


МИНОБРНАУКИ РОССИИ


Федеральное государственное бюджетное
образовательное учреждение высшего образования
«Астраханский государственный университет имени В. Н. Татищева»
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Е.В. Илова 

«29» августа 2022 г.

УТВЕРЖДАЮ
Заведующий кафедрой английской
филологии

Е.В. Илова 

«29» августа 2022 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)

Лексико-грамматический практикум

Составитель(и)

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Направление подготовки /
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45.05.01 Перевод и переводоведение

Направленность (профиль) ОПОП

**Лингвистическое обеспечение
межгосударственных отношений (английский
язык)**

Квалификация (степень)

**специалист
лингвист-переводчик**

Форма обучения

очная

Год приёма

2020

Курс

3-4

Семестр(ы)

6-8

Астрахань – 2022

1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

1.1. Целью освоения дисциплины (модуля) «Лексико-грамматический практикум» являются обеспечить владение студентами лексико-грамматическими навыками в устной и письменной речи с опорой на лексико-грамматический материал 1-3 курсов в рамках изучаемых тем.

1.2. Задачи освоения дисциплины (модуля):

- развить и закрепить лексико-грамматические навыки в реализации устных и письменных текстов по изученной на 1-3 курсах тематике, а также по изучаемой в рамках этой дисциплины тематике;

- обеспечение профессиональной ориентации, т.е. формирование у студентов коммуникативно-дидактической компетенции.

2. МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОПОП

2.1. Учебная дисциплина (модуль) «Лексико-грамматический практикум» относится к Б1.Б.31 *обязательной части* и осваивается в 6-8 семестрах.

2.2. Для изучения данной учебной дисциплины (модуля) необходимы следующие знания, умения, навыки, формируемые предшествующими учебными дисциплинами (модулями):

– Практика устной и письменной речи, Практикум по культуре речевого общения, Практическая грамматика, Письменный перевод первого иностранного языка.

Знания: базовые знания грамматики, фонетических особенностей и лексики английского языка;

Умения: строить высказывания и диалогическую речь на английском языке;

Навыки: самостоятельной работы с лексикой и грамматикой английского языка, определения грамматических явлений и подбора лексических единиц для построения релевантного для ситуации общения высказывания.

2.3. Последующие учебные дисциплины (модули) и (или) практики, для которых необходимы знания, умения, навыки, формируемые данной учебной дисциплиной (модулем):

– *Устный последовательный перевод первого иностранного языка, устный синхронный перевод английского языка.*

3. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)

Процесс освоения дисциплины (модуля) направлен на формирование элементов следующей(их) компетенции(ий) в соответствии с ФГОС ВО и ОПОП ВО по данному направлению подготовки / специальности:

Общепрофессиональные:

ОПК-1. Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности

Таблица 1 – Декомпозиция результатов обучения

Код и наименование компетенции	Планируемые результаты обучения по дисциплине (модулю)		
	Знать (1)	Уметь (2)	Владеть (3)
ОПК-1. Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности	ОПК-1.1.1.- сущность, формы, механизмы функционирования иностранных языков ОПК-1.1.2. – роль иностранных языков в осуществлении переводческой деятельности	ОПК-1.2.1. - применять знания иностранных языков в переводческой деятельности	ОПК-1.3.1. – нормами и принципами функционирования иностранных языков в переводческой деятельности ОПК-1.3.2. – лексико-грамматическими и фонетическими средствами организации целого текста с соблюдением семантической, коммуникативной и структурной преемственности между частями устного и /или письменного высказывания.

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Объём дисциплины (модуля) составляет:

2 зачётные единицы в 6 семестре, 72 часа. Контактная аудиторная работа: 36 часов (36 – практических занятий). Самостоятельная работа – 36 часов;

2 зачётные единицы в 7 семестре, 72 часа. Контактная аудиторная работа: 36 часов (36 – практических занятий). Самостоятельная работа – 36 часов;

2 зачётные единицы в 8 семестре, 72 часа. Контактная аудиторная работа: 34 часов (34 – практических занятий). Самостоятельная работа – 38 часов.

Таблица 2 – Структура и содержание дисциплины (модуля)

Раздел, тема дисциплины (модуля)	Семестр	Контактная работа (в часах)			Самост. работа		Форма текущего контроля успеваемости, форма промежуточной аттестации [по семестрам]
		Л	ПЗ	ЛР	КР	СР	
Раздел I. Business English	6						
<i>Тема 1. Brand management. The infinitive / Gerund</i>			10			10	Диктант, гр. упр., коллоквиум

Раздел, тема дисциплины (модуля)	Семестр	Контактная работа (в часах)			Самост. работа		Форма текущего контроля успеваемости, форма промежуточной аттестации [по семестрам]
		Л	ПЗ	ЛР	КР	СР	
<i>Тема 2. Company structure. Adjectives / adverbs/ comparisons</i>			8			8	Диктант, коллоквиум, грамматические упражнения
<i>Тема 3. Human resources. Passive Voice / Causative form</i>			10			10	Диктант, коллоквиум, грамматические упражнения
<i>Тема 4. Ethics. Conditionals.</i>	6		8			8	Диктант, коллоквиум, грамматические упражнения
							Зачет
<i>Раздел II. English for business studies</i>	7						
<i>Тема 1. Recruitment. Subject-verb agreement</i>	7		10			10	Диктант, коллоквиум, грамматические упражнения
<i>Тема 2. Efficiency and employment/ Transitive and intransitive verbs</i>	7		8			8	Диктант, ролевая игра, коллоквиум, грамматические упражнения, контрольная работа
<i>Тема 3. Flexibility and inflexibility. Tenses (review)</i>	7		10			10	Диктант, коллоквиум, грамматические упражнения
<i>Тема 4. Team Building. The right skills. Modals</i>	7		8			8	Коллоквиум, дискуссия в малых группах, грамматические упражнения, контрольная работа
							Зачёт
<i>Раздел III. Business vocabulary in use</i>	8						
<i>Тема 1. The different sectors of the economy. Determiners and quantifiers</i>	8		6			6	Диктант, коллоквиум,

Раздел, тема дисциплины (модуля)	Семестр	Контактная работа (в часах)			Самост. работа		Форма текущего контроля успеваемости, форма промежуточной аттестации [по семестрам]
		Л	ПЗ	ЛР	КР	СР	
							грамматические упражнения
<i>Тема 2. Production</i>	8		6			6	Диктант, коллоквиум, грамматические упражнения
<i>Тема 3. Logistics</i>	8		8			8	Диктант, коллоквиум, кейс стади
<i>Тема 4 Economics and ecology. Reflexive and reciprocal pronouns</i>	8		4			8	Диктант, коллоквиум, ролевая игра, грамматические упражнения, контрольная работа
<i>Тема 5. Internet security. Prepositions (overview)</i>	8		8			6	Диктант, коллоквиум, грамматические упражнения, контрольная работа
<i>Тема 6. Intellectual property</i>	8		4			4	Коллоквиум
Итого			106			110	Зачёт

Примечание: Л – лекция; ПЗ – практическое занятие, семинар; ЛР – лабораторная работа; КР – курсовая работа; СР – самостоятельная работа.

Таблица 3 – Матрица соотнесения разделов, тем учебной дисциплины (модуля) и формируемых компетенций

Раздел, тема дисциплины (модуля)	Кол-во часов	Код компетенции	Общее количество компетенций
		ОПК-1	
Раздел I. Business English			
<i>Тема 1. Brand management. The infinitive / Gerund</i>	20	+	1
<i>Тема 2. Company structure. Adjectives / adverbs/ comparisons</i>	16	+	1
<i>Тема 3. Human resources. Passive Voice / Causative form ...</i>	20	+	1
<i>Тема 4. Ethics. Conditionals.</i>	16	+	1

Раздел, тема дисциплины (модуля)	Кол-во часов	Код компетенции	Общее количество компетенций
		ОПК-1	
<i>Раздел II. English for business studies</i>			
<i>Тема 1. Recruitment. Subject-verb agreement</i>	20	+	1
<i>Тема 2. Efficiency and employment/ Transitive and intransitive verbs</i>	16	+	1
<i>Тема 3. Flexibility and inflexibility. Tenses (review)</i>	20	+	1
<i>Тема 4. Team Building. The right skills. Modals</i>	16	+	1
<i>Раздел III. Business vocabulary in use</i>			
<i>Тема 1. The different sectors of the economy. Determiners and quantifiers</i>	12	+	1
<i>Тема 2. Production</i>	12	+	1
<i>Тема 3. Logistics</i>	16	+	1
<i>Тема 4 Economics and ecology. Reflexive and reciprocal pronouns</i>	12	+	1
<i>Тема 5. Internet security. Prepositions (overview)</i>	14	+	1
<i>Тема 6. Intellectual property</i>	8	+	1
Итого	216		

Краткое содержание каждой темы дисциплины (модуля)

Раздел I. Business English

Тема 1. Brand management. The infinitive / Gerund

Speaking about favorite brands. Words that go with brand, product and market. Differences in use of the infinitive and gerund.

Тема 2. Company structure. Adjectives / adverbs/ comparisons

A successful organization. Company structure. Analyzing company organization. Ways of forming adverbs and adjectives. Degrees of comparison.

Тема 3. Human resources. Passive Voice / Causative form

Finding a job. Employing the right people. Women at work. Getting information on the phone. Passive voice. Causative form.

Тема 4. Ethics. Conditionals

The ethics of resume writing. Right or wrong? Principles or profit? Different types of conditional sentences.

Раздел II. English for business studies

Тема 1. Recruitment. Subject-verb agreement

Different stages of recruitment. Job application. Making a good CV: good and bad practice. Subject-verb agreement

Тема 2. Efficiency and employment. Transitive and intransitive verbs

Conflict between business efficiency and employment. Rationalization. Downsizing. Full-time/ part-time job. Transitive and intransitive verbs

Тема 3. Flexibility and inflexibility. Tenses (review)

Ways of working. Job flexibility. Job protection. Work-life balance. The causes of stress. Quality of life. Tenses

Тема 4. Team Building. The right skills. Modals

Teams. Team players. Stages of team life. Hard and soft skills. Emotional intelligence. Equality and diversity. Modals

Раздел III. Business vocabulary in use

Тема 1. The different sectors of the economy. Determiners and quantifiers

Primary sector. Secondary sector. Service sector. Industries. Determiners and quantifiers

Тема 2. Production

The process of industrial production. The global impact of international supply chains. Low-cost manufacturing.

Тема 3. Logistics

Different strategies for stock control and manufacturing. Potential supply chain risks. Retailing. Logistics.

