Автономная некоммерческая образовательная организация высшего образования
"Сибирский институт бизнеса и информационных технологий"

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УТВЕРЖДЕНО:
Ректор
Родионов М. Г.
(протокол от 28.08.2024 № 12)

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ) «ИНОСТРАННЫЙ ЯЗЫК»

Уровень высшего образования: бакалавриат

Направление подготовки: 38.03.02 Менеджмент

Направленность (профиль)подготовки: Менеджмент организации

Квалификация (степень) выпускника: бакалавр

Формы обучения: очная, очно-заочная, заочная

Год набора (приема на обучение): 2024

Срок получения образования: Очная форма обучения – 4 года
Очно-заочная форма обучения – 4 года 10 месяца(-ев)
Заочная форма обучения – 4 года 10 месяца(-ев)

Объем: в зачетных единицах: 12 з.е.
в академических часах: 432 ак.ч.

г. Омск, 2024

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Рабочая программа дисциплины (модуля) составлена в соответствии с требованиями ФГОС ВО по направлению подготовки Направление подготовки: 38.03.02 Менеджмент, утвержденного приказом Минобрнауки России от 12.08.2020 №970, с учетом трудовых функций профессиональных стандартов: "Специалист по внутреннему контролю (внутренний контролер)", утвержден приказом Минтруда России от 22.11.2022 № 731н; "Специалист по финансовому консультированию", утвержден приказом Минтруда России от 19.03.2015 № 167н; "Специалист по управлению рисками", утвержден приказом Минтруда России от 30.08.2018 № 564н; "Специалист по работе с инвестиционными проектами", утвержден приказом Минтруда России от 16.04.2018 № 239н; "Бизнес-аналитик", утвержден приказом Минтруда России от 22.11.2023 № 821н; "Специалист по прогнозированию и экспертизе цен на товары, работы и услуги", утвержден приказом Минтруда России от 03.12.2019 № 764н; "Экономист предприятия", утвержден приказом Минтруда России от 30.03.2021 № 161н; "Специалист по контроллингу машиностроительных организаций", утвержден приказом Минтруда России от 07.09.2015 № 595н; "Специалист по исследованию и анализу рынка автомобилестроения", утвержден приказом Минтруда России от 30.06.2022 № 383н; "Специалист по логистике на транспорте", утвержден приказом Минтруда России от 08.09.2014 № 616н; "Специалист по качеству", утвержден приказом Минтруда России от 22.04.2021 № 276н.

Согласование и утверждение

№	Подразделение или коллегиальный орган	Ответственное лицо	ФИО	Виза	Дата, протокол (при наличии)
1		Руководитель образовательной программы	Борисова О. М.	Согласовано	28.08.2024, № 12

Содержание (рабочая программа)

1. Цель и задачи освоения дисциплины (модуля)

2. Планируемые результаты обучения по дисциплине (модулю), соотнесенные с планируемыми результатами освоения образовательной программы

3. Место дисциплины в структуре ОП

4. Объем дисциплины и виды учебной работы

5. Содержание дисциплины
5.1. Разделы, темы дисциплины и виды занятий
5.2. Содержание разделов, тем дисциплины

6. Рекомендуемые образовательные технологии

7. Оценочные материалы текущего контроля

8. Оценочные материалы промежуточной аттестации

9. Порядок проведения промежуточной аттестации

10. Материально-техническое и учебно-методическое обеспечение дисциплины
10.1. Перечень основной и дополнительной учебной литературы
10.2. Профессиональные базы данных и ресурсы «Интернет», к которым обеспечивается доступ обучающихся
10.3. Программное обеспечение и информационно-справочные системы, используемые при осуществлении образовательного процесса по дисциплине
10.4. Специальные помещения, лаборатории и лабораторное оборудование

11. Методические указания по освоению дисциплины (модуля)

1. Цель и задачи освоения дисциплины (модуля)

