резюме. Собеседование | 9 | 3 |  |  | 4 |  | 5 | ***Основной уровень***   1. , стр. 10-13   подготовка делового письма, подготовка к контрольной работе №1, тесту №1  ***Повышенный уровень***   1. , стр. 6-13   подготовка к диалогу, деловое письмо  подготовка к контрольной работе №1, тесту №1 |
| 25. | Телефонный разговор делового характера | 9 | 3 |  |  | 4 |  | 5 | ***Основной уровень***  [2], стр. 14-19  подготовка к диалогу, подготовка к контрольной работе №1, тесту №1  ***Повышенный уровень***  [5], стр. 187-195  подготовка к диалогу  подготовка к контрольной работе №1, тесту №1 |
| 26. | Деловая встреча. Проведение переговоров с зарубежными партнерами | 11 | 3 |  |  | 6 |  | 5 | ***Основной уровень***  [2], стр. 24-29  подготовка к диалогу, подготовка к контрольной работе №1, тесту №1  ***Повышенный уровень***  [2], стр. 24-29  подготовка к диалогу, перевод  подготовка к контрольной работе №1, тесту №1 |
| 27. | Трудоустройство. Резюме. Собеседование  Телефонный разговор делового характера Деловая встреча. Проведение переговоров с зарубежными партнерами | 3 | 3 |  |  | 2 |  | 1 | Контрольная работа №1  Тест №1 |
| 28. | Карьерный рост | 9 | 3 |  |  | 4 |  | 5 | ***Основной уровень***  [2], стр. 49-52  подготовка перевода, подготовка к контрольной работе №2, тесту №2  ***Повышенный уровень***  [2], стр. 49-57  подготовка к проект, аннотация  подготовка к контрольной работе №2, тесту №2 |
| 29. | Деловая корреспонденция | 8 | 3 |  |  | 3 |  | 5 | ***Основной уровень***  [2], стр. 36-44  подготовка делового письма,  подготовка к контрольной работе №2, тесту №2  ***Повышенный уровень***  [5], стр. 5-30  подготовка делового письма  подготовка к контрольной работе №2, тесту №2 |
| 30. | Работа в международной компании. Презентации | 10 | 3 |  |  | 5 |  | 5 | ***Основной уровень***  [2], стр. 64-72, 88-89  подготовка презентации, подготовка к контрольной работе №2, тесту №2  ***Повышенный уровень***  [2], стр. 64-72, 88-89  подготовка реферат, презентация  подготовка к контрольной работе №2, тесту №2 |
| 31. | Деловая этика | 7 | 3 |  |  | 2 |  | 5 | ***Основной уровень***  [2], стр. 80-84  подготовка перевода подготовка к контрольной работе №2, тесту №2  ***Повышенный уровень***  [2], стр. 57-64, 80-86  подготовка перевод, полемика  подготовка к контрольной работе №2, тесту №2 |
| 32. | Карьерный рост  Деловая корреспонденция  Работа в международной компании. Презентации  Деловая этика | 4 | 3 |  |  | 2 |  | 2 | Контрольная работа №2  Тест №2 |
| 33 | **Зачет** | 2 | 3 |  |  |  | 0,3 | 1,7 | Зачет выставляется по совокупности результатов текущего контроля успеваемости или зачет проводится в устной и письменной форме по билетам |
|  | **Итого 3 семестр** | **72** | **3** |  |  | **32** | **0,3** | **39,7** |  |
| 34 | Компьютеры в современном мире | 11 | 4 |  |  | 4 |  | 7 | ***Основной уровень***  [3], стр. 6-12, 13-16 подготовка диалога, к полемике, подготовка к контрольной работе №3, тесту №3  ***Повышенный уровень***  [3], стр. 6-12, 13-19,  подготовка диалога, к полемике, монолога  подготовка к контрольной работе №3, тесту №3 |
| 35 | Базовое программное обозначение | 10 | 4 |  |  | 4 |  | 6 | ***Основной уровень***  [3], стр. 20-22, 26-30  подготовка диалога, к дискуссии, подготовка к контрольной работе №3, тесту №3  ***Повышенный уровень***  [3], стр.20-25, 26-30, 32-36  подготовка диалога, к дискуссии,  подготовка к контрольной работе №3, тесту №3 |
| 36 | Сети | 11 | 4 |  |  | 6 |  | 5 | **Основной уровень**  [3], стр. 95-100, 65-74  подготовка аннотации, реферирования, подготовка к контрольной работе №3, тесту №3  ***Повышенный уровень***  [3], стр.90-100, 65-74, 76-78  подготовка аннотации, реферирования,  подготовка к контрольной работе №3, тесту №3 |
| 37 | Компьютеры в современном мире  Базовое программное обозначение  Сети | 4 | 4 |  |  | 2 |  | 2 | Контрольная работа №3  Тест №3 |
| 38 | Компьютерная безопасность | 10 | 4 |  |  | 4 |  | 6 | **Основной уровень**  [3], стр. 79-86 подготовка диалога, презентации, подготовка к контрольной работе №4, тесту №4  ***Повышенный уровень***  [3], стр.79-89  подготовка диалога, презентации,  подготовка к контрольной работе №4, тесту №4 |
| 39 | Креативное программное обеспечение | 10 | 4 |  |  | 4 |  | 6 | ***Основной уровень***  [3], стр. 38-43, 45-47, 59-62  подготовка аннотации, реферирования, проекта, подготовка к контрольной работе №4, тесту №4  ***Повышенный уровень***  [3], стр.38-43, 45-51, 59-62  подготовка аннотации, реферирования, проекта,  подготовка к контрольной работе №4, тесту №4 |
| 40 | Программирование. Занятость в области информационных технологий | 12 | 4 |  |  | 6 |  | 6 | ***Основной уровень***  [3], стр. 101-107, 108-119 подготовка аннотации, диалога, дискуссии, подготовка к контрольной работе №4, тесту №4  ***Повышенный уровень***  [3], стр.101-107, 108-119  подготовка аннотации, диалога, дискуссии,  подготовка к контрольной работе №4, тесту №4 |
| 41 | Компьютерная безопасность  Электронный бизнес  Программирование. Занятость в области информационных технологий | 4 | 4 |  |  | 2 |  | 2 | Контрольная работа №4  Тест №4 |
| 42. | Экзамен | 36 | 4 | – | – | – | 0,4 | 35,6 | Экзамен выставляется по совокупности результатов текущего контроля успеваемости или экзамен проводится в устной и письменной форме по билетам |
|  | **Итого за 4 семестр** | **108** | **4** |  |  | **32** | **0,4** | **75,6** |  |
|  | **Итого:** | **324** | **1234** |  |  | **128** | **1,3** | **194,7** |  |

* 1. **Содержание разделов курса** **и формируемых в них компетенций**

**1 и 2 семестры**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№**  **п/п** | **Раздел**  **дисциплины** | **Коды компетенции и индикаторов** | **Знания** | **Умения** | **Навыки** | **Форма контроля** |
| 1 | Я и моя семья. Семейные традиции, уклад жизни. | УК-4.1,4.2 | 1-4 | 2-5 | 1,2 | монолог |
| УК-4.1,4.2,4.3 | 1-4 | 2-5 | 1,2 | эссе |
| УК-4.1, 4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №1 |
| УК-4.1,4.2,4.3 | 2,3,4 | 2-5 | 1,2 | Тест №1 |
| 2 | Дом, жилищные условия | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | диалог |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | проект |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №1 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №1 |
| 3 | Досуг и развлечения в семье. Семейные путешествия. | УК-4.1,4.2,4.3 | 1-4 | 2-6 | 1,2 | перевод |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | проект |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №1 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №1 |
| 4 | Еда. Покупки. | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | дискуссия |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5 | 1,2 | эссе |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №1 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №1 |
| 5 | Высшее образование в России и за рубежом | УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | полемика |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5 | 1,2 | эссе |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №2 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №2 |
| 6 | Мой вуз | УК-4.1,4.2,4.3 | 1-4 | 2-5 | 1,2 | монолог |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | проект |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №2 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №2 |
| 7 | Студенческая жизнь в России и за рубежом | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | диалог |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5 | 1,2 | эссе |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №2 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №2 |
| 8 | Студенческие международные контакты: научные и культурные. | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | Диалог |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | презентация |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №2 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №2 |
| 9 | Язык как средство межкультурного общения. | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | дискуссия |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | полемика |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №3 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №3 |
| 10 | Образ жизни современного человека в России и за рубежом. | УК-4.1,4.2,4.3 | 1-4 | 2-5 | 1,2 | монолог |
| УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | диалог |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №3 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №3 |
| 11 | Общее и различное в странах и национальных культурах. | УК-4.1,4.2,4.3 | 1-4 | 2-5 | 1,2 | монолог |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | анализ кейса |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №3 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №3 |
| 12 | Международный туризм | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | дискуссия |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5 | 1,2 | эссе |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №3 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №3 |
| 13 | Мировые достижения в искусстве (музыка, танцы, живопись, театр, кино, архитектура) | УК-4.1,4.2,4.3 | 1-4 | 2-5 | 1,2 | монолог |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5 | 1,2 | эссе |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №4 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №4 |
| 14 | Здоровье, здоровый образ жизни. | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | диалог |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5 | 1,2 | эссе |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №4 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №4 |
| 15 | Глобальные проблемы человечества и пути их решения | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | дискуссия |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | полемика |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №4 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №4 |
| 16 | Информационные технологии 21 века. | УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5 | 1,2 | эссе |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | презентация |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №4 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №4 |
| 17 | Мир природы. Охрана окружающей среды. | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | дискуссия |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | презентация |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №4 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №4 |

**3-4 семестры**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№**  **п/п** | **Раздел**  **дисциплины** | **Коды компетенции и индикаторов** | **Знания** | **Умения** | **Навыки** | **Форма контроля** |
| 1 | Трудоустройство. Резюме. Собеседование | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | диалог |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5 | 1,2 | деловое письмо |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №1 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №1 |
| 2 | Телефонный разговор делового характера | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | диалог |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №1 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №1 |
| 3 | Деловая встреча. Проведение переговоров с зарубежными партнерами | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,5,6 | 1,2 | диалог |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | перевод |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №1 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №1 |
| 4 | Карьерный рост | УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | проект |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | аннотация |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №2 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №2 |
| 5 | Деловая корреспонденция | УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5 | 1,2 | деловое письмо |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №2 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №2 |
| 6 | Работа в международной компании. Презентации | УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | реферирование |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | презентация |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №2 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №2 |
| 7 | Деловая этика | УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | перевод |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | полемика |
| УК-4.1,4.2,4.3 | 1-4 | 1-6 | 1,2 | Контрольная работа №2 |
| УК-4.1,4.2,4.3 | 2,3,4 | 3,6 | 1,2 | Тест №2 |
| 8 | Компьютеры в современном мире | УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Монолог |
| УК-4.1,4.2,4.3 | 2-4 | 2,3,4,5,6 | 1,2 | Полемика |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Диалог |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Контрольная работа №3 |
| УК-4.1,4.2,4.3 | 1-4 | 3,5,6 | 1,2 | Тест №3 |
| 9 | Базовое программное обеспечение | УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Диалог |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Дискуссия |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Контрольная работа №3 |
| УК-4.1,4.2,4.3 | 1-4 | 3,6 | 1,2 | Тест №3 |
| 10 | Сети | УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Аннотация |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Реферат |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Контрольная работа №3 |
| УК-4.1,4.2,4.3 | 1-4 | 3,6 | 1,2 | Тест №3 |
| 11 | Компьютерная безопасность | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,4,5,6 | 1,2 | Диалог |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Презентация |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Контрольная работа №4 |
| УК-4.1,4.2,4.3 | 1-4 | 4,5,6 | 1,2 | Тест №4 |
| 12 | Креативное программное обеспечение | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,4,5,6 | 1,2 | Аннотация |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Реферат |
| УК-4.1,4.2,4.3 | 1-4 | 1,2,3,4,5,6 | 1,2 | Проект |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Контрольная работа №4 |
| УК-4.1,4.2,4.3 | 1-4 | 4,5,6 | 1,2 | Тест №4 |
| 13 | Программирование. Занятость в области | УК-4.1,4.2,4.3 | 1-4 | 1,2,3,4,5,6 | 1,2 | Аннотация |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Диалог |
| УК-4.1,4.2,4.3 | 1-4 | 1,2,3,4,5,6 | 1,2 | Дискуссия |
| УК-4.1,4.2,4.3 | 1-4 | 2,3,4,5,6 | 1,2 | Контрольная работа №4 |
| УК-4.1,4.2,4.3 | 1-4 | 4,5,6 | 1,2 | Тест №4 |

* 1. **Наименование тем лекций, их содержание и объем в часах**

Лекции учебным планом не предусмотрены

* 1. **Наименование тем практических занятий, их содержание и объем в часах**

Практические занятия учебным планом не предусмотрены

**4.5 Наименование тем лабораторных работ, их содержание и объем в часах**

|  |  |  |  |
| --- | --- | --- | --- |
| **№ п/п** | **№ раздела дисциплины** | **Наименование лабораторных работ** | **Трудоемкость (час)** |
| 1 | 1 | 1. Роль семьи в жизни человека. Взаимоотношения в семье. | 2 |
| 2. Семейные традиции, их сохранение и создание. | 2 |
| 2 | 2 | 1.Устройство городской квартиры/ загородного дома. | 4 |
| 3 | 3 | 1. Досуг в будние и выходные дни. | 2 |
| 2. Планирование семейных путешествий | 1 |
| 4 | 4 | 1. Покупка продуктов. Здоровое питание | 1 |
| 2. Предпочтения в еде. Традиции русской и других национальных кухонь. | 2 |
| 5 | 1-4 | Контрольная работа №1  Тест №1 | 2 |
| 6 | 5 | 1. Роль высшего образования для развития личности. | 2 |
| 2. Уровни высшего образования. Особенности учебного процесса в разных странах. | 2 |
| 7 | 6 | 1. История и традиции моего вуза. | 2 |
| 2. Известные ученые и выпускники моего вуза. | 2 |
| 8 | 7 | 1. Научная, культурная и спортивная жизнь студентов в России и за рубежом. | 3 |
| 9 | 8 | 1. Летние образовательные и ознакомительные программы. Академическая мобильность. | 3 |
| 10 | 5-8 | Контрольная работа №2  Тест №2 | 2 |
| 11 | 9 | 1. Роль иностранного языка в современном мире. Современные языки международного общения. | 3 |
| 12 | 10 | 1. Облик города/деревни в различных странах мира. | 1 |
| 2. Темп и ритм жизни современного человека в различных регионах страны и мира. | 2 |
| 13 | 11 | 1. Достопримечательности разных стран. | 2 |
| 2. Стереотипы восприятия и понимания различных культур. Культурный шок. | 2 |
| 14 | 12 | 1. Путешествия и туризм как средство культурного обогащения личности. Популярные туристические маршруты. | 2 |
| 2. Экотуризм: проблемы и перспективы. | 2 |
| 15 | 9-12 | Контрольная работа №3  Тест №3 | 2 |
| 16 | 13 | 1. Выдающиеся деятели искусства разных эпох, стран и культур. | 2 |
| 2. Крупнейшие музеи мира. | 2 |
| 17 | 14 | 1. Проблемы и перспективы мирового спортивного движения. Выдающиеся спортсмены. | 2 |
| 2. Основы здорового образа жизни. | 1 |
| 18 | 15 | 1. Плюсы и минусы глобализации. Деятельность всемирных организаций по решению проблем. | 3 |
| 19 | 16 | 1. Научно-технический прогресс и его достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества. | 2 |
| 20 | 17 | 1. Национальные парки и заповедники, их роль и значение. Проблема личной ответственности за сохранение окружающей среды. | 2 |
| 21 | 13-17 | Контрольная работа №4  Тест №4 | 2 |
| 22 | 18 | 1. Личностные качества сотрудника: сильные и слабые стороны. Подготовка резюме. | 2 |
| 2. Подготовка и проведение собеседования | 2 |
| 23 | 19 | 1. Особенности телефонных разговоров делового характера | 4 |
| 24 | 20 | 1. Правила проведения деловых встреч | 2 |
| 2. Ведение переговоров | 4 |
| 26 | 18-20 | Контрольная работа №1  Тест №1 | 2 |
| 27 | 21 | 1. Успешность и лидерство | 2 |
| 2. Работа в команде | 2 |
| 28 | 22 | 1. Виды деловой корреспонденции | 3 |
| 29 | 23 | 1. Работа в международной компании: плюсы и минусы | 2 |
| 2.Основные правила презентаций | 3 |
| 30 | 24 | 1. Деловая этика в России и за рубежом . | 2 |
| 31 | 21-24 | Контрольная работа №2  Тест №2 | 2 |
| 32 | 25 | 1. Базовая конфигурация компьютера. Центральный процессор, ОЗУ, ПЗУ | 2 |
| 2.Периферийные устройства | 2 |
| 33 | 26 | 1. Операционные системы | 1 |
| 2.Графический пользовательский интерфейс | 1 |
| 3.Прикладное ПО. Текстовые редакторы. | 1 |
| 4.Прикладное ПО. Табличные процессоры и базы данных. | 1 |
| 34 | 27 | 1. Топология сетей. Интернет и электронная почта | 2 |
| 2. Веб. Коммуникационные системы | 4 |
| 35 | 25-27 | Контрольная работа №3  Тест №3 | 2 |
| 36 | 28 | 1. История хакерства. Типы компьютерных преступлений | 2 |
| 2.Средства защиты от компьютерных преступлений. Безопасная передача данных | 2 |
| 37 | 29 | 1. Компьютерная графика и дизайн. Веб-дизайн | 2 |
| 2 Приложения для верстки печатных изданий. Мультимедиа | 2 |
| 38 | 30 | 1. Профессии в области ИКТ. Трудоустройство. | 2 |
| 2. Языки программирования. Создание программ. | 2 |
| 3.Новейшие разработки и будущее информационных технологий. | 2 |
| 39 | 28-30 | Контрольная работа №4  Тест №4 | 2 |
|  | **Всего** |  | **128** |

1. **Оценочные материалы для текущего контроля успеваемости и промежуточной аттестации по дисциплине.**

Для контроля результатов освоения дисциплины проводятся*:*

– тестирование:

1. Тест 1 (базовый курс)

2. Тест 2 (базовый курс)

3. Тест 3 (базовый курс)

4. Тест 4 (базовый курс)

5. Тест 1 (деловой курс)

6. Тест 2 (деловой курс)

7. Тест 3 (проф. перевод)

8. Тест 4 (проф. перевод)

– контрольные работы:

1. Контрольная №1 (базовый курс)

2. Контрольная №2 (базовый курс)

3. Контрольная №3 (базовый курс)

4. Контрольная №4 (базовый курс)

5. Контрольная №1 (деловой курс)

6. Контрольная №2 (деловой курс)

7. Контрольная №3 (проф. перевод)

8. Контрольная №4 (проф. перевод)

– выполнение лабораторных работ:

1. Монолог

2. Диалог

3. Дискуссия

4. Полемика

5. Презентация

6. Проект

7. Анализ кейса

8. Эссе

9. Перевод

10. Реферирование

11. Аннотирование

12. Деловое письмо

13. Аудирование

14. Чтение

Примечание: Оценочные материалы (типовые варианты тестов, контрольных работ и др.) приведены в приложении к рабочей программе дисциплины.

Промежуточная аттестация по итогам освоения дисциплины – зачет *(1,2,3 семестры),* экзамен (4 семестр).

1. **Учебно-методическое и информационное обеспечение дисциплины:**

**а) основная литература**

1. Иванова А. Л., Ульянова М. А. English for Technical University Students: Электронное учебно-методическое пособие для студентов обучающихся по дисциплине «Иностранный язык, дисциплины, связанные с профессиональной межкультурной коммуникацией» для всех направлений. Ижевск: ИжГТУ, 2018. Рег. №107/2018 ФГОС+ — Режим доступа: <http://ee.istu.ru/course/view.php?id=94>

2. Пономаренко Е. П., Красавина Ю. В., Волменских Е. В., Иванова А. Л. Business English. Учебного пособия для студентов 2 курса при изучении дисциплины «Иностранный язык (деловой) 2, Английский язык». Ижевск, ИжГТУ, 2018. Рег.№ 013/2018 ФГОС+ — Режим доступа: <http://ee.istu.ru/course/view.php?id=276>

3. Иванова А.Л., Гареев А.А. Учебно-методическое пособие для студентов 2 курса English for Computer Science Students. Ижевск: Изд-во ИжГТУ, 2017. – 125 с.

**б) дополнительная литература**

4. Everyday English [Электронный ресурс]: учебное пособие/ Т.Ю. Дроздова [и др.].— Электрон. текстовые данные.— Санкт-Петербург: Антология, 2018.— 592 c.— Режим доступа: http://www.iprbookshop.ru/86219.html.— ЭБС «IPRbooks»

5. Скачкова, Е. А. Business English : учебное пособие / Е. А. Скачкова. — 2-е изд. — Челябинск, Саратов : Южно-Уральский институт управления и экономики, Ай Пи Эр Медиа, 2019. — 201 c. — ISBN 978-5-4486-0680-9. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: http://www.iprbookshop.ru/81472.html (дата обращения: 25.04.2020). — Режим доступа: для авторизир. Пользователей

6. Электронное учебно-методическое пособие для студентов неязыковых специальностей «EVERYDAY ENGLISH»/ сост. Соломатина С.Ю., Булдакова Р.П., Ульянова М.А., Сомова К.Д., Григорьева Н.Н. – Ижевск: Изд-во ИжГТУ, 2016 . – 50 с. – 1 электрон. опт. диск (CD-ROM) (Рег.№ 32/13 ФГОС) — Режим доступа: [http://ee.istu.ru/course/view.php?id=276](http://ee.istu.ru/course/view.php?id=276#_blank)

7. Березина, М.Д. Module 1. General English for University and Professional  Purposes  [Электронный ресурс]: учебник для студентов/ М.Д. Березина. — Ижевск: ИжГТУ, 2013. – 191 с. – 1 электрон. опт. диск (CD-ROM) (Рег.№ 07/13 ФГОС) — Режим доступа: [http://ee.istu.ru/course/view.php?id=276](http://ee.istu.ru/course/view.php?id=276#_blank)

8. English grammar: учебное пособие по грамматике английского языка для студентов неязыковых специальностей / Ю. А. Иванова, Ю. И. Мишенева, В. Г. Нестеренко, Т. Н. Сайтимова. — Саратов : Вузовское образование, 2015. — 213 c. — ISBN 2227-8397. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: [http://www.iprbookshop.ru/epd-reader?publicationId=27158](http://www.iprbookshop.ru/epd-reader?publicationId=27158#_blank)  (дата обращения: 17.02.2021). — Режим доступа: для авторизир. Пользователей

9. Хвостовцева, Е. Н. English for Technical Specialities: учебное пособие / Е. Н. Хвостовцева, Н. А. Трофимова. — Томск : Томский государственный архитектурно-строительный университет, ЭБС АСВ, 2015. — 92 c. — ISBN 978-5-93057-665-8. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/75082.html> (дата обращения: 25.04.2020). — Режим доступа: для авторизир. Пользователей

**в) методические указания**

12. Методические указания для выполнения лабораторных и практических работ по иностранному языку для студентов бакалавриата неязыковых направлений профессиональной подготовки [Электронное издание] / сост. Архипова Е.И, Ульянова М.А., Булдакова Р.П., Репина Т.Ю., Малышева М.Ю., Сомова К.Д. – Ижевск: ИжГТУ, 2020. Рег.№ 079/2020 — Режим доступа: <http://ee.istu.ru/course/view.php?id=276>

**г) перечень ресурсов информационно-коммуникационной сети Интернет**

13. Электронно-библиотечная система IPRbooks

http://istu.ru/material/elektronno-bibliotechnaya-sistema-iprbooks

14. Электронный каталог научной библиотеки ИжГТУ имени М.Т. Калашникова Web ИРБИС http://94.181.117.43/cgi-bin/irbis64r\_12/cgiirbis\_64.exe?LNG=&C21COM=F&I21DBN=IBIS&P21DBN=IBIS

15. Национальная электронная библиотека - http://нэб.рф.

16. Мировая цифровая библиотека - http://www.wdl.org/ru/

17. Международный индекс научного цитирования Web of Science – http://webofscience.com.

18. Научная электронная библиотека eLIBRARY.RU – https://elibrary.ru/defaultx.asp

19. Справочно-правовая система КонсультантПлюс http://www.consultant.ru/

**д) лицензионное и свободно распространяемое программное обеспечение:**

1. Microsoft Office (лицензионное ПО)
2. Doctor Web (лицензионное ПО)
3. REWARD InterNative. Полный курс английского языка (со встроенными средствами дистанционного обучения) (лицензионное ПО)

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

1. Лабораторные работы

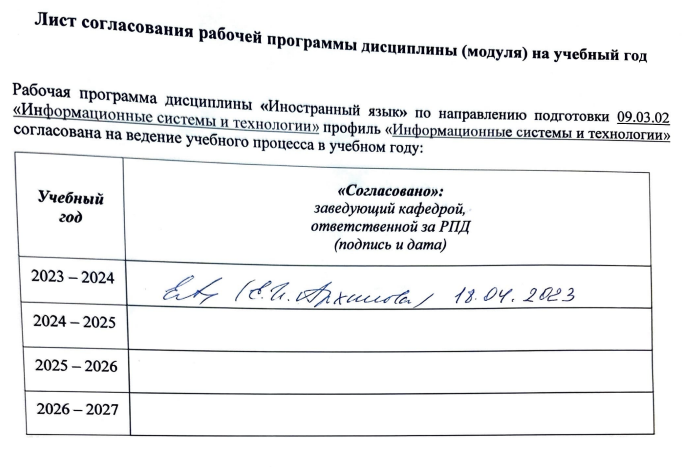
Учебные аудитории для лабораторных работ укомплектованы специализированной мебелью и техническими средствами обучения (проектор, экран, ноутбук).

1. Самостоятельная работа*.*

Помещения для самостоятельной работы оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде ИжГТУ имени М.Т. Калашникова:

- научная библиотека ИжГТУ имени М.Т. Калашникова (ауд. 201 корпус № 1, адрес: 426069, Удмуртская Республика, г.Ижевск, ул. Студенческая, д.7).

При необходимости рабочая программа дисциплины (модуля) может быть адаптирована для обеспечения образовательного процесса инвалидов и лиц с ограниченными возможностями здоровья, в том числе для обучения с применением дистанционных образовательных технологий. Для этого требуется заявление студента (его законного представителя) и заключение психолого-медико-педагогической комиссии (ПМПК).