Тема 4 Economics and ecology. Reflexive and reciprocal pronouns

Global warming: possible solutions and economic consequences. Eco-friendly products. Recycling. Reflexive and reciprocal pronouns

Тема 5. Internet security. Prepositions (overview)

Attack and defence. Cybercrime. Privacy and confidentiality. E-commerce. Prepositions

Тема 6. Intellectual property

Downloading. Copyright infringement. Digital rights management.

5. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ПРЕПОДАВАНИЮ И ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

5.1. Указания для преподавателей по организации и проведению учебных занятий по дисциплине (модулю)

В соответствии с требованиями ФГОС ВПО предусматривается широкое использование в учебном процессе активных и интерактивных форм проведения занятий в сочетании с внеаудиторной самостоятельной работой с целью формирования и развития профессиональных навыков обучающихся. Практические (семинарские) занятия проводятся в форме командной и парной работы, а также в форме работы в малых группах.

5.2. Указания для обучающихся по освоению дисциплины (модулю)

Таблица 4 – Содержание самостоятельной работы обучающихся

Вопросы, выносимые на самостоятельное изучение	Кол-во часов	Форма работы
<i>Раздел I. Business English</i>		
<i>Тема 1. Brand management. The infinitive / Gerund</i>	10	Подготовка к диктанту, коллоквиуму
<i>Тема 2. Company structure. Adjectives / adverbs/ comparisons</i>	8	Подготовка к диктанту, коллоквиуму
<i>Тема 3. Human resources. Passive Voice / Causative form</i>	10	Подготовка к диктанту, коллоквиуму
<i>Тема 4. Ethics. Conditionals</i>	8	Подготовка к диктанту, коллоквиуму
<i>Раздел II. English for business studies</i>		
<i>Тема 1. Recruitment. Subject-verb agreement</i>	10	Подготовка к диктанту, коллоквиуму

Вопросы, выносимые на самостоятельное изучение	Кол-во часов	Форма работы
Раздел I. Business English		
<i>Тема 2. Efficiency and employment/ Transitive and intransitive verbs</i>	8	Подготовка к диктанту, ролевой игре, коллоквиуму, контрольной работе
<i>Тема 3. Flexibility and inflexibility. Tenses (review)</i>	10	Подготовка к диктанту, коллоквиуму
<i>Тема 4. Team Building. The right skills. Modals</i>	8	Подготовка к диктанту, дискуссии в малых группах, контрольной работе
Раздел III. Business vocabulary in use		
<i>Тема 1. The different sectors of the economy. Determiners and quantifiers</i>	6	Подготовка к диктанту, коллоквиуму
<i>Тема 2. Production</i>	6	Подготовка к диктанту, коллоквиуму
<i>Тема 3. Logistics</i>	8	Подготовка к диктанту, кейс-стади, коллоквиуму
<i>Тема 4. Economics and ecology. Reflexive and reciprocal pronouns</i>	8	Подготовка к диктанту, ролевой игре, коллоквиуму, контрольной работе
<i>Тема 5. Internet security. Prepositions (overview)</i>	6	Подготовка к диктанту, коллоквиуму, контрольной работе
<i>Тема 6. Intellectual property</i>	4	Подготовка к коллоквиуму

5.3. Виды и формы письменных работ, предусмотренных при освоении дисциплины (модуля), выполняемые обучающимися самостоятельно

6. ОБРАЗОВАТЕЛЬНЫЕ И ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ

6.1. Образовательные технологии

Таблица 5 – Образовательные технологии, используемые при реализации учебных занятий

Раздел, тема дисциплины (модуля)	Форма учебного занятия		
	Лекция	Практическое занятие, семинар	Лабораторная работа
Раздел I. Business English			
<i>Тема 1. Brand management. The infinitive / Gerund</i>	<i>Не предусмотрено</i>	Диктант, коллоквиум, грамматические упражнения	<i>Не предусмотрено</i>
<i>Тема 2. Company structure. Adjectives / adverbs/ comparisons</i>	<i>Не предусмотрено</i>	Диктант, коллоквиум,	<i>Не предусмотрено</i>

		грамматические упражнения	
<i>Тема 3. Human resources. Passive Voice / Causative form</i>	<i>Не предусмотрено</i>	Диктант, коллоквиум, грамматические упражнения	<i>Не предусмотрено</i>
<i>Тема 4. Ethics. Conditionals</i>	<i>Не предусмотрено</i>	Диктант, коллоквиум, грамматические упражнения	<i>Не предусмотрено</i>
Раздел II. English for business studies			
<i>Тема 1. Recruitment. Subject-verb agreement</i>	<i>Не предусмотрено</i>	Диктант, грамматические упражнения, коллоквиум	<i>Не предусмотрено</i>
<i>Тема 2. Efficiency and employment/ Transitive and intransitive verbs</i>	<i>Не предусмотрено</i>	Диктант, ролевая игра, коллоквиум, грамматические упражнения, контрольная работа	<i>Не предусмотрено</i>
<i>Тема 3. Flexibility and inflexibility. Tenses (review)</i>	<i>Не предусмотрено</i>	Диктант, коллоквиум, грамматические упражнения	<i>Не предусмотрено</i>
<i>Тема 4. Team Building. The right skills. Modals</i>	<i>Не предусмотрено</i>	Коллоквиум, дискуссия в малых группах, грамматические упражнения, контрольная работа	<i>Не предусмотрено</i>
Раздел III. Business vocabulary in use			
<i>Тема 1. The different sectors of the economy. Determiners and quantifiers</i>	<i>Не предусмотрено</i>	Диктант, коллоквиум, грамматические упражнения	<i>Не предусмотрено</i>
<i>Тема 2. Production</i>	<i>Не предусмотрено</i>	Диктант, коллоквиум, грамматические упражнения	<i>Не предусмотрено</i>
<i>Тема 3. Logistics</i>	<i>Не предусмотрено</i>	Диктант, коллоквиум, кейс-стади	<i>Не предусмотрено</i>
<i>Тема 4 Economics and ecology. Reflexive and reciprocal pronouns</i>	<i>Не предусмотрено</i>	Диктант, коллоквиум, ролевая игра, грамматические упражнения,	<i>Не предусмотрено</i>

		контрольная работа	
<i>Тема 5. Internet security. Prepositions (overview)</i>	<i>Не предусмотрено</i>	Диктант, коллоквиум, грамматические упражнения, контрольная работа	<i>Не предусмотрено</i>
<i>Тема 6. Intellectual property</i>	<i>Не предусмотрено</i>	Коллоквиум	<i>Не предусмотрено</i>

6.2. Информационные технологии

Изучение курса «Лексико-грамматический практикум» предполагает использование следующих информационных технологий:

- использование возможностей интернета в учебном процессе (использование сайта преподавателя (рассылка заданий, предоставление выполненных работ, ответы на вопросы, ознакомление обучающихся с оценками и т. д.));
- использование электронных учебников и различных сайтов (например, электронных библиотек, журналов и т. д.) как источников информации;
- использование возможностей электронной почты преподавателя;
- использование средств представления учебной информации (электронных учебных пособий и практикумов, применение новых технологий для проведения очных (традиционных) лекций и семинаров с использованием презентаций и т. д.);
- использование интегрированных образовательных сред, где главной составляющей являются не только применяемые технологии, но и содержательная часть, т. е. информационные ресурсы (доступ к мировым информационным ресурсам, на базе которых строится учебный процесс);
- использование виртуальной обучающей среды (LMS Moodle «Цифровое обучение») или иных информационных систем, сервисов и мессенджеров

6.3. Программное обеспечение, современные профессиональные базы данных и информационные справочные системы

6.3.1. Программное обеспечение

Наименование программного обеспечения	Назначение
Adobe Reader	Программа для просмотра электронных документов
Платформа дистанционного обучения LMS Moodle	Виртуальная обучающая среда
Mozilla FireFox	Браузер
Microsoft Office 2013, Microsoft Office Project 2013, Microsoft Office Visio 2013	Пакет офисных программ
7-zip	Архиватор
Microsoft Windows 7 Professional	Операционная система
Kaspersky Endpoint Security	Средство антивирусной защиты
Google Chrome	Браузер
Notepad++	Текстовый редактор
OpenOffice	Пакет офисных программ

Наименование программного обеспечения	Назначение
Opera	Браузер
Paint .NET	Растровый графический редактор
Scilab	Пакет прикладных математических программ
Microsoft Security Assessment Tool. Режим доступа: http://www.microsoft.com/ru-ru/download/details.aspx?id=12273 (Free) Windows Security Risk Management Guide Tools and Templates. Режим доступа: http://www.microsoft.com/en-us/download/details.aspx?id=6232 (Free)	Программы для информационной безопасности
MathCad 14	Система компьютерной алгебры из класса систем автоматизированного проектирования, ориентированная на подготовку интерактивных документов с вычислениями и визуальным сопровождением
1С: Предприятие 8	Система автоматизации деятельности на предприятии
KOMPAS-3D V13	Создание трёхмерных ассоциативных моделей отдельных элементов и сборных конструкций из них
Blender	Средство создания трёхмерной компьютерной графики
PyCharm EDU	Среда разработки
R	Программная среда вычислений
VirtualBox	Программный продукт виртуализации операционных систем
VLC Player	Медиапроигрыватель
Microsoft Visual Studio	Среда разработки
Cisco Packet Tracer	Инструмент моделирования компьютерных сетей
CodeBlocks	Кроссплатформенная среда разработки
Eclipse	Среда разработки
Lazarus	Среда разработки
PascalABC.NET	Среда разработки
VMware (Player)	Программный продукт виртуализации операционных систем
Far Manager	Файловый менеджер
Sofa Stats	Программное обеспечение для статистики, анализа и отчётности
Maple 18	Система компьютерной алгебры
WinDjView	Программа для просмотра файлов в формате DJV и DjVu
MATLAB R2014a	Пакет прикладных программ для решения задач технических вычислений
Oracle SQL Developer	Среда разработки
VISSIM 6	Программа имитационного моделирования дорожного движения

Наименование программного обеспечения	Назначение
VISUM 14	Система моделирования транспортных потоков
IBM SPSS Statistics 21	Программа для статистической обработки данных
ObjectLand	Геоинформационная система
КРЕДО ТОПОГРАФ	Геоинформационная система
Полигон Про	Программа для кадастровых работ

6.3.2. Современные профессиональные базы данных и информационные справочные системы