Цель освоения дисциплины - состоит в формировании у студентов основных практических навыков речевого общения на иностранном языке в бытовой, деловой и профессиональной сферах; развитие у обучающихся навыков командной работы, межличностной и деловой коммуникации, принятия решений

Задачи изучения дисциплины:

- систематизировать знания «иностранного языка», полученные в школе;
- сформировать необходимый запас лексики, грамматических и синтаксических структур немецкого языка;
- сформировать умения вести беседу, участвовать в дискуссиях;
- совершенствовать навыки чтения и понимания специальных текстов;
- тренировать навыка понимания на слух диалогического и монологического высказывания;
- сформировать навыки ведения деловой корреспонденции;
- сформировать навыки ведения деловой беседы;
- развить навыки, необходимые для эффективной коммуникации в профессиональной сфере;
- овладеть методами и приемами извлечения профессиональной информации из оригинальных источников.

2. Планируемые результаты обучения по дисциплине (модулю), соотнесенные с планируемыми результатами освоения образовательной программы

Компетенции, индикаторы и результаты обучения

УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах)

УК-4.1 Знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

Знать:

УК-4.1/Зн1 Языковые средства (лексические, грамматические, фонетические), закономерности построения различных типов текстов

УК-4.1/Зн2 Принципы построения устного и письменного высказывания на иностранном языке

УК-4.1/Зн3 Основные языковые парадигмы для осуществления полноценного иноязычного общения

УК-4.2 Умеет применять на практике устную и письменную деловую коммуникацию

Уметь:

УК-4.2/Ум1 Организовать общение в соответствии с социальными нормами и правилами, характерными для официального общения

УК-4.2/Ум2 Использовать формулы речевого общения для выражения различных коммуникативных намерений, а также для формулирования собственной точки зрения

УК-4.2/Ум3 Устанавливать и поддерживать контакты с зарубежными коллегами с целью общения

УК-4.2/Ум4 Получать информацию (на иностранном языке), осуществлять перевод с учётом закономерностей построения разных типов текстов

3. Место дисциплины в структуре ОП

Дисциплина (модуль) «Иностранный язык» относится к обязательной части образовательной программы и изучается в семестре(ах): Очная форма обучения - 1, 2, 3, 4, Очно-заочная форма обучения - 1, 2, 3, 4, Заочная форма обучения - 1, 2, 3, 4.

Освоение компетенций начинается с изучения текущей дисциплины.

Последующие дисциплины (практики) по связям компетенций:

Выполнение и защита выпускной квалификационной работы;

Межкультурные коммуникации;

Русский язык и культура общения;

Технологическая (проектно-технологическая) практика;

Учебно-воспитательный семинар;

В процессе изучения дисциплины студент готовится к видам профессиональной деятельности и решению профессиональных задач, предусмотренных ФГОС ВО и образовательной программой.

4. Объем дисциплины и виды учебной работы

Очная форма обучения

Период обучения	Общая трудоемкость (часы)	Общая трудоемкость (ЗЕТ)	Контактная работа (часы, всего)	Консультации (часы)	Лабораторные занятия (часы)	Практические занятия (часы)	Самостоятельная работа (часы)	Промежуточная аттестация (часы)
Первый семестр	108	3	56	2	18	36	43	Зачет (9)
Второй семестр	108	3	56	2	18	36	43	Зачет (9)
Третий семестр	108	3	56	2	18	36	43	Зачет (9)
Четвертый семестр	108	3	56	2	18	36	25	Экзамен (27)
Всего	432	12	224	8	72	144	154	54

Очно-заочная форма обучения

Период обучения	Общая трудоемкость (часы)	Общая трудоемкость (ЗЕТ)	Контактная работа (часы, всего)	Консультации (часы)	Лабораторные занятия (часы)	Практические занятия (часы)	Самостоятельная работа (часы)	Промежуточная аттестация (часы)
Первый семестр	108	3	40	2	12	26	64	Зачет (4)
Второй семестр	108	3	40	2	12	26	64	Зачет (4)
Третий семестр	108	3	40	2	12	26	64	Зачет (4)