**МИНОБРНАУКИ РОССИИ**

# Федеральное государственное бюджетное образовательное

# учреждение высшего образования

# «Ижевский государственный технический университет имени М.Т. Калашникова»

**Оценочные средства**

**по дисциплине**

Иностранный язык\_

(наименование – полностью)

направление 09.03.02 ««Информационные системы и технологии»»

(шифр, наименование – полностью)

профиль «Информационные системы и технологии»

(наименование – полностью)

уровень образования: бакалавриат

форма обучения: очная

(очная, очно-заочная или заочная)

общая трудоемкость дисциплины составляет: 9 зачетных единиц

1. **Оценочные средства**

Оценивание формирование компетенций производится на основе результатов обучения, приведенных в п. 2 рабочей программы и ФОС. Связь разделов компетенций, индикаторов и форм контроля (текущего и промежуточного) указаны в таблице 4.2 рабочей программы дисциплины

Оценочные средства соотнесены с результатами обучения по дисциплине и индикаторами достижения компетенций представлены ниже.

|  |  |  |  |
| --- | --- | --- | --- |
| **№**  **п/п** | **Коды компетенции и индикаторов** | **Результат обучения**  *(знания, умения и навыки)* | **Формы текущего и промежуточного контроля** |
| 1 | УК-4.1 Знать: литературную форму и функциональные стили государственного языка; основы устной и письменной коммуникации на иностранном языке; требования к деловой коммуникации | **З1** произносительные умения и навыки при чтении вслух и устном высказывании  **З2** основы грамматической системы языка и основные лексические единицы при построении письменных и устных текстов на родном и иностранном языках в соответствии со сферой и ситуацией общения;  **З3** правила речевого этикета в соответствии с ситуациями межличностного и межкультурного общения в зависимости от стиля и характера общения  **З4** основную страноведческую информацию о стране изучаемого языка | монолог  эссе  проект  презентация  перевод  аннотация  реферирование  полемика  анализ кейса  диалог  деловое письмо  Контрольная работа №1,2,3,4  Зачет  Экзамен |
|  | УК-4.2 Уметь: выражать свои мысли в устной и письменной формах на государственном и иностранном языках в ситуации деловой коммуникации | **У1** ориентироваться в социокультурных маркерах своей и иноязычной среды и вести диалог этикетного характера в соответствии со сферой общения  **У2** выражать свое мнение и аргументированную оценку ситуации  **У3** понимать и передавать содержание иноязычного прочитанного и услышанного текста с различной степенью проникновения в содержание в зависимости от коммуникативной задачи  **У4** писать тексты различных жанров по тематике цикла с учетом норм оформления, принятых в стране изучаемого языка;  **У5** делать самостоятельные устные сообщения, доклады по теме, используя источники на иностранном языке  **У6** признавать интересы и результаты совместной групповой деятельности по решению определенной учебной задачи | монолог  эссе  проект  презентация  перевод  аннотация  реферирование  полемика  анализ кейса  диалог  деловое письмо  Контрольная работа №1,2,3,4  Зачет  Экзамен |
| 2 | УК-4.3 Владеть: навыками деловой коммуникации в устной и письменной формах; иностранным языком в объеме, необходимом для возможности получения информации из зарубежных источников | **У1** ориентироваться в социокультурных маркерах своей и иноязычной среды и вести диалог этикетного характера в соответствии со сферой общения  **У2** выражать свое мнение и аргументированную оценку ситуации  **У3** понимать и передавать содержание иноязычного прочитанного и услышанного текста с различной степенью проникновения в содержание в зависимости от коммуникативной задачи  **У4** писать тексты различных жанров по тематике цикла с учетом норм оформления, принятых в стране изучаемого языка;  **У5** делать самостоятельные устные сообщения, доклады по теме, используя источники на иностранном языке  **Н1** владение иностранным языком на двух уровнях  **Н2** владениеразличными жанрами устной и письменной речи в различных сферах общения | монолог  эссе  проект  презентация  перевод  аннотация  реферирование  полемика  анализ кейса  диалог  деловое письмо  Контрольная работа №1,2,3,4  Зачет  Экзамен |

***Наименование:*** зачет

***Перечень текстов для проведения зачета:***

***Основной уровень***

***Перечень названий текстов для чтения:***

1. “Global warming” («Глобальное потепление»)

2. “Dr. Pathak and India's untouchables” («Доктор Патак и неприкасаемые Индии»)

3. “Reviving the National Meatless Program” («Возрождение национальной программы по ограничению мясной продукции»)

4. “San Francisco International Airport Doing Well, Unlike Others” («Национальный аэропорт в Сан-Франциско преуспел в отличие от других баз воздушных перевозок»)

5. “Author’s Purpose” («Цель автора»)

6. “Learning from Morning Till Night!” («Обучение с утра до ночи!»)

7. “Simple Ways to Live a Healthy Lifestyle” («Простые способы вести здоровый образ жизни»)

8. “Breakfast and Metabolism” («Завтрак и метаболизм»)

9. “Healthy Living: How to Live Longer” («Здоровый образ жизни: как прожить дольше?»)

10. “Things that Stop a Good Night’s Sleep” («Факторы, нарушающие здоровый ночной сон»)

11. “How Do we Know the Big Bang Happened?” («Как стать очевидцем красного смещения?»)

12. “Angkor Wat” («Ангкор-Ват»)

13. “Biofuels and the Environment” («Биотопливо и окружающая среда»)

14. “Reality Television” («Реалити шоу»)

15. “The Hardest Language” («Самый сложный язык»)

16. “Making the United States a Less Bilingual Place” («Меры по устранению двуязычия в США»)

17. “Missing Hikers Found in Alaska” («Пропавшие туристы найдены в Аляске»)

18. “Outdoor Activity Injury Statistics” («Статистика уличного травматизма »)

19. “Are Some Shower Curtains Dangerous?” («Опасные занавески для ванны?»)

20. “Picasso Prints Stolen in Brazil” («В Бразилии похищены гравюры Пикассо»)

21. “Can a Healthy Lifestyle Alter your Genes?” («Способен ли здоровый образ жизни менять гены?»)

22. “Japan's Convenience Stores - not 24/7?” («Удобные магазины Японии не работают 24/7?»)

23. “Airlines cut flights, routes” (“Авиакомпании сокращают рейсы и маршруты”)

24. “Student life” (“Студенческая жизнь” )

25. “Education” (“Образование”)

26. «How America eats» («Как питаются в Америке»)

27. «Gas Stations - No more Credit Cards» (“Заправочные станции — больше не принимают кредитные карты»)

28. «Airbus Crisis Over» («Авиастроительная компания преодолела кризис»)

29. «Motivating workers» («Мотивация работников»)

30. «Company relations» («Взаимоотношения в компании»)

31. «When to terrorize talent» («Когда запугать талант»)

32. «Motivating talent» («Мотивация таланта»)

33. «Business encouraging» («Стимулирование бизнеса»)

34. «Is there a place for time in corporate Utopia?» («Существут ли понятие времени в корпоративной утопии?»)

35. «Team building involves more than throwing a few people together» («Формирование коллектива – это нечто большее, чем собрать вместе несколько людей»)

36. «Which bosses are the best?» («Какие качества присущи лучшему начальнику?»)

37. «Working across cultures» («Работа с представителями разных культур»)

38. «Communicating across the cultural divide» («Работа в условиях культурных различий»)

39. «Mergers and acquisitions» («Слияния и поглощения»)

40. «Making cultural diversity work» («Организация работы в поликультурном обществе»)

41. «Modernizing the Japanese way of working» («Модернизация японского стиля работы»)

42. «Learn About Your Prospect To Make The Sale» («Узнай о перспективах стимулирования сбыта»)

43. «Finding new ways to grow a company in today’s tough climate isn’t easy» («О сложности поиска новых способов развития компании в современном суровом климате»)

44. «Business life» («Жизнь в деловой среде»)

45. «China’s new wave heads west» («Китай претендует на западный рынок»)

***Повышенный уровень***

1. “Education” («Образование»)
2. “Language Education” («Языковое образование»)
3. “Family Lifestyle” («Семейный образ жизни»)
4. “Family Health History” («История болезни семьи»)
5. “The Difference Between Gluten and Carbohydrates” («Разница между глютеном и углеводами»)
6. “Types of Dominoes” («Типы домино»)
7. “History of Marriage” («История замужества»)
8. “The History of Distance Education” («История дистанционного образования»)
9. “Ticket Scalping” («Спекуляция билетами»)
10. “What Is a Black Tie Affair?” («Официальный прием»)
11. “Left Luggage” («Оставленный багаж»)
12. “Circus” («Цирк»)
13. “Music Tourism” («Музыкальный туризм»)
14. “Is Space Tourism Feasible?” («Возможен ли туризм в космосе?»)
15. “Why were the 1936 Olympic Games Controversial?” («Почему Олимпийские игры 1936 были противоречивыми?»)
16. “The Special Olympics” («Особые Олимпийские игры»)
17. “Dwelling House” («Жилой дом»)
18. “What Does an Infrastructure Engineer Do? («Чем занимается инженер по инфраструктуре?»)
19. “Globalization” («Глобализация»)
20. “Is Mexico City Really Sinking?” («Неужели Мехико тонет?»)
21. “American Village” («Американская деревня»)
22. “Epistolary Novel” («Эпистолярный роман»)
23. “Romantic Poets” («Поэты-романтики»)
24. “Personal Computers” («Персональные компьютеры»)
25. “Smart Glass” («Умное стекло»)
26. “Watercolor Painting” («Акварельная живопись»)
27. “Collage” («Коллаж»)
28. “Musical Intelligence” («Музыкальный интеллект»)
29. «Satisfiers and motivators» («Источники удовлетворения и мотивации»)
30. «Companies diversity of lifestyle» («Разнообразный быт компаний»)
31. «A matter of choice» («Проблема выбора»)
32. «A matter of trust» («Проблема доверия»)
33. «Communicating across the cultural divide» («Общение в условиях культурных различий»)
34. «The art of joining different cultures» («Искусство стать частью любой культуры»)
35. «Globalization is already here» («Глобализация не за горами»)
36. «Companies are beginning to look elsewhere» («Компании начинают смотреть в другую сторону»)
37. «Branding Basics Create a Great Logo» («Основами брэндинга является создание великолепного логотипа»)
38. «Business Ethics» («Деловая этика»)
39. «The Meaning of Ethics» («Суть этики»)
40. «Why Is Business Ethics Important?» («В чем необходимость деловой этики?»)
41. «You Are Talking to Me» («Ты разговариваешь со мной»)
42. «Cultural differences affect international business» («Культурные различия влияют на международный бизнес»)
43. «Culture in Economic Performance» («Культура в экономической производительности»)
44. «Culture and society values» («Культура и общественные ценности»)

***Перечень тем для*** ***монологов и*** ***диалогов:***

1. “Problems of Fathers and Sons” («Проблема отцов и детей»)

2. “My Leisure Time” («Мое свободное время»)

3. “Art” («Искусство»)

4. “Education in Great Britain” («Образование в Великобритании»)

5. “British Universities” («Британские университеты»)

6. “Education in Russia” («Образование в России»)

7. “Education in the USA” («Образование в США»)

8. “Ecology and Helath” («Экология и здоровье»)

9. “Way to Success” («Путь к успеху»)

10. “Our family traditions” (“Наши семейные традиции”)

11. “My Future Profession” («Моя будущая профессия»)

12. “Computers Nowadays” («Компьютеры в современном мире»)

13. “ Live to work or work to live” («Жить, чтобы работать или работать, чтобы жить»)

14. “Jobs in an organization” («Профессии в организации»)

15. “My future career” («Подразделения компании»)

16. “Motivating at work” («Кто хочет стать предпринимателем»)

17. “Main rules in business telephoning” («Телефонные переговоры»)

18. “Getting started in business” («Как открыть свой бизнес?»)

19. “Career development” («Карьерный рост»)

20. “Ethical principles in a company” («Принципы деловой этики в компании»)

21. “Taking part in a meeting” («Участие в деловых переговорах»)

22. “How to behave during an interview” («Как вести себя на собеседовании»)

***Пример билета на зачет***

Федеральное государственное бюджетное образовательное

учреждение высшего образования

«Ижевский государственный технический университет имени М.Т. Калашникова»

**Билет к зачету №\_\_**

по дисциплине «Иностранный язык» (1 семестр)

1. Прочитайте текст **«Gas Stations - No more Credit Cards?»** («Заправочные станции – больше не принимают кредитные карты?») и обсудите затронутую проблему с партнером.

2. Подготовьте монолог на тему **«Problems of Fathers and Sons»** («Проблема отцов и детей»)

Билет рассмотрен и утвержден на заседании кафедры «Английский язык» «\_\_\_» *\_\_\_\_\_\_\_\_* 20\_\_ г.

Протокол № *\_\_\_\_*

Зав. кафедрой, к.п.н., доцент Е.И. Архипова

Федеральное государственное бюджетное образовательное

учреждение высшего образования

«Ижевский государственный технический университет имени М.Т. Калашникова»

**Билет к зачету №\_\_**

по дисциплине «Иностранный язык» (2 семестр)

1. Прочитайте текст **«Airbus Crisis Over»** («Авиастроительная компания справилась с кризисом»)и обсудите затронутую проблему с партнером.

2. Подготовьте диалог на тему **«Ecology and Health»** («Экология и здоровье»).

Билет рассмотрен и утвержден на заседании кафедры «Английский язык» «\_\_\_» *\_\_\_\_\_\_\_\_* 20\_\_ г.

Протокол № *\_\_\_\_*

Зав. кафедрой, к.п.н., доцент Е.И. Архипова

Федеральное государственное бюджетное образовательное

учреждение высшего образования

«Ижевский государственный технический университет имени М.Т. Калашникова»

**Билет к зачету №\_\_**

по дисциплине «Иностранный язык» (3 семестр)

1. Подготовленный монолог на тему **« Live to work or work to live»** («Жить чтобы работать или работать чтобы жить?»)

2. Прочитайте текст **«Motivating workers»** («Мотивация работников») и обсудите затронутую проблему с партнером.

3. Переведите деловое письмо на русский язык

Билет рассмотрен и утвержден на заседании кафедры «Английский язык» «\_\_\_» *\_\_\_\_\_\_\_\_* 20\_\_ г.

Протокол № *\_\_\_\_*

Зав. кафедрой, к.п.н., доцент Е.И. Архипова

***Критерии оценки:***

Приведены в разделе 2

***Наименование:*** экзамен

***Представление в ФОС*:** перечень вопросов

***Перечень названий текстов для чтения:***

***Основной уровень***

1.“A Brief History of C#” («Краткая история C #»)

2. “Virtual Memory” («Виртуальная память»)

3. “Artificial Intelligence” («Искусственный интеллект»)

4. “Causes of Poor VoIP Call Quality” («Плохое качество звонков по IP-протоколу»)

5. “Computer Hardware Review” («Обзор Компьютерного Оборудования»)

6. “Isolating Applied Mathematics from Computer Science Harms the Profession” («Изоляция прикладной математики от информатики вредит профессии»)

7. “Parts of a Window” (“Компоненты Window”)

8. “Should Software Engineers Worry About Hardware?” (“Должны ли инженеры-программисты беспокоиться об аппаратном обеспечении?”)

9. “Switching Protocols Types” (“Типы протоколов переключения”)

10. AVR Architecture” (“AVR Архитектура”)

11.“What is Informatics?” (“Что такое информатика?”)

12. “Caching Schemes and VCACHE” (“Схемы кэширования и кэш VCACHE”)

13. “Friendly Artificial Intelligence” (“Дружественный Искусственный Интеллект”)

***Повышенный уровень***

1. “A Brief History of C#” («Краткая история C #»)

2. “Virtual Memory” («Виртуальная память»)

3. “Artificial Intelligence” («Искусственный интеллект»)

4. “Artificial Intelligence: Myth or Reality?” («Искусственный интеллект: миф или реальность?»)

5. “Causes of Poor VoIP Call Quality” («Плохое качество звонков по IP-протоколу»)

6. “Operating System Design” («Дизайн Операционной Системы»)

7. “Isolating Applied Mathematics from Computer Science Harms the Profession” («Изоляция прикладной математики от информатики вредит профессии»)

8. “Neural Networks” («Нейронные сети»)

9. “Parts of a Window” (“Компоненты Window”)

10. “Should Software Engineers Worry About Hardware?” (“Должны ли инженеры-программисты беспокоиться об аппаратном обеспечении?”)

11. “Switching Protocols Types” (“Типы протоколов переключения”)

12. AVR Architecture” (“AVR Архитектура”)

13. “Web Development”(“Веб-разработка”)

14. “What is Informatics?” (“Что такое информатика?”)

15. “Caching Schemes and VCACHE” (“Схемы кэширования и кэш VCACHE”),

16. “Friendly Artificial Intelligence” (“Дружественный Искусственный Интеллект”)

***Перечень тем для*** ***монологов и диалогов***

1. “JAVA programming” («Язык программирования Java»)

2. “Artificial Intelligence” («Искусственный интеллект»)

3. “Object-oriented Programming” («Объектно-ориентированное программирование»)

4. “Operating System” («Операционная система»)

5. “Computer Hardware” («Компьютерное оборудование»)

6. “Programming in Delphi” («Программирование в Делфи»)

7. “Programming in C++” («Программирование на С ++»)

8.“Neural Networks” (“Нейросети»)

9. Windows Operating Systems” (“Операционные системы Windows”)

10. Linux Operating System” (“Операционная система Linux”)

11. “Android Operating System”(“Операционная система Android”)

12. “Cryptography” (“Криптография”)

13. “Computer Viruses” (“Компьютерные вирусы”)

14. Antivirus Software” (“Антивирусное программное обеспечение “)

15. “Web Design” (“Веб-дизайн”)

16. “Programming in C#” (“Программирование на C #”)

***Пример билета на экзамен***

Федеральное государственное бюджетное образовательное

учреждение высшего образования

«Ижевский государственный технический университет имени М.Т. Калашникова»

**Билет к экзамену №\_\_**

по дисциплине «Иностранный язык» (4 семестр)

1. A) Прочитайте текст “**Conventional Memory and Upper Memory**” («Основная память и верхняя область памяти»), сделайте перевод выделенной части текста

Б) Обсудите затронутую в тексте проблему с экзаменатором

2. Подготовьте диалог с партнером на тему “**JAVA programming**” («Язык программирования Java»)

Билет рассмотрен и утвержден на заседании кафедры «Английский язык» «\_\_\_» *\_\_\_\_\_\_\_\_* 20\_\_ г.

Протокол № *\_\_\_\_*

Зав. кафедрой, к.п.н., доцент Е.И. Архипова

***Критерии оценки:***

Приведены в разделе 2

***Наименование:*** выполнение лабораторных работ

К видам работы на лабораторных работах относятся: анализ кейса, дискуссия, полемика, диалог, презентация, проект, монолог, аудирование, чтение, перевод, эссе.

***Представление в ФОС*:** перечень заданий

***Варианты заданий:***

***4 семестр***

1. **Аннотация**

***Пример текста для аннотирования***

Information technology is concerned with improvements in a variety of human and organizational problem-solving endeavors through the design, development, and use of technologically based systems and processes that enhance the efficiency and effectiveness of information in a variety of strategic, tactical, and operational situations.

The knowledge and skills required in information technology come from the applied engineering sciences, especially information, computer, and systems engineering sciences, and from professional practice. Professional activities in information technology and in the acquisition of information technology systems range from requirements definition or specification, to conceptual and functional design and development of communication and computer-based systems for information support. They are concerned with such topics as architectural definition and evaluation. These activities include integration of new systems into functionally operational existing systems and maintenance of the result as user needs change over time. This human interaction with systems and processes, and the associated information processing activities, may take several diverse forms.

The hardware and software of computing and communications form the basic tools for information technology. These are implemented as information technology systems through use of systems engineering processes. While information technology and information systems engineering does indeed enable better designs of systems and existing organizations, it also enables the design of fundamentally new organizations and systems such as virtual corporations. Thus, efforts in this area include not only interactivity in working with clients to satisfy present needs but also awareness of future technological, organizational, and human concerns so as to support transition over time to new information technology-based services.

1. **Реферирование**

**Пример текста для реферирования**

**Techniques to provide Java portability**

The first technique is to simply compile directly into native code like a more traditional compiler, skipping byte codes entirely. This achieves good performance, but at the expense of portability. Another technique, known as just-in-time compilation (JIT), translates the Java byte codes into native code at the time that the program is run which results in a program that executes faster than interpreted code but also incurs compilation overhead during execution. More sophisticated VMs use dynamic recompilation, in which the VM can analyze the behavior of the running program and selectively recompile and optimize critical parts of the program. Dynamic recompilation can achieve optimizations superior to static compilation because the dynamic compiler can base optimizations on knowledge about the runtime environment and the set of loaded classes. JIT compilation and dynamic recompilation allow Java programs to take advantage of the speed of native code without losing portability.

The program or other objects can reference an object by holding a reference to it (which, from a low-level point of view, is its address on the heap). When no references to an object remain, the Java garbage collector automatically deletes the unreachable object, freeing memory and preventing a memory leak. Memory leaks may still occur if a programmer's code holds a reference to an object that is no longer needed - in other words, they can still occur but at higher conceptual levels.

The use of garbage collection in a language can also affect programming paradigms. If, for example, the developer assumes that the cost of memory allocation/recollection is low, they may choose to more freely construct objects instead of pre-initializing, holding and reusing them. With the small cost of potential performance penalties (inner-loop construction of large/complex objects), this facilitates thread-isolation (no need to synchronize as different threads work on different object instances) and data-hiding. The use of transient immutable value- objects minimizes side-effect programming.

1. **Анализ кейса**

**Образец анализа кейса**

**1 семестр**

**Кейс «Общее и различное в национальных культурах» по фрагментам из текста**

**«Japanese and American Cultures: Eating in Class», «Russian and American Culture: Cheating during a Quiz»**

**1. Цели практического занятия**

Познакомиться с проблемной ситуацией, возникающей у студентов в другой стране;

Усвоить актуальность, проблематики, закрепить основные понятия;

Научиться добывать информацию, необходимую для поиска решения

Сопоставлять и оценивать варианты решения;

Аргументировать собственные решения

**2. Порядок выполнения работы**

Перед занятием студенты повторяют лексику по теме: «Общее и различное в национальных культурах».

Студенты работают над заданием индивидуально.

Предварительно студенты читают фрагменты из текстов «Japanese and American Cultures: Eating in Class», «Russian and American Culture: Cheating during a Quiz»

По результатам прочтения студенты выделяют увиденные проблемы, возникшие у ребят, обучающихся за рубежом;

По результатам прочтения указанных фрагментов студенты отвечают на вопросы .

Во время занятия происходит обсуждение студенческих ответов и проблем, представленных в текстах.

**3. Методические указания к выполнению задания по фильму**

*Вопросы по ситуации*

*Что мотивировало ребят поступить таким образом?*

*Какие ценности и взаимоотношения важны в странах, которых они оказались?*

*Каким образом нужно было поступить ребятам, чтобы избежать конфликтов?*

*Как бы вы поступили на месте ребят?*

**4 семестр**

**Кейс «Компьютерные вирусы»** **по теме: «Компьютерная безопасность».**

**1. Цели практического занятия**

Систематизировать знания о защите и безопасности при работе на ПК;

Развивать навыки поиска решений проблем информационной безопасности;

Воспитывать ответственное отношение к любой информационной деятельности, развивать общую культуру личности.

**2. Порядок выполнения работы**

Перед занятием студенты повторяют лексику по темам: «Сети», «Компьютерная безопасность».

Студенты работают над заданием индивидуально.

Предварительно дома студенты повторяют вышеназванные темы, обращая внимание на поставленные цели.

Объектом исследования на данном практическом занятии являются анализ вариантов выявления заражения, проверки, профилактики, защиты данных.

По результатам анализа студенты отвечают на вопросы .

**3. Методические указания к выполнению задания**

*Вопросы, связанные с принятием решений*

1. Решения какого типа принимал студент?
2. Какие цели преследовались при принятии решений?
3. Какие критерии использовались при принятии решений?
4. Как вы оцениваете полученные результаты?
5. **Дискуссия**

**Образец дискуссии**

**1-2 семестр**

**STUDENT A’s QUESTIONS (Do not show to Student B)**

* Is education at Russian schools and universities free?
* Is there also a fee-paying-form of education at government universities?
* What is the difference between a gymnasium and an ordinary school?

**STUDENT B’s QUESTIONS (Do not show to Student A)**

* Why is the competition so tough at government universities as compared with private ones?
* Has the number of students in Russia been increasing lately?
* How do students who graduate from universities find jobs?

**3 семестр**

**STUDENT A’s QUESTIONS (Do not show to Student B)**

1) What are your favourite companies?

2) Which companies do you think provide the best customer service and best products?

3) Would you prefer to work in a large international company or a small local company? Why?

**STUDENT B’s QUESTIONS (Do not show to Student A)**

1)What benefits could your career get if you worked for multicultural company?

2) If you have worked abroad, was it good for your career? Why? I Why not?

3) What things can you do to make your workplace more welcoming?

**4 семестр**

**STUDENT A’s QUESTIONS (Do not show to Student B)**

1. What is the Internet?
2. What would the world be like without the Internet?
3. Could you live without the Internet?
4. What kind of technology will replace the Internet?
5. What annoys you about the Internet?
6. Are you addicted to the Internet?
7. Do you think fingerprints or retina scans are better than ID cards?

**STUDENT A’s QUESTIONS (Do not show to Student B)**

1. How does the Internet work?
2. How has the Internet changed the world?
3. What’s the best thing about the Internet?
4. Could the Internet have a better name?
5. What does the Internet need more of?
6. What is your favourite Internet site?
7. Do you think people will prefer to live their lives on the Internet instead of real life?
8. **Полемика**

**Образец полемики**

**1-2 семестр**

Тема: Дом, жилищные условия

**It is a Good Thing to Live in a Modern City**

Everything always has two sides: the front side and the back side, or the positive and negative one. And so does living in a city or living in a countryside. While people living in a city enjoy job opportunities and convenient services of trade, health and entertainment, people living in the countryside gain a better living environment.

*Points for*

Most people love cities and many are flocking there from the country.

Modern man is too sophisticated for simple country pleasures.

It is enough to visit the countryside on weekends.

Commuting does not affect those who live in cities; it is only a small inconvenience.

Getting to work by bike is healthy.

People easily adapt themselves to city life; noise, traffic, etc. are hardly noticed.

Only a small minority of city-dwellers are involved in crime and violence.

There are many reasons why city life is preferable: there are more places for entertainment.

Life is never dull; there is always something to do.

There are better schools and services in big cities.

There are more chances for employment.

There is a greater range of jobs and the pay is higher.

There is more opportunity to succeed in life.

It is easier to earn more money.

The educational level is higher; it is a better place for children.

The teachers in the schools are better.

There is more choice of schools.

The shopping has a wider variety and prices are better.

*Points against*

Trains are packed; streets are crowded; busses are full. There are bus queues and traffic jams everywhere.

Commuting stretches man's resources to the utmost.

City-dwellers adopt a wholly unnatural way of life. They lose touch with the land and the rhythm of nature.

City-dwellers are barely conscious of seasons. Flowers, leaves, the changes of seasons become irrelevant in their lives.

Distinction between day and night is lost. There is always noise and traffic, everywhere.

Rents are high; buying a house of your own for average people is impossible.

The cost of living is higher in big cities.

Cities breed crime and violence; houses are often burgled; bicycles and motorcycles are stolen.

Tension in big cities shortens people's lives.

Pollution in big cities is becoming impossible and dangerous to your health.

City people are not a warm-hearted and friendly as country people.

The country is a better place for children and much safer.

Contagious diseases become a serious health hazard.

Privacy can be almost impossible.

**3 семестр**

**Ethical standards should be brought into business**

**organizations**

*Points for*

Competitive free markets will ensure that the members of a society are served in beneficial ways.

Employees are obligated to serve their employers single-mindedly.

Obeying the law is sufficient for businesses.

Ethical companies are more profitable than other companies

*Points against*

Social involvement may not be reasonably feasible for a business.

Business people do not have power over the necessary skills to tackle social problems.

Addressing complex social problems should be left to governments and social service agencies.

Business people may make their greatest contribution when they efficiently marshal resources in a competitive environment

1. **Диалог**

***Примерные темы диалогов:***

**1-2 семестр**

«Мечтаешь ли ты учиться за рубежом?»

«Влияние интернета на жизнь молодого поколения»

**3 семестр**

«Деловой телефонный разговор с иностранным партнером»

**4 семестр**

«Почему люди становятся хакерами?»

«Типы компьютерных преступлений»

«Перспективы развития в IT сфере в России и за рубежом»

**Образец диалога  
1-2 семестр**

Anna: Pier, what's your favourite media resource?

Pierre: Internet, of course. Why do you ask?

Anna: We have to write an essay about various types of media sources. It needs to be handed on Monday.

Pierre: I see. I completely forgot about it. Thanks for reminding me. Well, I think that Internet has replaced all other sources in the course of time. But if we need to write about all of them, I'll try to express my attitude towards TV, radio, newspapers, magazines, advertisements as well.

Anna: I don't know what to say about radio. I don't listen to it very often.

Pierre: Well, you just need to mention that in your essay. Moreover, there were the times when radio was the only means of media. It was at people's service before television.

Anna: How about newspapers? Weren't they already in use before radio appeared?

Pierre: Oh, sorry. You're right. Newspapers were delivered as early as in the 16th century. And, they were the only way to inform people about current news.

Anna: Summing up, this is what we have. At first, people received newspapers to learn about current news in their neighbourhood. Then, there were magazines on various topics, such as philosophy, art, geography, politics, etc. I've read about it in one article. The earliest example of magazine appeared in the middle of the 17th century in Berlin.

Pierre: That's an interesting fact. You should include it in your essay as well. As for news announcements, I know that the earliest examples appeared in the Roman Empire and in Ancient China. These news were carved in metal or stone and placed in public places. The newspapers we receive today originated in Venice in the middle of the 16th century. At first they were handwritten.