<i>Наименование современных профессиональных баз данных, информационных справочных систем</i>
<p><u>Универсальная справочно-информационная полнотекстовая база данных периодических изданий ООО «ИВИС»</u> http://dlib.eastview.com Имя пользователя: AstrGU Пароль: AstrGU</p>
<p>Электронные версии периодических изданий, размещённые на сайте информационных ресурсов www.polpred.com</p>
<p>Электронный каталог Научной библиотеки АГУ на базе MARK SQL НПО «Информ-систем» https://library.asu.edu.ru/catalog/</p>
<p>Электронный каталог «Научные журналы АГУ» https://journal.asu.edu.ru/</p>
<p>Корпоративный проект Ассоциации региональных библиотечных консорциумов (АРБИКОН) «Межрегиональная аналитическая роспись статей» (МАРС) – сводная база данных, содержащая полную аналитическую роспись 1800 названий журналов по разным отраслям знаний. Участники проекта предоставляют друг другу электронные копии отсканированных статей из книг, сборников, журналов, содержащихся в фондах их библиотек. http://mars.arbicon.ru</p>
<p>Справочная правовая система КонсультантПлюс. Содержится огромный массив справочной правовой информации, российское и региональное законодательство, судебную практику, финансовые и кадровые консультации, консультации для бюджетных организаций, комментарии законодательства, формы документов, проекты нормативных правовых актов, международные правовые акты, правовые акты, технические нормы и правила. http://www.consultant.ru</p>

7. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)

7.1. Паспорт фонда оценочных средств

Таблица 6 – Соответствие разделов, тем дисциплины (модуля), результатов обучения по дисциплине (модулю) и оценочных средств

Контролируемый раздел, тема дисциплины (модуля)	Код контролируемой компетенции	Наименование оценочного средства
Раздел I. Business English		

Контролируемый раздел, тема дисциплины (модуля)	Код контролируемой компетенции	Наименование оценочного средства
<i>Тема 1. Brand management. The infinitive / Gerund</i>	ОПК-1	Диктант, коллоквиум, грамматические упражнения
<i>Тема 2. Company structure. Adjectives / adverbs/ comparisons</i>	ОПК-1	Диктант, коллоквиум, грамматические упражнения
<i>Тема 3. Human resources. Passive Voice / Causative form</i>	ОПК-1	Диктант, коллоквиум, грамматические упражнения
<i>Тема 4. Ethics. Conditionals</i>	ОПК-1	Диктант, коллоквиум, грамматические упражнения
Раздел II. English for business studies		
<i>Тема 1. Recruitment. Subject-verb agreement</i>	ОПК-1	Диктант, коллоквиум, грамматическое упражнение
<i>Тема 2. Efficiency and employment/ Transitive and intransitive verbs</i>	ОПК-1	Диктант, ролевая игра, коллоквиум, грамматическое упражнение, контрольная работа
<i>Тема 3. Flexibility and inflexibility. Tenses (review)</i>	ОПК-1	Диктант, коллоквиум, грамматическое упражнение
<i>Тема 4. Team Building. The right skills. Modals</i>	ОПК-1	Коллоквиум, дискуссия в малых группах, грамматическое упражнение, контрольная работа
Раздел III. Business vocabulary in use		
<i>Тема 1. The different sectors of the economy. Determiners and quantifiers</i>	ОПК-1	Диктант, коллоквиум, грамматическое упражнение
<i>Тема 2. Production</i>	ОПК-1	Диктант, грамматическое упражнение, коллоквиум
<i>Тема 3. Logistics</i>	ОПК-1	Диктант, коллоквиум, кейс-стади
<i>Тема 4. Economics and ecology. Reflexive and reciprocal pronouns</i>	ОПК-1	Диктант, коллоквиум, ролевая игра, грамматическое

Контролируемый раздел, тема дисциплины (модуля)	Код контролируемой компетенции	Наименование оценочного средства
		упражнение, контрольная работа
<i>Тема 5. Internet security. Prepositions (overview)</i>	ОПК-1	Диктант, коллоквиум, грамматическое упражнение, контрольная работа
<i>Тема 6. Intellectual property</i>	ОПК-1	Коллоквиум

7.2. Описание показателей и критериев оценивания компетенций, описание шкал оценивания

Таблица 7 – Показатели оценивания результатов обучения в виде знаний

Шкала оценивания	Критерии оценивания
5 «отлично»	демонстрирует глубокое знание теоретического материала, умение обоснованно излагать свои мысли по обсуждаемым вопросам, способность полно, правильно и аргументированно отвечать на вопросы, приводить примеры
4 «хорошо»	демонстрирует знание теоретического материала, его последовательное изложение, способность приводить примеры, допускает единичные ошибки, исправляемые после замечания преподавателя
3 «удовлетворительно»	демонстрирует неполное, фрагментарное знание теоретического материала, требующее наводящих вопросов преподавателя, допускает существенные ошибки в его изложении, затрудняется в приведении примеров и формулировке выводов
2 «неудовлетворительно»	демонстрирует существенные пробелы в знании теоретического материала, не способен его изложить и ответить на наводящие вопросы преподавателя, не может привести примеры

Таблица 8 – Показатели оценивания результатов обучения в виде умений и владений

Шкала оценивания	Критерии оценивания
5 «отлично»	демонстрирует способность применять знание теоретического материала при выполнении заданий, последовательно и правильно выполняет задания, умеет обоснованно излагать свои мысли и делать необходимые выводы
4 «хорошо»	демонстрирует способность применять знание теоретического материала при выполнении заданий, последовательно и правильно выполняет задания, умеет обоснованно излагать свои мысли и делать необходимые выводы, допускает единичные ошибки, исправляемые после замечания преподавателя
3 «удовлетворительно»	демонстрирует отдельные, несистематизированные навыки, испытывает затруднения и допускает ошибки при выполнении заданий, выполняет задание по подсказке преподавателя, затрудняется в формулировке выводов
2 «неудовлетворительно»	не способен правильно выполнить задания

7.3. Контрольные задания и иные материалы, необходимые для оценки результатов обучения по дисциплине (модулю)

Раздел I. Business English

Тема 1. Brand management. The Infinitive / Gerund

1. Вопросы для коллоквиума

What are the advantages and disadvantages for companies of product endorsements? How can companies create brand loyalty? Can you give any examples of successful or unsuccessful brand stretching? What market segments can you identify? What action can companies take if they start to lose market share?

2. Грамматическое упражнение

Выберите из скобок герундий или инфинитив.

1. I am planning ... (to visit/visiting) my granny next week. (Я планирую навестить бабулю на следующей неделе.)
2. When they finish ... (to eat/eating) their lunch, they'll go to the office. (Когда они закончат обедать, они отправятся в офис.)
3. He suggested ... (to buy/buying) some food. (Он предложил купить немного продуктов.)
4. Does Sally enjoy ... (to go/going) to the gym? (Сэлли нравится ходить в тренажерный зал?)
5. Don't put off ... (to write/writing) a report till the end of the month. (Не откладывай написание доклада до конца месяца.)
6. John refused ... (to answer/answering) my question. (Джон отказался отвечать на мой вопрос.)
7. My brother intends ... (to get/getting) married soon. (Мой брат намеревается скоро жениться.)
8. I think she didn't mean ... (to hurt/hurting) you. (Думаю, она не хотела обидеть тебя.)
9. Keep ... (to beat/beating) the eggs. (Продолжай взбивать яйца.)
10. Fred can't afford ... (to travel/travelling) this year. (Фред не может себе позволить в этом году путешествовать.)
11. We expect ... (to leave/leaving) tomorrow. (Мы собираемся уехать завтра.)
12. Mary decided ... (to fly/flying) to Venice. (Мэри решила полететь в Венецию.)
13. The sportsmen hope ... (to get/getting) the best results. (Спортсмены надеются добиться лучших результатов.)
14. Are you going to give up ... (to smoke/smoking)? (Ты собираешься бросать курить?)
15. They don't want ... (to have/having) any more children. (Они больше не хотят иметь детей.)
16. I don't mind ... (to wash up/washing up). (Я не против того, чтобы помыть посуду.)
17. Girls, stop ... (to giggle/giggling). (Девочки, перестаньте хихикать.)
18. Ben likes ... (to play/playing) chess. (Бен любит играть в шахматы.)
19. Lara goes ... (to dance/dancing) every weekend. (Лара ходит на танцы каждые выходные.)
20. Harry can't stand ... (to work/working) on Saturdays. (Гарри не выносит работы по субботам.)

Тема 2. Company structure. Adjectives / adverbs / comparisons

1. Вопросы для коллоквиума

Would you like to work in a company like Google? Why? Or why not? What is a successful organization? Which people in an organization have their own office? Why do you think so?

2. Грамматические упражнения

1. The weather was getting __BAD__ every hour.
2. They say the __GOOD__ thing about a smartphone is that you can do everything with it.

3. He was the GOOD teacher in the world.
4. Your mum showed us your photo, but you are much YOUNG there.
5. Linda and Kate were the POPULAR girls in the class.
6. The party will take place anyway and it will be the GOOD party ever.
7. Alison was 15 years OLD than me and she always treated me as a child.
8. Only two months before she had thought she was the LUCKY girl in the world.
9. I was sixteen and she was four years YOUNG than me.
10. She reached for the phone and dialed the number of the LARGE photography in the town.

Тема 3. Human resources. Passive voice / Causative form

1. Вопросы для коллоквиума

Is appearance more important than performance at work? Should you keep your private life totally separate from your work? Do people change much during their working lives? Is it best to work for as few companies as possible? Should everybody retire at 50?

2. Грамматическое упражнение

Active or passive? Choose the correct verb form.

1. The book (wrote/was written) by Hardy.
2. Four people (have killed/have been killed) in a train crash.
3. A famous architect (was built/built) the bridge.
4. The house (bought/was bought) by pop star.
5. Local police (have been arrested/have arrested) the bank robber.
6. I (arrived/was arrived) last Friday.
7. The room (will clean/will be cleaned) later.
8. "Did you go to the party?" "No, I (didn't invite/wasn't invited)."
9. It's a big company. It (is employed/employs) two hundred people.
10. Tom (has lost/has been lost) his key.
11. A cinema is a place where films (show/are shown).
12. People (aren't used/don't use) this road very often.
13. This house (built/was built) in 1930.
14. My car (has disappeared/has been disappeared).
15. This situation is serious. Something must (do/be done) before it's too late.
16. When I came to the party, John (had already been gone/had already gone) home.

Тема 4. Ethics. Conditionals.

1. Вопросы для коллоквиума

Tell a story about any of these ideas: A significant news event you remember well; An ethical problem you know about; A memorable event in your life (good or bad); An unusual or memorable experience while you were travelling abroad.