Четвертый семестр	108	3	40	2	12	26	59	Экзамен (9)
Всего	432	12	160	8	48	104	251	21

Заочная форма обучения

Период обучения	Общая трудоемкость (часы)	Общая трудоемкость (ЗЕТ)	Контактная работа (часы, всего)	Консультации (часы)	Лабораторные занятия (часы)	Практические занятия (часы)	Самостоятельная работа (часы)	Промежуточная аттестация (часы)
Первый семестр	108	3	8	2	2	4	96	Зачет (4)
Второй семестр	108	3	8	2	2	4	96	Зачет (4)
Третий семестр	108	3	8	2	2	4	96	Зачет (4)
Четвертый семестр	108	3	8	2	2	4	91	Экзамен (9)
Всего	432	12	32	8	8	16	379	21

5. Содержание дисциплины

5.1. Разделы, темы дисциплины и виды занятий

(часы промежуточной аттестации не указываются)

Очная форма обучения

Наименование раздела, темы	Всего	Консультации	Лабораторные занятия	Практические занятия	Самостоятельная работа	Планируемые результаты обучения, соотнесенные с результатами освоения программы
Раздел 1. 1 семестр	**99**	**2**	**18**	**36**	**43**	УК-4.1 УК-4.2
Тема 1.1. Знакомство. Моя семья. Мой родной город. Мой дом.	18		2	8	8	
Тема 1.2. Высшее образование.	18		4	6	8	
Тема 1.3. Путешествия.	20		4	8	8	
Тема 1.4. Настоящая дружба.	18		4	6	8	
Тема 1.5. Разные культуры мира.	25	2	4	8	11	
Раздел 2. 2 семестр	**99**	**2**	**18**	**36**	**43**	УК-4.1 УК-4.2
Тема 2.1. Глобальные проблемы.	18		4	6	8	
Тема 2.2. Мои предпочтения (любимый фильм, книга, место)	18		4	6	8	
Тема 2.3. Известные люди.	18		2	8	8	

Тема 2.4. Средства массовой информации.	22		4	8	10	
Тема 2.5. Новости.	23	2	4	8	9	
Раздел 3. 3 семестр	**99**	**2**	**18**	**36**	**43**	УК-4.1 УК-4.2
Тема 3.1. Система образования в России и за рубежом.	16		2	6	8	
Тема 3.2. Известные институты мира. Мой институт.	18		4	6	8	
Тема 3.3. Политическая структура России и стран изучаемого языка.	22	2	4	8	8	
Тема 3.4. Экономическая структура России и стран изучаемого языка.	20		4	8	8	
Тема 3.5. Структура компании.	23		4	8	11	
Раздел 4. 4 семестр	**81**	**2**	**18**	**36**	**25**	УК-4.1 УК-4.2
Тема 4.1. Деловая переписка.	13		2	6	5	
Тема 4.2. Поиск работы и собеседование.	14		4	6	4	
Тема 4.3. Деловая коммуникация и ведение переговоров.	12		2	6	4	
Тема 4.4. Экономическая ситуация в России.	14		4	6	4	
Тема 4.5. Как начать свой бизнес.	12		2	6	4	
Тема 4.6. Как стать успешным специалистом.	16	2	4	6	4	
Итого	**378**	**8**	**72**	**144**	**154**	

Очно-заочная форма обучения

Наименование раздела, темы	Всего	Консультации	Лабораторные занятия	Практические занятия	Самостоятельная работа	Планируемые результаты обучения, соотнесенные с результатами освоения программы
Раздел 1. 1 семестр	**104**	**2**	**12**	**26**	**64**	УК-4.1 УК-4.2
Тема 1.1. Знакомство. Моя семья. Мой родной город. Мой дом.	20		2	6	12	
Тема 1.2. Высшее образование.	20		4	4	12	
Тема 1.3. Путешествия.	20		2	6	12	
Тема 1.4. Настоящая дружба.	18		2	4	12	
Тема 1.5. Разные культуры мира.	26	2	2	6	16	
Раздел 2. 2 семестр	**104**	**2**	**12**	**26**	**64**	УК-4.1 УК-4.2
Тема 2.1. Глобальные проблемы.	20		2	6	12	