Anna: As I understand, newspapers and magazines remained the only source of information for several centuries, because radio didn't come into use until the beginning of the 20th century. Guglielmo Marconi was the person who invented radio signals. In fact, his invention has saved hundreds of people from dying on the sinking Titanic.

Pierre: We have lots of information for the essay now.

Anna: That's not all. We should also mention the appearance of TV and advertising.

Pierre: Well, as far as I know, the first black and white silent movies were introduced to people already at the beginning of the 20th century. The first sound and color effects appeared in 1922. In the course of time there were other inventions, connected with television. For example, video recorders, DVDs, cable television, etc.

Anna: Do you happen to know anything about advertising?

Pierre: Advertising is an old tool. Even in ancient cultures people found different ways to advertise their goods. I'd say inscriptions on walls were the first advertisements. Speaking about modern avertising, it appeared first on radio, then on TV. Radio advertisements were launched in 1920s, and TV commercials appeared in 1950s.

Anna: Oh, now that should be enough information. At the end we should write a couple of sentences about the Internet. This tool has completely changed the nature of mass media.

Pierre: You're right. With the appearance of Internet, people don't turn to other media sources that often. Interet has everything to offer: video, audio, radio, cable television, TV channels, electronic newspapers, magazines, advertisements. It's the most powerful source of information nowadays.

Anna: Do you know its exact date of appearance or the name of a person who invented it?

Pierre: Many scientists have worked on the idea of global network invention in 1960s and 1970s, but it wasn't until 1990 that Internet have gained a recognizable form. It was Tim Berners-Lee, who invented the World Wide Web.

Anna: Ok, now we have all the necessary information about mass media and we can easily prepare the essay.

Pierre: I'm sure, we'll get good marks for this work.

**3 семестр**

|  |  |
| --- | --- |
| Michelle: | Mr Hibberd’s office! |
| Peter: | Hello, **can I speak to Brian Hibberd, please?** |
| Michelle: | **I’m afraid he’s in a meeting** until lunchtime. Can I take a message? |
| Peter: | Well, **I’d like to arrange an appointment** to see him, please.   It’s Peter Jefferson here. |
| Michelle: | Could you hold on for a minute, Mr Jefferson. **I’ll just look in the diary**. So **when’s convenient for you?** |
| Peter: | Some time next week if possible. I gather he’s away the following week. |
| Michelle: | Yes, that’s right, he’s on holiday for a fortnight. |
| Peter: | Well, I need to see him before he goes away. So **would next Wednesday be okay?** |
| Michelle: | Wednesday . let me see . he's out of the office all morning. But he's free in the afternoon, after about three. |
| Peter: | Three o'clock is difficult. But **I could make it** after four. |
| Michelle: | **So shall we say 4.15 next Wednesday**, in Mr Hibberd's office? |
| Peter: | Yes, that sounds fine. Thanks very much. |
| Michelle: | Okay, then. Bye. |

**4 семестр**

Amy: Hi, Sean. How are you?

Sean: Hi, Amy. I'm fine, thank you. It's good to hear from you.

Amy: Sorry to bother you, but I have one problem and I think you might help me with it.

Sean: No problem. What's happened?

Amy: It's my computer at work. I've been having some problems with it lately. I know that you're good with computers, so I decided to address you. As for me, I don't understand a thing in electronic appliances.

Sean: I see. I'll try to help you. So, what's the problem?

Amy: There are actually several problems here. First of all, my computer started to shut down unexpectedly. It wasn't like this before. Secondly, I fail to open some of my past pictures of documents. I'm at loss. I think, perhaps, my computer has become outdated or something.

Sean: Those problems are quite serious. I must come over and have a look at it. I assume that the problem of shutting down is because of overheating. Perhaps you should replace the battery. When certain files fail to open, it might be a virus. So we will need a reliable anti-virus software set up. And the problem with audio files might be because the player became outdated. It needs to be refreshed.

Amy: See, I knew you are a computer genius. Could you come over?

Sean: Yes, of course. When is it more convenient for you?

Amy: The sooner, the better. I don't work this week so you can come anytime.

Sean: Ok, then. I will come tomorrow evening if that's all right.

Amy: That's perfect. I'll be waiting for you.

Sean: I will have to take some software and equipment with me. Is there anything else to be fixed?

Amy: My printer is also a mess. I've tried to change the ink, it didn't help. I'm having some trouble printing black and white pages.

Sean: I see. I'll have a look. However, I'm not good at printer or scanner fixing.

Amy: It's ok, Sean. Those devices are not so important for me as the computer and laptop. By the way, my laptop also plays tricks on me.

Sean: What's wrong with it?

Amy: I think, there is also some kind of a virus, because my files don't open.

1. **Презентация**

**Темы презентаций:**

**1-2 семестр**

1. Национальные кухни мира

2. Вузы-партнеры ИжГТУ.

3. Творчество известных современных деятелей искусства

**3 семестр**

1.Принципы менеджмента в известных международных компаниях

**4 семестр**

1. Громкие истории хакерства

1. **Проект**

**Темы проектов:**

**1-2 семестр**

Проект (коллаж) на тему «Досуг в разных странах»

Проект (постер) на тему «Достопримечательности одного из городов мира»

Проект (рекламная листовка) на тему «Национальные парки и заповедники мира»

**3 семестр**

Проект (рекламная листовка) на тему «Деловой этикет в разных странах мира»

**4 семестр**

Проект (презентация) на тему «Робот для дома и работы»

**Пример проектного задания и ход проекта**

**Название проекта: «**Достопримечательности одного из городов мира**»**

**Тип проекта:** информационный проект

**Цели проекта:**

1) Развитие иноязычной профессиональной компетенции студентов:

1.1. тренировка активного словарного запаса по теме «Известные города мира, их достопримечательности и стереотипы о них»;

1.2. закрепление грамматического материала (порядок слов в предложении, придаточные предложения);

1.3. развитие умений и навыков в области изучающего, ознакомительного, просмотрового и поискового видов чтения;

1.4. развитие умений в подготовленной монологической речи;

1.5. развитие презентационных навыков.

2) Развитие информационно-коммуникационной компетенции студентов:

2.1. развитие ценностного отношения к процессу образования с применением информационно-коммуникационных технологий (ИКТ);

2.2. развитие ИКТ-навыков, связанных с работой с текстовыми редакторами;

2.3. развитие способности оценивать необходимость использования различных видов работ с использованием текстовых редакторов в образовательном процессе.

3) Закрепление знаний в области деловой этики.

**Курс, семестр:** 1 курс, 2 семестр

**Тема (по рабочей программе):** Известные города мира, их достопримечательности и стереотипы о них.

**Форма проекта:** Основная часть проекта построена на самостоятельной работе студентов, аудиторная форма работы рекомендуется для проведения консультаций, семинара по использованию ИКТ-технологий в деятельности преподавателя, защиты проектов.

**Координация:** непосредственный гибкий характер координации **с** предоставлением необходимого количества консультаций, материалов по проекту, речевых образцов.

**Проектное задание:** Создание рекламного постера, представляющего знаменитые места одного из городов мира на выбор студента.

**Рекомендуемая продолжительность проекта:** 1 месяц

**Количество участников:** Не менее 5 человек.

**Реализация проекта:** Координация проекта реализована посредством использования учебно-методического комплекса (УМК) в виде дистанционного курса.

Ход проекта:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Этап** | **Цели** | **Описание этапа** | **Самостоятельная форма работы студентов** | **Задачи преподавателя** |
| 1. *Ввод­ный* |  | Входное тестирование, выявляющее остаточные знания и степень сформированности иноязычной и ИКТ компетенций; |  | 1. Разработка анкет, опросников; |
| Объяснение целей проекта; выбор темы индивидуальных заданий. |  | 1. Предоставление консультаций по выбору тем проекта с учетом принципа междисциплинарности. |
| *2. Учебный* | 1.1,  1.2,  1.3,  1.4,  2.1,  2.2,  2.3 | 1) Работа над увеличением словарного запаса и совершен­ствованием навыков иноязычной ре­чевой деятельности. | 1. Учащиеся самостоятельно выполняют задания и упражнения электронного курса. | 1. Разработка упражнений на развитие речевых навыков и умений по заданной тематике |
| 1. Проведение семинара (вебинара), посвященного использованию средств ИКТ | 1. Студенты самостоятельно изучают материалы для подготовки к семинару и делают сообщения по заданным темам. | 1. Подготовка материалов для проведения семинара (вебинара) со студентами с целью развития экзистенциального, организационного и оценочного компонентов ИКТ-компетенции |
| *3. Проектно-исследовательский* | 1.1,  1.2,  1.3,  1.4,  2.1,  2.2,  2.3,  2.4,  3. | Формиро­вание продукта проектной деятельности:   1. Уточнение проектного задания | 1. Студенты готовят вопросы к иностранным студентам о требованиях к созданию электронного гида | 1. Организация встречи с иностранными студентами для обсуждения деталей выполнения проекта |
| 1. Работа над индивидуальным заданием; тренировка активного словарного запаса; | 1. Студенты работают с информацией по индивидуальному заданию, собирают информацию; | 1. Проверка и контроль |
| 1. оформление задания в электронной форме; | 1. студенты оформляют задание с использованием элементов интерактивности | 1. Проверка и контроль |
| *4. Заключительный* | 1.5,  1.6,  2.4,  3. | 1) Прохождение заключительного теста | 1. Студенты выполняют тестирование | 1. Разработка финального теста |
| 2) Защита проекта |  | 1. Организация представления студентами докладов по заданию проекта |
| 3) Оценивание и самооценивание проделанной работы, обсуждение результатов |  | 1. Организация групповой дискуссии с элементами самооценивания |

1. **Монолог**

***Примерные темы монологов:***

**1-2 семестр**

«Мой идеальный дом»

«Для чего необходимо изучать иностранные языки?»

**3 семестр**

«Типичные ошибки на собеседовании»

**4 семестр**

***«***Технологии в нашей жизни»

«Виды операционных систем»

«Программное обеспечение в современном мире»

«Успешные истории программистов в мире»

**Образец монолога**

**1-2 семестр**

Every person has his own idea of a perfect house.

Since the time immemorial people always wanted to make their dwelling a place, where one feels comfortable and cosy, where one always wants to come back to.

A dwelling of my dream is not a flat but a two-storeyed mansion. And as a real hostess I’d like to arrange everything in the house according to my taste. Now, let me tell you about my house. When you come to me, you push a big wooden front door, wiping your feet on the door-mat, and enter the hall. The floor is covered with a fitted carpet, the wallpaper is light and has a small pattern. There’s a seat and a small table near the wall and a huge mirror above it.

Then you enter the living-room. The bright full-length curtains are drawn back, and sunshine fills the room. The living-room suite, consisting of a sideboard, a bookcase, a sofa, an elegant coffee table and three armchairs, is arranged around three walls. There’s a video system near the window.

On the ground floor there’s also a kitchen and a bathroom. The kitchen is a very large room with a big window. There is a gas cooker with a hood, two wall-cupboards and a sink unit there. Near the opposite wall there is a dishwasher, a refrigerator and a table.

Let’s go upstairs and have a look at the bedroom. This is a very cosy and warm room. The bedroom suite consists of a bed, two bedside tables and a wardrobe. The window overlooks the back yard. In my house there is also a terrace, a garage and a garden and so many other things I’d like to have; at least, in my dream house.

**3 семестр**

Let me focus on some common mistakes during job interview.

First of all, if you are not prepared adequately for the interview beforehand, it shows you up as a disinterested and unprofessional candidate. The best way to impress your interviewer is to demonstrate your interest and commitment by referring to your company background research in both your interview answers and the questions you ask.

Secondly, hiring managers state that one of the most common job interview mistakes that candidates make is dressing incorrectly. It is key to know the job interview dress code of the company where you are interviewing and to select your interview clothes accordingly.

One of the worst job interview mistakes is to not be on time for the interview. The whole interview process is compromised as you will have to work very hard to overcome creating an initial bad impression.

Collect all the necessary details beforehand to ensure that you arrive on time - directions, travel times, transport options. Make a practice run if possible to ensure you know where you are going and how long it takes.

Moreover, being unable to clearly articulate responses to the questions you face is a candidate's worst nightmare. Avoid this interview mistake by preparing and practicing your answers to typical interview questions beforehand.

This will ensure that you are ready with the information you are asked for and you are able to present it confidently to the interviewer.

Sometimes candidates do not understand the question and instead of seeking clarification they answer with the wrong information. Find out how to clarify interview questions that you are unsure of.

To sum up, it is necessary to prevent interview mistakes before they happen and practice before you go for your interview.

**4 семестр**

We live in the era of high technology, and we use modern inventions in our everyday life because they have brought us much comfort. New technologies have spread on every field over the past 15 years. Moreover, they are rapidly changing. For example, video-recorders, DVD-players or compact disks have already become obsolete and have been replaced by more up-to-date devices. Today we can hardly imagine our life without such modern mobile devices as cell phones or laptops. Our offices are fully equipped with computers, printers, scanners, air-conditioners, interactive whiteboards and wi-fi modems. Household appliances (vacuum-cleaners, coffee-machines, dish-washers, food processors and others) help us to save our time and energy.

However, we should realize that digital and electronic inventions have both negative and positive impact on our daily life.

I am absolutely positive that new technology or gadgets are making things faster, easier, more comfortable and interesting. For instance, if you install a GPS (Global Positioning System) in your car you’ll never get lost again. And could we imagine just 15 years ago all the things we can do on the wireless Internet nowadays: connecting with friends from all over the world, online shopping and banking, distance online learning, finding virtual relationships and even working from home? Isn’t that awesome?! Our parents used to go to post-offices to send letters or pay bills, they went to libraries to find a good book and they used telephone-booths for phone-calls.

On the other hand, I know some people who are strongly against some modern inventions because they really miss those days when they talked to each other face to face in reality, and not virtually. I partially agree with that as I really believe that people are becoming anti-social and too dependent on their gadgets. Some of my friends also spend half of the time occupying their shiny gadgets (smart-phones or i-pads) even when we go out together. Besides, people who use various social networks a lot (such as Facebook or Instagram) should worry more about their privacy.

Summing up, I could say that there are serious arguments both for and against the use of new technology but anyway it’s really difficult to imagine our life without them today.

1. **Аудирование**

**Образец текста для аудирования**

**1-2 семестр**

|  |  |
| --- | --- |
| **Rachel:** | My name is Rachel Babington and I work in public relations for kids’ TV channel. |
| **Interviewer:** | And what sort of schools did you go to? |
| **Rachel:** | Um...I had quite a stable...um...er...sort of school life really. Um... I stayed in the same town for my whole childhood, so I went to quite a small...um...primary school, and then when I moved to secondary school I went to a different one from most of the f...friends I was with because I went to a Catholic school...um...so I kind of had a...a...a fresh start with totally new friends. |
| **Interviewer:** | And at primary school, did you enjoy it? |
| **Rachel:** | Yeah, I did. I... it was quite a...quite a kind of safe little environment, it wasn’t a big primary school and... I remember, you know, having friends for quite a...a long time. |
| **Interviewer:** | Was there anything that you really didn’t like? |
| **Rachel:** | Oh gosh, maths! Definitely, I was hopeless, absolutely hopeless at it. |
| **Interviewer:**  **Rachel:** | And what about secondary school?  That was quite a big sort of trauma really because sort of leaving all your friends behind and doing a completely fresh school where everybody sort of knew each other, I found really scary. And after I’d settled in for about a year, I...um...after about a year I moved up to..a stream, so again I had to kind of start again making friends and it was all quite stressful. |

**3 семестр**

**Adam:** With our Expansion into these new areas of business, I think we need to think seriously about changing our Corporate image. We’re much more than just a paper company now.

**Eva:** I think you’re right. Our Brand has changed, and if we want to keep Brand loyalty, we need to think about protecting and improving our Product image.

**Adam:** I agree that that’s a key issue as we Reposition ourselves in the industry. We can never Lose sight of our End-users.

**Eva:** And, even though we have Registered trademarks on some of the new Prestige products, we need to have a plan if we want to turn these new products into Household names.

**Adam:** I suggest we think about hiring a public relations firm. They may be able to help us Update our corporate image and Logo, and to Shape our new Corporate identity…

**4 семестр**

To find the webpage you want, you have to click on a webpage hyperlink or enter a URL, a Uniform Resource Locator into a browser. The URL is the address of the page. When you do that, the browser sends the URL to a DNS server.

The DNS server is the Domain Name Server. It uses a look-up table to find the IP address of the Web server referred to in the URL. The IP address is a unique, 32-bit set of numbers. Erm, every computer on the Web has its own IP address.

Once the DNS server has found the IP address, it sends it back to the browser.

The browser then uses this IP address to send a request to the Web server. The request is sent as a series of separate data packets which include both the IP address of the browser computer. These data packets are first sent to a router computer, which uses the IP address of the Web server to determine the best available route for each packet.

1. **Чтение**

***Образцы текстов на чтение***

**Ознакомительное чтение.**

This year a UK primary school\* banned competitive sports events at their school sports day\*\*. This decision sparked a lot of discussion within the media, the government and the gen-eral public. Therefore, the aim of this essay is to expose whether young children, from the ages of seven or eight, should be playing competitive sport or not.

The decision to ban competitive sport in a primary school in Birmingham was made to prevent children and their parents from being ‘embarrassed’. Far from supporting this, however, the government used this decision to launch a new drive to bring competitive sport back into all schools in the UK. To support this initiative, the government has promised to invest £459m in coaching programmes in schools.

Despite the government’s view, there is a substantial body of opinion that agrees with the Birmingham school that competitive sport is not always a positive experience for children. This opinion tends to be based on three main arguments. Firstly, primary school children may be driv-en by ambitious parents to follow intense training schedules. Such training routines can prevent children from simply having the time to be children. Another argument against competitive sport is that the pressure to win and be the best can cause problems with aggressive behaviour that can lead to social problems in later life. Finally, there is the further risk of physical injury, which may also cause problems in adulthood. Young bodies are often not mature enough to cope with demanding training programmes.

Those who back the government’s opinion that competitive sport is good for primary children say that all forms of competition became unfashionable in the 1980s and that this was a mistake. They point to the natural behaviour of children in the playground, which demonstrates that children thrive on competition. Another argument, which particularly supports team sports, is that it provides a useful lesson in character development that will help the children for the rest of their lives. Team sports can develop self-discipline, self-confidence and give a sense of pride, as well as teaching humility. Thus children learn to work in teams and to be good losers as well as good winners. Finally, competitive sport also promotes a healthy lifestyle. With the current concerns regarding childhood obesity, this can only be a positive development.

**Просмотровое чтение.**

New figures showed yesterday that Germany has the highest percentage of childless women in the world. 30% of German women have not had children, and this figure rises to 40% among female graduates. Germany’s Family Minister, Ursula von der Leycn, said that if the birth rate does not go up, Germany will die.

Germany’s birth rate is one of the lowest in Europe, with an average of 1.37 children per woman, compared with 1.75 in Sweden and 1.74 in the UK. German mothers are also the oldest, with an average age of thirty when they have their first child - and most parents choose to have only one child.

According to Professor Norbert Schneider of Mainz University, the reasons for Germany’s low birth rate include poor childcare, a school day that ends at 1 p.m., and old-fashioned attitudes among employers. In addition, many German women are already in their mid-thirties when they finish university and get a good job.

Ms von der Leycn, a mother of seven, says that another difficulty is that some women cannot find a suitable man. ‘Uncertain’ men (who are unsure about becoming fathers) are also responsible for the low birth rate, she claims.

The minister has developed a plan to encourage people to have more children.

First of all, if parents need private childcare, they will get help from the government, by paying less tax.

Secondly, families will get up to 1,800 euros a month from the government if men stay at home for two months after the birth of a new child.

But some men, even in the minister’s own political party, are unhappy with this last idea. Professor Schneider says that in Germany it is acceptable for women to take time off to have children. However, if a man takes time off work to look after a new child, his career will be over. The typical family picture is very much alive in Germany, he said. Women look after tire children while men go out to work.

**Поисковое чтение.**

O ay the words ‘reality TV’ and the show Othat comes into most people’s minds is Big Brother. Love it or hate it, the programme is a global phenomenon: there have been versions in more than seventy countries! The basic format is simple: put a group of strangers into a house, record everything they do and watch how they manage to live together.

2 Actually the idea wasn’t original. A similar show, The Real World, was broadcast in 1992 on MTV. But the format really became popular with the success of Big Brother, and it has been copied again and again, including celebrity versions. In similar shows, contestants have been sent to the jungle or put on a desert island. In Wife Swap

a mother goes to live with a family of strangers and tries to run their home; in Young, Dumb and Living off Mum a group of spoilt teenagers with no life skills learn to live together and look after themselves..

**Изучающее чтение.**

**The Bigger Fish**

Two friends, Bill and Tom, went out to dinner together. They both ordered fish. The waiter brought a dish with the two fish, but one fish was bigger than the other.

Bill said to Tom, “Please, help yourself.”

Tom said, "Thanks.” He put the bigger fish on his plate and started to eat.

Bill was surprised and said, “Why did you take the bigger fish? That’s not very polite.”

Tom said, “If I asked you to choose first, which fish would you have taken?”

“I’d have taken the smaller fish, of course,” Bill said.

“Well, then, what are you complaining about?” said Tom. “You got the fish you wanted, didn’t you?”

**The Difficult Customer**

A customer was being very difficult. He kept bothering one of the waiters in a restaurant. First, he said he was hot, and asked the waiter to turn up the air-conditioning. A few minutes later, he said he was cold, and asked the waiter to turn the air-conditioning down. And so it continued throughout the man’s lunch.

The waiter was very patient with the customer. He said, “Yes, sir. Of course, sir,” and never once got angry. Finally, the man paid his bill and left.

Another customer had been watching. When the man left, she said to the waiter, “Why didn’t you get angry at him? He was really difficult!”

- “Oh, I don't care,” the waiter said with a smile, “We don't even have an air-conditioner.”

**4 семестр**

**Ознакомительное чтение.**

James Arthur Gosling, OC (born May 19, 1955) is a Canadian computer scientist, best known as the father of the Java programming language. James Gosling received a Bachelor of Science from the University of Calgary and his M.A. and Ph.D. from Carnegie Mellon University. While working towards his doctorate, he wrote a version of Emacs called Gosling Emacs (Gosmacs). Before joining Sun Microsystems he built a multi-processor version of Unix for a 16-way computer system while at Carnegie Mellon University. There, he also developed several compilers and mail systems. Between 1984 and 2010, Gosling was with Sun Microsystems.

On April 2, 2010, Gosling left Sun Microsystems which had recently been acquired by the Oracle Corporation. Regarding why he left, Gosling cited reductions in pay, status, decision-making ability, change of role, and ethical challenges. On March 28, 2011, James Gosling announced on his blog that he had been hired by Google. Five months later, he announced that he joined a startup called Liquid Robotics.

**Просмотровое чтение.**

Key features of the Java programming language The first characteristic, object orientation ("OO"), refers to a method of programming and language design. Although there are many interpretations of OO, one primary distinguishing idea is to design software so that the various types of data it manipulates are combined together with their relevant operations. Thus, data and code are combined into entities called objects. An object can be thought of as a self- contained bundle of behavior (code) and state (data). The principle is to separate the things that change from the things that stay the same; often, a change to some data structure requires a corresponding change to the code that operates on that data, or vice versa. This separation into coherent objects provides a more stable foundation for a software system's design. The intent is to make large software projects easier to manage, thus improving quality and reducing the number of failed projects.

**Поисковое чтение.**

In Java, this potential problem is avoided by automatic garbage collection. The programmer determines when objects are created, and the Java runtime is responsible for managing the object's lifecycle.

Comparing Java and C++, it is possible in C++ to implement similar functionality (for example, a memory management model for specific classes can be designed in C++ to improve speed and lower memory fragmentation considerably), with the possible cost of extra development time and some application complexity. In Java, garbage collection is built-in and virtually invisible to the developer. That is, developers may have no notion of when garbage collection will take place as it may not necessarily correlate with any actions being explicitly performed by the code they write. Depending on intended application, this can be beneficial or disadvantageous: the programmer is freed from performing low-level tasks, but at the same time loses the option of writing lower level code. The syntax of Java is largely derived from C++. However, unlike C++, which combines the syntax for structured, generic, and object-oriented programming, Java was built from the ground up to be virtually fully object-oriented: everything in Java is an object with the exceptions of atomic datatypes (ordinal and real numbers, boolean values, and characters) and everything in Java is written inside a class.

**Изучающее чтение.**

The first technique is to simply compile directly into native code like a more traditional compiler, skipping byte codes entirely. This achieves good performance, but at the expense of portability. Another technique, known as just-in-time compilation (JIT), translates the Java byte codes into native code at the time that the program is run which results in a program that executes faster than interpreted code but also incurs compilation overhead during execution.

More sophisticated VMs use dynamic recompilation, in which the VM can analyze the behavior of the running program and selectively recompile and optimize critical parts of the program. Dynamic recompilation can achieve optimizations superior to static compilation because the dynamic compiler can base optimizations on knowledge about the runtime environment and the set of loaded classes. JIT compilation and dynamic recompilation allow Java programs to take advantage of the speed of native code without losing portability.

1. **Перевод**

***Образец текста на перевод***

**1 семестр**

It’s March, and I’m in Valencia, Spain’s third largest city, with my new friend, Jose. It’s one o’clock in the morning. All around us, fireworks are going off and the streets are full of noisy people. ‘Welcome to I.as Fallas.’ Jose smiles. ‘You’re going to see that Valencians really know how to put on a 5 good pany!’ Seven hours later, I understood what he meant.

Las Fallas, Valencia’s famous festival, takes place even' March and goes on for a week. It takes a whole year to organise, and everybody joins in the preparations. The city is alive and buzzing all week, but, like all good parties, it is at night when people really get down to some serious celebrating.

The tradition of Las Fallas began in the eighteenth century. At that time, craftsmen used wooden candelabra to light up their workshops. To celebrate the end of winter, they burnt their candelabra on bonfires, and had a party, later they made the candelabra into lifelike statues, and then dressed them up to look like well-known but unpopular local characters.

Nowadays the lifelike statues are made of cardboard. Some of them are over thirty metres high and are worth 200,000 euros, but they all go up in flames before the end of the festival.

l'he Valencians like their guests to enjoy themselves, but after only one hour’s sleep it’s difficult to keep up with them. Nobody’s allowed to sleep 20 during Las Fallas! A brass band passes through the streets in the morning and wakes everybody up.

For many of the locals, the highlight of the festival is the flower parade.

A procession of 200,000 girls and boys, wearing traditional dress, march into the city centre, bringing flowers to decorate the statue of the Virgin Mary.

**4 семестр**

# The World Wide Web from its origins

Science inspired the World Wide Web, and the Web has responded by changing science.

'Information Management: A Proposal'. That was the bland title of a document written in March 1989 by a then little-known computer scientist called Tim Berners-Lee, who was working at CERN, Europe’s particle physics laboratory, near Geneva. His proposal, modestly called the World Wide Web, has achieved far more than anyone expected at the time.

In fact, the Web was invented to deal with a specific problem. In the late 1980s, CERN was planning one of the most ambitious scientific projects ever, the Large Hadron Collider\*, or LHC. As the first few lines of the original proposal put it, 'Many of the discussions of the future at CERN and the LHC end with the question "Yes, but how will we ever keep track of such a large project?" This proposal provides an answer to such questions.

The Web, as everyone now knows, has many more uses than the original idea of linking electronic documents about particle physics in laboratories around the world. But among all the changes it has brought about, from personal social networks to political campaigning, it has also transformed the business of doing science itself, as the man who invented it hoped it would.

It allows journals to be published online and links to be made from one paper to another. It also permits professional scientists to recruit thousands of amateurs to giv e them a hand. One project of this type, called GalaxyZoo, used these unpaid workers to classify one million images of galaxies into various types (spiral, elliptical and irregular). This project, which was intended to help astronomers understand how galaxies evolve, was so successful that a successor has now been lauched, to classify the brightest quarter ofa million of them in finer detail. People working for a more modest project called [Herbaria@home](mailto:Herbaria@home) examine scanned images of handwritten notes about old plants stored in British museums. This will allow them to track the changes in the distribution of species in response to climate change.

Another new scientific application of the Web is to use it as an experimental laboratory. It is allowing social scientists, in particular, to do things that were previously impossible. In one project, scientists made observations about the sizes f human social networks using data from Facebook. A second investigation of these networks, produced by Bernardo Huberman of HP Labs, Hewlett-Packard's research arm in Pato Alto, California, looked at Twitter, a social networking website that allows people to post short messages to long lists of friends.