2. Грамматическое упражнение

1. Раскройте скобки в условных предложениях I типа и поставьте глаголы в правильную форму.

1. If he ... (practice) every day, he ... (become) a champion. (Если он будет тренироваться каждый день, он станет чемпионом.)
2. She ... (help) us if we ... (ask). (Она поможет нам, если мы попросим.)
3. If they ... (have) enough money, they ... (open) a restaurant next year. (Если у них будет достаточно денег, они откроют ресторан в следующем году.)
4. I ... (not talk) to you anymore if you ... (insult) me. (Я не буду с тобой больше разговаривать, если ты обидишь меня.)

5. If Bob ... (not keep) his word, Anna ... (be angry) with him. (Если Боб не сдержит слово, Анна разозлится на него.)

2. Раскройте скобки в условных предложениях II типа и поставьте глаголы в правильную форму.

1. If you ... (have) a driving license, you ... (get) this job. (Если бы у тебя были водительские права, ты бы получил эту работу.)
2. My dog ... (be) 20 years old today if it ... (be) alive. (Моей собаке исполнилось бы 20 лет сегодня, если бы она была жива.)
3. I ... (go) to the police if I ... (be) you. (Я бы обратился в полицию на твоём месте.)
4. If people ... (not buy) guns, the world ... (become) safer. (Если бы люди не покупали оружие, мир стал бы безопаснее.)
5. Tom ... (not eat) much "fast food" if his wife ... (cook) at home. (Том не ел бы много «фастфуда», если бы его жена готовила дома.)

Раздел II. English for business studies

Тема 1. Recruitment. Subject-verb agreement

1. Вопросы для коллоквиума

When applying for your first job as a graduate, you are probably only one of many applicants, most of whom will have similar experience and qualifications to your own.

How can you get your name onto the shortlist for interviews when applying for a job?

How can you impress the organization which is hiring staff?

2. Грамматическое упражнение

Choose an ending (a-e) for each beginning (1-5) and add appropriate forms of the verb be.

1 Romeo and Juliet	a a lot to carry by yourself, don't you think?
2 Last night's news	b usually in their seats before the play starts.
3 Twenty-five kilos	c written by Shakespeare.
4 Billy as well as all his friends	d going camping this weekend ..
5 The audience	e rather exciting, I thought.
	f the name of a television programme.

Тема 2. Efficiency and employment. Transitive and intransitive verbs

1. Вопросы для коллоквиума

- How important to you is job security?
- How many different employers do you expect to have in your career?
- Would you prefer to have a single full-time job, or various part-time activities?
- Which economic sectors are expected to create jobs in your country?
- In which sectors are jobs expected to disappear?
- Is technological progress creating or destroying jobs, on balance?

2. Ролевая игра

This role play is about a plan to restructure and modernize a postal distribution system, which will also result in serious downsizing.

The CEO of the post office invites the Financial Director, the Human Resources Director, and a Trade Union Representative to a meeting to discuss the proposed restructuring of the sorting offices.

Human Resources Director

While you understand the need for efficiency and profitability, you are not convinced that this plan is a good idea, as it will result in 4,500 people becoming unemployed. You will quote a well-known saying from the management theorist Peter Drucker: 'Efficiency is doing things right; effectiveness is doing the right things.'

Financial Director

You are wholly in favour of the plan. When invited to do so, you will present the costs and savings.

Trade Union Representative

You are wholly against the plan, as it will abolish thousands of your members' jobs.

3. Грамматическое упражнение

Add the correct pair of intransitive verbs to each sentence. Use appropriate forms.

breathe / snore	get / move	dream / sleep	go / sing	eat / hibernate
happen / talk	fall / lie	nap/ rest		

- Someone who up and around while asleep is called a sleepwalker.
- When people in hot countries or after lunch, it's called having a siesta.
- Animals that don't at all while they spend the winter in a deep sleep.
- When you awake at night and you can't asleep, you have insomnia.

4. Контрольная работа

- Complete each sentence with one of these words plus has or have.

committee darts eggs everybody nobody orchestra police teachers

- The conductor and the had very little time to rehearse for the concert.
- Security is just something that to go through in airports nowadays.
- from the new student group volunteered to help with the Christmas party.
- The planning all been given individual copies of the agenda for the meeting.
- always been a popular game in English pubs.
- According to the rules, none of the the right to make students stay after school.
- The no idea how the robbers got into the bank.
- Bacon and been the Sunday breakfast in our house for years.

- In each of the following sentences, underline the direct object of the verb.

- I watched the birds.
- He did not close the window.
- She rang the bell.
- Did you find the answer?
- I opened the door.
- Did she play the violin?
- You will need an umbrella.
- They are not carrying the parcels.
- You organized the race.
- Were they using the blankets?

- to lay or to lie

- Now I too close to the fire.
- Last night he twenty dollars on top of the bookcase.
- Right now she a fire.
- Until last year, the treasure hidden under the earth.
- Yesterday she her coat on the bed.
- His books on the floor all last week.
- Right now he low in order to stay out of danger.
- Yesterday morning he the parcel close to the door.
- Last night they in wait for the thieves.
- Now they their cards on the table.

- to raise or to rise

1. Last night, when we heard the news, our hopes _____.
2. Last year they _____ six hundred dollars by selling chocolate bars.
3. Now they _____ the price of gasoline.
4. The price of gold _____ yesterday.
5. At the moment, he _____ corn.
6. Right now mist _____ from the water.
7. Last week, you _____ a difficult question.
8. The temperature _____ at the moment.
9. Now he _____ his hat.
10. The water level _____ last week.

Тема 3. Flexibility and inflexibility. Tenses (review)

1. Вопросы для коллоквиума

Say if these statements are true or false.

- 1 When companies talk about letting employees go, they make them redundant.
- 2 One person's job flexibility might be another's job insecurity.
- 3 In flexible job markets, hiring and firing is complex.
- 4 Employee benefits are paid for through social charges.
- 5 Rigidity is another word for inflexibility.
- 6 When fathers take parental leave, this is called maternity leave.
- 7 The cost of job protection might be higher unemployment.

2. Грамматическое упражнение

Read the text below and choose the correct word for each gap.

It was a hot summer day and Henry and his wife were sitting in their garden. "I 1) _____ you on a weekend break next week," Henry announced as he poured his wife some orange juice. "This time next Saturday, you and I 2) _____ lunch in downtown New York! I have booked the tickets. The flight 3) _____ at 9:30 in the morning and 4) _____ at midday. I'm sure we 5) _____ a taxi to take us to the hotel with no problem." "What a lovely surprise!" replied his wife. "I just hope you 6) _____ from Thursday afternoon 7) _____ we go away." "Why?" asked Henry. "What 8) _____ on Thursday?" "You 9) _____ to the dentist to have your wisdom teeth out, my dear," laughed his wife.

1 A will have taken	b will take	c take	D am taking
2 A will be having	b will have	c are having	d having
3 A will be leaving	b leave	c will to leave	d leaves
4 A arriving	b will to arrive	c arrives	d will have arrived
5 A will find	b is going to find	c are finding	d find
6 A will have recovered	b will be recovering	c recovers	d are recovering
7 A until	b by the time	c by then	d by
8 A happen	b is happening	c is to happen	d happens
9 A go	b are going	c will have gone	d will go

Тема 4. Team Building. The right skills. Modals

1. Вопросы для коллоквиума

- What teams have you worked in or are you working in?
- Do you recognize the types of team players in your team?
- What role do you usually play?
- Describe the soft skills required for your job or one you'd like.

2. Грамматическое упражнение

Fill in the blanks with the right word out of those two given against the sentences below:

1. I _____ prefer to keep quite. (would/should)
2. The school _____ remain closed tomorrow for Diwali. (shall/will)

3. I am sure we _____ cross the river easily. (shall/will)
4. I _____ help you only if you deserve it. (will/shall)
5. No one knew whether he _____ come or not. (would/should)
6. _____ you please stop talking? (shall/will)
7. Work hard lest you _____ fail. (should/would)
8. I _____ learn Sanskrit and none shall stop me. (shall/will)
9. I _____ like you to do as I tell you. (should/would)
10. _____ you see him in the fair, send him to me. (would/should)

3. Дискуссия в малых группах.

Work in small groups. Discuss whether you agree with these opinions.

- If you employ the right people, you don't have a problem managing them once they're in the workplace.
- If you try and teach people to be polite and to smile, it doesn't necessarily work.
- First impressions are really important ... be totally natural and don't try to put yourself forward as something you're not.

What other interview advice would you give?

4. Контрольная работа

1. Fill in the blanks using 'shall', 'will', 'should', 'would'.

1. _____ you like to have a cup of tea?
2. The nurse told me that the doctor _____ come back soon.
3. We _____ fight to the last.
4. You _____ not touch my things again.
5. You _____ stick to your words.
6. _____ you please lend me your bicycle?
7. Ask for a reward and you _____ have it.
8. _____ that I were rich?
9. You _____ not go in for the old car.
10. I _____ report against you if you do not mend your ways.

2. Fill in the blanks using 'can', 'could', 'may' or 'might':

1. I _____ run very fast when I was young.
2. _____ I come in, Madam?
3. We _____ have a stormy night.
4. He told me that I _____ go home then.
5. _____ you live long, my son!
6. He _____ speak English fluently.
7. I would help him if I _____.
8. She has not promised, but she _____ come.
9. you wait for me for a while?
10. He invite you to his birthday party.
11. I thought that she _____ be easily taken in.
12. He _____ have reached home by now.
13. _____ God bless you with a son!
14. Accidents _____ happen at any time on this busy road.
15. I _____ implore you to accede to my request.
16. We _____ go for shopping next week. We shall need a lot of things for the holidays.
17. He _____ be rich, but he is very cruel.
18. I _____ not come yesterday since, I was too busy.
19. We eat that we _____ live.

20. _____ his soul rest in peace!

3. Fill in the blanks using 'should', 'must', 'mustn't', 'have to' or 'ought to':

1. You _____ take care of your health.
2. We _____ obey the laws of our country.
3. He _____ obey his teacher.
4. We _____ die sooner or later.
5. Walk carefully lest you _____ fall down.
6. You _____ start your work in right earnest.
7. One _____ love one's neighbour.
8. You _____ not give way to despair even if you fail once.
9. The Bursar _____ check all the accounts.
10. Students _____ prepare their lessons well.
11. The doctor told me that I _____ not smoke any more.
12. We _____ do as we are told.
13. Children _____ obey and respect their elders.
14. The headmaster _____ check all those accounts.
15. You _____ squander your parent's hard earned money.
16. You _____ mend your own ways before you criticize others.
17. The students _____ be in school at eight.
18. You _____ disobey the laws of the land.