Тема 2.2. Мои предпочтения (любимый фильм, книга, место)	20		4	4	12	
Тема 2.3. Известные люди.	20		2	6	12	
Тема 2.4. Средства массовой информации.	18		2	4	12	
Тема 2.5. Новости.	26	2	2	6	16	
Раздел 3. 3 семестр	**104**	**2**	**12**	**26**	**64**	УК-4.1 УК-4.2
Тема 3.1. Система образования в России и за рубежом.	20		2	6	12	
Тема 3.2. Известные институты мира. Мой институт.	20		4	4	12	
Тема 3.3. Политическая структура России и стран изучаемого языка.	20		2	6	12	
Тема 3.4. Экономическая структура России и стран изучаемого языка.	18		2	4	12	
Тема 3.5. Структура компании.	26	2	2	6	16	
Раздел 4. 4 семестр	**99**	**2**	**12**	**26**	**59**	УК-4.1 УК-4.2
Тема 4.1. Деловая переписка.	20		2	6	12	
Тема 4.2. Поиск работы и собеседование.	16		2	4	10	
Тема 4.3. Деловая коммуникация и ведение переговоров.	14		2	4	8	
Тема 4.4. Экономическая ситуация в России.	16		2	4	10	
Тема 4.5. Как начать свой бизнес.	15		2	4	9	
Тема 4.6. Как стать успешным специалистом.	18	2	2	4	10	
Итого	**411**	**8**	**48**	**104**	**251**	

Заочная форма обучения

Наименование раздела, темы	Всего	Консультации	Лабораторные занятия	Практические занятия	Самостоятельная работа	Планируемые результаты обучения, соотнесенные с результатами освоения программы
Раздел 1. 1 семестр	**104**	**2**	**2**	**4**	**96**	УК-4.1 УК-4.2
Тема 1.1. Знакомство. Моя семья. Мой родной город. Мой дом.	22				22	
Тема 1.2. Высшее образование.	20			2	18	
Тема 1.3. Путешествия.	20		2		18	
Тема 1.4. Настоящая дружба.	22			2	20	
Тема 1.5. Разные культуры мира.	20	2			18	

Раздел 2. 2 семестр	**104**	**2**	**2**	**4**	**96**	УК-4.1 УК-4.2
Тема 2.1. Глобальные проблемы.	22				22	
Тема 2.2. Мои предпочтения (любимый фильм, книга, место)	20			2	18	
Тема 2.3. Известные люди.	20		2		18	
Тема 2.4. Средства массовой информации.	22			2	20	
Тема 2.5. Новости.	20	2			18	
Раздел 3. 3 семестр	**104**	**2**	**2**	**4**	**96**	УК-4.1 УК-4.2
Тема 3.1. Система образования в России и за рубежом.	22				22	
Тема 3.2. Известные институты мира. Мой институт.	20			2	18	
Тема 3.3. Политическая структура России и стран изучаемого языка.	20		2		18	
Тема 3.4. Экономическая структура России и стран изучаемого языка.	22			2	20	
Тема 3.5. Структура компании.	20	2			18	
Раздел 4. 4 семестр	**99**	**2**	**2**	**4**	**91**	УК-4.1 УК-4.2
Тема 4.1. Деловая переписка.	18			2	16	
Тема 4.2. Поиск работы и собеседование.	16				16	
Тема 4.3. Деловая коммуникация и ведение переговоров.	16		2		14	
Тема 4.4. Экономическая ситуация в России.	16			2	14	
Тема 4.5. Как начать свой бизнес.	16				16	
Тема 4.6. Как стать успешным специалистом.	17	2			15	
Итого	**411**	**8**	**8**	**16**	**379**	

5.2. Содержание разделов, тем дисциплин

Раздел 1. 1 семестр

Тема 1.1. Знакомство. Моя семья. Мой родной город. Мой дом.