At first glance, the networks seemed enormous - the 300,000 Twitterers sampled had 80 friends each, on average (those on Facebook had 120), but some listed up to 1,000. Closer statistical inspection, however, revealed that the majority of the messages were directed at a few specific friends. This showed that an individual's active social network is far smaller than his 'clan'. Dr Huberman has also helped uncover several laws of web surfing, including the number of times an average person will go from web page to web page on a given site before giving up, and the details of the 'winner takes all' phenomenon, whereby a few sites on a given subject attract most of the attention, and the rest get very little.

Scientists have been good at using the Web to carry out research. However, they have not been so effective at employing the latest web-based social-networking tools to open up scientific discussion and encourage more effective collaboration. Journalists are now used to having their articles commented on by dozens of readers. Indeed, many bloggers develop and refine their essays as a result of these comments.

Yet although people have tried to have scientific research reviewed in the same way, most researchers only accept reviews from a few anonymous experts. When Nature, one of the world's most respected scientific journals, experimented with open peer review in 2006, the results were disappointing. Only 5% of the authors it spoke to agreed to have their article posted for review on the Web - and their instinct turned out to be right, because almost half of the papers attracted no comments. Michael Nielsen, an expert on quantum computers, belongs to a new wave of scientist who want to change this. He thinks the reason for the lack of comments is that potential reviewers lack incentive.

adapted from The Economist

1. **Эссе**

***Темы для эссе***

1. Влияние фаст-фуда на организм человека

2. Традиции российских и зарубежных университетов в современной вузовской практике.

3. Лучше тратить деньги на поддержание здорового образа жизни, чем на лекарства.

4. Как развить в себе лидерские качества?

5. Польза технического прогресса в различных областях жизни

6. Кибербезопасность - одна из самых больших проблем нашего поколения

1. **Деловое письмо**

***Образец делового письма***

15 October 2008

Mr James Hilton  
General Manager  
JMK Co Ltd  
34 Wood Lane  
London  
Great Britain WC2 5TР

Dear James,

2009 BUSINESS CONFERENCE, 10/11 DECEMBER 2009

I have pleasure in inviting you to attend our special conference to be held at Sheraton Hotel, London on Thursday/Friday 10/11 December 2009.

This intensive, practical conference for businessmen aims to:

increase your business productivity

enable networking with business partners

The seminar is power-packed with a distinguished panel of professional speakers who will give expert advice on many useful topics.

If you would like to join us please complete the enclosed registration form and return it to me before 30 August with your fee of ₤50 per person.

I look forward to seeing you again at this exciting conference.

Yours sincerely,

John Smith  
Conference Secretary

***Критерии оценки:***

Приведены в разделе 2

***Наименование:*** тест

***Представление в ФОС*:** набор тестов по разделам дисциплины

***Варианты тестов:***

***1-2 семестры***

**Тест 1**

**Основной уровень**

**1 Вариант**

**Часть 1**

**Прочитайте текст. В каждом задании найдите один из ответов, соответствующих содержанию текста.**

1. My husband and I went to Reno for our holiday last year. “Isn’t that place

where people go to get a quickie divorce?” asked my second son? ‘Yes’, I said,

trying to look enigmatic and interesting. ‘You are not getting divorced, are you?’ he asked bluntly. ‘No,’ I said, ’we are going to an outdoor pursuit trade fair. The children sighed with relief and slouched away, muttering things like ‘boring’. I call them children, but they are all grown up. My eldest son has started to develop fine lines around his eyes – fledgling crow’s feet. A terrible sight for any parent to see. Anyway, the piece isn’t about children. It’s about holidays.

1. The first thing to be said about holidays is that anybody who can afford one should be grateful. The second thing is that planning holidays can be hard work. In our household it starts with somebody muttering, ’I suppose we ought to think about a holiday.’ This remark is usually made in July and is received glumly, as if the person making it has said ‘I suppose we ought to think about the Bolivian balance of payment problems.’
2. Nothing much happens for a week and then the potential holiday-makers are rounded up and made to consult their diaries. Hospital appointments are taken into consideration, as are important things to do with work. But other highlights on the domestic calendar, such as the cat’s birthday, are swept aside and eventually two weeks are found. The next decision is the most painful: where?
3. We travel abroad to work quite a lot but we return tired and weary, so the holiday we are planning is a slob’s holiday: collapse on a sunbed, read a book until the sun goes down, stagger back to hotel room, shower, change into glad rags, eat well, wave good-bye to teenagers, have a last drink on hotel terrace, go to bed and then lie awake and wait for hotel waiters to bring the teenagers from the disco.
4. I never want to be guided around another monument, as long as I live. I do not want to be told how many bricks it took to build it. I have a short attention span for such details. I do not want to attend a ‘folk evening’ ever, ever again. The kind where men with their trousers tucked into their socks wave handkerchiefs in the direction of women wearing puff-sleeved blouses, long skirts and headscarves.
5. I also want to live dangerously and get brown. I want my doughy English

skin change from white sliced to wheat germ. I like the simple pleasure of removing my watch strap and gazing at the patch of virgin skin beneath. I don’t want to make new friends – on holidays or in general; I can’t manage the ones I have at home. I do not want to mix with the locals and I have no wish to go into their homes. I do not welcome tourists who come to Leicester into my home. Why should the poor locals in Holidayland be expected to? It’s bad enough that we monopolize their beaches, clog their pavements and spend an hour in a shop choosing a sunhat that costs the equivalent of 75 pence. So, the slob’s holiday has several essential requirements: a hotel on a sunny beach, good food, a warm sea, nightlife for the teenagers, a big crowd to get lost in, and the absence of mosquitoes. As I write, we are at the planning stage. We have looked through all the holiday brochures, but they are full of references to ‘hospitable locals’, ‘folk nights’, ‘deserted beaches’, and ‘interesting historical sights’. Not our cup of tea, or glass of sangria, at all.

1. The parents’ choice of holiday destination made the narrator’s children feel

A. jealous

B. excited

C. alarmed

D. indifferent

2. When the need for holiday planning is first announced in the narrator’ family, it

A. is regarded as an important political issue.

B. is met with enthusiasm by all the family.

C. seems like an impossible task.

D. is openly ignored.

3. To find a two-week slot for a holiday potential holiday-makers have to

A. negotiate the optimum period for travel.

B. cancel prior business appointments.

C. re-schedule individual summer plans.

D. make a list of the things to be taken into account.

4. The slob’s holiday is the type of holiday for people, who

A. do not want to go on holiday abroad.

B. go on holiday with teenagers.

C. do not like public life.

D. prefer peaceful relaxing holidays.

5. When the narrator says ‘I also want to live dangerously’, she means

A. getting lost in the crowd.

B. going sightseeing without a guide.

C. choosing herself the parties to go to.

D. lying long hours in the sun on the beach.

6. The main reason the narrator doesn’t want to mix up with locals is because she

A. doesn’t let tourists to her house at Leicester.

B. doesn’t want to add to their inconveniencies.

C. is afraid to make friends with local people.

D. values her own privacy above all.

*(Романова Л.И. EГЭ.. Английский язык. Чтение)*

**Часть 2**

**Прочитайте текст и заполните пропуски 1-6 подходящими по смыслу фразами из пунктов A-G так, чтобы текст был правильным в логическом и языковом отношении. Одна фраза лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.**

The Sydney metropolitan area has a population of 3.27 million residents, **1** \_\_\_\_\_\_\_. About 22,000 of these people live in the central area of the city proper. Sydney’s population density is among the lowest of any major world city.

Sydney’s population grew rather steadily after the city was founded in 1788. One of the main reasons is that suburban expansion began in earnest in the late 19th century **2** \_\_\_\_\_\_\_\_\_\_.

Economic and political factors affected growth rates during the 20th century. Higher growth occurred in the prosperous decade of 1911 to 1921, **3** \_\_\_\_\_\_\_\_ . Soon after the war, however, Australia introduced an aggressive campaign to attract migrant workers from other countries to assist economic growth and development. This brought a period of higher population growth.

In the second half of the 20th century, declining birth rates and a net loss of native residents to other parts of the country meant **4 \_\_\_\_\_\_\_\_** . Ups and downs in growth rates since the 1970s thus largely reflect varia­tions in immigration rates.

The importance of immigration in Sydney’s growth is reflected in the city’s many ethnic groups. Immigration before World War II was mostly from the United Kingdom and Ireland. Immediately after the war, it was from the United Kingdom and northwestern Europe, followed by a wave of immigrants from southern and eastern Europe. Most recently, immigrants from the Middle East and Asia, **5** \_\_\_\_\_\_\_\_\_ , have settled in Sydney. Much large numbers of Sydney-born residents have parents or grandparents **6** \_\_\_\_\_\_\_\_\_\_ .

1. that Sydney’s growth depended increasingly on immigration and movement from rural areas to the city
2. who included refugees from the war-torn countries of Vietnam and Lebanon
3. that led to the population growth
4. who call themselves Sydneysiders
5. who immigrated to the city
6. which was followed by much lower growth during the Great Depression years
7. when mechanized transportation became available

**Часть 3**

**Заполните пропуски в тексте, выбрав слово или фразу из четырех предложенных вариантов ответа.**

**Tracy**

Tracy was as excited as a child about her first trip abroad. Early in the morning, she stopped at a 1) … agency and reserved a suite on the Signal Deck of *the Queen Elizabeth II*. The next three days she spent buying clothes and luggage.

On the morning of the sailing, Tracy 2) … a limousine to drive her to the pier. When she 3) … at Pier 90, where *the Queen Elizabeth II* was docked, it was crowded with photographers and television reporters, and for a moment Tracy was panic stricken. Then she realized they were interviewing the two men posturing at the foot of the gangplank. The members of the 4) … were helping the passengers with their luggage. On deck, a steward looked at the Tracy’s 5) … and 6)… her to her stateroom. It was a lovely suite with a private terrace. It had been ridiculously expensive but Tracy 7) … it was worth it.

She unpacked and then wandered along the corridor. In almost every cabin there were farewell parties going on, with laughter and champagne and conversation. She 8) … a sudden ache of loneliness. There was no one to see her off, no one for her to care about, and no one who cared about her. She was sailing into a completely unknown future.

Suddenly she felt the huge ship shudder as the tugs started to pull it out of the harbor, and she stood 9) … the passengers on the boat deck, watching the Statue of Liberty slide out of 10) \_\_\_\_\_\_, and then she went exploring.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 **A** journey | **B** trip | **C** travel | **D** tourist |
| 2 **A** sent for | **B** called | **C** bought | **D** hired |
| 3 **A** achieved | **B** arrived | **C** reached | **D** entered |
| 4 **A** staff | **B** team | **C** crew | **D** personnel |
| 5 **A** passport | **B** card | **C** document | **D** ticket |
| 6 **A** set | **B** headed | **C** directed | **D** assured |
| 7 **A** determined | **B** resolved | **C** decided | **D** said |
| 8 **A** felt | **B** made | **C** did | **D** noticed |
| 9 **A** among | **B** along | **C** between | **D** beside |
| 10 **A** glance | **B** sight | **C** look | **D** stare |

**Часть 4**

**Найдите определения (1-14) для слов (a-n)**

|  |  |
| --- | --- |
| 1. series of lines of varying width, printed, as on a container or product, that can be read by an optical scanner  to determine charges for purchases,   destinations for letters, etc.   1. suitable or agreeable to the needs or purpose; well-suitedwith respect to facility or ease in use; favorable, easy, or comfortable for use 2. foreign money 3. bags and suitcases which you take on a journey 4. a person who purchases goods or services from   another; buyer   1. people who work in the hotel 2. a vacation or trip taken by a newly married   couple   1. an unmarried man 2. the act or ceremony of marrying; marriage 3. the movable articles, as tables, chairs, desks or cabinets, required for use or ornament in a house, office, or the like 4. the holiday organized by a travel agency 5. a bag which you can put behind your back 6. to have a rest 7. an advantageous purchase, especially one acquired   at less than the usual cost | 1. the hotel staff 2. to relax 3. luggage 4. bachelor 5. honeymoon 6. furniture 7. barcode 8. package holiday 9. knapsack 10. wedding 11. currency 12. customer 13. bargain 14. convenient |

**Часть 5**

**Прочитайте текст, заполните пропуски 1-11, вписав в каждый пропуск только 1 слово.**

At weekends in England people like to relax. You can relax in many different ways. Some people like to stay at home with their families, and others like to go out and enjoy themselves. Young people enjoy going out to pubs, to the cinema or to night clubs. Many young people also like to play different kinds of sports. Tennis is very popular in England in the summer when you can play **1** \_\_\_\_\_\_\_\_\_. Other popular sports are badminton, football, basketball and cricket. Cricket is a very traditional English **2** \_\_\_\_\_\_\_\_. It is played a lot at schools and in villages in the summer.

If you have children, you often go on day-trips to the seaside or take your children to **3** \_\_\_\_\_\_\_\_\_ parks or perhaps to the zoo. In summer, many parents like to take their children on picnics in the **4** \_\_\_\_\_\_\_\_\_, especially if they live in a big city. It is nice to get away from the noise and the traffic at weekends and relax in the country.

If you have a house in the country you probably spend a lot of your time in the **5** \_\_\_\_\_\_\_\_. Gardening is another very traditional English pastime. People are very **6** \_\_\_\_\_\_\_\_\_ of their gardens and spend many hours trying to grow beautiful flowers and rare bushes.

English people usually have about 5 weeks' holiday a year, apart from public holidays like Christmas and Easter. Many people like to go **7** \_\_\_\_\_\_\_ for their holidays because the English weather is not always sunny. People want to lie in the sun and swim in the sea. So they cross the Channel and go to France, Spain or Italy. Some people fly, but a lot of people **8** \_\_\_\_\_\_\_\_ in their cars to the beaches in Southern Europe. However, many people also enjoy staying in Britain and **9** \_\_\_\_\_\_\_\_ other regions of their own country. They like going to the sea-side in the south of England or the Lake District in the north. Many people also go to Scotland. It all **10** \_\_\_\_\_\_\_\_\_\_ on what you enjoy doing. You can **11** \_\_\_\_\_\_\_\_ in many different ways in England.

**Часть 6**

**Закончите предложение, выбрав подходящее по смыслу слово, начинающееся с предложенной буквы**

1. It is very interesting to visit different **c**\_\_\_\_\_\_\_\_\_\_.
2. Most families enjoy going on **h**\_\_\_\_\_\_\_\_\_ together.
3. Close the **w**\_\_\_\_\_\_\_\_\_. It is too cold in the room.
4. All walls in the library were lined with **b** \_\_\_\_\_\_\_\_.
5. The room was in a **m**\_\_\_\_\_\_: everything lay in heaps on the floor.
6. The woman put all the stuff in to the **c**\_\_\_\_\_\_\_\_ bag.
7. Jean turn her head and saw a **q**\_\_\_\_\_\_\_\_ behind her.
8. He always paid in **c**\_\_\_\_\_ and never wrote out cheques.
9. People travel on **b**\_\_\_\_\_\_\_ or for pleasure.
10. You can **b**\_\_\_\_\_\_ a ticket beforehand.

**Часть 7**

**Закончите предложение, употребив *some, any, no*.**

1. I want to show you … pictures of houses.
2. There is … coffee at home.
3. Are there … bookshelves in your study-room?
4. There are … English students in our University.
5. Are there … newspapers on his desk?
6. Have you got … children?
7. Jane has … brothers or sisters.
8. Has he … French magazines at home?

**Часть 8**

**Закончите предложение, выбрав соответствующее слово или словосочетание.**

1. The customers are asked to load their purchases on to the conveyor …

**A** strap **B** line **C** belt **D** basket

1. The meal was really …, we got at least six courses – all for under 10$.

**A** a bargain **B** worthy **C** a good value **D** cheap

1. Is there any … in that room?

A cooker B furniture C fridge D stove

1. How much is your T-shirt? I got four for only 30 pounds. They were …

**A** dear **B** on display **C** on sale **D** going cheap

1. It is a lot more convenient to push a … than to carry a wire basket in a supermarket.

**A** roller **B** trolley  **C** van  **D** basket

1. There is no … in the house, It is cold in winter.

**A** mirror **B** bookcase **C** telephone **D** fire-place

1. While shopping my brother always tries to go through a … till, as he hates queues.

**A** swift **B** fast **C** quick **D** slow

1. Our friends … a trip to Greece.

**A** travelled **B** hired  **C** made **B** bought

1. I … tickets beforehand otherwise I will have some problems.

**A** booked **B** called  **C** chose  **D** had

1. Housewives prefer to buy … packets of stuff, as it is a little bit cheaper.

**A** gross-size **B** family-size **C** block-size **D** big-size

**Повышенный уровень**

**1 вариант**

**Часть 1. Прочитайте текст. В каждом задании найдите один из ответов, соответствующий содержанию текста.**

Somewhere around February it begins. The drizzle is coming down outside and the kids are bored on a Saturday afternoon. It's usually then that my husband decides it is time to plan our summer holiday. Out come the brochures and the discussion begins.

It's not that we're an argumentative family, but it seems that where we are to spend two weeks in the summer relaxing brings out the worst in us. Before too long, we're all insisting on places and refusing others, the volume steadily increasing.

My daughter discovers a lifelong ambition to go to India. Funny how she never mentioned it before. My son isn't going anywhere unless he can bring his dog and my husband doesn't mind where he goes as long as it's within five miles of a golf course.

As usual, it's left to someone, and guess who, to find somewhere that everybody is willing to accept (the dog goes to the neighbours, though). This can take some weeks of persuading, reminding and convincing on my part, but usually there's a solution. Then it's time to plan the packing. It seems that everybody else believes that it can be done half an hour before we leave for the airport. My husband lays out things he wants to take and I put them back when he's not looking and get out the real holiday clothes. My daughter wants to take everything she owns. Each item she has to put back is the subject of another argument.

Finally the day arrives and we get to the airport in plenty of time. This happens because I start to shout five hours earlier that we are going in five minutes, ready or not. Once at the airport, we check in . It sounds simple enough, but the thing is that airports are full of people running around who don't know where to go. Not surprising since we only do it once a year and we've forgotten where we went last time. We finally find the right desk, get rid of the bags and go through to the departure lounge.

Somewhere around here l can finally think about relaxing. Not for me the cold sweats, shaking, and nervous wondering about the plane. Everything is somebody else's problem. If there's something wrong with the plane, the pilot can worry about it. If a passenger has a heart attack, the stewards can worry about it.

And so begin two weeks of relaxation. I learned long ago that the only way to do it is to stop being called 'Mum'. For those two weeks, whenever I hear the word I look around as if it refers to someone else. I ignore any question that begins with 'Where's my .. .'. The funny thing is that they always find it anyway. The only thing I worry about is which book l’m going to take to the pool. My husband follows a ball around a course, my kids do whatever kids do these days and I become myself again for a short while.

1. The writer implies that her family

1. find it hard to agree on anything.
2. all have very different personalities.
3. don't usually fight over things.
4. don't care about each other's feelings.

2. The writer thinks her daughter's ambition to go to India is

1. not as strong as she claims.
2. amusing in a girl her age.
3. strange for someone like her.
4. a secret she should have shared.

3. The writer implies that

1. her son refuses to go with them.
2. the others try to make her agree.
3. nobody is really happy with the idea.
4. she gets the others to agree.

4. Why does the writer put back the clothes her husband chooses?

1. She doesn't like what he wears.
2. He forgets to choose things for her.
3. He can't decide what to take.
4. The clothes aren't suitable.

5. The writer implies that

1. it's not far from her house to the airport.
2. they would be late if she didn't make a fuss.
3. airports are usually badly designed.
4. people should go on holiday more often.

6. The writer thinks she is different from some other people because she

1. finds flying an enjoyable experience.
2. doesn't worry about problems.
3. understands what pilots face.
4. doesn't care about other passengers.

7. The writer thinks that her family

1. try to stop her from relaxing on holiday.
2. don't recognise her when she's on holiday.
3. don't need her as much as they think.
4. ignore her unless they need something.

*Malcolm Mann. Skills for first certificate. Reading. Pp. 38-39*

**Часть 2.**

**Прочитайте текст и заполните пропуски 1-6 подходящими по смыслу фразами из пунктов A-G так, чтобы текст был правильным в логическом и языковом отношении. Одна фраза лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу**

Hogmanay is a Scottish holiday that celebrates the New Year. Observed on December 31, festivities typically spill over into the first couple of days of January. In fact, there's a tradition known as 'first-footing', 1)\_\_\_\_\_\_\_\_\_\_\_. Of course, the guest must be dark-haired and preferably male. Redheads and women aren't nearly as lucky! This tradition stems from the time when a red- or blonde-haired stranger was probably an invading Norseman. Gifts are given to guests, and one of the popular food items on the Hogmanay menu is the black bun, 2)\_\_\_\_\_\_\_\_\_\_\_\_.

In addition to national observance, many local areas have their own customs 3)\_\_\_\_\_\_\_\_\_\_\_\_ . In the town of Burg head, Moray, an ancient tradition called 'burning the clavie' takes place each year on January, 11. The clavie is a big bonfire, fuelled primarily by split casks. One of these is joined back together with a big nail, filled with flammable material, and lit on fire. Flaming, it's carried around the village and up to a Roman altar known to residents as the Douro. The bonfire is built around the clavie. When the burnt clavie crumbles, 4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In Stonehaven, Kincardineshire, the locals make giant balls of tar, paper and chicken wire. These are attached to several feet of chain or wire, and then set on fire. A designated 'swinger' whirls the ball around his head and walks through the village streets to the local harbor. At the end of the festival, any balls still on fire are cast into the water, 5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The town of Biggar, Lanarkshire, celebrates with a big holiday bonfire. In the early 1940s, one or two locals complained about the size of the fire, and celebration organizers agreed to have a smaller fire. This was erected as promised, but before it was lit, the local traditionalists trucked in cartload after cartload of coal and wood, making a giant pyre, 6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

The Presbyterian church disapproved of Hogmanay in the past, but the holiday still enjoys a great deal of popularity.

**A.** where they are able to follow national traditions

**B.** the locals each grab a lit piece to kindle a fire in their own hearth

**C.** which then burned for a whopping five days before running out of fuel

**D.** which is quite an impressive sight in the dark

**E.** when it comes to celebrating Hogmanay

**F.** in which the first person to cross a home's threshold brings the residents good luck for the coming year

**G.** which is a really rich fruitcake

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 |
|  |  |  |  |  |  |

*Музланова Е.С. Английский язык (ЕГЭ) 2014. Стр.144-145*

**Часть 3**

**Заполните пропуски в тексте, выбрав слово из четырех предложенных вариантов ответа.**

Do you have a good l) … with your brothers and sisters or do they drive you crazy? Most brothers and sisters 2) ... from time to time. There's nothing 3) ... with that - it's a basic animal instinct. Baby kittens fight for the mother сat's attention. And human brothers and sisters 4) ... out for very similar reasons. They think they 5) ... have more attention, or more space, or more privacy. 6) ... although a little jealousy is natural in families, constant fighting can make life a misery. You don't 7) ... to be best buddies with your brother or sister but you should show them respect. Getting aggressive and 8) ... your temper isn't the best way to win an argument. In fact, it's a complete 9) ... of time. So next time your brother or sister annoys you or starts to 10) ... you about, take a deep breath, stay calm, and make it clear you want to stop the fights. They probably don't enjoy arguing all the time, either. If you sit down and discuss things, you may find you have a lot more 11) ... common than you knew!

|  |  |  |  |
| --- | --- | --- | --- |
| 1 **A** relations | **B** friendship | **C** relationship | **D** relative |
| 2 **A** dispute | **B** discuss | **C** disturb | **D** disagree |
| 3 **A** wrong | **B** bad | **C** false | **D** incorrect |
| 4 **A** drop | **B** stand | **C** fall | **D** break |
| 5 **A** need | **B** ought | **C** would | **D** should |
| 6 **A** And | **B** So | **C** Also | **D** But |
| 7 **A** must | **B** need | **C** want | **D** require |
| 8 **A** losing | **B** showing | **C** making | **D** throwing |
| 9 **A** mistake | **B** waste | **C** miss | **D** loss |
| 10 **A** bully | **B** mess | **C** nag | **D** spoil |
| 11 **A** on | **B** at | **c** in | **D** for |

*Stephen Mary. Activate. B2. Workbook. Стр.26*

**Часть 4**

**Найдите определения (1-14) для слов (a-n)**

|  |  |
| --- | --- |
| 1. related through the father 2. person from a particular ancestor 3. A person who has lost her/ his spouse by death and has not married again. 4. a house in which people live. 5. a shady recess in a garden, with a canopy of trees or climbing plants. 6. to close 7. window covering decoration 8. An agency that makes the necessary arrangements for travelers 9. The changing of money to its equivalent in the currency of another country 10. Suitcases or other bags in which to pack personal belongings 11. to leave the ground 12. The sweet course eaten at the end of a meal 13. cooked slowly in liquid in a closed dish or pan 14. a part of mains in a menu 15. to engage a place in a restaurant in or at a particular circumstance or time | 1. arbour 2. paternal 3. to reserve a table 4. descendant 5. widowed 6. dessert 7. draw the curtains 8. second course 9. travel agency 10. luggage 11. currency exchange 12. to take off 13. stewed 14. dwelling house |

**Часть 5**

**Прочитайте текст, заполните пропуски 1-11 вписав в каждый пропуск только 1 слово.**

NEW YORK: THE BIG APPLE

New York, the city 1) ... which I live, has 2) ... inhabitants than any other US city. 3) ... was originally called 'New Amsterdam' but was renamed by the British 4) … they conquered the city in 1664. Our city has many landmarks which are 5) ... to people all over the world. The Statue of Liberty greeted people who came to the USA a century ago. Wall Street is 6) ... bankers and financiers do business. Central Park is a peaceful area that's great 7) ... relax in. The headquarters of the United Nations is here, too, 8) ... is why there are so many international diplomats in the city. New York has great theatres, many 9) ... which are on Broadway. And when it comes to sport, there are 10) ... of great facilities. Baseball is the 11) ... closely followed sport in the city and we have two big teams. Finally, people with money to spend can go to Fifth Avenue, which is where the top department stores are to be found.

*Stephen Mary. Activate. B2. Workbook Стр. 82*

**Часть 6**

**Закончите предложение, выбрав подходящее по смыслу слово, начинающееся с предложенной буквы**

1. Air passengers have to wait in the **d\_\_\_\_\_\_\_ l\_\_\_\_\_\_** for their flight to be called.
2. If you look at the **l\_\_\_\_\_\_** on that jacket, you can see where it was made.
3. If my brother has a son, he'll be my **n\_\_\_\_\_\_\_.**
4. If you cut down eating **j\_\_\_\_ f\_\_\_\_\_**, it makes you feel better.
5. Sorry I'm late but I got caught in a terrible **t\_\_\_\_\_\_ j\_\_\_\_\_\_\_**.
6. The **s\_\_\_\_\_\_ a\_\_\_\_\_\_\_\_** spoke softly so I couldn't hear her.
7. The old lady next door lost her husband last year so she's a **w\_\_\_\_\_\_\_**.
8. Some celebrity pop stars and actors employ a **c\_\_\_\_\_\_**to cook all their meals for them.

**Часть 7**

**Закончите предложение, употребив один из предложенных глаголов *be, have, do* в нужных формах.**

1. My mother \_\_\_\_\_\_ three children; two of them live abroad.
2. There\_\_\_\_\_\_\_\_\_\_ a nice lake in the forest. Let’s go!
3. What country \_\_\_\_\_\_ she from?
4. \_\_\_\_\_ your relatives come to see your family every year?.
5. We \_\_\_\_\_\_\_ surprised to see them on the platform, they also came to meet.
6. How many pieces of furniture \_\_\_\_\_\_ there in your room?
7. Mike \_\_\_\_\_\_ got many friends.
8. \_\_\_\_\_\_\_\_ he have money to buy food in the supermarket nearby?

**Часть 8**

**Закончите предложение, выбрав соответствующее слово или словосочетание.**

1. That boutique is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ exclusive; their clothes cost a fortune.

A amazingly B extremely C quite D extravagantly

1. My best friend and I have a lot\_\_\_\_\_\_\_\_\_ common - we both want to study medicine, and we both love sport!

A in B with C into D out of

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_ lots of new friends on holiday last year.