4. Choose the best option.

1. On entering the living room Mary (to understand) that her two mates (to get) up and (to wait) for her.
 A understood, got, were waiting
 B understood, had got, had been waiting
 C understood, got, waited
 D had understood, got, waited
2. Tomorrow Mother (to come) late. Beth and I (to do) all the homework and (to drink) coffee when she (to come).
 A will come, will do, will be drinking, will come
 B comes, will have done, will be drinking, will come
 C will come, will have done, will drink, will come
 D will come, will have done, will be drinking, comes
3. Yesterday Peter (to come) home earlier, (to take) his umbrella and (to go) out.
 A came, had taken, went
 B came, took, went
 C came, had taken, had gone
 D came, took, had gone
4. By 8 o'clock Mother (to come) home and at 8 she (to have) supper.
 A had come, had
 B had come, had had
 C came, had had
 D came, had
5. When Peter (to ring) up his friend, she (to sleep).
 A was ringing, slept
 B rang, had slept
 C rang, was sleeping
 D had rung, was sleeping

Раздел III. Business vocabulary in use

Тема 1. The different sectors of the economy. Determiners and quantifiers

1. Вопросы для коллоквиума

Consider the different sectors of the economy

Discuss changes that have taken place in the different sectors of the economy

2. Грамматическое упражнение

Editing. Correct the mistakes in the use of determiners and quantifiers in this text.

I read a newspaper article about some of Spanish boys who got lost while they were hiking in Scotland. One of boys fell and twisted the ankle badly so he couldn't move. Most them stayed with injured boy while two the older boys left to find help. However, this two boys didn't know where to go and, after walking round in big circle for a few hour, ended up back with his friends. Luckily, each boys had brought some water and food with him, so all them managed to survive a cold wet night out of doors. They were rescued the next day.

Тема 2. Production

1. Вопросы для коллоквиума

- What do production and quality managers do?
- What particular skills do you think production and operations managers require? Do you think you have these skills yourself?
- Would you like to work in this field?
- What do you think the objectives of a production department usually are?

2. Грамматическое упражнение

Rewrite these sentences, adding some and any. Make any other necessary changes.

1 There was woman here yesterday asking if we had old clothes, but I told her we had not them.

2 Information in that newspaper article was incorrect. There isn't wolf or bears in Scotland.

3 I've managed to find dry paper to start a fire, but I can't light it. Don't you have match?

4 I'm sure I made mistake when I was typing. If you find mistake, please correct them.

Тема 3. Logistics

1. Вопросы для коллоквиума

In a manufacturing or retail business, what are the advantages and disadvantages of:

- simply satisfying current demand
- planning to meet (possible) future demand?

2. Кейс стади

Risk analysis

Companies might choose not to use suppliers from a country if they are unsure about its future political or financial stability, or about future industrial relations (the possibility of strikes, etc.), or the condition of its infrastructure (roads, railways, power supplies, etc.), or possible changes in the climate, etc.

In small groups, try to identify the potential supply chain risks for the following businesses. How could these risks be minimized?

- A car factory in the UK that gets components from British, continental European and Asian suppliers
- The fruit and vegetable department of a national supermarket chain
- A tourist industry company that hires seasonal workers for different tasks at different times of the year

Тема 4 Economics and ecology. Reflexive and reciprocal pronouns

1. Вопросы для коллоквиума

- What is causing global warming?
- What are the possible solutions?
- Are these solutions being implemented, and if not, why not?
- Does there have to be an international response to global warming, or can individual governments take measures? If so, what?
- Are you concerned about your carbon footprint: the sum of all the CO₂ emissions that are directly and indirectly associated with your activities? (You can calculate this at <http://www.carbonfootprint.com/calculator.aspx>) For example, do you avoid flying, or pay for carbon offsetting when you fly: funding an equivalent carbon dioxide saving somewhere else?

2. Грамматическое упражнение

Complete these sentences with appropriate forms of the verbs plus a reflexive or reciprocal pronoun.

agree with	blame	express	hurt	meet
------------	-------	---------	------	------

1 All students are required to give a presentation on their projects and to as clearly as possible.

2 The boy said that his sister had slipped on the wet floor and

3 Both drivers said it wasn't their fault. They for the accident.

4 My aunt and uncle always seem to have different opinions about things and they almost never

5 Before they got married, Gavin and Gwen visited his parents in England and then her parents in California, so they could families.

3. Ролевая игра

The government of a developing country has invited economists to present their proposals for future energy policy. Your teacher will give you a role. Prepare it in pairs or small groups: what would you say at the meeting?

Chairperson

You chair the meeting, explain the situation, decide who can speak, prevent interruptions, and listen to the opposing positions of the three economists.

You have to try to get some agreement, e.g. a list of three policy proposals, in order of priority, which you can present to the government.

You personally believe that your country must play its part in combating global warming.

Economist A

You believe that your country should start producing all its electricity from renewable sources. At the moment, you import some of your electricity, and use oil-burning power stations for most of the rest. Investing in natural energy production would stop you having to rely on other countries for your electricity. You are also in favour of encouraging hybrid electric vehicles, with subsidies to consumers who buy them. You think that the trend towards hybrid cars is unstoppable, because oil production is expected to decline within your lifetime.

Economist B

You believe that your country has far greater priorities than reducing carbon dioxide emissions. You disagree with any proposals that would limit economic growth in the short term. You think you should only invest in non-polluting energy if that would be cheaper than importing electricity or generating it from imported oil. Given the initial cost of setting up clean energy installations, you think this is extremely unlikely. You think the government should do everything in its power to increase growth. All the rich industrial countries pursued policies that increased growth for decades or even centuries; it is now up to them to deal with global warming.

4. Контрольная работа

1. Complete these sentences with the quantifiers and the other words.

A few every most lottery maximum quota majority minority unanimous
any much

- 1 A is the smaller part of a group, sometimes consisting of only people.
- 2 The weight allowed per passenger is a restriction on how luggage each passenger is permitted to put on board an aircraft.
- 3 A system is one that sets a limit on how people are permitted to do something.
- 4 A choice is one that person agrees with.
- 5 In a , people can usually choose number that they think will win.
- 6 A decision is one that is based on what people want.
2. Write one of these quantifiers in each space. Add of where necessary.

all (x2) both (x2) half no none one (x2) whole

Nowadays, (1) young girls can play football if they want to. When I was young, I really wanted to play football, but (2) girls were allowed to in my school. In fact, 3) the girls was allowed to play any' boys' sports'. It was just (4) the rules. I learned about the game from my father and my uncle. (5) them had been football players and they often watched games on TV. I knew that (6) teams in a match started with eleven players and (7) them had special positions. I learned that that there was a break after forty-five minutes, when (B) the game was over and that 'full time' meant the (9) game was finished. It was fun to watch, but I would rather have been (10) the players.

3. Complete the sentences with reflexive pronouns.

1. I am angry with
2. He fell down and hurt
3. Tell me more about
4. She believes in
5. We are sure of
6. They did everything
7. Did you translate the text
8. I saw everything
9. The knife was sharp, and she cut
10. They introduced
11. All our friends enjoyed _____ at his birthday party.
12. Polly and Nancy, help _____ to sweets and juice.
13. They haven't decided yet where they'd meet
14. She got up, washed _____ and left the house without disturbing anyone.
15. Relax _____ when you dance.
16. Who went with her?-Nobody. She went by
17. He feels _____ not well today
18. We didn't know who that young guy was. He didn't introduce
19. It's windy, you may catch cold _____
20. «Children, take the towel and dry
21. I often speak to _____ when I'm in bad mood and alone
22. Concentrate _____ if you don't want to fail your exam.
23. Little Polly is only two but she can dress _____
24. I'm not angry with him. I'm angry with _____
25. They never think about other people. They only think about _____
26. Let's hide _____ under that tree. The rain is so heavy

27. Put a sheet of paper before _____ imagine a nice landscape and draw.

28. Don't take him to the party. He'll spoil everything _____.

Тема 5. Internet security. Prepositions (overview)

1. Вопросы для коллоквиума

1. Do you / Would you feel safe using internet banking? What can you do to minimize the risk?
2. Speak on different aspects of Internet attack and defence.
3. Speak on different aspects of Cybercrime.
4. Speak on different aspects of Privacy and confidentiality.
5. E-commerce.

2. Грамматическое упражнение

Complete this summary with appropriate prepositions.

Although universities often advise them (1) having a job, at least four (2) ten students now work (3) term-time. Some students do jobs (4) lower rent, but most of them work (5) part-time jobs, (6) less pay (7) regular workers and usually (8) night or (9) the weekend. Students (10) term-time jobs are a lot more likely to miss lectures and assignments, (11) a National Union (12) Students study.

3. Контрольная работа

1. He stepped _____ the gas and drove _____ after the accident.

- A) in / at
- B) along / with
- C) at / along
- D) with / on
- E) on / away

2. A serious problem _____ after the project had been started.

- A) came up
- B) checked over
- C) got after
- D) found out
- E) faced with

3. You shouldn't blame her _____ giving your secret _____ to your fiancée before asking her whether she did it or not.

- A) at / in
- B) from / up
- C) for / away
- D) in / on
- E) through / at

5. It's definitely not entirely untypical _____ Susan to boast _____ how clever her son was.

- A) with / on
- B) of / about
- C) on / at
- D) at / around
- E) for / beside

6. My mother always _____ the advantages of country life because she's spent all her childhood in a small village.

- A) dwells on

- B) faces with
 C) gets after
 D) puts off
 E) touches on
7. He couldn't figure _____ what the manager was hinting _____ during the meeting.
 A) on / at
 B) up / to
 C) in / from
 D) with / for
 E) out / at
8. Could you please _____ my homework? If I had made any mistakes, we would correct them now.
 A) see through
 B) knock down
 C) run out
 D) look through
 E) break down
9. We will have to _____ this noise for a while. They're redecorating the house.
 A) get on with
 B) look down on
 C) put up with
 D) do away with
 E) take up with
10. _____ present production levels, known deposits of bauxite can provide the world _____ aluminium for hundreds of years.
 A) With / at
 B) Within / for
 C) In / of
 D) On / from
 E) At / with
11. Many flats in our neighbourhood were broken _____ last semester while people were _____ holiday.
 A) up / on
 B) out of / at
 C) into / on
 D) away / in
 E) off / with
12. I'm really sorry I couldn't get _____ the meeting, but some relatives of mine turned _____ unexpectedly.
 A) in / down
 B) away / off
 C) on / into
 D) to / up
 E) at / in
13. _____ are you to leave the country during this time.
 A) Only when
 B) Not until
 C) Under no circumstances
 D) Hardly when
 E) In any conditions
14. I ran _____ some interesting old books in that store _____ the corner.