Знакомство. Моя семья. Мой родной город. Мой дом.

Тема 1.2. Высшее образование.

Высшее образование.

Тема 1.3. Путешествия.

Путешествия.

Тема 1.4. Настоящая дружба.

Настоящая дружба.

Тема 1.5. Разные культуры мира.

Разные культуры мира.

Раздел 2. 2 семестр

Тема 2.1. Глобальные проблемы.

Глобальные проблемы.

Тема 2.2. Мои предпочтения (любимый фильм, книга, место)

Мои предпочтения (любимый фильм, книга, место)

Тема 2.3. Известные люди.

Известные люди.

Тема 2.4. Средства массовой информации.

Средства массовой информации.

Тема 2.5. Новости.

Новости.

Раздел 3. 3 семестр

Тема 3.1. Система образования в России и за рубежом.

Система образования в России и за рубежом.

Тема 3.2. Известные институты мира. Мой институт.

Известные институты мира. Мой институт.

Тема 3.3. Политическая структура России и стран изучаемого языка.

Политическая структура России и стран изучаемого языка.

Тема 3.4. Экономическая структура России и стран изучаемого языка.

Экономическая структура России и стран изучаемого языка.

Тема 3.5. Структура компании.

Структура компании.

Раздел 4. 4 семестр

Тема 4.1. Деловая переписка.

Деловая переписка.

Тема 4.2. Поиск работы и собеседование.

Поиск работы и собеседование.

Тема 4.3. Деловая коммуникация и ведение переговоров.

Деловая коммуникация и ведение переговоров.

Тема 4.4. Экономическая ситуация в России.

Экономическая ситуация в России.

Тема 4.5. Как начать свой бизнес.

Как начать свой бизнес.

Тема 4.6. Как стать успешным специалистом.

Как стать успешным специалистом.

6. Рекомендуемые образовательные технологии

При преподавании дисциплины применяются разнообразные образовательные технологии в зависимости от вида и целей учебных занятий.
Теоретический материал излагается на лекционных занятиях в следующих формах:
- проблемные лекции;
- лекция-беседа;
- лекции с разбором практических ситуаций.
Семинарские занятия по дисциплине ориентированы на закрепление теоретического материала, изложенного на лекционных занятиях, а также на приобретение дополнительных знаний, умений и практических навыков осуществления профессиональной деятельности посредством активизации и усиления самостоятельной деятельности обучающихся.
Большинство практических занятий проводятся с применением активных форм обучения, к которым относятся:
1) устный опрос студентов с элементами беседы и дискуссии по вопросам, выносимым на практические занятия;
2) групповая работа студентов, предполагающая совместное обсуждение какой-либо проблемы (вопроса) и выработку единого мнения (позиции) по ней (метод группового обсуждения, круглый стол);
3) контрольная работа по отдельным вопросам, целью которой является проверка знаний студентов и уровень подготовленности для усвоения нового материала по дисциплине.

На семинарских занятиях оцениваются и учитываются все виды активности студентов: устные ответы, дополнения к ответам других студентов, участие в дискуссиях, работа в группах, инициативный обзор проблемного вопроса, письменная работа.

7. Порядок проведения промежуточной аттестации

Промежуточная аттестация: Очная форма обучения, Зачет, Первый семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
При проведении промежуточной аттестации студентов по дисциплине «Иностранный язык» могут формироваться варианты тестов, относящихся ко всем темам дисциплины.