A made B did C created D turned

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tomorrow I'll be lying on the beach.

AThis time B at this time C on this time D on that time

1. It's clear that my sister is a \_\_\_\_\_\_\_\_\_\_\_\_\_ teenager from the way she dresses and her punk hairstyle.

A isolated B homesick C rebellious D disrespectful

1. My twin brothers have fallen \_\_\_\_\_\_\_\_\_ love with the same girl.

A on B in C out D down

1. Please would you help me fill/ write/ sign/ make in this form?

A write B sign C fill D make

1. Gordon is the more/ most/ more/ the most boring person I've ever met!

A the more B most C more D the most

1. The service was excellent so don't forget to leave the waiter a/an \_\_\_\_\_\_\_\_\_.

A bill B order C tip D gift

1. Shall I ask the assistant if I can go to the fitting room to \_\_\_\_\_\_ these jeans?

A put on B try on C get on D take on

**3 семестр**

**Тест 1**

**Основной уровень**

**Часть 1**. **Прочитайте текст. В каждом задании найдите один из ответов, соответствующий содержанию текста.**

**Business ethics**

1. Business ethics is the application of moral standards to business situations. Business ethics has become a matter of public concern. All business people face ethical issues daily, and they stem from a variety of sources. Fairness and honesty in business are two important ethical concerns. Besides obeying all laws and regulations, business people should refrain from deceiving, misrepresenting or intimidating others.

2. A business person may be tempted to place his or her personal welfare above the welfare of the organization. Relationships with customers and coworkers often create ethical problems- since confidential information should be secret and all obligations should be honored. Unethical behavior in these areas includes not meeting one’s obligations in a mutual agreement, and pressuring others to behave unethically.

3. Conflict of interests results when a business person takes advantage of a situation for his or her own personal interest rather than for the employer’s or organization’s interest. Such conflict may occur when payments and gifts make their way into business deals. A wise rule to remember is that anything given to a person that might unfairly influence that person’s business decision is a bribe and all bribes are unethical. Business communications, especially advertising, can present ethical questions. False and misleading advertising is illegal and unethical, and it can infuriate customers. Sponsors of advertisement aimed at children must be especially careful to avoid misleading messages. Advertisers of health-related products must also take precautions against deception.

4. Business ethics involves relationships between firm and its investors, customers, employees, creditors and competitors. Each group has specific concerns and each experts some type of pressure on management. It is relatively easy for management to respond in an ethical manner when business is good and profit is high. However, concern for ethics can dwindle under the pressure of low or declining profit. In such circumstances, ethical behavior may be compromised.

5. Three general sets of factors influence the ethics of decision making. First, an individual’s values, attitudes, experiences and knowledge influence decision making. Second, the absence of an employer’s official code of ethics may indirectly encourage unethical decisions. Third, the behaviors and values of others affect the ethics of a person. There are some difference between business ethics and etiquette. Etiquette means rules for formal relations or polite social behavior among people in a society or a profession.

1. What are two important ethical concerns?
2. Conduct and morality
3. Fairness and honesty
4. Fairness and morality
5. Honesty and conduct
6. What does create ethical problems?
7. Relationships with customers and staff
8. Relationships with workers
9. Conduct of the workers and customers
10. Relationships with customers and coworkers
11. When doesn’t result the conflict of interests?
12. Business person doesn’t take advantage of a situation
13. Payments and gifts make their way into business deals
14. Bribe is unethical point
15. Advertising must be ethical and legal
16. It’s very important to pay attention on all relationships because
17. Pressure of any group influences ethical decision making
18. Each group has specific concerns
19. Concern for ethics can’t dwindle under the pressure of different groups
20. Each group influence on management of the organization
21. Decision making depends on
22. Healthy organizational relationships
23. Etiquette
24. Behavior of different groups in the organization
25. Ethics of every person in the organization

**Часть 2. Прочитайте текст и заполните пропуски 1-4 подходящими по смыслу фразами из пунктов A- E так, чтобы текст был правильным в логическом и языковом отношении. Одна фраза лишняя.**

**Job Interview**

- Good morning, Miss Jones. So you applied for a job in our team. Am I right?

- Yes, I did. I sent my resume for a position of a restaurant manager.

- That`s good. I’d like to know a bit more about you. Probably you could tell us about your education first.

- Well, I left school at 17 and then for the next five years I studied at Kazan Federal University. I graduated the Department of economics with high honors and was qualified as a manager of enterprise. And \_\_**1**\_\_\_\_\_\_\_\_\_\_\_

- Well. Your education sounds great, Miss Jones. And have you got any experience? Have you worked before?

- Certainly. First I worked as a manager at children’s clothes shop. I stayed there for four years and then I moved on to my present company. They offered me a job of a manager in a big cafe.

- That`s very interesting. Why aren’t you happy with your present job, Miss Jones? Why are you going to leave them?

- Well. The salary isn’t so bad, I must admit. But the work schedule isn’t convenient for me.\_\_**2**\_\_\_\_\_\_\_\_\_\_\_\_. Besides you have an excellent reputation and I hope to have more opportunity and growth potential in your company.

- I see. Do you mind business trips? And are you fluent in Italian or German?

-\_**3**\_\_\_\_\_\_\_\_\_ We did Italian and German at the University and I use them when I travel.

- Very good. \_\_**4**\_\_\_\_\_\_\_\_\_\_\_\_\_

- Well… I start my work on time. I learn rather quickly. I am friendly and I am able to work under pressure in a busy company.

- OK. That’s enough I think. Well, Miss Jones. Thank you very much. I am pleased to talk to you and we shall inform you about the result of our interview in a few days. Good - bye.

1. Oh, foreign languages are my favorites
2. I have a letter of recommendation
3. And after that I did a one-year computer course
4. And I often do a lot of overtime there
5. Can you tell me about your good points then

**Часть 3. Прочитайте текст с пропусками, обозначенными номерами 1-6. Эти номера соответствуют заданиям, в которых представлены возможные варианты ответов. Выберите один правильный вариант.**

**Arranging an appointment over the telephone**

* Nothern Flavor Ltd. Good morning.
* Morning. This is Martin Ross of International Express in Zurich. I am trying **1**………..of Mr. Tomlin. Could you connect me with him, please?
* Just a second… Sorry, caller, but there’s no reply. I’ll see if he is in his office. Your name was?
* It’s Martin Ross, R-O-S-S. We met at Berlin trade fair.
* Right…I’ll try to catch him on the pager.
* Tomlin **2**………...
* Hallo, Martin Ross here. You asked me to call you when I was back home.
* Oh, Martin, good to hear from you. You must be phoning about our equipment.
* Exactly. The thing is I’ll be in Copenhagen next week. I wonder if you could meet and…
* Oh yes. We remember your enquiry.
* Is it OK if I come to your place during my visit?
* Sure. Is it beginning of next week **3**……….for you?
* Well, yes. I’m arriving on Monday, that’s the 9th of November. Tuesday will be all right, I think. What time would you prefer? Shall we say at 11.30?
* Let me see…Afraid, I’m engaged till afternoon. How about 14.30?
* That **4**…………..
* And Martin, I don’t think know how to get to our offices, do you? Shall I pick you up at about a quarter past two? And I’ll show you round our works and we can work out the **5**………then.
* Oh, that would be great. I’ll be staying at Continental Star Hotel.
* **6**………..then. Have a nice week- end.
* Thanks, you too, Harry. Good-bye.

**1**. 1) to call back 2) to get hold 3) to hold on

**2**. 1) talking 2) speaking 3) telling

**3.** 1) convenient 2) comfortable 3) possible

**4.** 1) suits me perfectly 2) OK 3) all right

**5**. 1) terms of our work 2) terms of our contract 3) conditions of the work

**6.** 1) that’s arranged 2) that’s established 3) that’s fixed

**Часть 4. Завершите предложение, выбрав одно из предложенных слов:**

*Give- bring forward- make- time- convenient- postpone- cancel- get back*

1. What…does the conference start?
2. We’ll have to…the launch date, we’re not ready.
3. I’d like to…a meeting.
4. I can…you 20 minutes.
5. Can we…the meeting to this week, instead of next week?
6. I’m very sorry, but I have to…the appointment because…
7. Would be 5.30 be…?
8. Please…me an appointment with him.

**Часть 5. Прочитайте текст, заполните пропуски 1-6, вписав в каждый пропуск только одно слово.**

*Work for, product, line of work, business, have to, meet, do.*

* It’s nice meeting you, Mr. Frank, I’ve heard so much about you.
* All good, I hope.
* Tell me, what **1**\_\_\_\_are you in?
* I’m in computers.
* Ah yes. And what exactly do you do?
* I’m a computer programmer for MFG Prime and I help companies move into e- business.
* Who do you **2**\_\_\_\_?
* SMP, it stands for Servicing Manufacturing and Production. And what do you **3**\_\_\_\_?
* I’m on the finance side-an accountant, I’m self- employed. So, where are you from?
* I’m from Australia, Sydney, but I live and work in Geneva. For now, I’m working in Brussels. I’m not married, in my spare time I like play tennis and football. But because of my work and **4**\_\_\_\_\_I haven’t enough free time.
* Now, how about looking at your **5**\_\_\_\_\_? Could I ask you one or two questions? For example: What is it for? What is it called?
* That’s the button to open the computer, and that is called a “mouse”. So, what do you think of our new laptop?
* Oh, it’s great. But unfortunately I **6**\_\_\_go now…Shall we **7\_**\_\_another time?
* Surely, I’ll call you next week. See you.
* Have a good week.

**Часть 6.** **Закончите предложение, выбрав соответствующее слово**

1. I *received\ got* a message from M. Smith and he asked me to call him back this morning.
2. I’m *calling\ speaking* about the GT 12A contract.
3. The purpose of mailing any *letter of application\ rejection letter* and resume is being granted an interview.
4. I will call next week to set up an *appointment\ presentation*.
5. I *look forward\up* to seeing you on Monday then.
6. I would like *to discuss\ to get* with you the main principles of our agreement.
7. Would it be possible *to set up\to establish* another meeting?
8. Please *accept\ take* my apologies for this inconvenience?
9. Business ethics is the application of *moral\ physical* standards to business situations.
10. I would very much appreciate an *interview\ dialogue* at your convenience.

**Часть 7. Подберите русские эквиваленты английских слов.**

1. trade a. оборудование
2. order b. послание
3. equipment c. пейджер
4. bleeper d. собеседование
5. call e. ответ
6. appointment f. торговля
7. message g. звонок
8. reply h. условия
9. enquiry i. заказ
10. interview k. деловая встреча
11. terms l. запрос

**Часть 8.**

**Какие из слов в группах данных ниже являются синонимами? В каждой группе есть одно лишнее слово. Зачеркните лишнее слово.**

1. to get through to put through to connect
2. to call to run to ring to phone
3. to keep to meet to hold
4. to negotiate to speak to talk to purchase
5. to deliver to come to arrive
6. to respond to supply to answer to reply
7. to start to begin to promote to commence

**4 семестр**

**Тест**

**Основной уровень**

**Wireless Gateway**

A wireless gateway is a device that allows a computer and other Internet-enabled machines to access a shared wireless Internet connection, and is usually seen as a way of coordinating things like modems, routers, and sometimes even cable television or voice applications into one more simplified component. Gateways are often popular in homes and businesses where there are many different competing uses for a wireless network. The device manages multiple uses and allocates bandwidth in a way that most modems can’t, at least not on their own. In some instances they can also provide firewall and hosting functions. Firewalls are digital protection measures that shield connected computers from online threats, and hosting deals with the assignment of unique internet protocol (IP) addresses to various connected devices. There are usually a number of different gateway choices, and users often need to do a bit of research to find the ones best for their individual needs.

Efficiency is usually the primary objective of any wireless gateway. Wireless networks are increasingly popular, but they can require a number of different pieces that must work together. Connecting various devices can similarly take a bit of finesse. Gateways serve as sort of a wireless “headquarters” that house all the cords and can manage all the needed services.

Wireless networks traditionally provide Internet connectivity to laptop computers. A wireless network setup is needed if the user wants to move within the network range and get a connection without the use of cables. With a wireless [access point](http://www.wisegeek.com/what-is-an-access-point.htm) ([WAP](http://www.wisegeek.com/what-is-wap.htm)) that provides heightened wireless security, users are able to add devices that access the network with few or no cables. Common examples include tablet computers and smartphones, and it’s often the case that many devices can be pulling data from the network simultaneously.

A number of service providers also offer “bundled” packages of other services, particularly television programming and telephone services, that also use the Internet. Service providers in these cases sometimes provide special gateways that can coordinate all of these services. It should be noted that standard gateway devices don’t always have these capabilities, and they are often created specifically for certain branded services.

**Часть 1. Общее понимание текста**

*1. Определите, верны (True) или неверны (False) следующие утверждения:*

1. Wireless gateway allows your smartphone to access the Internet.
2. One of the functions of wireless gateways is protection.
3. Typically the main goal of wireless gateways is being efficient.
4. A user can needs using cables to install a wireless network.
5. Two devices can’t get data from the network simultaneously.
6. Standard gateway devices sometimes don’t have capabilities of the ones provided by service providers.

*2. Выберите основную идею текста.*

a) Wireless networks are the most efficient type of networks.

b) You should buy wireless gateways only from service providers.

c) If a user wants to get the Internet connection without using cables he should use wireless gateways.

**Часть 2. Лексическая работа**

*3. Совместите синонимы:*

|  |  |
| --- | --- |
| 1) cable | a) laptop |
| 2) protection | b) danger |
| 3) connection | c) different |
| 4) standard | d) traditional |
| 5) various | e) shield |
| 6) device | f) cord |
| 7) computer | g) link |
| 8) threat | h) machine |

*4.Совместите слова с их определениями:*

|  |  |
| --- | --- |
| 1. Wireless access point | a) a company that provides different services like Internet access |
| 2. Firewall | b) a networking device that allows users to connect to wired network through Wi-Fi |
| 3. Hosting | c) a service that gives unique IP addresses to their users’ connected devices |
| 4. Provider | d) a place where most of the important functions of an organization are coordinated |
| 5. Headquarters | e) a network security system that shields computers from online threats |

*Выберите правильный перевод словосочетаний:*

*5. Internet-enabled machines*

a) устройства, обеспечивающие защиту в Интернете

b) устройства, имеющие выход в Интернет

c) устройства, перекрывающие доступ в Интернет

*6. to pull data*

a) принимать данные

b) передавать данные

c) закрывать доступ к данным

*7. primary objective*

a) объективная цель

b) главная цель

c) недостижимая цель

*8. wireless devices*

a) беспроводные устройства

b) устройства, использующие провода

c) беспроводные сети

**Часть 3. Письменная часть**

*9. Напишите аннотацию к тексту на русском языке.*

**Повышенный уровень**

**Wireless Gateway**

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Efficiency is usually the primary objective of any wireless gateway. Wireless networks are increasingly popular, but they can require a number of different pieces that must work together. Connecting various devices can similarly take a bit of finesse. Gateways serve as sort of a wireless “headquarters” that house all the cords and can manage all the needed services.

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*8. wireless devices*

a) беспроводные устройства

b) устройства, использующие провода

c) беспроводные сети

**Часть 3. Письменная часть**

*9. Напишите аннотацию к тексту на русском языке.*

*10. Выполните реферирование текста на русском языке*

***Критерии оценки:***

Приведены в разделе 2

***Наименование:*** контрольная работа

***Представление в ФОС*:** набор вариантов заданий

***Варианты контрольных работ:***

**1 семестр**

**Основной уровень**

**Контрольная работа №1**

**Часть 1**

**Вы услышите 5 высказываний. Установите соответствие между высказываниями говорящих A-E и утверждениями, данными в списке 1-6.**

1. The speaker explains how to protect oneself against harmful insects.
2. The speaker thinks that you need to be well prepared for going on holiday.
3. The speaker says that the right seat makes any journey more comfortable.
4. The speaker advises how to dress adequately in hot weather.
5. The speaker thinks that it is necessary to choose the safest means of transport.
6. The speaker warns about trying new foods.

**Часть 2**

**Прочитайте тексты. Установите соответствие тем A-I с текстом 1-8. Используйте каждую букву только 1 раз. В задании 1 тема лишняя.**

1. **Grocery**
2. **Meals**
3. **A new discovery of the ancient land**
4. **The Pharos of Alexandria**
5. **Greengrocery**
6. **The Pyramids of Egypt**
7. **Leader № 1**
8. **Diary**
9. **Food**
10. China was closed to almost all foreign visitors from 1949 to the mid-1970s. Since economic reforms were implemented in 1979, China’s tourism has developed very rapidly. The government has constructed major hotels, increased air travel to China and within the country, and opened historic sites to tourists. Millions of visitors travel to China for its beautiful landscapes, interesting and diverse culture, and important historical attractions.
11. An attractive and varied landscape, a rich set of cultural resources, and a world-renowned collection of foods and wines make France a major tourist destination. In 2002, France had 77 million visitors, more than any other nation in the world. Tourism is a leading industry in France. The French themselves travel widely in their own country, an activity encouraged by the mandatory five-week paid vacation received annually by most workers.
12. The leading supplier is, of course, Asian countries which produce about 90 percent of rice grown worldwide. China and India together produce about 50 percent of the world’s rice, and it is a significant agricultural crop in more than 50 other countries.
13. Cheese is nutricious food made from the milk of cows and other mammals, including sheep, goats, buffalo, reindeer, camels, yaks, and mares. Cheese is one of the world’s oldest food products – for thousands of years, people have raised animals for milk, turning their surplus milk into cheese.
14. Spaniards enjoy a wide range of meat and fish, salad and fruit, and cheese. Adults usually drink wine with their meals, and children drink mineral water or soft drinks. There is usually plenty of bread. Traditional Spanish dishes include gazpacho (a cold soup of onions, peppers, tomatoes, and garlic); paella (rice, saffron, chicken, seafood, and a variety of other items cooked and served in a large, shallow pan); calamares en su tinta (squid cooked in its ink and served on a bed of rice); and cocido (Castilian stew).
15. The lighthouse, built in about 280 BC during the reign of Ptolemy II, stood more than 134 m tall – about as high as 40-storey building. A fire was kept burning as its top to welcome sailors coming to the Egyptian land. Storms and an earthquake had damaged the lighthouse by 955 AD; an earthquake completely destroyed it during the 14th century.
16. They were built on the west bank of the Nile River at Giza during the 4th Dynasty (about 2575 to about 2467 BC). The oldest of the seven wonders, they are the only one remaining nearly intact today. Their white stone facing was later removed for use as building material in other places. According to the Greek historian Herodotus, ten years were required to prepare the site and 100,000 labourers worked thereafter for 20 years to complete the largest of them, which contains the king’s tomb.
17. Our suppliers provide us with fresh fruit and vegetables all year round. In this section you can buy carrots, beets, potatoes, cucumbers and many other kinds of vegetables. You can also see a great variety of fruit on display.

*(Романова Л.И. EГЭ.. Английский язык. Чтение)*

**Часть 3**

**Прочитайте утверждение A-H и следующие за ними тексты, установите, соответствие между утверждениями и содержанием текстов.**

1. **People eat dishes made from corn**
2. **Meal that is sold at a low price**
3. **A holiday meal**
4. **Meals vary from region to region**
5. **Sausage is eaten throughout the country**
6. **History of confectionery**
7. **People don’t often eat meals**
8. **People tend to eat healthy meal**
9. What people eat depends largely on what is produced in the region where they live. Dishes with potatoes, tofu, maize meal, rice, and other grains are main meals. Noodles are also common and man tou (steamed bread) is a staple in northern China. Dishes made with pork, beef, chicken, or fish are popular but expensive. Chopsticks are used for all meals in China. Specialties vary from region to region, from duck in Beijing to spicy dishes in Sichuan province.
10. Swedes today are generally health conscious and aware of the nutritional content of what they eat, although young people also enjoy fast food, which is increasingly available. The typical Swedish breakfast includes coffee, fruit juice, crisp bread or open sandwiches with ham or cheese. Lunch is usually a hot meal, even in schools. Typical Swedish food is herring, meatballs, raw pickled salmon, potatoes, and pancakes. During the last three weeks of August (the crayfishing season), crayfish parties are a favourite tradition.
11. Argentines eat more beef per capita than any other people in the world. Because Argentina is a major beef producer, domestic prices are low enough for most people to eat beef every day, and many people entertain on weekends with an asado, or barbecue. Popular foods include empanadas, which are pies made with meat or vegetables, and milanesas, or breaded veal cutlets.
12. Maize, beans, rice and chilies are main foods. They are often combined with spices, vegetables, and meats or fish in the daily meals. What people eat varies to some extent according to region, but tortillas, frijoles refritos (refried beans), and mole (spicy sauce) are common throughout the nation.
13. German food traditionally includes substantial portions of meat and potatoes or, to a lesser extent, noodles. Pork as a popular meat, along with beef and, to a lesser extent, chicken. Pork is prepared in a variety of ways, often according to region: it may be roasted with dumplings in Munich, for example, or served as a ham in parts of North Rhine-Westphalia. Lamb is more of delicacy but is widely available in the north. Every region has its own type of sausage. Cake and pastries are also eaten.

6. Records show that candy was used as an offering to the gods of ancient Egypt. Honey was used as the sweetener until the introduction of sugar in medieval Europe. Among the oldest types of candies are licorice and ginger from the Far East and marzipan from Europe. Candymaking did not begin on a large scale until the early 19th century, when with the development of special candymaking machinery it became a British speciality.

7. Foods vary widely in India, depending on the culture and region. For example, rice is the main food in the south, while wheat bread is the principal in the north. Indian meals are usually very spicy. Different types of curry, made with eggs, fish, meat, or vegetables, are popular. Hindus consider cows to be sacred and they will not eat beef.

8. The most common meats are beef, pork, lamb, and chicken. Fish and seafood are found mainly on the coast and in cities but are often expensive. Olives are grown throughout Greece, and olive oil is used a great deal in cooking. Salads are often eaten with the main meal. Main courses include souvlaki, a shish kebab with cubes of meat – often pork or lamb – and vegetables, and stuffed eggplant or tomatoes. At Easter, Greeks enjoy roast lamb or goat, as well as kokoretsi, which is lamb’s liver, lungs, and spleen wrapped in intestines and roasted on a spit.

*(Романова Л.И. EГЭ.. Английский язык. Чтение)*

**Часть 4**

**Прочитайте текст. Преобразуйте слова, напечатанные в скобках, так чтобы они грамматически и лексически соответствовали содержанию текста. Некоторые слова могут оставаться без изменения.**

**The Adopted Twins**

In 1939 in Pigua, Ohio, identical new-born twins were adopted by two families who were told that the other baby had died. The Springers \_\_\_\_\_\_\_ (LIVE) in Dayton, the Lewises in Lima, 80 miles away.

Six years later, Mrs. Lewis \_\_\_\_\_\_ (LEARN) by accident that the other twin was \_\_\_\_\_\_\_\_\_ (LIVE) and was also called James.

James Springer \_\_\_\_\_\_\_ (GROW UP) thinking his twin was dead, so James Lewis \_\_\_\_\_\_\_\_ (NOT KNOW) where his twin \_\_\_\_\_\_\_\_ (BE) and hesitated for many years before looking for him through the jungle of adopting courts.

In 19979 they \_\_\_\_\_\_\_ (MEET). In their lives apart, the two James had marries and divorced Lindas and had married Betties; and had taken holidays on the same beach in Florida. Both had had the police \_\_\_\_\_\_ (TRAIN). One is now a security guard, the other is a records clerk. When they met, their families noted similar speech patterns and mannerisms. But James Lewis had short hair combed back and James Springer had long hair combed forward.

*(Романова Л.И. EГЭ.. Английский язык. Чтение)*

**Часть 5**

**Прочитайте статью, заполните пропуски только одним словом**

My sister got a very comfortable flat last year. It is 1) … the third floor in a new block 2) … flats. I got a letter from my sister with several pictures of her flat. 3) … one of the pictures you can see her family sitting 4)… the table in the living-room. My sister is sitting 5) … her husband and two sons. They are watching TV. It is 6) … the corner of the window. There is a piano 7) … the left from the table and a small table with a telephone on it 8 )… the right. My sister is going to speak to me 9) … the telephone tonight. You can see a lovely carpet in the middle of the room and some pictures on the wall 10) … the piano. My sister's sons learn to play the piano.

**Часть 6**

**Прочитайте текст. Заполните пропуски словом, подходящим по смыслу, образованным от слова, данного справа.**

|  |  |
| --- | --- |
| Many people are fond of … art galleries.  They like to walk in … from one picture to another.  Almost everybody has his … artist.  Some people prefer modern artists, others like …  style of …  There are many world … art galleries in Russia,  for example, Hermitage, Tretjakov’s gallery and others.  Many tourists from … countries come to Russia to  enjoy these … pictures. | visit  silent  favour  classic  paint  fame  differ  beauty |

**Часть 7**

**Образуйте словосочетания, соединив слова из двух колонок**

|  |  |
| --- | --- |
| 1. a maiden | 1. drink |
| 1. a mother’s | 1. a baby |
| 1. marriage | 1. hood |
| 1. honeymoon | 1. boy |
| 1. generation | 1. furniture |
| 1. cold | 1. name |
| 1. dressing | 1. course |
| 1. soft | 1. food |
| 1. cooker | 1. basket |
| 1. expect | 1. trip |
| 1. crammed with | 1. table |
| 1. first | 1. gap |
| 1. take-away | 1. by convenience |
| 1. wire | 1. tap |

**Часть 8**

**You have received a letter from your English-speaking pen-friend Tom who**

**writes:**

*… In Great Britain most young people want to become independent from their parents as soon as possible. Could you tell me what you and your friends think about not relying on your parents? Are you ready to leave your family immediately after you finish school? Is it easy to rent a house or an apartment for students in Russia?*

*As for the latest news, I have just returned from a trip to Scotland…*

Write a letter to Tom.

In your letter

− answer his questions

− ask **3 questions** about his trip to Scotlan

**Часть 9**

**Замените слова в скобках на русском языке на английские эквиваленты.**

1. He lives in a (современный) house.
2. We live in a (пятиэтажный) building.
3. My grandmother lives in a (однокомнатная) flat.
4. We keep books in the (книжный шкаф) or on the (книжная полка).
5. When I travel by train I usually book tickets (заранее).
6. If I have a lot of luggage my friends (провожают меня до аэропорта).
7. If you heed any information about a train you address (справочное бюро).
8. My uncle is fond of (походами).
9. (персонал отеля) was very friendly and helpful.
10. When we want to go around the city we usually (берем машину напрокат).
11. Most of all I dislike to (стоять в очереди).
12. The cashier didn’t have change from (крупной купюры).
13. Natural products are better than (консервированные).

**Повышенный уровень**

**Часть 1.**

***Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A-F и утверждениями, данными в списке 1-7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Занесите свои ответы в таблицу.***

1. Girls are supposed to like it.

2. This holiday has a meaningful history.

3. One of this holiday’s traditions has changed over time.

4. This holiday can put you in a very special mood.

5. People can behave any way on this holiday.

6. This holiday is a time for new hopes.

7. This holiday suits my character perfectly.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **говорящий** | **A** | **B** | **C** | **D** | **E** | **F** |
| **утверждение** |  |  |  |  |  |  |

[**Вербицкая М.В.-ЕГЭ2015-Английский язык-темат. и типовые экзаменац. варианты.+CD-2015\CD\Типовой экзаменационный вариант 3.mp3**](file://C:\F:\%D1%82%D0%B5%D1%81%D1%82%D1%8B%20%D0%B8%20%D0%BA%D1%80\%D0%92%D0%B5%D1%80%D0%B1%D0%B8%D1%86%D0%BA%D0%B0%D1%8F%20%D0%9C.%D0%92.-%D0%95%D0%93%D0%AD2015-%D0%90%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA-%D1%82%D0%B5%D0%BC%D0%B0%D1%82.%20%D0%B8%20%D1%82%D0%B8%D0%BF%D0%BE%D0%B2%D1%8B%D0%B5%20%D1%8D%D0%BA%D0%B7%D0%B0%D0%BC%D0%B5%D0%BD%D0%B0%D1%86.%20%D0%B2%D0%B0%D1%80%D0%B8%D0%B0%D0%BD%D1%82%D1%8B.+CD-2015\CD\%D0%A2%D0%B8%D0%BF%D0%BE%D0%B2%D0%BE%D0%B9%20%D1%8D%D0%BA%D0%B7%D0%B0%D0%BC%D0%B5%D0%BD%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%B9%20%D0%B2%D0%B0%D1%80%D0%B8%D0%B0%D0%BD%D1%82%203.mp3)

*ЕГЭ 2015 под ред. Вербицкой М.В. Стр. 74*

**Часть 2**

**Прочитайте тексты. Установите соответствие тем А-H с текстом 1-7. Используйте каждую букву только 1 раз. В задании 1 тема лишняя.**

A. Changing Habits

B. Eating Out

C. Foreign Food

D. Diet Dangers

E. Popular but Useless

F. Plan Your Diet Carefully

G. Eating Together

H. Food Safety

1. A quick look at junk food facts tells us junk food and diets do not go hand in hand. Junk foods are also called 'empty calorie' foods and have no nutritional value. Nevertheless, they are enjoyed by lots of people because of their simplicity to manufacture, consume and, of course, their taste. Chocolates, burgers, pizzas, potato wafers and fries will surely find their way into everyone's heart.