- A) off / on
- B) into / at
- C) down / in
- D) up / in
- E) over / on

Тема 6. Intellectual property

Вопросы для коллоквиума

1. Do you think it's acceptable to download music from file-sharing sites on the Internet? Why? / Why not?
2. Speak on different aspects of downloading.
3. Speak on different aspects of copyright infringement.

Перечень вопросов и заданий, выносимых на зачёт

Контрольная работа (3 курс)

Выберите инфинитив с частицей to или без нее.

1. We can ... (speak/to speak) Spanish. (Мы умеем говорить по-испански.)
2. He often makes me ... (feel/to feel) guilty. (Он часто заставляет меня чувствовать виноватой.)
3. You have ... (be/to be) friendly and polite. (Ты должен быть дружелюбным и вежливым.)
4. She must ... (stay/to stay). (Она обязана остаться.)
5. The lawyer will ... (call/to call) you later. (Юрист позвонит вам позже.)
6. I'd like ... (send/to send) him a present. (Я бы хотела послать ему подарок.)
7. You'd better ... (move/to move) faster. (Тебе лучше двигаться быстрее.)
8. We heard somebody ... (enter/to enter) the apartment. (Мы слышали, как кто-то вошел в квартиру.)
9. Mother wants ... (paint/to paint) the walls in the kitchen. (Мама хочет покрасить стены на кухне.)
10. We decided ... (sell/to sell) the car. (Мы решили продать машину.)
11. He always fails ... (keep/to keep) his word. (Он всегда не сдерживает слово.)
12. I am trying ... (lift/to lift) this heavy stone. (Я пытаюсь поднять этот тяжелый камень.)
13. Let me ... (give/to give) you some advice. (Позволь мне дать тебе совет.)
14. It may ... (cost/to cost) too much. (Это может стоить слишком много.)
15. She saw him ... (cross/to cross) the street. (Она видела, как он переходит улицу.)

Составьте предложения, выбрав начало из первого столбца и окончание – из второго.

- | | |
|------------------------|--------------------------------|
| 2. She is interested | a) drinking alcohol. |
| 3. I would like | b) to seeing my daughter. |
| 4. You should give up | c) being ill. |
| 5. We really enjoy | d) laughing at her. |
| 6. I'm looking forward | e) to living in a dirty house. |
| 7. He is used | f) talking to drunk people. |
| 8. She pretended | g) swimming in the sea. |
| 9. Pamela is good | h) to have a cup of coffee. |
| 10. I couldn't help | i) in surfing the Internet. |
| 11. She avoids | j) at riding a horse. |

Поставьте выделенное слово в правильную форму.

1. It belonged to Martin Hall, one of the BRIGHT math students he had ever had.
2. The second fish was the BIG than the first one and soon Dad caught a few more.
3. Your school years are the GOOD years of your life.
4. Everyone seemed friendly and Tracey felt a little GOOD .
5. For me, the "May deep" was the COLD experience in my life.
6. I quickly looks at my YOUNG brother, Paul.
7. Visiting grandpa has always been the GOOD part of his summer vacation.
8. For me, it is the INTERESTING place I've ever visited.
9. Bob Smith was the POPULAR boy in our school.
10. Only Lucy, who was the YOUNG of them, felt a little afraid of him.
11. It was actually the GOOD job he had ever had.
12. Actually, she read WELL than most school pupils.
13. Bella felt even BAD than she had felt before.
14. Betty was seven years YOUNG Laura.
15. It is HOT today than it was yesterday.
16. I'm the YOUNG among my friends.
17. She found science INTERESTING than singing.
18. Sophie was the YOUNG of them.
19. So, he took his aunts to the LARGE shopping center in the city.
20. It's the GOOD job in the world.

Find the mistake and correct it. Some sentences are correct.

1. Don't worry, your keys will being found.
2. Coca Cola have been produced since 1895.
3. Nylon used to make things.
4. Yuri Dolgoruki founded Moscow in 1147.
5. Where are the letters? They are written at the moment.
6. Clothes is sold in big shops.
7. A new school will built in our street next year.
8. Jack told us that his new project has not been finished yet.

Write these sentences in the passive.

1. She doesn't invite me to her dinner parties.
2. The teacher sent for the pupil's parents.
3. They are building a bridge over the river now.
4. Nobody slept in the bed.
5. The pupils always laugh at this boy.
6. When I came home they had eaten the sweets.
7. The children were playing tennis from four till five.
8. Everybody listened to the teacher with great attention.
9. By 6 o'clock he had finished the composition.
10. She looks after the patients well.

Put the verbs in brackets into the correct passive form.

1. I can't give you these articles. They (translate) now.
2. The letter (not write) tomorrow.
3. English (speak) all over the world.
4. She showed me the picture that (paint) by her husband.
5. My dress is clean now. It (wash).
6. All the questions on the paper must (answer).

7. These houses (build) in 1500.
8. Rugby (play) since 1845.
9. My house (paint) the whole day yesterday.
10. Flowers usually (sell) in the streets.
11. This film (discuss) at the next lesson.
12. It was very dark. Nothing could (see).
13. Wait a little! Your question (receive) by next Sunday.
14. The UK (wash) by the Atlantic Ocean and the North Sea.

Раскройте скобки в условных предложениях III типа и поставьте глаголы в правильную форму.

1. I ... (visit) Sarah yesterday if I ... (know) that she was ill. (Я бы навесил Сару вчера, если бы знал, что она больна.)
2. If you ... (go) with me to Paris last month, you ... (see) the Eifel Tower too. (Если бы ты поехал со мной в Париж в прошлом месяце, ты бы тоже увидел Эйфелеву башню.)
3. We ... (not get wet) if you ... (take) an umbrella. (Мы бы не промокли, если бы ты взяла зонт.)
4. If Mum ... (not open) the windows, our room ... (not be) full of mosquitoes. (Если бы мама не открыла окна, наша комната не была бы полна комаров.)
5. Nick ... (not be) so tired this morning if he ... (go to bed) early last night. (Ник не был бы таким уставшим этим утром, если бы рано лег спать прошлой ночью.)

Переведите условные предложения всех типов.

1. Если бы у меня был отпуск сейчас, я бы поехал на озеро Байкал.
2. Я посмотрю этот фильм, если он понравится тебе.
3. Если бы ты подписал документы вчера, мы бы отослали их сегодня.
4. Если бы Джон не потерял номер телефона, он бы позвонил ей.
5. Марк был бы здоровым мужчиной, если бы не курил.
6. Если я пойду в магазин, я куплю новый телефон.

Контрольная работа (4 курс)

1. Read the extract.

The causes of stress

The most common causes of stress are:

- heavy workloads - you try to do too much and you're overworked
- office politics - problems with colleagues who want to advance their own position, etc. These people like playing politics.
- role ambiguity - responsibilities are unclear
- lack of management support - managers do not provide the necessary help and resources
- effort-reward imbalance - not getting sufficient recognition or pay
- home-work imbalance - not enough time for family, personal interests, etc.

Which of the causes of stress are each of these people (1-6) referring to?

1. Managers just don't seem to care about the stress we are under.
2. I thought I was in charge of this, but Leila thinks she's responsible.
3. I left the office at eleven o'clock last night and I was back here at eight this morning -I can't go on like this.
4. It's not so much the work hours -it's the intensity of the work and the pressure we are all under.

5. He's not interested in finding the best solution to problems -he's just interested in scoring points.
6. No one appreciates the work that we do.

2. Match the two parts of these sentences.

1 People with stronger ethnic identities were more attracted to organizations that described a diversity	a programs is to ask how likely they are to change employee attitudes.
2 One way to assess the potential effectiveness of diversity	b statements might signal an organization's concerns about a broader range of differences. c strategy transparent by having a section on equality and diversity in its annual report.
3 About 250 state employees attended the diversity	d initiative in their recruiting materials than to organizations that did not describe a diversity initiative.
4 The company makes its diversity	e training seminar, titled 'How to Work Effectively with Indian Nations and Tribal Members'.
5 Affirmative action statements signal an organization's attention to race and gender, but diversity	

3. Choose the best option.

1. The train (to arrive) at two o'clock.

- arrive
- will arrive
- is arrive
- arrives

2. "Hi! I'm on holiday in Paris. I (to stay) with my girlfriend, Jane." stay

- am being staying
- am staying
- staying

3. Hanna (to offer) a new job.

- have offered
- has been offered
- has offering
- was been offered

4. When did you realise that your bicycle (to disappear)?

- was disappeared
- had disappeared
- had been disappeared
- disappearing

5. My wife (to come) home two seconds ago.

- came
- has come
- has been coming
- had come

6. If she (not to work) hard, she'll fail her final examinations. wouldn't work

- hadn't worked
- won't work
- doesn't work

7. Olivia said that she (to buy) a new dress.

- had bought
- will buy
- bought
- buy

8. I (to have) dinner by 7 o'clock yesterday.

was having

had

had had

had had had

9. This time tomorrow (to swim) in the Mediterranean Sea. I'll swimming

I swim

I'll swim

I'll be swimming

10. I'm afraid we (never to meet) before.

have never met

didn't met

didn't meet

haven't never met

11. When Petra came home late at night, my relatives (to have dinner). had already had dinner

have been having dinner

have already had dinner

had dinner

12. James was sure that he (to pass) the examinations well.

passes

will pass

would pass

has passed

13. _____ present production levels, known deposits of bauxite can provide the world _____ aluminium for hundreds of years.

A) With / at B) Within / for C) In / of D) On / from E) At / with

14. Many flats in our neighbourhood were broken _____ last semester while people were _____ holiday.

A) up / on B) out of / at C) into / on D) away / in E) off / with

15. I'm really sorry I couldn't get _____ the meeting, but some relatives of mine turned _____ unexpectedly. A) in / down B) away / off C) on / into D) to / up E) at / in

16. _____ are you to leave the country during this time.

A) Only when B) Not until C) Under no circumstances D) Hardly when E) In any conditions

17. I ran _____ some interesting old books in that store _____ the corner.

A) off / on B) into / at C) down / in D) up / in E) over / on

18. The old woman was taken _____ by the noise _____ the traffic.

A) aback / of B) away / with C) off / of D) after / in E) out / at

19. He's mad _____ country and western music. Whenever he finds a chance, he listens to popular singers of this kind of music.