Промежуточная аттестация: Очная форма обучения, Зачет, Второй семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
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Промежуточная аттестация: Очная форма обучения, Зачет, Третий семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
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Промежуточная аттестация: Очная форма обучения, Экзамен, Четвертый семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
При проведении промежуточной аттестации студентов по дисциплине «Иностранный язык» могут формироваться варианты тестов, относящихся ко всем темам дисциплины.

Промежуточная аттестация: Очно-заочная форма обучения, Зачет, Первый семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
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Промежуточная аттестация: Очно-заочная форма обучения, Зачет, Второй семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
При проведении промежуточной аттестации студентов по дисциплине «Иностранный язык» могут формироваться варианты тестов, относящихся ко всем темам дисциплины.

Промежуточная аттестация: Очно-заочная форма обучения, Зачет, Третий семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
При проведении промежуточной аттестации студентов по дисциплине «Иностранный язык» могут формироваться варианты тестов, относящихся ко всем темам дисциплины.

Промежуточная аттестация: Очно-заочная форма обучения, Экзамен, Четвертый семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
При проведении промежуточной аттестации студентов по дисциплине «Иностранный язык» могут формироваться варианты тестов, относящихся ко всем темам дисциплины.

Промежуточная аттестация: Заочная форма обучения, Зачет, Первый семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
При проведении промежуточной аттестации студентов по дисциплине «Иностранный язык» могут формироваться варианты тестов, относящихся ко всем темам дисциплины.

Промежуточная аттестация: Заочная форма обучения, Зачет, Второй семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
При проведении промежуточной аттестации студентов по дисциплине «Иностранный язык» могут формироваться варианты тестов, относящихся ко всем темам дисциплины.

Промежуточная аттестация: Заочная форма обучения, Зачет, Третий семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
При проведении промежуточной аттестации студентов по дисциплине «Иностранный язык» могут формироваться варианты тестов, относящихся ко всем темам дисциплины.

Промежуточная аттестация: Заочная форма обучения, Экзамен, Четвертый семестр.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
При проведении промежуточной аттестации студентов по дисциплине «Иностранный язык» могут формироваться варианты тестов, относящихся ко всем темам дисциплины.

8. Оценочные материалы текущего контроля

Раздел 1. 1 семестр
Контролируемые ИДК: УК-4.1 УК-4.2

Тема 1.1. Знакомство. Моя семья. Мой родной город. Мой дом.
Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях
Вопросы/Задания:
1. Посещение занятий:
а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.
2. Работа на практических занятиях
Практическое занятие.
Цели:
1. Ввести и закрепить знания лексических языковых средств по теме "Знакомство"
2. Отработать умения представить себя и других людей в официальной и неофициальной обстановке, умения организовать общение в соответствии с социальными нормами и правилами, характерными для официального общения, умения использовать формулы речевого общения для выражения различных коммуникативных намерений.
3. Повторить и закрепить знания лексических, фонетических и грамматических языковых средств, а также закономерности построения различных типов текстов по темам:
- Звуки и буквы немецкого языка.
- Правила чтения отдельных букв и буквосочетаний.
- Сочетания гласных букв.
- Сочетания согласных букв.
- Знать принципы построения устного и письменного высказывания на иностранном языке, в частности порядок слов в простом повествовательном и вопросительном предложениях.

4. Развитие способности осуществлять деловую коммуникацию в устной и письменной формах на иностранном языке и организовать общение в соответствии с социальными нормами и правилами, характерными для официального общения. Получение знаний о принципах построения устного и письменного высказывания на государственном и иностранном языках; о требования к деловой устной и письменной коммуникации.
Используя метод "беседы", попросить привести студентов примеры фраз по теме "Знакомство. Приветствие. Прощание." и закрепить знания основных языковых парадигм для осуществления полноценного иноязычного общения.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты работают с текстами, прослушивают диалоги по теме занятия и закрепляют знания новых языковых средств; получают знания о закономерностях построения различных типов текстов; отрабатывают умения получать информацию на иностранном языке и осуществлять перевод с учётом закономерностей построения разных типов текстов.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять на практике устную деловую коммуникацию, умения устанавливать и поддерживать контакты с зарубежными коллегами с целью общения; закрепляют знания принципов построения устного и письменного высказывания на иностранном языке.
Используя метод "беседы", выявить у студентов остаточные знания основных языковых парадигм по грамматическим темам занятия для осуществления полноценного иноязычного общения.
Работая в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают умения устанавливать и поддерживать контакты с зарубежными коллегами с целью общения.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE

Тема 1.2. Высшее образование.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий:

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить знания новых лексических средств по теме "Высшее образование"
2. Отработать умения ведения беседы о необходимости высшего образования и получать информацию (на иностранном языке) об особенностях, преимуществах и перспективах высшего образования, осуществлять перевод с учётом закономерностей построения разных типов текстов, умения организовать общение в соответствии с социальными нормами и правилами, характерными для официального общения, умения использовать формулы речевого общения для выражения различных коммуникативных намерений..
3. Повторить и закрепить знания лексических, фонетических и грамматических языковых средств, а также закономерности построения различных типов текстов по следующим темам:
- Определенный, неопределенный и нулевой артикль.
- Präsens глаголов sein, haben, werden.
- Отрицания nicht и kein.
- Личные и притяжательные местоимения.

- Числительные.
4. Знать принципы построения устного и письменного высказывания на иностранном языке, уметь использовать формулы речевого общения для выражения различных коммуникативных намерений, а также для формулирования собственной точки зрения. Развитие умения осуществлять деловую коммуникацию в устной и письменной формах на иностранном языке и организовать общение в соответствии с социальными нормами и правилами, характерными для официального общения. Получить знания о принципах построения устного и письменного высказывания на государственном и иностранном языках.
Используя метод "беседы", попросить привести студентов примеры фраз по теме "Высшее образование" и закрепить знания основных языковых парадигм для осуществления полноценного иноязычного общения.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты работают с текстами, прослушивают диалоги по теме занятия и закрепляют знания новых языковых средств; получают знания о закономерностях построения различных типов текстов; отрабатывают умения получать информацию на иностранном языке и осуществлять перевод с учётом закономерностей построения разных типов текстов.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять на практике устную деловую коммуникацию, умения устанавливать и поддерживать контакты с зарубежными коллегами с целью общения; закрепляют знания принципов построения устного и письменного высказывания на иностранном языке.
Используя метод "беседы", выявить у студентов остаточные знания основных языковых парадигм по грамматическим темам занятия для осуществления полноценного иноязычного общения.
Работая в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают умения устанавливать и поддерживать контакты с зарубежными коллегами с целью общения.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 1.3. Путешествия.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий:

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях

Цели:
1. Ввести и закрепить знания новых лексических средств по теме "Путешествия"
2. Отработать умения ведения беседы о способах и видах путешествий и получать информацию (на иностранном языке) об особенностях, видах и способах путешествий, осуществлять перевод с учётом закономерностей построения разных типов текстов, умения организовать общение в соответствии с социальными нормами и правилами, характерными для официального общения, умения использовать формулы речевого общения для выражения различных коммуникативных намерений.
3. Повторить и закрепить знания лексических, фонетических и грамматических языковых средств, а также закономерности построения различных типов текстов по следующим темам:
- Präsens сильных и слабых глаголов.
- Отделяемые и неотделяемые приставки.