2. Thai cuisine is one of the healthiest foods you can eat. In fact, several Thai dishes, such as Tom Yum Soup, are currently under scientific study for their incredible health benefits. Of course, it's already known that many of the fresh herbs and spices used in Thai cooking - such as turmeric, galangal, coriander, lemongrass, and fresh chillies - have immune-boosting and disease-fighting power.

3. Vegetarian diets can be very healthy, but eating a balanced diet when you are vegetarian usually requires a little extra attention. Because vegetarians eliminate certain foods from their diets, they often need to work to add foods into their diet that will provide the nutrients found in meat products. If properly planned, vegetarian diets can provide all the nutrients you need.

4. It's actually easy to make good choices at a fast-food restaurant or the cafeteria. Most cafeterias and fast-food places offer healthy choices that are also tasty, like grilled chicken or salads. Be mindful of portion sizes and high fat add-ons, like dressings, sauces or cheese. Most restaurant portions are larger than the average serving of food at home. Ask for half portions or take half of your dish home.

5. Family meals are making a comeback. Shared family meals are more likely to be nutritious, and kids who eat regularly with their families are less likely to snack on unhealthy foods and more likely to eat fruits and vegetables. Teens who take part in regular family meals are less likely to smoke, drink alcohol, or use drugs. Beyond health and nutrition, family meals provide a valuable opportunity to reconnect.

6. Families are cooking more meals at home, cutting back on take away in the face of the economic downturn. In addition to cutting back on take away and eating out, families have begun cooking more vegetarian meals and are adding vegetables, lentils and baked beans to allow them to cut back on meat quantity. Consumers also indicate that they are likely to prepare meals that can be spread across more than one mealtime.

7. In recent years it has become common practice for celebrities and stars to publicize food products. Businesses take advantage of consumers' mentality of 'following the stars' and invite celebrities and stars to perform 'false advertising' so as to mislead or even deceive consumers. The law stipulates that those who publicize 'faulty food products' will share responsibility with food producers and sellers.

*Музланова Е.С. Английский язык (ЕГЭ) 2014. Стр. 118-119*

**Часть 3**

**Прочитайте текст и следующие за ним утверждения 1-8 и установите верны ли они.**

**BUSY LITTLE BUYERS**

It's a typical Sunday afternoon at Tokyo's Girl Is Girl store and customers crowd into this mecca of Japanese teen fashion. 11-year-old Chihiro holds up a lemon yellow shirt with hearts and stars and says longingly, 'This is so cute. The next time I'll come with Mum.' Her two friends nod in agreement.

Chihiro and her friends are no ordinary shoppers; they are about the only dynamic consumers left in the sluggish Japanese economy. Marketers call them 'bubble juniors': the 9- to 14-year-old daughters of Japanese women who spent lavishly as carefree twenty some things during Japan's 'bubble' years of the 1980s. They are the potential trendsetters, like college girls in the 1980s and high-school girls in the 1990s.

Since Japan entered its recession, the retail clothing industry has been in a tailspin. Clothes sales at Japan's department stores have shrunk by almost 10% in the last five years. All the traditional market sectors- men's, women's and children's - have suffered. Only recently did Japanese clothing lines awaken to the purchasing power of the bubble juniors.

The girls are a unique and profitable niche. They don't want to wear what's in the kids' section. Rather, they mix mature styles with bright colours and childlike frills. Last March an entire floor of one of Tokyo's biggest fashion shopping centres was renovated to serve the junior girls. Sales have since jumped 30%.

The market expansion is all the more impressive given that the target age group is shrinking. While it may not be an endless supply of consumer energy, this bright spot in the national economy is enough to excite everybody from clothing designers to magazine publishers.

Total financial dependence on their parents would seem to be a serious strike against these junior shoppers. But it's not a problem, say analysts. A girl often has a fashionable mum and two sets of doting grandparents. Bubble mums, unlike those of earlier generations, are comfortable spending a fortune on outfits that might be worn for only one season.

Industry insiders are betting tl1at the bubble junior craze can be exported elsewhere in Asia. So far the signs look good. *Nicola*, a monthly magazine that is the bible for bubble juniors, printed 10,000 copies of an issue in Shanghai, China, and immediately sold out. The affluent middle class in China's coastal cities offers more young customers. Their increasing interest in fashion and the culture in which they take good care of their children is promising.

*Adapted from Newsweek*

1. 'Bubble juniors' are all Japanese children from a certain age group. T/ F
2. Young girls have been known to set fashion trends in Japan before. T/ F
3. Clothes sales in Japan have increased by 10% in recent years. T/F
4. Japanese 9- to 14-year-old girls choose clothes that give them a mature look. T/ F
5. Analysts estimate the number of 'bubble juniors' in Japan will shrink. T/ F
6. Young girls' mothers today are less willing than their grandparents to spend on their children 's clothes. T/ F
7. Nicola magazine sells 10,000 copies each month. T/ F
8. Market trends emerging in China are similar to those in Japan. T/F

*Oxford Exam Excellence* стр. 34

**Часть 4.**

**Прочитайте текст. Преобразуйте слова, напечатанные в скобках, так чтобы они грамматически и лексически соответствовали содержанию текста. Некоторые слова могут оставаться без изменения.**

**Recognising cultural images and symbols**

When we live in a particular country, we automatically become exposed and 1) **\_\_\_\_\_\_\_\_\_** (custom) to a range of images and symbols embedded in songs and pictures, places, and traditions. These images and symbols include 2) **\_\_\_\_\_\_\_\_** (fame) people in the culture, and architectural and landscape features. The 3)**\_\_\_\_\_\_\_\_\_\_\_** (able) of students to recognise these images helps them to feel more 4) **\_\_\_\_\_\_\_\_\_\_** (confide) and to become more fluent.

The aim of the activities in this section is to **5) \_\_\_\_\_\_\_\_\_\_\_** (familiar) students with popular images and symbols in the target culture. A secondary aim is to help students to 6) **\_\_\_\_\_\_\_\_\_\_\_** (identity) and compare the images and symbols in British and American culture, and then to contrast these with the images and symbols in their own.

Some activities focus on places and people associated with the culture, some allow the learner to **7) \_\_\_\_\_\_\_\_\_\_\_** (explorer) the cultural 8) **\_\_\_\_\_\_\_\_\_\_** (refer) in popular songs.

*Oxford Exam Excellence, стр.20*

**Часть 5.**

**Прочитайте статью, заполните пропуски только одним словом.**

Global warming has 1) **\_\_\_\_\_\_** blamed for the hole in the ozone layer, higher pollution and melting the ice caps - now, it is being blamed for declining sales of the British national beverage.

In 2002, the average Brit drank 1,000 cups per year- or, 2.2 kilograms of tea. This may sound a 2) **\_\_\_\_\_\_** but sales were down from 2.6 kilograms in 1997. 3)**\_\_\_\_\_\_** from the fact that temperatures are rising globally, more and more tea drinkers are turning 4) **\_\_\_\_\_\_\_\_** coffee when they fancy a bot beverage. Sales of iced tea, 5) **\_\_\_\_\_\_\_\_\_\_**, are on the rise, and sales of healthy drink alternatives, 6)**\_\_\_\_\_\_\_\_** as fruit teas, also continue to grow.

But 7) **\_\_\_\_\_\_\_\_** though the Brits are looking 8) **\_\_\_\_\_\_\_\_** alternatives to the Great British Cup of Tea, they are still the second highest consumers of the drink in the world. India is the third biggest nation of tea drinkers, and Turkey is first.

*Oxford Exam Excellence, стр.36*

**Часть 6**

**Прочитайте текст. Заполните пропуски словом, подходящим по смыслу, образованным от слова, данного справа.**

|  |  |
| --- | --- |
| The most usual way to entertain friends at home is to invite them for a meal, either in the evening or at lunch-time on a Sunday. When guests are invited for a meal, they often sit and chat while they have a drink before the meal, and coffee is \_\_\_**\_\_\_\_\_\_\_** served afterwards.  Several close friends are sometimes invited at once to make a small party to celebrate a birthday, a child’s coming of age or some special \_**\_\_\_\_\_\_\_\_\_\_\_**\_.  These parties are almost always \_\_\_**\_\_\_\_\_\_\_\_,** there is no dress code and in summer, when the weather is fine, people may hold a barbecue in the garden.  Formal occasions, official receptions for foreign visitors, when written \_**\_\_\_\_\_\_\_\_\_\_\_** are sent, rarely take place in people’s homes, although they did in the past.  The host often provides\_\_**\_\_\_\_\_\_\_\_\_\_** kinds of entertainment, or at least entertains guests with interesting stories and merry jokes.  The \_\_\_\_**\_\_\_\_\_\_\_** meal is often followed by party games or dances which are intended to amuse or interest people in a way that gives them pleasure and make them enjoy the party. | USUAL  ACHIEVE  FORMAL  INVITE  VARY  TASTE |

*ЕГЭ 2015 под ред. Вербицкой М.В Стр.205*

**Часть 7**

**Образуйте словосочетания, соединив слова из двух колонок:**

|  |  |
| --- | --- |
| 1. later-born | 1. activities |
| 1. outdoor | 1. resort |
| 1. suffer from | 1. cuisine |
| 1. frustrating | 1. luggage |
| 1. older | 1. flat |
| 1. newlywed | 1. sibling |
| 1. to rent | 1. experience |
| 1. to double | 1. a weight |
| 1. studio | 1. couples |
| 1. family | 1. adventure |
| 1. exciting | 1. jealousy |
| 1. to collect | 1. a place |
| 1. national | 1. child |
| 1. to put on | 1. prices |

**Часть 8**

**Напишите письмо другу из Англии (объём 200 слов)**

She or he wants to know about your life in your country. Tell him or her about:

*• being a teenager*

*• friendships*

*• what you think about marriage.*

**Часть 9**

**Замените слова в скобках на русском языке на английские эквиваленты**

1. Sometimes children don’t measure up (ожидания родителей).
2. The ability of (ладить с людьми) is connected with up-bringing.
3. (Единственные дети оказываются в центре) parents’ attention, and therefore they are (избалованы).
4. A lot of (фирменных отделов) were set up in a (центральном магазине) of our city.
5. Our family (c нетерпением ждет) travelling abroad to (на семейный курорт) every year.
6. Women in their mid-twenties also worry less about their (весе), looks and social lives, than they do (в среднем возрасте).
7. A pedestrianised street, on the south side of the Liffey, full of shops - the usual (сети магазинов), (универмаги) as well as cafes, smaller shops, (бутики) and pubs.
8. [Cayo Santa Maria, (расположенный в) Villa Clara Province](http://www.tripadvisor.com/Tourism-g670039-Cayo_Santa_Maria_Villa_Clara_Province_Cuba-Vacations.html#_blank), is a truly beautiful (курорт, работающий по системе «все включено»)
9. We boast of a (просторной гостиной) painted lime green as in the pictures.
10. We hope (отзывы покупателей) help to improve our service.
11. (Семейные традиции) are practices or beliefs that create positive feelings.
12. He found (жилье) in the city.
13. Millions of people all around the world adore (путешествовать).

**3 семестр**

***Основной уровень***

**Часть 1. Прослушайте отрывки из собеседований при приеме на работу А-Е. и ответьте на вопрос:** Which candidate(s):

1. express the wish to make a long-term commitment?
2. give concrete examples from their experience?
3. ask questions to make sure they answer the interview’s question?
4. structure the answer in two parts?
5. turn a question about a negative point into an opportunity to emphasize a positive quality?

**Часть 2. Прочитайте тексты. Установите соответствие тем А - D с текстом 1-4.**

1.A well-organized interview is conducted with a sequence in mind. The sequence below is suggested plan for an interview which covers the most essential points.

Education is an important factor in hiring employees. An applicant’s course of study, his or her likes and dislikes, and participation in extracurricular activities all are informative. The level of intelligence, quality of work, and absenteeism are points to consider in school and employment records.

2. Begin with the first job, discover whether it was full- or part- time, volunteer or paid, and progress step by step through the applicant’s work history. The number of jobs the applicant has had reflects upon his or her stability and job satisfaction.

3. A great deal can be learned about motivation and imagination by discussing how the applicant spends his or her spare time. Extracurricular activities show how active and interested the applicant can be.

4. When you want the applicant to reveal his or her feelings and ideas, use exploratory or open- ended questions. Ask questions that must be with explanations: what the applicant enjoys most about work, what would he or she change about the last job if such change were possible, etc. Don’t hesitate to ask personal questions, such as why the applicant wants the job you have to offer, and why the person left the last job. Interpreting the applicant’s answers, attitudes, and reactions is very important.

**A**. Outside activity

**B**. Work history

**C**. Education and training

**D**. Exploratory questions

(Н.Л. Мамаева. Английский язык для экономистов. Учебное пособие для студентов финансовых и экономических факультетов, Владимир, 2008)

**Часть 3. Прочитайте утверждение a-i и следующие за ними тексты, установите соответствие между утверждениями и содержанием текстов.**

1. Be yourself **f)** Clean up Your Act
2. Smile **g**) Be Upbeat
3. Rehearse  **h**) Scout the Competition
4. Get out of the house  **i**) Own the Three Cs
5. Be honest
6. Resumes, business cards, and references all must be in impeccable condition before communication with the outside world. Remember, this is your marketing material and it should be ready for prime time. If necessary, use a professional to get your collateral material in order.
7. People would rather talk to someone who is upbeat no matter how their job skills stack up.
8. Communication, Computers and Critical thinking. Success in the new millennium requires that new hires have the ability to negotiate through any situation. Employers want to know you can think on your feet. Everyone understands the new technology is making everything move very fast. So if you can demonstrate the ability to negotiate through situations and learn new computer skills, you will get the job.
9. A good marketing professional would never give a presentation unprepared. Ask a friend to engage you in conversation as if you are in a networking situation. Answer the seven or eight potential questions such as, “What are skills, strengths and weaknesses?” and “Do you have any experience in\_\_\_?” You’ll be surprised to learn that some of your answers may need brushing up. If you need help deciding how to present yourself verbally, seek the assistance of a professional careers counselor.
10. Negative advertising often hits the wrong buttons. This is just true in marketing yourself. While networking, don’t dwell on negativity. If you are fired from your last job, don’t blame your previous employer. And if you have some negative feelings about the industry you are targeting, keep them to yourself.
11. Many cities host industry events on any given day or evening featuring CEOs and experts who hold forth on a myriad of topics.
12. Any good marketing executive understands the importance of competitive analysis. If you’re identified a firm seems right for you, find out something about the qualifications of recent hires. You’ll learn a lot about the “products” vying for your space in the company.
13. The “truth in advertising” rule applies to you and your background as much as it does to pharmaceuticals or fat-free snack food. Of course, that doesn’t mean you can’t shine a positive light on your skills and accomplishments. That’s only good marketing.
14. The old adage about being yourself holds true in career hunting. Examine your best qualities and package those attributes for today’s marketplace.

(A. Sokol, S. Kandybovich. Play Business: A Good Start, Minsk, 2005)

**Часть 4. Прочитайте диалог. Преобразуйте слова, напечатанные в скобках, так чтобы они грамматически и лексически соответствовали содержанию текста. Некоторые слова могут оставаться без изменения.**

**Changing an appointment**

**T. Broke**: Mr. Money, this is Tom Brooke. I’m afraid that I’ll have to cancel our appointment on Tuesday lunchtime, my partner \_\_\_\_ (be out) of the office that day. Would it be possible to set up another \_\_\_\_ (meet) for the week after?

**M. Money**: Well, it’s not very convenient. I am a very busy man and my diary is very full for that week already.

**T. Broke**: Would you like to suggest another date that \_\_\_\_ (suit) you?

**M. Money**: Let’s see. I could make two weeks on Wednesday. Or we would have to postpone until the Friday after that.

**T. Broke**: Could you bring forward our\_\_\_\_ (appoint)? For example, at the end of this week or before Thursday next week?

**M. Money**: The only \_\_\_\_\_ (possible) I can see is a breakfast meeting on Monday. I shall have to juggle with one or two other appointments, though. Otherwise I have no other free moments.

**T. Broke**: That sound is fine. What time would you like me\_\_\_\_ (arrive)?

**M. Money**: 7.30 sharp. I can give you an hour and a half.

**T. Broke**: Thank you. I’ll be at your bank at 7.30, then. Please accept my apologies for this\_\_\_\_ (inconvenience).

**M. Money**: Yes, goodbye, M. Broke.

(Деловые приемы и встречи на английском: визиты, сотрудничество и профессиональные контакты, М., 2007)

**Часть 5. Прочитайте предложения, заполните пропуски**

1. In American English you……the application form.

2. Are we going to ……a new sales manager?

3. The applicants will be interviewed by the…..of directors.

4. A well-prepared….will do well at any interview.

5. Could you explain to me what the….of the job are?

6. When you retire, you’ll receive a good…..

7. An American firm will ask you to send a…with your application form.

8. To enter a skilled job in some countries, you have to serve some years as an……first.

9. He was the most promising…..for the lob.

10. If you are…..-…..you are your own boss.

(A. Sokol, S. Kandybovich. Play Business: A Good Start, Minsk, 2005)

**Часть 6. Прочитайте текст. Заполните пропуски словом, подходящим по смыслу, образованным от слова, данного справа.**

***Running a meeting***

|  |  |
| --- | --- |
| Only call a meeting if you are quite clear about the purpose. Once you are certain of your\_\_\_\_\_, ask yourself whether it could be better achieved through alternative means, such as memo.  Meetings called on a routine basis tend to lose their point. It’s better to wait until a situation or problem requires a meeting. If in doubt, don’t waste time having one.  If you are sure a \_\_\_\_is the\_\_\_\_, circulate a memo several days in advance specifying the time and place, objectives, issues to be discussed, other \_\_\_\_and preparation expected.  Meetings should be held in the morning, if possible, when people are usually more alert, and should last no more than an hour.  Six is the optimum number of participants for a good \_\_\_\_meeting.  Inviting the whole department (more than 10) increases emotional undercurrents such as, “Will my suggestions be taken seriously?” Larger meetings can be \_\_\_\_\_as brainstorming sessions for ideas, provided participants can speak freely without feeling they will be judged. | Participate  Object  Meet  Product  Work  Solution |

(A. Sokol, S. Kandybovich. Play Business: A Good Start, Minsk, 2005)

**Часть 7. Расположите следующие параграфы в правильном порядке, чтобы получилось письмо - заявление о приеме на работу.**

1. I look forward to hearing from you.
2. Yours sincerely.
3. The liaison work I have been doing has been challenging. I have learnt a great deal about the cultural differences in conducting business with Asian clients.
4. I see my strong points as my ability to lead teams and manage tasks and groups, take the initiative, solve problems, make decisions and maintain friendly relationships with people.
5. I would like to highlight the following skills which I believe would add value to your organization.
6. I graduated Moscow State Linguistic University last year and since then I have had a successful working year working as an interpreter-advisor for International Company. I deal with the relevant factories, negotiate and translate contracts into English.
7. I would appreciate the opportunity of an interview to discuss the possibility of my working for your company.
8. I am writing to apply for the position of manager assistant that you advertised in the newspaper as I believe it offers the career challenge which I am seeking.
9. Please find enclosed my CV containing further details in of my educational background experience.
10. I am particularly interested in finding a position that would offer me management training and would involve my foreign language skills.

(A. Sokol, S. Kandybovich. Play Business: A Good Start, Minsk, 2005)

**Часть 8. Переведите предложения на английский язык**

1. Существует несколько способов поиска работы.
2. В первую очередь вам следует оценить свои возможности.
3. Он изучил все опубликованные рекламные проспекты о вакансиях.
4. Солидные компании помещают объявления в престижных печатных изданиях.
5. Ваша главная задача – понять, согласуется ли предлагаемая вакансия с вашими способностями и образованием.
6. Такие особые требования устанавливают уровень квалификации кандидата.
7. Внимательно ознакомьтесь с требованиями к соискателю.
8. Предварительный отбор проводится на основе резюме.
9. Знакомясь с рекламой при поиске работы, вы можете получить информацию о деятельности компании.
10. До начала собеседования вам следует продумать интересующие вас вопросы.

(English for a businessman. Учебник английского языка для делового общения. Под ред. Г.А. Дудкина, М. 2009)

**Повышенный**

**Часть 1. Listening**

Listen to careers counselors answering questions from a student about covering letter. Match the number of the paragraph (1-4) with the information it should contain.

|  |  |
| --- | --- |
| *Information* | *Paragraph number* |
| 1. Explaining why you want to work in this organization |  |
| 1. Introducing yourself |  |
| 1. Writing about your qualities, skills and experience |  |
| 1. Saying when you can attend the interview |  |
| 1. Showing that you’re enthusiastic and motivated |  |
| 1. Writing where you saw the position advertised |  |

*D.Cotton, D.Falvey, S.Kent. Language Leader. Intermediate. – Pearson Eduction Limited, 2008.*

**Часть 2. Reading**

Read this information for visitors in Japan. Match the headings (1-7) with the paragraphs (a-g).

a. When you meet someone in Japan, it’s normal to bow. However, it’s OK to shake hands, particularly with people who work in international companies. It’s not a good idea to hug people.

b. Always use chopsticks with you right hand. Place them on the side of a dish after you have started eating, not on the table. And never leave them standing in the rice bow – it’s a bad luck.

c. Your business card should state your name, company and position in yor language and (on the back) in Japanese. Always give and receive cards with both hands. Treat other people’s card with respect – look at them carefully before putting them away. Never write or make notes at them.

d. Send an agenda in advance and make it clear what the meeting is about. Also, send any documents – translated into Japanese. Try to find out who will attend, and check if your hosts speak English. If not, you need an interpreter.

e. Allow time for proper introductions and small talk as a friendly atmosphere is helpful. If there is silence during the meeting, don’t worry – this is thinking time. Always take notes, and write to than your hosts and confirm any decisions.

f. You shouldn’t use someone’s first name until you have met several times and know each other well. Be sure to use titles such as Mr, Ms, or – san, but never use – san when referring to yourself.

g. Japanese businessmen wear a blue or grey suit, a white or blue shirt and dark tie. Businesswomen should also wear a suit and use only a little jewellery and make-up. In summer when it’s hot and humid, it’s a good idea to pack several changes of clothes

1. What to wear
2. Business card
3. Eating out
4. Greetings
5. During and after meetings
6. Talking to others
7. Before a meeting

**Часть 3. Reading.**

Read about the quotes from two people talking about their jobs. Look at this list of things that motivate people and tick the things Marie and Tom mention.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Marie | Tom |  |  | Marie | Tom |  |  |
| Pension |  |  |  | Subsidized childcare |  |  | | | |
| Profit share |  |  |  | Job satisfaction |  |  | | | |
| Training |  |  |  | Promotion |  |  | | | |
| Expenses |  |  |  | Responsibility |  |  | | | |
| Company car |  |  |  | Gym membership |  |  | | | |
| Private health insurance |  |  |  | Doing something worthwhile |  |  | | | |
| Bonus |  |  |  | Travel allowance |  |  | | | |
| Business class travel |  |  |  |  |  |  |  |  |

**Marie, Accountant**

I work in the finance department of a large company. There are a lot of benefits. For example, if the company makes a profit, all the employees get a bonus. There’s also a profit share, but that’s only for managers. I have a company car and I also travel abroad quite a lot – always business class and on expenses, of course. We also get a pension and private health insurance. The company pays for its staff to go on training courses to develop their professional skills. And we get free membership of the local gym. There are also rewards: it’s hard work, but I get a lot of satisfaction from it. People recognize it if you do a good job, so there are good prospects for promotion.

**Tom, Physiotherapist**

I work for the health service. There are a lot of rewards: the main one is the job satisfaction. I get a real sense of achievement when someone says ‘thank you’. You know you are doing a worthwhile job. If you work hard there are opportunities for promotion. I like the responsibility of making a difference to people’s lives. There are some benefits. We don’t get bonuses or anything like that, but there’s a very good pension. The health service pays for us to go on training courses, and people with children get help with paying for childcare. If I visit patients at home, I get a travel allowance, but it’s not very much.

**Часть 4. Vocabulary and Grammar**

Complete the sentences with the correct form of the verb.

1. We normally \_\_\_\_\_\_\_(hold) our sales conference in Spain, but this year we \_\_\_\_\_\_ (hold) it in Poland.
2. Although we \_\_\_\_\_\_ (use) our own sales rep for the last five years, we \_\_\_\_\_\_ (use) agents in Japan two years ago.
3. It normally \_\_\_\_\_\_ (take) us two year to develop a new product.
4. We \_\_\_\_\_\_ (raise) our prices more than 5 % recently.
5. According to a new manager, the company \_\_\_\_\_\_ (achieve) record sales next year.
6. The problem is sales representative \_\_\_\_\_\_ (not, motivate).
7. Very few sales contracts \_\_\_\_\_\_ (make) last year.

**Часть 5. Vocabulary and Grammar**

Complete the interview questions. Use between one and three words.

1. What \_\_\_\_\_ do in your job?
2. What qualifications \_\_\_\_\_\_ have for your job?
3. How long \_\_\_\_\_ doing this kind of work?
4. What \_\_\_\_\_ working on at the moment?
5. \_\_\_\_ you always \_\_\_\_\_ to work in film?
6. Now, looking at your CV, I \_\_\_\_\_\_ like to learn what you learned in your last job.

**Часть 6. Vocabulary and Grammar**

Complete this text with the correct form of the words from the table.

|  |
| --- |
| **serve satisfy supply care expect require produce** |

Customers always (1)\_\_\_\_\_\_ a company to (2) \_\_\_\_\_\_ them with top-quality goods and (3) \_\_\_\_\_\_ . They are (4) \_\_\_\_\_\_ if their (5) \_\_\_\_\_\_ are met. If their (6) \_\_\_\_\_\_ are not met, however it is the role of the customer (7) \_\_\_\_\_\_ department to try to sort out any problems. If the customer receives efficient and helpful (8) \_\_\_\_\_\_ and feels that the company really (9)\_\_\_\_\_\_ about them, this result in a happy customer who is more likely to buy the company’s (10) \_\_\_\_\_\_ and service again.

Часть 7. Vocabulary

|  |  |
| --- | --- |
| 1. career | 1. bonus |
| 1. a competitive | 1. the sack |
| 1. performance-based | 1. a vacancy |
| 1. to get | 1. brake |
| 1. to work | 1. period |
| 1. to advertise | 1. player |
| 1. notice | 1. new products |
| 1. team | 1. salary |
| 1. to develop | 1. progress |
| 1. make | 1. flexitime |

**Часть 8.**

Look at the job advertisement. Write a covering letter, where you explain why the company should consider you as a possible employee.

|  |
| --- |
| **INTERNATIONAL MARKETING MANAGER** |
| * Lopez Garcia is a Spanish-owned investment company currently looking for a marketing professional to join our London office. The successful applicant will be responsible for: * Marketing our services to clients in the UK * Helping to develop the company’s marketing plan * Travelling to Spain and Mexico for meetings with clients * Managing a team of ten people.   You need to have a marketing qualification and at least three years’ experience. You must be enthusiastic, hard-working and flexible. Ability to speak Spanish is essential.  Apply in writing, with CV, to:  Jaime Aranda, Human Resources Manager,  jha@st.romero.es |

**Часть 9.**

Translate into English.