A) with B) in C) on D) about E) to

20. Sam has been _____ charge of preparing a dinner _____ 120 people.

A) at / of B) for / by C) out / about D) up / through E) in / for

21. All our aim is to resolve the conflict _____ peaceful and reasonable means.

A) between B) at C) with D) from E) through

4. Complete the sentences.

1. Look at _____! Your face is dirty

2. How long have Tom and Ann known _____?

3. At Christmas friends often give _____ presents.

4. I enjoyed _____ very much at the party.

5. Jack and Jill are very happy together. They love _____ very much.

6. She has no reason to blame _____

7. I think this poor dog has hurt _____

5. Fill in the blanks using 'should', 'must', 'mustn't', 'have to' or 'ought to':

1. You _____ take care of your health.
2. We _____ obey the laws of our country.
3. He _____ obey his teacher.
4. We _____ die sooner or later.
5. Walk carefully lest you _____ fall down.
6. You _____ start your work in right earnest.
7. One _____ love one's neighbour.
8. You _____ not give way to despair even if you fail once.
9. The Bursar _____ check all the accounts.
10. Students _____ prepare their lessons well.
11. The doctor told me that I _____ not smoke any more.
12. We _____ do as we are told.
13. Children _____ obey and respect their elders.
14. The headmaster _____ check all those accounts.
15. You _____ squander your parent's hard earned money.
16. You _____ mend your own ways before you criticize others.
17. The students _____ be in school at eight.
18. You _____ disobey the laws of the land.

Таблица 9 – Примеры оценочных средств с ключами правильных ответов

№ п/п	Тип задания	Формулировка задания	Правильный ответ	Время выполнения (в минутах)												
ОПК-1. Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности																
1.	Задание закрытого типа	Choose the right option. Sam has been ____ charge of preparing a dinner ____ 120 people. A) at /of B) for / by C) out / about D) up / through E) in / for	e	1 min												
2.		Match the halves of the sentences. <table><tr><td>1 Romeo and Juliet was (. .)</td><td>a a lot to carry by yourself, don't you think?</td></tr><tr><td>2 Last night's news was</td><td>b usually in their seats before the play starts.</td></tr><tr><td>3 Twenty-five kilos is</td><td>c written by Shakespeare.</td></tr><tr><td>4 Billy as well as all his friends is</td><td>d going camping this weekend ..</td></tr><tr><td>5 The audience are</td><td>e rather exciting, I thought.</td></tr><tr><td></td><td>f the name of a television programme.</td></tr></table>	1 Romeo and Juliet was (. .)	a a lot to carry by yourself, don't you think?	2 Last night's news was	b usually in their seats before the play starts.	3 Twenty-five kilos is	c written by Shakespeare.	4 Billy as well as all his friends is	d going camping this weekend ..	5 The audience are	e rather exciting, I thought.		f the name of a television programme.	1 (c) 2 (e) 3 (a) 4 (d) 5 (b)	2 min
1 Romeo and Juliet was (. .)		a a lot to carry by yourself, don't you think?														
2 Last night's news was	b usually in their seats before the play starts.															
3 Twenty-five kilos is	c written by Shakespeare.															
4 Billy as well as all his friends is	d going camping this weekend ..															
5 The audience are	e rather exciting, I thought.															
	f the name of a television programme.															
3.		Complete the extracts with these expressions.	1 downloading.	5 min												

№ п/п	Тип задания	Формулировка задания	Правильный ответ	Время выполнения (в минутах)
		<div>copyrighted peer-to-peer pirates revenue digital watermarks file sharing intellectual property downloading encrypting</div> <p>Radiohead invited fans to digitally download their seventh album for whatever price they chose from its website, radiohead.com. This initiative contrasted sharply with what happened last week in a US District courtroom in Duluth, Minn. There, the record industry won a \$220,000 judgement against a local woman it sued for 24 .. songs and making them available for with others.</p> <p>So far this school year, 1,287 Ohio University students have been caught breaking copyright and laws on the university's computer network. The Recording Industry of America has targeted songs swapped over sites where students make their music collections available while they pick from collections of others.</p> <p>The Motion Picture Association of America said that American film and record industries lost an estimated \$2.3 billion in. to copyright in China last year, with only one out of every ten DVDs sold in China a legal copy.</p>	<p>copyrighted, file sharing 2 intellectual property, peer- to-peer 3 revenue, pirates</p>	
4.		<p>These eight paragraphs make up a text about inventories, pull and push strategies, and Just-In-Time (JIT) production. Put them in the right order to make a logical text.</p> <p>Manufacturing companies can produce according to pull or push strategies.</p> <p>Historically, Kanban was a manual system in which cards were placed in component bins in warehouses as a signal that items needed replenishing; today, of course, advanced software is used.</p> <p>Apart from JIT, other names for pull strategies include lean production, stockless production, continuous flow manufacture and agile manufacturing. In all these systems, nothing is bought or produced until it is needed.</p> <p>This replenishment strategy was famously developed as Just-In-Time (JIT) production by Toyota in Japan in the 1950s. The most common</p>	<p>1 Manufacturing companies can produce ... 2 With a pull strategy ... 3 In other words, this is a ... 4 This replenishment strategy was ... 5 Historically, Kanban was . 6 Apart from JIT ... 7 With a push strategy ...</p>	10 min

№ п/п	Тип задания	Формулировка задания	Правильный ответ	Время выполнения (в минутах)
		<p>JIT system is called Kanban, a Japanese word approximately meaning 'visual card'.</p> <p>Supplies are scheduled to meet expected demand, but because demand forecasts are not always accurate, push strategies often incorporate safety stocks and safety lead times.</p> <p>In other words, this is a replenishment strategy: both production and suppliers are constantly reacting to the actual consumption of components, rather than planning ahead.</p> <p>With a pull strategy, a company manufactures according to current demand, which is satisfied from (a small) inventory. When pieces are removed from stock, replacements are automatically ordered from suppliers.</p> <p>With a push strategy such as Manufacturing Resources Planning (MRP), on the contrary, production is based on estimates of future demand, and begins according to the planned production lead time.</p>	8 Supplies are scheduled ...	
5.		<p>Which of the following words mean:</p> <p>a to become smaller in size or amount, or fewer in number</p> <p>b to become greater in size or amount, or more in number?</p> <p>Augment, expand, decline, multiply, extend, recede, decrease, fall, rise, grow, shrink, diminish, increase, shrivel, drop, inflate, swell, dwindle</p>	<p>a decrease, diminish, drop, dwindle, fall, recede, shrink and shrivel all mean to become smaller</p> <p>b augment, expand, extend, grow, increase, inflate, multiply, rise and swell all mean to become bigger</p>	5 min
6.	Задание открытого типа	<p><i>Complete the sentences with reflexive pronouns.</i></p> <ol style="list-style-type: none"> Can you do many things _____? Does your friend Nick often talk to you about _____? Did your mother buy anything for _____ last week? Are you always sure of _____? 	<p>1 yourself, 2 himself, 3 herself, 4 yourself, 5 himself, 6 yourself, 7 themselves, 8 yourself</p>	3 min

№ п/п	Тип задания	Формулировка задания	Правильный ответ	Время выполнения (в минутах)																					
		5. Can a little child take care of _____? 6. Do you believe in _____? 7. Did the pupils answer all the questions _____? 8. Did you make the dress _____.																							
7.		<i>Answer the questions. Say that the people have done these things themselves.</i> 1. who cooked your breakfast this morning? 2. who helped them to translate the text? 3. who helped the little girl to dress? 4. who helped you to find the way? 5. who cleaned your classroom? 6. who washes your clothes? 7. who broke his tape-recorder? 8. who built their house? 9. who helped her to do maths? 10. who planted the garden in front of your house?	1. I cooked it myself. 2. They translated it themselves. 3. She dressed herself. 4. I found it myself. 5. We cleaned it ourselves. 6. I washed my clothes myself. 7. He broke it himself. 8. They built it themselves. 9. She did it herself. 10. I planted it myself.	5 min																					
8.		Complete the table. <table><tr><th>Noun</th><th>Verb</th><th>Adjective</th></tr><tr><td>Carcinogen</td><td></td><td></td></tr><tr><td>Discharge</td><td></td><td></td></tr><tr><td>Disposal</td><td></td><td></td></tr><tr><td>Environment</td><td></td><td></td></tr><tr><td>.....</td><td></td><td></td></tr><tr><td>recycling</td><td></td><td>polluting</td></tr></table>	Noun	Verb	Adjective	Carcinogen			Discharge			Disposal			Environment					recycling		polluting	Noun Carcinogen Discharge Disposal Environment Pollution Pollutant Recycling Verb Discharge dispose (of) pollute	5 min
Noun	Verb	Adjective																							
Carcinogen																									
Discharge																									
Disposal																									
Environment																									
.....																									
recycling		polluting																							

№ п/п	Тип задания	Формулировка задания	Правильный ответ	Время выполнения (в минутах)
			recycle Adjective Carcinogenic Environmental Polluting Recycled recyclable	
9.		<p>Read the article and say if these statements are true or false. If false, explain why.</p> <p>Even if the business advantage of offshoring is too compelling to ignore, the CEO will also have to deal with the human implications of offshoring discussions - namely the fear and anxiety created in those directly affected and in those who remain. For those directly affected, the first question will be: 'What will happen to me?' The CEO has a responsibility to create some options for these people, in terms of training, in terms of helping them find other jobs and in terms of financial compensation. The survivors will be watching closely how fairly their colleagues are treated: 'Today it was them, but tomorrow it could be us.' The survivors will be more interested in the question: 'Now what?' Here, the CEO must explain the decision against the wider perspective and explain how the offshoring of non-core activities can help to boost the core activities and secure remaining jobs. For example, the offshoring of manufacturing frees capital for investment in new infrastructure or to increase spending on R&D. This helps the company stay ahead of the competition.</p> <p>1 The CEO has to deal only with the technical implications of offshoring decisions.</p> <p>2 Employees affected by offshoring decisions think mainly about their own situation.</p> <p>3 The article mentions four areas where companies can help employees whose jobs are outsourced.</p> <p>4 Those left in an organization after some of its activities have been outsourced will be more confident about the future.</p> <p>5 The CEO should explain how outsourcing can help to make remaining jobs more secure.</p> <p>6 The article mentions three areas where spending can be increased following offshoring of some activities.</p>	<p>1. False The CEO has to think about the human dimension too.</p> <p>2. True</p> <p>3. False The article mentions three areas: training, helping employees find other jobs and financial compensation.</p> <p>4. False They will be worried about their own future in the organization.</p> <p>5. True</p> <p>6. False The article mentions two areas: investment in new infrastructure, and increased spending on research and development.</p>	15 min