1. Employees in large multinationals (имеют прекрасные возможности для карьеры) if they are willing to travel.
2. Some people (делают перерыв в карьере) to do something adventurous.
3. Certain companies (предлагают карьерные возможности ) to people without formal qualifications.
4. Goran is 59, but he does not want to (рано уходить на пенсию).
5. In addition to your (зарплата), you will (получать премию) for achieving monthly targets.
6. Increased (производство) and strong demand have had a positive effect on our cash flow.

**4 семестр**

**Контрольная работа №2**

***Основной уровень***

**Часть 1.**

**Прочитайте текст “Scientists Make Molecule-Sized Electric Motor”.**

**Определите, верны (True) или неверны (False) следующие утверждения.**

**Scientists Make Molecule-Sized Electric Motor**

Scientists have made the smallest electric motor ever created. It is a feat of scientific genius that most of us could never even try to understand. Dr. Charles Sykes and his team from America’s Tufts University created the motor from a single molecule just a billionth of a metre wide. Dr. Sykes is in contact with the Guinness Book of World Records to have his motor recognized as the smallest ever. The current world-record holder is a 200-nanometre-long nanotube made from carbon. Dr. Sykes’ creation is an incredible 200 times smaller. Naturally, the researchers hope their creation has uses for mankind. It will be used to power the tiniest machines ever built, and be used by doctors in nanosurgery and robotic surgery.

It is the first time an electric motor has been made from a single molecule. Scientists can make molecules convert energy from light and chemical reactions into movement, but Dr. Sykes’ invention is the first to be classed as a motor – something that can continually generate power. There is some mind-boggling science behind Sykes’ device. A combination of chemicals and metals produces the miniscule motor that rotates 50 times a second. Dr. Sykes was excited about the future of his discovery, saying: "The next thing to do is to get the thing to do work that we can measure - to link it to other molecules, lining them up next to one another so they're like miniature cog-wheels.”

1. Scientists have made the second-smallest motor ever invented.
2. The motor was made with just a single molecule.
3. The molecule in the motor has a width of a millionth of a metre.
4. he motor is 200 times smaller than the current world-record holder.
5. Scientists can also make molecules create movement from light.
6. Sykes’ creation is the third molecule device to be accepted as a motor.
7. Dr Sykes’ molecule motor spins at a rate of 50 times a second.

**Часть 2.**

**Установите тип вопроса, заданный к следующему предложению:**

It is the first time an electric motor has been made from a single molecule.

1. Is it the first time an electric motor has been made from a single molecule?

a) общий

b) специальный

c) разделительный

d) альтернативный

2. An electric motor has been made from a single molecule, hasn’t it?

a) общий

b) специальный

c) разделительный

d) альтернативный

3. Has an electric motor or bulb been made from a single molecule?

a) общий

b) специальный

c) разделительный

d) альтернативный

4. What has an electric motor been made from?

a) общий

b) специальный

c) разделительный

d) альтернативный

5. Has an electric motor been made from a single molecule for the first time?

a) общий

b) специальный

c) разделительный

d) альтернативный

**Часть 3.**

**Выберите, какую функцию выполняет выделенное слово.**

1. Dr. Charles Sykes and his team from America’s Tufts University created the **motor** from a single molecule just a billionth of a metre wide.

a) подлежащее

b) определение

c) дополнение

2. The current world-record holder is a **200-nanometre-long** nanotube made from carbon.

a) подлежащее

b) определение

c) дополнение

3. The current **world-record** holder is a 200-nanometre-long nanotube made from carbon.

a) подлежащее

b) сказуемое

c) определение

4. Scientists can make molecules **convert** energy from light and chemical reactions into movement.

a) обстоятельство

b) сказуемое

c) дополнение

5. **Scientists** can make molecules convert energy from light and chemical reactions into movement.

a) подлежащее

b) определение

c) дополнение

6. Scientists **have made** the smallest electric motor ever created.

a) подлежащее

b) сказуемое

c) обстоятельство

7. Dr. Sykes is in contact with the Guinness Book of World Records to have his motor recognized as the smallest **ever**.

a) обстоятельство

b) определение

c) дополнение

8. The next thing to do is to get the thing to do work that we can **measure**.

a) подлежащее

b) обстоятельство

c) сказуемое

**Часть 4.**

**Выберите правильный вариант перевода.**

1. Technology has become a valuable academic tool.
2. Технология стала дорогостоящим учебным средством.
3. Технология стала ценным учебным инструментом.
4. Технология стала дорогим учебным методом.
5. Technology provides science with new and more accurate instruments for its investigation and research.
6. Технология обеспечивается наукой с помощью новых и более аккуратных инструментов для исследований.
7. Технология оснащает науку новыми и более аккуратными инструментами для ее исследований и изучений.
8. Технология обеспечивает науку новыми и более точными приборами для ее исследований и изучений.
9. Having a mobile phone, you can be quickly connected with your friend or business partner and solve the problem instantly.
10. Имея мобильный телефон, ты легко связываешься с твоими друзьями или деловыми партнерами, а так же мгновенно решаешь проблему.
11. Имея мобильный телефон, ты можешь с легкостью связаться со своими друзьями или деловыми партнерами, а так же мгновенно решить проблему.
12. Владение мобильным телефоном с легкостью связывает тебя с твоими друзьями и деловыми партнерами и быстро решает проблему.
13. Filmmakers rely on technologies to create amazing special effects and animation.
14. Кинорежиссеры полагаются на технологии, чтобы создавать потрясающие спецэфеекты и мультипликацию.
15. Создатели фильмов рассчитывают на технологии, чтобы создавать невероятных спецэфеекты и мультипликацию.
16. Кинорежиссеры рассчитывают на технологии создания великолепных спецэфеектов и анимаций.
17. Computers are essential tools in almost every field of work from constructing models of the universe to predicting tomorrow’s weather reports.
18. Компьютеры являются необходимым инструментом практически в каждой области, начиная с конструирования моделей вселенной, заканчивая прогнозом метеосводок.
19. Компьютеры являются важным инструментом практически в каждой области: от создания мира до прогнозов погоды.
20. Компьютеры, являясь необходимым инструментом в конструировании моделей вселенной и прогнозах погоды, важны практически в каждой области.
21. Innovations is about entrepreneurial solutions to global challenges.
22. Инновации являются о предпринимательских решениях к глобальным проблемам.
23. Инновации затрагивают решения предпринимателей относительно глобальных проблем.
24. Инновации касаются предприимчивых решений в отношении общемировых проблем.
25. Virtual Reality technology resembles the flight simulators that are used to train pilots.
26. Технология виртуальной реальности напоминает полётный симулятор, который используется для тренировки пилотов.
27. Технология виртуальной реальности походит на лётные тренажёры, которые используются для тренировки пилотов.
28. Виртуальная реальность технологий походит на летательные тренажёры, используемые для тренировки пилотов.
29. These systems are being adopted to provide for business communications, including the transmission of voice and facsimile messages, data and video data.
30. Эти системы заимствуются для обеспечения деловых коммуникаций, таких как передачи голоса и факс-сообщений, дат и визуальной информации.
31. Эти системы заимствуются для того, чтобы обеспечить деловое общение, включая передачу голоса и факсимильных сообщений, данных и визуальной информации.
32. Эти системы заимствуют обеспечение для делового общения, включая передачу голоса и факс-сообщений, данных и визуальной информации.

**Часть 5.**

**Заполните пропуски в предложениях необходимыми предлогами**

1. Science and technology accelerate the development of civilization and help us\_\_\_\_\_ our cooperation \_\_\_\_\_ nature.
2. Many people prefer regular light bulbs \_\_\_\_\_ LEDs because they offer a better quality \_\_\_\_\_ light than LEDs.
3. The aluminum pixels are inexpensive and can be made \_\_\_\_\_ an ultrasmall size, which is useful \_\_\_\_\_ high-resolution displays.
4. The spacecraft, which is designed to carry six passengers, reached a height of 333,582 ft. (63 miles) \_\_\_\_\_\_ coming back \_\_\_\_\_ earth and landing itself a few minutes later.
5. Those who blog, bloggers, carry out the activity \_\_\_\_\_ blogging, setting up a blog site, \_\_\_\_\_\_ a unique web address in order to do so.
6. The technology, although highly promising, is still \_\_\_\_\_ its early stages \_\_\_\_\_ development.
7. Our century has had several names that were connected \_\_\_\_\_ a certain era \_\_\_\_\_ science and technology.
8. \_\_\_\_\_ base of analogy between matter, energy and information we can have ideas \_\_\_\_\_ future.
9. Many people are in need \_\_\_\_\_ tissues and organs \_\_\_\_\_ transplantation, and cloning can solve this problem.
10. The latest researches \_\_\_\_\_ chemistry and physics led \_\_\_\_ the opening of new frontier-nanotechnologies.
11. to, of
12. in, of
13. in, with
14. in, for
15. before, to
16. on, about
17. of, with
18. in, to
19. with, in
20. of, for

**Часть 6.**

**Заполните пропуски словом, подходящим по смыслу, из столбца справа.**

|  |  |
| --- | --- |
| Tech giant Google is investing $1billion in 1) \_\_\_\_\_\_\_\_\_\_\_ energies to make its operations totally 2)\_\_\_\_\_\_\_\_\_. The company hopes to exploit 3)\_\_\_\_\_\_\_\_\_\_, wind farms and other forms of 4)\_\_\_\_\_\_\_\_\_\_\_ energy to power its data centres around the world. Rick Needham, Google's Director of Energy and Sustainability, told reporters: "We've 5)\_\_\_\_\_\_\_\_\_\_\_over a billion dollars in 15 projects that have the 6)\_\_\_\_\_\_\_\_\_\_\_ to produce two gigawatts of power around the world."  Mr. Needham said Google still has a long way to go before all of its operations are 7)\_\_\_\_\_\_\_\_\_\_ by renewable energy.  Needham told reporters: "Our goal is to be 100 per cent renewable 8)\_\_\_\_\_\_\_\_\_\_. There are lots of 9)\_\_\_\_\_\_\_\_\_\_ in getting there, not the least of which is 10)\_\_\_\_\_\_\_\_\_\_\_ in many jurisdictions that are in different parts of the world." | 1. fuelled 2. alternative 3. green 4. invested 5. solar energy 6. powered 7. renewable 8. challenges 9. operating 10. capacity |

**Часть 7.**

**Найдите синонимы среди предложенных слов:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | created | a. | transform |
| 2 | recognised | b. | applications |
| 3. | current | c. | tiny |
| 4. | uses | d. | accepted |
| 5. | surgery | e. | made |
| 6. | single | f. | connect |
| 7. | convert | g. | present |
| 8. | classed | h. | operations |
| 9. | miniscule | i. | labelled |
| 10. | link | j. | sole |

**Часть 8.**

**Поставьте представленные ниже предложения так, чтобы получилась аннотация текста “ Scientists Make Molecule-Sized Electric Motor ” на русском языке. Одно из предложений здесь лишнее.**

1. Текст повествует об изобретении электродвигателя, имеющему размер молекулы.
2. Даны примеры будущего возможного использования электродвигателя.
3. Описаны планы о дальнейшем усовершенствовании данного изобретения.
4. Никогда использование электродвигателей не было настолько актуальным.
5. Дано описание изобретения доктора Сайка.

**Часть 9.**

**Переведите предложения на английский язык.**

1. Развитие технологий в будущем связано, прежде всего, «интеллектуальностью» техники, скоростью, экономичностью.
2. За следующие 20 лет здания научатся на 100% обеспечивать себя солнечной энергией и энергией ветра.
3. Внедрение компанией Apple биометрии заставило задуматься об этой системе безопасности всех производителей мобильных устройств.
4. В основном развитые в медицинской области, нанороботы, являются микроскопическими машинами, способными к обнаружению и уничтожению вредных микроорганизмов.
5. В компании Voltree Power создали микросенсоры, имеющие маломощные передатчики, которые измеряют температуру, влажность и электрические потенциалы.

***Повышенный уровень***

**Часть 1.**

**Прочитайте текст “Advantages of Nanorobotics”. Сопоставьте (A-E) с параграфами (1-5).**

**Advantages of Nanorobotics**

1.Nanorobots are extremely small computerized robots that measure less than a nanometer, or 1 billionth of a meter. Nanotechnology has not yet been implemented in a larger scale as it is largely still in development.

2.Nanorobots are 10 times the size of a hydrogen atom. Theoretically, they will be able to rearrange atoms to synthetically manufacture any material on the Earth. For example, carbon atoms could be rearranged into diamond. Nanotechnology would allow materials to be made with unfathomable strength-to-weight ratios, making for strong, light materials that are ideal for transportation and aerospace vehicles.

3.Nanorobots are capable of rearranging atoms at the molecular level, allowing them to alter cell biology to fight disease and work more effectively. The ability to target diseases and disorders at the cellular level eliminates the risks associated with invasive surgeries or drug side effects.

4.Nanorobots on the battlefield would be a true advantage over enemies. Military applications include building armor and bullets from virtually indestructible materials. Increased computational power would allow for smarter weapons with precise targeting capabilities, including smart bombs and even smart bullets.

5.Nanocomputers and processors will be so small that computers and storage servers will be far more powerful on a much smaller scale that with current silicon wafer microprocessors. Storage devices capable of hundreds of billion billion bytes that are the volume of a sugar cube.

1. Military
2. Small robots
3. Computing
4. Rearranging Matter
5. Medical

**Часть 2.**

**Прочитайте текст “Computers 'to match man by 2029'”.**

A leading US scientist has predicted that computers will be as intelligent as humans by 2029. Futurologist Dr. Ray Kurzweil told the American Association for the Advancement of Science that in the near future, machine intelligence will overtake the power of the human brain. He said that within two decades computers will be able to think quicker than humans. Dr. Kurzweil painted a picture of us having tiny robots called nanobots implanted in our brain to boost our intelligence and health. He told reporters that these microscopic nanobots would work with our brains to make us think faster and give us more powerful memories. Kurzweil explained that we are already “a human machine civilization” and that the upcoming technology “will be a further extension of that."

Dr. Kurzweil was one of 18 top intellectuals asked by the US National Academy of Engineering to identify our greatest technological challenges. Other experts included Google founder Larry Page and the human genome pioneer Dr. Craig Venter. Kurzweil has a very impressive background in science and innovation. He was an innovator in various fields of computing, including the technology behind CDs. He also pioneered automatic speech recognition by machines. He predicts the pace of new inventions will increase greatly from now, saying: "…the next half century will see 32 times more technical progress than the past half century." This means scenes from science fiction movies, like *Blade Runner*, *The Terminator* and *I Robot*, will become more and more a part of our everyday lives.

**Установите тип вопроса, заданный к следующему предложению:**

Dr. Ray Kurzweil said that within two decades computers will be able to think quicker than humans.

1. What did Dr. Ray Kurzweil say?
   1. общий
   2. специальный
   3. разделительный
   4. альтернативный
2. Will the computers be able to think quicker or slower?
   1. общий
   2. специальный
   3. разделительный
   4. альтернативный
3. Computers will be able to think quicker within two decades, won’t they?
   1. общий
   2. специальный
   3. разделительный
   4. альтернативный
4. What period computers will be able to think quicker than humans in?
   1. общий
   2. специальный
   3. разделительный
   4. альтернативный
5. Will computers be able to think quicker than humans within two decades?
   1. общий
   2. специальный
   3. разделительный
   4. альтернативный

**Часть 3.**

**Выберите, какую функцию выполняет выделенное слово.**

1. Futurologist Dr. Ray Kurzweil told the American Association for the Advancement of Science that in the near future, **machine** intelligence will overtake the power of the human brain.
2. подлежащее
3. определение
4. дополнение
5. **Futurologist** Dr. Ray Kurzweil told the American Association for the Advancement of Science that in the near future, machine intelligence will overtake the power of the human brain.
6. Подлежащее
7. обстоятельство
8. дополнение
9. Futurologist Dr. Ray Kurzweil told the American Association for the Advancement of Science that in the near future, machine intelligence will overtake the power of the human **brain**.
10. дополнение
11. сказуемое
12. определение
13. He told reporters that these microscopic nanobots would work with our brains to make us think faster and give us more **powerful** memories.
14. обстоятельство
15. сказуемое
16. определение
17. He told reporters that these microscopic **nanobots** would work with our brains to make us think faster and give us more powerful memories.
18. подлежащее
19. определение
20. дополнение
21. Kurzweil has a very impressive background in **science** and innovation.
    1. подлежащее
    2. сказуемое
    3. обстоятельство
22. He was an **innovator** in various fields of computing, including the technology behind CDs.
23. Подлежащее
24. сказуемое
25. дополнение
26. He was an innovator in various fields of **computing**, including the technology behind CDs.
    1. подлежащее
    2. обстоятельство
    3. дополнение

**Часть 4.**

**Выберите правильный вариант перевода.**

1. Technology has become a valuable academic tool.
2. Технология стала ценным учебным инструментом.
3. Технология стала дорогостоящим учебным средством.
4. Технология стала дорогим учебным методом.
5. Technology provides science with new and more accurate instruments for its investigation and research.
6. Технология обеспечивается наукой с помощью новых и более аккуратных инструментов для исследований.
7. Технология оснащает науку новыми и более аккуратными инструментами для ее исследований и изучений.
8. Технология обеспечивает науку новыми и более точными приборами для ее исследований и изучений.
9. Having a mobile phone, you can be quickly connected with your friend or business partner and solve the problem instantly.
10. Имея мобильный телефон, ты можешь с легкостью связаться со своими друзьями или деловыми партнерами, а так же мгновенно решить проблему.
11. Имея мобильный телефон, ты легко связываешься с твоими друзьями или деловыми партнерами, а так же мгновенно решаешь проблему.
12. Владение мобильным телефоном с легкостью связывает тебя с твоими друзьями и деловыми партнерами и быстро решает проблему.
13. Filmmakers rely on technologies to create amazing special effects and animation.
14. Создатели фильмов рассчитывают на технологии, чтобы создавать невероятных спецэфеекты и мультипликацию.
15. Кинорежиссеры рассчитывают на технологии создания великолепных спецэфеектов и анимаций.
16. Кинорежиссеры полагаются на технологии, чтобы создавать потрясающие спецэфеекты и мультипликацию.
17. Computers are essential tools in almost every field of work from constructing models of the universe to predicting tomorrow’s weather reports.
18. Компьютеры являются важным инструментом практически в каждой области: от создания мира до прогнозов погоды.
19. Компьютеры являются необходимым инструментом практически в каждой области, начиная с конструирования моделей вселенной, заканчивая прогнозом метеосводок.
20. Компьютеры, являясь необходимым инструментом в конструировании моделей вселенной и прогнозах погоды, важны практически в каждой области.
21. Innovations is about entrepreneurial solutions to global challenges.
22. Инновации являются о предпринимательских решениях к глобальным проблемам.
23. Инновации касаются предприимчивых решений в отношении общемировых проблем.
24. Инновации затрагивают решения предпринимателей относительно глобальных проблем.
25. Virtual Reality technology resembles the flight simulators that are used to train pilots.
26. Технология виртуальной реальности походит на лётные тренажёры, которые используются для тренировки пилотов.
27. Технология виртуальной реальности напоминает полётный симулятор, который используется для тренировки пилотов.
28. Виртуальная реальность технологий походит на летательные тренажёры, используемые для тренировки пилотов.
29. These systems are being adopted to provide for business communications, including the transmission of voice and facsimile messages, data and video data.
30. Эти системы заимствуются для обеспечения деловых коммуникаций, таких как передачи голоса и факс-сообщений, дат и визуальной информации.
31. Эти системы заимствуют обеспечение для делового общения, включая передачу голоса и факс-сообщений, данных и визуальной информации.
32. Эти системы заимствуются для того, чтобы обеспечить деловое общение, включая передачу голоса и факсимильных сообщений, данных и визуальной информации.

**Часть 5.**

**Заполните пропуски в предложениях предлогами**

Man has always been trying to develop machines that make his day-to-day work easier. New techniques are developed 1.\_\_\_\_\_\_\_\_ a continual basis to improve the functioning of already existing one. 2.\_\_\_\_\_\_\_\_ advancements 3.\_\_\_\_\_\_\_\_ science and technology, machines are taught to handle more complicated tasks; in short they are made more intelligent than the previous forms. Artificial intelligence is nothing but inducing intelligence 4.\_\_\_\_\_\_\_\_ machines externally. The history of artificial intelligence can be traced back 5.\_\_\_\_\_\_\_\_ the period of 800 B.C. Egypt. The Egyptians had constructed a statue of Amun that could move its hands up and down. One can say that the statue of Amun served as an inspiration to make further progress in the field 6.\_\_\_\_\_\_\_artificial intelligence.

* 1. to
  2. on
  3. of
  4. in
  5. into
  6. with

**Часть 6.**

**Заполните пропуски словом, подходящим по смыслу, из столбца справа.**

|  |  |
| --- | --- |
| 1. 1)**\_\_\_\_\_\_\_\_** shopping makes it possible to find exactly what you want at the best price, saving both time and money. 2. The next 2)**\_\_\_\_\_\_\_\_\_\_\_** of computers will be able to talk and even think for themselves. 3. It's much faster and easier 3)\_\_\_\_\_\_\_\_ the Internet than to go to the library. 4. This problem is solved by using combine 4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_, when you make a call using land communications and receive ordered information through your 5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 5. Gates believes that if you are 6)\_\_\_\_\_\_\_\_\_\_\_\_\_and know how 7) \_\_\_\_\_\_\_\_\_\_\_ your intelligence you can accomplish anything. 6. The products are relatively cheap because most of them are 8)\_\_\_\_\_\_\_\_\_\_\_\_\_ and full of added 9)\_\_\_\_\_\_\_\_\_\_\_\_\_. | 1. to apply 2. to surf 3. on-line 4. satellite plate 5. artificial substances 6. transmissions 7. intelligent 8. generation 9. gene-modified |

**Часть 7.**

**Найдите синонимы среди предложенных слов:**

|  |  |
| --- | --- |
| 1. leading 2. predicted 3. within 4. upcoming 5. extension 6. identify 7. experts 8. pioneer 9. pace 10. science fiction | 1. speed 2. point out 3. future 4. developer 5. top 6. specialists 7. forecast 8. inside 9. sci-fi 10. addition |

**Часть 8.**

**Поставьте представленные ниже предложения так, чтобы получилась аннотация текста “Computers 'to match man by 2029'”на русском языке. Одно из предложений здесь лишнее.**

1. Доктор Кузвейл является одной из ярчайших фигур в области научных изобретений и инноваций.
2. Текст посвящен размышлениям известного футуролога доктора Курзвейла о будущем компьютеров.
3. Такое использование компьютеров заставит человека думать быстрее.
4. В тексте также приводятся примеры различных областей практического применения компьютеров.
5. Он приводит пример вживления нанокомпьютеров в мозг человека.

**Часть 9.**

**Переведите предложения на английский язык.**

1. Технологии сделали нашу жизнь значительно легче, благодаря разным открытиям.
2. Большинство экспертов полагают, что гибридные автомобили более безопасны для окружающей среды.
3. Биотехнология изучает возможность использования живых организмов для созданиях новых технологий.
4. Практический аспект нанотехнологий включает в себя производство устройств и их компонентов, необходимых для создания, обработки и манипуляции атомами, молекулами и наночастицами.
5. Использование в нанотехнологии передовых научных достижений позволяет относить её к высоким технологиям.
6. Открытие считается юридически признанным только после научной экспертизы.
7. Изобретение iPod стало переломным моментом, когда цифровой контент пришел на смену компакт-дискам.
8. Техника непрерывно развивается и совершенствуется.
9. Kindle позволяет совершать покупки в Интернете и загружать различные виды цифровых СМИ посредством беспроводных сетей.
10. Портативный интерфейс управляет компьютерами с помощью естественных жестов.

***Критерии оценки:***

Приведены в разделе 2

***Наименование:*** оценочные материалы для оценки уровня сформированности компетенций

***Представление в ФОС:*** перечень заданий

**Задание 1. Прочитайте текст статьи и установите соответствия между заголовками и абзацами.**

**A.** Unexplained gaps

**B.** Too much information

**C.** Generic cliches

**D.** Poorly-structured job descriptions

**E.** Not showing your impact

**F.** Not doing your research

**How to avoid the seven most common CV mistakes**

**CV tips: cut the cliches, don’t waffle and demonstrate the impact of your work to employers**

[**Andrew Fennell**](https://www.theguardian.com/profile/andrew-fennell)

Your CV is your ticket to interviews and job offers, so it needs to be immaculate from start to finish. It only takes one mistake for a recruiter to start doubting your credibility, so you must ensure that your CV is error-free. Here are the most common mistakes recruiters see, and how to fix them:

**1 (\_)**. One of the worst mistakes you can make with your CV occurs before you start writing it, and it is: forgetting to do your research. If you don’t understand what your potential employers want to see in a candidate, you will be simply be using guesswork to write your CV, and setting yourself up to fail.

Before you write a single word, browse through plenty of relevant adverts and compile a list of the most in-demand candidate requirements. Then you will know exactly what skills and knowledge will grab the attention of busy recruiters.

**2 (\_)**. Your recent roles will be heavily scrutinised by recruiters, so it pays off to make them easy to read and understandable. A role that is presented as one huge chunk of text, with no logical structure, is unlikely to impress readers or describe your work properly.

Start your roles with a brief intro that describes the company you work for, where you sit within the hierarchy and what the overall goal of your role is. Then bullet point your responsibilities to show the work you carry out and showcase your skills and output. Finish your role off by highlighting some impressive achievements you have made during your time in the position.

**3 (\_).** It’s important to show the work you carry out, but it’s even more powerful to show the impact your work has on your employers. Without highlighting the results you have achieved in your previous roles, you are missing a big opportunity to prove the value you can offer an employer.

For example, a sales candidate may list skills such “relationship building, cold calling and networking” but without results, those actions are pointless. They should elaborate to explain that these activities “have led to growth in clients, sales and profits” for their employer. By using results to prove your impact, you will give hiring managers tangible reasons to hire you.

**4 (\_).** “Hard-working team player.” “Innovative forward thinker.” “Go-getting people person.” These types of cliched terms may sound impressive, but they are damaging to your CV. The problem with cliched phrases is that they are hugely overused and they don’t tell readers anything about you. If you want recruiters to know that you are a hard-working team player, then prove it by using examples of the results you have achieved in team settings. This method will add more context to your message and give readers a much better understanding of your work.

**5 (\_).** Recruiters read scores of [CVs](https://www.theguardian.com/careers/cv) every day and work to tight deadlines, so they are often pushed for time. If your CV is seven pages long and crammed with every detail of your career, it will not be appealing to read. Limit your CV to two pages in length and only include information that is relevant to the jobs you are applying for. If your CV is coming in too long, check each point and ask yourself: “Will this persuade a hiring manager to interview me?”If the answer is no, then remove or reduce that point.

**6 (\_).** Lots of candidates have periods of unemployment, it’s not necessarily a negative. However, if you don’t explain the reasons for a gap in employment, it will leave recruiters with the impression that you simply haven’t been doing anything. If you’ve taken some time out between roles, be transparent and explain why. Maybe you’ve done some travelling, maybe you’ve been studying or even working on a personal project. Show employers that you are pro-active and haven’t been wasting your time. If you’ve had any long periods of time out because of sickness, don’t be embarrassed to include it; a good employer will not discriminate against you.

*(*[*https://www.theguardian.com/careers/2017/apr/03/how-to-avoid-common-cv-mistakes*](https://www.theguardian.com/careers/2017/apr/03/how-to-avoid-common-cv-mistakes)*)*

**Задание 2. Вставьте пропущенные фразы:**

a) *and finally;*

*b) The purpose of today’s presentation is to discuss how we can;*

*c) Now let me begin by;*

*d) I’d be very happy to invite you to ask questions at the end of the session;*

*e) secondly;*

**“**Ladies and gentlemen**,**thank you very much for coming along here today**.** I hope my presentation isn’t going to take too long and that you will find it interesting. **1\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ improve internal communications within our company.  
**2**\_**\_\_\_\_\_\_\_\_\_\_\_\_** explaining that I’d like to talk about the business case for better communication; **3\_\_\_\_\_\_\_\_\_**, I want to cover different styles and methods; **4 \_\_\_\_\_\_** I would like to finish off by talking about some of the basics we need to have in place to deliver good quality, consistent communications across the company. **5** **\_\_\_\_\_\_\_\_\_\_** and I’m sure there’ll be plenty of time for us to discuss some of the points that have been raised.”

**Задание 3. Выберите правильный вариант ответа:**

1. Mrs. Perez is writing to …… the arrangements she made with you.

*A) conform B) confer C) confine D)confirm*

2 . …….. I’ll see if Mr. Watson is available.

1. *Hold on B) Keep on C) Go on D) Stay*

3 I’ll put you …….. to the Sales Department.

*A) over B) off C) through D) in*

4. Oh, dear. I think I’ve ……. the wrong number.

*A) put B) done C) through D) dialed*

5. A: Can I speak to Miss Johnson, please?

B: I’m …… she is in a meeting now.

*A) worried B) afraid C) concerned D) frightened*

6. Don’t make jokes on the phone as you may be …….

*A) misunderstood B) misplaced C) mistaken D) misguided*

7. Copies of the …. for the meeting were distributed to the heads of departments.

*A) schedule B) summary C) plan D) agenda*

8. She made sure that everyone was able to express their points of …….

*A) view B) opinion C) idea D) impression*

9. From the point of view of relevant ....... she was the ideal candidate at least on paper.

*A) reference B) history C) family D) background*

10. The first step to hiring ....... is being aware of the abilities that the ideal candidate should have.

*A) congress B )process C)progress D) success*

**Задание 4. Прочитайте текст и выберите правильный вариант ответа:**

The dictionary defines stress as 'a continuous feeling of worry that prevents you from relaxing'. At work, there are a lot of potentially stressful situations. For example, having to ***……*** (***1)*** a formal meeting or to.......(***2)*** a presentation to senior executives can cause stress, especially the first time. In fact, all kinds of situations are more stressful when you have never found yourself in them before. However, experience does not always solve the problem. Indeed, many people say that they always feel under stress when ........ (***3)*** a valuable contract or meeting important visitors from abroad, or even just when working to ........ (***4)***deadlines. Other situations that employees generally find difficult to cope with include dealing with a customer who has a......... (***5)***, or asking the boss for a pay........ (***6)***.

All the situations mentioned above are examples' of short-term stress.

Experts agree that this kind of stress is less damaging to health than long-term stress, which happens when employees constantly work ……… (***7)*** pressure or have to cope with an ever-increasing ...... (***8)***. In such cases, a complete change of..... (***9)*** can of course be a solution, but companies should try to reduce stress levels before their employees are severely worked out. Otherwise, absenteeism may increase, and some staff may even decide to resign***.***

1. a) direct b) go c) lead

2. a) make b) speak c) show

3. a) dealing b) negotiating c) transferring

4. a) sharp b) tight c) narrow

5. a) complaint b) complaining c) complain

6. a) rising b) bargain c) rise

7. a) on b) in c) under

8. a) workload b) workforce c) workaholic

9. a) life cycle b) lifetime c) lifestyle

**Задание 5. Прочитайте текст статьи и установите соответствия между заголовками и абзацами.**

**A.** Talking about what you can’t do

**B.** Failing to prepare

**C.** Talking too fast

**D.** Not understanding the role

**E.** Not knowing enough about the company

**F.** Losing your cool

**How to avoid the most common job interview mistakes**

**Don’t talk too fast, use breathing techniques to calm your nerves – and prepare, prepare, prepare**

Lisa LaRue

Interviews are not the most natural form of human interaction and it’s easy to let nerves get the better of us.

You’ve found the role, made an application and been invited for an interview. What happens next will see you celebrating your success or trying to work out what, if anything, you did wrong.

To spare you the post-interview angst, here are some of the most common mistakes people make in job interviews and how you can avoid them.

**1 (\_).** One of the key questions an interviewer is likely to ask is what you know about the organisation. Before going to a job interview you can learn about a company by visiting their website, checking out their social media, or reading their annual report. If it’s possible to visit the company as a customer, this can be a good way to experience first-hand what they offer and understand how they operate.

**2 (\_).** An interviewer might ask you about your understanding of the role you have applied for. You should be able to describe the purpose of the role and what you can bring to the job. You can learn about the role from the job advertisement, the job description, and by looking at the LinkedIn profile of the person currently in the role. If you are put forward by a recruiter, be sure to ask questions to find out as much as possible about the organisation and the role.

**3 (\_).** Chances are, you won’t meet all of the job requirements. Rather than admitting to this, a better tactic is to turn the spotlight on to the knowledge, skills and experience you have. For example, many candidates begin by answering a question related to a job requirement by saying: “I don’t have experience in that area, but I have used these skills in X example”. A better way of answering the question would be to talk to about the knowledge or exposure you do have. It’s better to talk in terms of positives rather than negatives. Remember that no one will fit all the criteria – and the other interviewees are likely to have similar skillsets and experience to your own.

**4 (\_).** Let’s face it, interviews are not the most natural form of human interaction and it’s easy to let nerves get the better of us. The best way to alleviate interview anxiety is to dedicate plenty of time to researching the company, the role and considering potential questions you may face. Another tip for staying in control is managing your physiological state. Mindful breathing techniques are a powerful way to bring you back to the moment, and to stop negative self-talk in its tracks. Try taking a series of calming breaths while you’re waiting to go into the interview. Simply breathe in through your nose for a count of six and out gently through your mouth for a count of 10. This will bring the oxygen back to your brains and help you to think clearly. Three deep breaths should see you feeling calmer, centred and in control. Research has proven that using positive imagery can boost success. So picture yourself having an enjoyable, positive conversation with your interviewer before you start.

**5 (\_).** One of the biggest challenges you will face is how to articulate your response to interview questions concisely. This is particularly difficult if you are feeling nervous. To control your nerves, try imagining the interview as a general conversation which is far less threatening. Listen carefully to the questions being asked and don’t be afraid to ask for a question to be repeated or for further clarification. It’s better to answer the question effectively than make assumptions and answer incorrectly. Once you have understood the question, allow yourself a few moments to consider your response.

**6 (\_).** It is helpful to spend some time ahead of the interview practising some of the questions you anticipate will be asked. Look at the requirements (in the job advertisement and job description) and develop 10–15 possible questions the interviewer might ask around competencies. You should also think about your responses to common interview questions like “Tell me about yourself”, “What are your greatest strengths/weaknesses?” and “Where do you see yourself in five years time?” Practise your responses with a family member, friend or in front of the mirror until you can answer them without hesitation.

*(*[*https://www.theguardian.com/careers/2017/may/15/how-to-avoid-the-most-common-job-interview-mistakes*](https://www.theguardian.com/careers/2017/may/15/how-to-avoid-the-most-common-job-interview-mistakes)*)*

**Задание 6. Вставьте пропущенные фразы:**

*a) The purpose of the meeting*

*b) to take the minutes*

*c) to remind*

*d) The chairperson*

e) *action points*

*f) attach an agenda*

Memo

To: Project team

From: Paul Heaton  
Date: 24th June

Subject: Meeting

Dear all

This e-mail is **\_\_\_\_\_\_\_ (1)** you about the meeting at 10.00 on Friday, 28th June. **\_\_\_\_\_\_\_\_ (2)** is to discuss the next stage of our project. I **\_\_\_\_\_\_ (3)** with the main points for discussion. I also attach a list of participants, so you know who will be at the meeting. **\_\_\_\_\_\_\_ (4)** will be Suzanna Novotna. We need someone **\_\_\_\_\_\_\_\_\_ (5)** so there is a record of what we talked about. Michael, can you do this, please? You will receive the minutes as soon as possible after the meeting, together with a list of \_\_\_\_\_\_ **(6)** and responsibilities.

I look forward to seeing you all.

With best wishes

Paul

**Задание 7. Выберите правильный вариант ответа:**

1. It was very ……. to be late for the meeting and not even apologise.

*A) impolite B) emotional C) formal D) polite*

2. Kate Hughes works for administration and Personnel. She deals …… staff problems, as well as recruitment and training.

*A) with B) to C) on D) for*

3. Just a moment. I am sorry, the line is busy. Do you want to hold on, or ……later?

*A) put through B) call on C) call back D) get through*

4. …… did you launch this advertising campaign?

*A) How many B) Who C) When D) How much*

5. A: Can I speak to Jo Stein, please?

B: I’m sorry, she is not in the office today. Can I take …….?

*A) a message B) a note C) time D) measures*

6. Basically, the …… for writing business e-mails and letters are the same: be clear, be so polite, and do not write more than you have to.

*A) regulations B) rules C ) points D) customs*

7. If you want to know if your presentation was interesting, ask the audience for their ……

*A) help B) feedback C) information D) support*

8. Give us some idea of what you believe are your ....... and weaknesses.

*A) disadvantages B)points C) forces D) strengths*

9. I would be very interested in ....... for that job.

*A)entering B)working C)applying D)writing*

10. ……. is a list of points to be dealt with at the meeting, in the order in which they will be discussed

*A) An issue B) An item C) An agenda D) A clarification*

**Задание 8. Прочитайте текст и выберите правильный вариант ответа:**

Junior managers who ***…… (1)*** a promotion often face many problems when they have more authority and responsibility. This is partly because everyone expects them to perform to extremely high …… ***(2)***. In addition, many of their …….. (3) and colleagues are always ready to criticize any serious mistake they may …….. (4). What advice can we give to young managers, then? First of all, they should have ……. (5) in their own skills and abilities. If they are not sure that they can succeed, they are less likely to perform competently. They should also …… (6) their progress regularly.

Secondly, they should ……. (7) themselves ambitious goals so that through hard work and commitment to the company they can in fact …….. (8) them sooner than expected of them. That is how they can …… (9) both personal and professional success.

1. a) take b) get c) earn
2. a) level b) standards c) quality
3. a) superiors b) secretaries c) chefs
4. a) do b) make c) show
5. a) confidence b) belief c) strength
6. a) test b) improve c) evaluate
7. a) find b) make c) set
8. a) reach b) move c) work

9) a) achieve b) grow c) demand

**2. Критерии и шкалы оценивания**

Для контрольных мероприятий (текущего контроля) устанавливается минимальное и максимальное количество баллов в соответствии с таблицей. Контрольное мероприятие считается пройденным успешно при условии набора количества баллов не ниже минимального.

Результат обучения по дисциплине считается достигнутым при успешном прохождении обучающимся всех контрольных мероприятий, относящихся к данному результату обучения.

1 семестр

|  |  |  |  |
| --- | --- | --- | --- |
| ***Разделы дисциплины*** | ***Форма контроля*** | ***Количество баллов*** | |
| ***min*** | ***max*** |
| 1-8 | Выполнение лабораторных работ (монолог, диалог, аудирование, чтение, перевод, анализ кейса, эссе, полемика, дискуссия) | 25 | 50 |
| 1-4 | Контрольная работа №1 | 5 | 10 |
| 5-8 | Контрольная работа №2 | 5 | 10 |
| 1-4 | Тест 1 | 5 | 10 |
| 5-8 | Тест 2 | 5 | 10 |
|  | Итого | 45 | 100 |

2 семестр

|  |  |  |  |
| --- | --- | --- | --- |
| ***Разделы дисциплины*** | ***Форма контроля*** | ***Количество баллов*** | |
| ***min*** | ***max*** |
| 9-17 | Выполнение лабораторных работ (монолог, диалог, аудирование, чтение, перевод, анализ кейса, эссе, полемика, дискуссия) | 25 | 50 |
| 9-12 | Контрольная работа №3 | 5 | 10 |
| 13-17 | Контрольная работа №4 | 5 | 10 |
| 9-12 | Тест 3 | 5 | 10 |
| 13-17 | Тест 4 | 5 | 10 |
|  | Итого | 45 | 100 |

3 семестр

|  |  |  |  |
| --- | --- | --- | --- |
| ***Разделы дисциплины*** | ***Форма контроля*** | ***Количество баллов*** | |
| ***min*** | ***max*** |
| 18-24 | Выполнение лабораторных работ (диалог, аудирование, чтение, перевод, дискуссия) | 25 | 50 |
| 18-20 | Контрольная работа №5 | 5 | 10 |
| 21-24 | Контрольная работа №6 | 5 | 10 |
| 18-20 | Тест 5 | 5 | 10 |
| 21-24 | Тест 6 | 5 | 10 |
|  | Итого | 45 | 90 |

4 семестр

|  |  |  |  |
| --- | --- | --- | --- |
| ***Разделы дисциплины*** | ***Форма контроля*** | ***Количество баллов*** | |
| ***min*** | ***max*** |
| 25-29 | Выполнение лабораторных работ (диалог, аудирование, чтение, перевод, дискуссия,) | 25 | 50 |
| 25-27 | Контрольная работа №7 | 5 | 10 |
| 28-29 | Контрольная работа №8 | 5 | 10 |
| 25-27 | Тест 7 | 5 | 10 |
| 28-29 | Тест 8 | 5 | 10 |
|  | Итого | 45 | 90 |

При оценивании результатов обучения по дисциплине в ходе текущего контроля успеваемости используются следующие критерии. Минимальное количество баллов выставляется обучающемуся при выполнении всех показателей, допускаются несущественные неточности в изложении и оформлении материала.

| ***Наименование, обозначение*** | ***Показатели выставления минимального количества баллов*** |
| --- | --- |
| Выполнение лабораторных работ (монолог, диалог, аудирование, чтение, перевод, полемика, дискуссия, анализ кейса, деловое письмо, эссе) | **Основной уровень**  Обучающийся обнаружил владение понятиями и терминами по общей, социокультурной и деловой тематикам, однако речь не всегда вариативная, присутствуют ошибки в употреблении лексических и грамматических структур, высказывания релевантны поставленной задаче, обучающийся наполовину справился с выполнением заданий, предусмотренных программой дисциплины.  **Повышенный уровень**  Обучающийся обнаружил владение понятиями и терминами по общей, социокультурной и деловой тематикам, речь насыщенна лексическими и грамматическими структурами, релевантными поставленной задаче, обучающийся более чем наполовину справился с объемом выполненных заданий, предусмотренных программой дисциплины. |
| Контрольная работа | **Основной уровень**  Задания выполнены наполовину. Присутствуют серьёзные ошибки. Продемонстрирован удовлетворительный уровень владения материалом.  Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.  **Повышенный уровень**  Задания выполнены более чем наполовину. Присутствуют незначительные ошибки. Продемонстрирован удовлетворительный уровень владения материалом.  Проявлены низкие способности применять знания и умения к выполнению конкретных заданий. |
| Тест | **Основной уровень**  Задания выполнены наполовину. Присутствуют серьёзные ошибки. Продемонстрирован удовлетворительный уровень владения материалом.  Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.  **Повышенный уровень**  Задания выполнены более чем наполовину. Присутствуют незначительные ошибки. Продемонстрирован удовлетворительный уровень владения материалом.  Проявлены низкие способности применять знания и умения к выполнению конкретных заданий. |

Промежуточная аттестация для 1-3 семестров по дисциплине проводится в форме зачета.

Итоговая оценка по дисциплине может быть выставлена на основе результатов текущего контроля с использованием следующей шкалы:

|  |  |
| --- | --- |
| ***Оценка*** | ***Набрано баллов*** |
| «зачтено» | 55-90 |
| «не зачтено» | 45-55 |

Промежуточная аттестация для 4 семестра по дисциплине проводится в форме экзамена.

|  |  |
| --- | --- |
| ***Оценка*** | ***Набрано баллов*** |
| «отлично» | 73-90 |
| «хорошо» | 64-72 |
| «удовлетворительно» | 55-63 |
| «неудовлетворительно» | 45-55 |

Если сумма набранных баллов менее 45 (основной уровень) и 58 (повышенный уровень) – обучающийся не допускается до промежуточной аттестации.

Если сумма баллов составляет от 45 до 55 (основной уровень) и от 59 до 69 (повышенный уровень) баллов, обучающийся допускается до зачета.

Билет к зачету включает 2 вопроса.

Время на подготовку: 45 минут.

При оценивании результатов обучения по дисциплине в ходе промежуточной аттестации используются следующие критерии и шкала оценки

|  |  |
| --- | --- |
| ***Оценка*** | ***Критерии оценки*** |
| «зачтено» | **Основной уровень**  Обучающийся обнаружил владение понятиями и терминами по общей, социокультурной и деловой тематикам, однако речь не всегда вариативная, присутствуют ошибки в употреблении лексических и грамматических структур, высказывания релевантны поставленной задаче, обучающийся наполовину справился с выполнением заданий, предусмотренных программой дисциплины.  **Повышенный уровень**  Обучающийся обнаружил уверенное владение понятиями и терминами по общей, социокультурной и деловой тематикам, речь насыщенна лексическими и грамматическими структурами, релевантными поставленной задаче, обучающийся полностью справился с выполнением заданий, предусмотренных программой дисциплины. |
| «не зачтено» | **Основной уровень**  Обучающийся обнаружил абсолютное незнание понятий и терминов по общей, социокультурной и деловой тематикам, присутствуют большое количество ошибок в употреблении лексических и грамматических структур, высказывания не соответствуют поставленной задаче, обучающийся наполовину справился с выполнением заданий, предусмотренных программой дисциплины.  **Повышенный уровень**  Обучающийся обнаружил значительные пробелы во владении понятиями и терминами по общей, социокультурной и деловой тематикам, употребляемые лексические и грамматические структуры, не всегда релевантны поставленной задаче, обучающийся справился с выполнением заданий не в полном объеме, предусмотренном программой дисциплины. |

Если сумма набранных баллов менее 45 – обучающийся не допускается до промежуточной аттестации.

Если сумма баллов составляет от 45 до 69 баллов, обучающийся допускается до экзамена.

Билет к экзамену включает 3 вопроса.

Время на подготовку: 45 минут.

При оценивании результатов обучения по дисциплине в ходе промежуточной аттестации используются следующие критерии и шкала оценки

|  |  |
| --- | --- |
| ***Оценка*** | ***Критерии оценки*** |
| «отлично» | **Основной уровень**  Обучающийся обнаружил высокий уровень владения понятиями и терминами по общей, социокультурной и деловой тематикам, речь достаточно вариативна, присутствуют небольшие ошибки в употреблении лексических и грамматических структур, высказывания релевантны поставленной задаче, обучающийся в полном объеме справился с выполнением заданий, предусмотренных программой дисциплины.  **Повышенный уровень**  Обучающийся обнаружил высокий уровень владения понятиями и терминами по общей, социокультурной и деловой тематикам, речь насыщена большой вариативностью лексических и грамматических структур, высказывания релевантны поставленной задаче, обучающийся в полном объеме справился с выполнением заданий, предусмотренных программой дисциплины. |
| «хорошо» | **Основной уровень**  Обучающийся обнаружил достаточный уровень владения понятиями и терминами по общей, социокультурной и деловой тематикам, изредка присутствуют односложные и повторяющиеся лексические и грамматические структуры, высказывания релевантны поставленной задаче, обучающийся в полном объеме справился с выполнением заданий, предусмотренных программой дисциплины.  **Повышенный уровень**  Обучающийся обнаружил достаточный уровень владения понятиями и терминами по общей, социокультурной и деловой тематикам, речь достаточно вариативна, присутствуют небольшие ошибки в употреблении лексических и грамматических структур, высказывания релевантны поставленной задаче, обучающийся в полном объеме справился с выполнением заданий, предусмотренных программой дисциплины. |
| «удовлетворительно» | **Основной уровень**  Обучающийся обнаружил значительные пробелы во владении понятиями и терминами по общей, социокультурной и деловой тематикам, присутствуют грубые ошибки в употреблении лексических и грамматических структур, обучающийся справился с выполнением заданий наполовину.  **Повышенный уровень**  Обучающийся обнаружил недостаточный уровень владения понятиями и терминами по общей, социокультурной и деловой тематикам, присутствуют ошибки в употреблении лексических и грамматических структур, высказывания не всегда релевантны поставленной задаче, обучающийся не в полном объеме справился с выполнением заданий, предусмотренных программой дисциплины. |
| «неудовлетворительно» | **Основной уровень**  Обучающийся обнаружил абсолютное незнание понятий и терминов по общей, социокультурной и деловой тематикам, присутствуют большое количество грубых ошибок в употреблении лексических и грамматических структур, высказывания не соответствуют поставленной задаче, обучающийся менее, чем наполовину справился с выполнением заданий, предусмотренных программой дисциплины.  **Повышенный уровень**  Обучающийся обнаружил значительные пробелы во владении понятиями и терминами по общей, социокультурной и деловой тематикам, присутствуют грубые ошибки в употреблении лексических и грамматических структур, обучающийся справился с выполнением заданий менее чем наполовину. |

Приложение

**Общеевропейская шкала уровней владения иностранными языками**

**Основной уровень**

**А1 Уровень выживания (Breakthrough)**

*· Понимаю и могу употребить в речи знакомые фразы и выражения, необходимые для выполнения конкретных задач.*

*· Могу представиться/ представить других, задавать/ отвечать на вопросы о месте жительства, знакомых, имуществе.*

*· Могу участвовать в несложном разговоре, если собеседник говорит медленно и отчетливо и готов оказать помощь.*

**Понимание**

**Аудирование**

Я понимаю отдельные знакомые слова и очень простые фразы в медленно и четко звучащей речи в ситуациях повседневного общения, когда говорят обо мне, моей семье и ближайшем окружении.

**Чтение**

Я понимаю знакомые имена, слова, а также очень простые предложения в объявлениях, на плакатах или каталогах.

**Говорение**

**Диалог**

Я могу принимать участие в диалоге, если мой собеседник повторяет по моей просьбе в замедленном темпе свое высказывание или перефразирует его, а также помогает сформулировать то, что я пытаюсь сказать. Я могу задавать простые вопросы и отвечать на них в рамках известных мне или интересующих меня тем.

**Монолог**

Я умею, используя простые фразы и предложения, рассказать о месте, где живу, и людях, которых я знаю.

**Письмо**

Я умею писать простые открытки (например, поздравление с праздником), заполнять формуляры, вносить свою фамилию, национальность, адрес в регистрационный листок в гостинице.

Вместо выделения категорий, лежащих в основе речевой деятельности, может потребоваться оценить языковое поведение на основе отдельных аспектов коммуникативной компетенции:

**Диапазон**

Обладает очень ограниченным запасом слов и словосочетаний, которые служат для изложения сведений о себе и для описания конкретных частных ситуаций.

**Точность**

Ограниченно контролирует употребление заученных наизусть нескольких простых грамматических и синтаксических конструкций.

**Беглость**

Может очень коротко высказаться, произнести отдельные высказывания, в основном составленные из заученных единиц. Делает много пауз для поиска подходящего выражения, выговаривания менее знакомых слов, исправления ошибок.

**Взаимодействие**

Может задавать вопросы личного характера и рассказывать о себе. Может элементарно реагировать на речь собеседника, но в целом общение зависит от повторений, перефразирования и исправления ошибок.

**Связность**

Может соединять слова и группы слов с помощью таких простых союзов, выражающих линейную последовательность, как? и? зачем?.

**А2 Предпороговый уровень (Waystage**)

Понимаю отдельные предложения и часто встречающиеся выражения связанные с основными сферами жизни (например, основные сведения о себе и членах своей семьи, покупках, устройстве на работу и т.п.).

*· Могу выполнить задачи, связанные с простым обменом информации на знакомые или бытовые темы.*

*· В простых выражениях могу рассказать о себе, своих родных и близких, описать основные аспекты повседневной жизни.*

**Понимание**

**Аудирование**

Я понимаю отдельные фразы и наиболее употребительные слова в высказываниях, касающихся важных для меня тем (например, основную информацию о себе и своей семье, о покупках, о месте, где живу, о работе). Я понимаю, о чем идет речь в простых, четко произнесенных и небольших по объему сообщениях и объявлениях.

**Чтение**

Я понимаю очень короткие простые тексты. Я могу найти конкретную, легко предсказуемую информацию в простых текстах повседневного общения: в рекламах, проспектах, меню, расписаниях. Я понимаю простые письма личного характера.

**Говорение**

Диалог Я умею общаться в простых типичных ситуациях, требующих непосредственного обмена информацией в рамках знакомых мне тем и видов деятельности. Я могу поддерживать предельно краткий разговор на бытовые темы, и все же понимаю недостаточно, чтобы самостоятельно вести беседу.

**Монолог**

Я могу, используя простые фразы и предложения, рассказать о своей семье и других людях, условиях жизни, учебе, настоящей или прежней работе.

**Письмо**

Я умею писать простые короткие записки и сообщения. Я могу написать несложное письмо личного характера (например, выразить кому-либо свою благодарность за что-либо).

Вместо выделения категорий, лежащих в основе речевой деятельности, может потребоваться оценить языковое поведение на основе отдельных аспектов коммуникативной компетенции:

**Диапазон**

Использует элементарные синтаксические структуры с заученными конструкциями, словосочетания и стандартные обороты для того, чтобы передать ограниченную информацию в простых каждодневных ситуациях.

**Точность**

Правильно употребляет некоторые простые структуры, но по-прежнему систематически делает элементарные ошибки.

**Беглость**

Может понятно выразить свою мысль очень короткими предложениями, хотя паузы, самоисправления и переформулирование предложения непосредственно бросаются в глаза. Взаимодействие Может отвечать на вопросы и реагировать на простые высказывания. Может показать, когда он/она еще следит за мыслью собеседника, но очень редко понимает достаточно, чтобы поддерживать беседу самостоятельно.

Связность Может соединять группы слов при помощи таких простых союзов: и, но, потому что.

**Повышенный уровень**

**В1 Пороговый уровень (Threshold)**

*· Понимаю основные идеи четких сообщений, сделанных на литературном языке на разные темы, типично возникающие на работе, учебе, досуге и т.д.*

*· Умею общаться в большинстве ситуаций, которые могут возникнуть во время пребывания в стране изучаемого языка.*

*· Могу составить связное сообщение на известные или особо интересующие меня темы.*

*· Могу описать впечатления, события, надежды, стремления, изложить и обосновать свое мнение и планы на будущее.*

**Понимание**

**Аудирование**

Я понимаю основные положения четко произнесенных высказываний в пределах литературной нормы на известные мне темы, с которыми мне приходится иметь дело на работе, в школе, на отдыхе и т.д. Я понимаю, о чем идет речь в большинстве радио- и телепрограмм о текущих событиях, а также передач, связанных с моими личными или профессиональными интересами. Речь говорящих должна быть при этом четкой и относительно медленной.

**Чтение**

Я понимаю тексты, построенные на частотном языковом материале повседневного и профессионального общения. Я понимаю описания событий, чувств, намерений в письмах личного характера.

**Говорение**

**Диалог**

Я умею общаться в большинстве ситуаций, возникающих во время пребывания в стране изучаемого языка. Я могу без предварительной подготовки участвовать в диалогах на знакомую мне/ интересующую меня тему (например, "семья", "хобби", "работа", "путешествие", "текущие события").

**Монолог**

Я умею строить простые связные высказывания о своих личных впечатлениях, событиях, рассказывать о своих мечтах, надеждах и желаниях. Я могу кратко обосновать и объяснить свои взгляды и намерения. Я могу рассказать историю или изложить сюжет книги или фильма и выразить к этому свое отношение.

**Письмо**

Я умею писать простые связные тексты на знакомые или интересующие меня темы. Я умею писать письма личного характера, сообщая в них о своих личных переживаниях и впечатлениях.

Вместо выделения категорий, лежащих в основе речевой деятельности, может потребоваться оценить языковое поведение на основе отдельных аспектов коммуникативной компетенции:

**Диапазон**

Обладает достаточными языковыми знаниями, чтобы принять участие в беседе; словарный запас позволяет объясниться с некоторым количеством пауз и описательных выражений по таким темам, как семья, хобби, увлечения, работа, путешествия и текущие события. Достаточно аккуратно использует набор конструкций, ассоциируемых со знакомыми, регулярно происходящими ситуациями.

**Беглость**

Может высказаться понятно, несмотря на то, что паузы для поиска грамматических и лексических средств заметны, особенно в высказываниях значительной протяженности.

**Взаимодействие**

Может начинать, поддерживать и завершать беседу один на один, если темы обсуждения знакомы или индивидуально значимы. Может повторить предыдущие реплики, демонстрируя тем самым свое понимание.

**Связность**

Может связать несколько достаточно коротких простых предложений в линейный текст, состоящий из нескольких пунктов.

Все вышеперечисленные компоненты коммуникативной компетенции охватывают социально-бытовую, деловую и профессионально-ориентированную сферы общения.

*(*[*https://www.cambridgeenglish.org/Images/210434-converting-practice-test-scores-to-cambridge-english-scale-scores.pdf*](https://www.cambridgeenglish.org/Images/210434-converting-practice-test-scores-to-cambridge-english-scale-scores.pdf) *)*