№ п/п	Тип задания	Формулировка задания	Правильный ответ	Время выполнения (в минутах)
10.		<p>Read the article and answer the questions.</p> <p>In many manufacturing industries, a daily meeting is used to keep the plant running smoothly; but this level of daily communication is seldom employed in knowledge work or administration. Sarah manages a team of nurses. Sitting together in the morning and building positive emotion, energy, and shared tasks for the day helps build their focus on the work of the whole unit. Shared knowledge helps limit mistakes and keep people engaged in learning. And knowing who may need help distributes the work of the unit across the formal team structures. The practice of daily meeting and discussion of tasks is another crucial way in which Sarah builds engagement.</p> <p>Sarah's transparency in terms of performance requirements is another leadership practice that reinforces engagement. Once a month, Sarah shares information with the group that shows the unit's overall productivity numbers and their clinic-by-clinic performance. This monthly meeting, to discuss the unit's performance and the breakdown of each team's performance, creates performance pressure for all members of the team.</p> <p>1 What is Sarah's job?</p> <p>2 Two types of meeting are mentioned. How often does each of them happen?</p> <p>3 How are knowledge work and administration different from manufacturing?</p> <p>4 What are the advantages of regular meetings?</p> <p>5 What negative things can regular meetings prevent?</p> <p>6 What is the advantage of the monthly meetings?</p>	<p>1 She manages a team of nurses.</p> <p>2 Daily and monthly.</p> <p>3 There tend to be fewer daily meetings.</p> <p>4 They encourage positive emotion and energy, and sharing out tasks for the day, and help nurses to think about the unit's work as a whole.</p> <p>Knowing who may need help allows the work of the unit to be shared out among team members.</p> <p>Meetings also keep people engaged in learning and develop commitment.</p> <p>5 They help limit mistakes.</p> <p>6 The monthly meetings encourage nurses to think about the performance of their own and other teams.</p>	7 min

7.4. Методические материалы, определяющие процедуры оценивания результатов обучения по дисциплине (модулю)

Текущий контроль осуществляется по балльно-рейтинговой системе в форме устного опроса и письменных работ. Оценка по дисциплине (модулю) складывается из оценок, полученных на практических занятиях в ходе опросов, дискуссий и коллоквиумов, ролевых игр, выполнения упражнений по грамматике. При выставлении итоговой оценки учитываются: посещение практических занятий и участие в них, а также оценки, полученные на практических занятиях. Итоговая аттестация осуществляется в форме зачета.

Таблица 10 – Технологическая карта рейтинговых баллов по дисциплине (модулю)

№ п/п	Контролируемые мероприятия	Количество мероприятий / баллы	Максимальное количество баллов	Срок представления
Основной блок				
1.	<i>Ответ на занятии (опрос)</i>	5 / 5	25	В установленный срок
2.	<i>Выполнение практического задания</i>	4 / 5	20	
3.	<i>Участие в дискуссии, коллоквиумах</i>	4 / 5	20	
4.	<i>Участие в ролевой игре</i>	2 / 5	10	
5.	<i>Итоговая контрольная работа</i>	1 / 20	20	Дата зачета
Всего			95	-
Блок бонусов				
6.	<i>Посещение занятий</i>	5	5	До зачета
Всего			5	-
ИТОГО			100	-

Таблица 11 – Система штрафов (для одного занятия)

Показатель	Балл
<i>Опоздание на занятие</i>	-2
<i>Нарушение учебной дисциплины</i>	-5
<i>Неготовность к занятию</i>	-5
<i>Пропуск занятия без уважительной причины</i>	-5

Таблица 12 – Шкала перевода рейтинговых баллов в итоговую оценку за семестр по дисциплине (модулю)

Сумма баллов	Оценка по 4-балльной шкале	
90–100	5 (отлично)	Зачтено
85–89	4 (хорошо)	
75–84		
70–74		
65–69	3 (удовлетворительно)	
60–64		
Ниже 60	2 (неудовлетворительно)	Не зачтено

8. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

8.1. Основная литература

1. Боголепова С.В. Продвинутый английский язык для гуманитарных направлений: учебник. 2023. <https://book.ru/book/945953>
2. Allison J. The Business 2.0. B1 + Intermediate: Student's Book / J. Allison, P. Emmerson. - Oxford: Macmillan Publishers Limited, 2013. - 160p. + 1 CD.

3. Cotton D., Falvey D., Kent S. Market Leader. 3rd edition - Upper-Intermediate, 2011
4. Evans V., Dooley J. New Round Up 6. Pearson Education Limited, 2011
5. MacKenzie I. English for Business Studies. 3rd edition. Cambridge University Press, 2010
6. MacKenzie I. Professional English in Use. Finance / I. MacKenzie. - Cambridge: Cambridge University Press, 2008, 2009, 2011, 2013. - 140 p.
7. Mascul B. Business vocabulary in use. Advanced. Cambridge University Press, 2010
8. Yule G. Oxford practice grammar. Advanced. Oxford University Press, 2009

8.2. Дополнительная литература

- 1) Сковородников А.П. Эффективное речевое общение (базовые компетенции) / Сковородников А.П. Красноярск: СФУ, 2014. URL: <http://www.studentlibrary.ru/book/ISBN9785763830422.html> (ЭБС «Консультант студента»)
- 2) Фаенова М.О. Обучение культуре общения на английском языке: Научно-теорет. пособие. М.: Высш. шк., 1991. 144 с. (11 экз.).

8.3. Интернет-ресурсы, необходимые для освоения дисциплины (модуля)

<i>Наименование ЭБС</i>
Электронная библиотечная система IPRbooks www.iprbookshop.ru
Электронно-библиотечная система BOOK.ru https://book.ru
Электронная библиотечная система издательства ЮРАЙТ, раздел «Легендарные книги». www.biblio-online.ru , https://urait.ru/
Электронная библиотека «Астраханский государственный университет» собственной генерации на платформе ЭБС «Электронный Читальный зал – БиблиоТех» https://biblio.asu.edu.ru <i>Учётная запись образовательного портала АГУ</i>
Электронно-библиотечная система (ЭБС) ООО «Политехресурс» «Консультант студента» Многопрофильный образовательный ресурс «Консультант студента» является электронной библиотечной системой, предоставляющей доступ через Интернет к учебной литературе и дополнительным материалам, приобретённым на основании прямых договоров с правообладателями. Каталог содержит более 15 000 наименований изданий. www.studentlibrary.ru <i>Регистрация с компьютеров АГУ</i>
Электронно-библиотечная система (ЭБС) ООО «Политехресурс» «Консультант студента» Для кафедры восточных языков факультета иностранных языков. Многопрофильный образовательный ресурс «Консультант студента» является электронной библиотечной системой, предоставляющей доступ через Интернет к учебной литературе и дополнительным материалам, приобретённым на основании прямых договоров с правообладателями по направлению «Восточные языки» www.studentlibrary.ru <i>Регистрация с компьютеров АГУ</i>
Электронно-образовательный ресурс для иностранных студентов «РУССКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ» www.ros-edu.ru

9. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

№ п/п	Наименование специальных помещений и помещений для самостоятельной работы (с указанием учебного корпуса)	Оснащенность специальных помещений и помещений для самостоятельной работы
1.	лекционный класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 20 шт. Стулья - 41 шт. Компьютеры - 1 шт. Телевизор - 1 шт.
2.	Академический класс	Доска меловая - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 9 шт. Стулья - 19 шт. Компьютеры - 1 шт. Телевизор - 1 шт.
3.	лекционный класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 36 шт. Стулья - 73 шт. Компьютеры - 1 шт. Телевизор - 1 шт. Экран проекционный - 1 шт.
4.	Академический класс	Доска меловая - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 8 шт. Стулья - 17 шт. Компьютеры - 1 шт. Телевизор - 1 шт.
5.	Компьютерный класс	Доска меловая - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 6 шт. Стулья - 17 шт. Компьютеры - 11 шт.
6.	лекционный класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 16 шт. Стулья - 33 шт. Компьютеры - 1 шт. Телевизор - 1 шт.
7.	Академический класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 7 шт. Стулья - 15 шт. Компьютеры - 1 шт.
8.	лекционный класс	Доска маркерная - 2 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 17 шт. Стулья - 33 шт. Компьютеры - 1 шт. Мультимедиа проектор - 1 шт. Экран проекционный - 1 шт.
9.	дисплейный класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 11 шт.

		Стулья - 26 шт. Компьютеры - 15 шт.
10.	дисплейный класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 9 шт. Стулья - 25 шт. Компьютеры - 14 шт. DVD-проигрыватель - 1 шт. Видеомагнитофон - 1 шт. Телевизор - 1 шт.
11.	Академический класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 9 шт. Стулья - 19 шт. DVD-проигрыватель - 1 шт. Видеомагнитофон - 1 шт. Телевизор - 1 шт.
12.	Академический класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 6 шт. Стулья - 13 шт. DVD-проигрыватель - 1 шт. Видеомагнитофон - 1 шт. Телевизор - 1 шт.
13.	класс интенсивной методики	Доска меловая - 1 шт. Рабочее место преподавателя - 1 шт. Кресла - 15 шт. Телевизор - 1 шт.
14.	Академический класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 9 шт. Стулья - 19 шт. Компьютеры - 1 шт. Телевизор - 1 шт.
15.	Академический класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 9 шт. Стулья - 19 шт. Компьютеры - 1 шт.
16.	Академический класс	Доска меловая - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 10 шт. Стулья - 21 шт. Компьютеры - 1 шт. Телевизор - 1 шт.
17.	лекционный класс	Доска маркерная - 1 шт. Рабочее место преподавателя - 1 шт. Учебные столы - 16 шт. Стулья - 33 шт. Компьютеры - 1 шт. Мультимедиа проектор - 1 шт. Экран проекционный - 1 шт.

Рабочая программа дисциплины (модуля) при необходимости может быть адаптирована для обучения (в том числе с применением дистанционных образовательных технологий) лиц с ограниченными возможностями здоровья, инвалидов. Для этого требуется

заявление обучающихся, являющихся лицами с ограниченными возможностями здоровья, инвалидами, или их законных представителей и рекомендации психолого-медико-педагогической комиссии. Для инвалидов содержание рабочей программы дисциплины (модуля) может определяться также в соответствии с индивидуальной программой реабилитации инвалида (при наличии).