- Повелительное наклонение.
- Склонение имен существительных.
- Множественное число существительных.
4. Знать принципы построения устного и письменного высказывания на иностранном языке, уметь использовать формулы речевого общения для выражения различных коммуникативных намерений, а также для формулирования собственной точки зрения. Развитие умения осуществлять деловую коммуникацию в устной и письменной формах на иностранном языке и организовать общение в соответствии с социальными нормами и правилами, характерными для официального общения. Получить знания о принципах построения устного и письменного высказывания на государственном и иностранном языках.
Используя метод "беседы", попросить привести студентов примеры фраз по теме "Путешествия" и закрепить знания основных языковых парадигм для осуществления полноценного иноязычного общения.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты работают с текстами, прослушивают диалоги по теме занятия и закрепляют знания новых языковых средств; получают знания о закономерностях построения различных типов текстов; отрабатывают умения получать информацию на иностранном языке и осуществлять перевод с учётом закономерностей построения разных типов текстов.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять на практике устную деловую коммуникацию, умения устанавливать и поддерживать контакты с зарубежными коллегами с целью общения; закрепляют знания принципов построения устного и письменного высказывания на иностранном языке.
Используя метод "беседы", выявить у студентов остаточные знания основных языковых парадигм по грамматическим темам занятия для осуществления полноценного иноязычного общения.
Работая в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают умения устанавливать и поддерживать контакты с зарубежными коллегами с целью общения.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 1.4. Настоящая дружба.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещени занятий:

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить знания новых лексических средств по теме "История настоящей дружбы".
2. Отработать умения ведения беседы о дружбе и получать информацию (на иностранном языке) о друзьях и роли дружеских отношений в жизни собеседника, осуществлять перевод с учётом закономерностей построения разных типов текстов, умения организовать общение в соответствии с социальными нормами и правилами, характерными для официального общения, умения использовать формулы речевого общения для выражения различных коммуникативных намерений.

3. Повторить и закрепить знания лексических, фонетических и грамматических языковых средств, а также закономерности построения различных типов текстов по следующим темам:
- Местоимения “man“, “es“.
- Предлоги времени и места.
- Возвратные глаголы.
4. Знать принципы построения устного и письменного высказывания на иностранном языке, уметь использовать формулы речевого общения для выражения различных коммуникативных намерений, а также для формулирования собственной точки зрения. Развитие умения осуществлять деловую коммуникацию в устной и письменной формах на иностранном языке и организовать общение в соответствии с социальными нормами и правилами, характерными для официального общения. Получить знания о принципах построения устного и письменного высказывания на государственном и иностранном языках.
Используя метод "беседы", попросить привести студентов примеры фраз по теме "История настоящей дружбы" и закрепить знания основных языковых парадигм для осуществления полноценного иноязычного общения.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты работают с текстами, прослушивают диалоги по теме занятия и закрепляют знания новых языковых средств; получают знания о закономерностях построения различных типов текстов; отрабатывают умения получать информацию на иностранном языке и осуществлять перевод с учётом закономерностей построения разных типов текстов.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять на практике устную деловую коммуникацию, умения устанавливать и поддерживать контакты с зарубежными коллегами с целью общения; закрепляют знания принципов построения устного и письменного высказывания на иностранном языке.
Используя метод "беседы", выявить у студентов остаточные знания основных языковых парадигм по грамматическим темам занятия для осуществления полноценного иноязычного общения.
Работая в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают умения устанавливать и поддерживать контакты с зарубежными коллегами с целью общения.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 1.5. Разные культуры мира.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий:

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Культура разных стран"
2. Отработать навыки ведения беседы по теме занятия.
3. Повторить и закрепить грамматический материал по темам:
- Модальные глаголы.
- Порядковые числительные.
4. Развитие способности владеть методикой составления суждения в межличностном деловом

общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить в чем же заключается настоящая дружба и какова роль друзей в жизни человека, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Раздел 2. 2 семестр
Контролируемые ИДК: УК-4.1 УК-4.2

Тема 2.1. Глобальные проблемы.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий:

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 2.2. Мои предпочтения (любимый фильм, книга, место)

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий:

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.

Цели:
1. Ввести и закрепить новый лексический материал по теме "Мои предпочтения"
2. Отработать навыки ведения беседы о любимом фильме.
3. Повторить и закрепить грамматический материал по темам:
- Степени сравнения прилагательных и наречий.
- Склонение прилагательных.
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", обсудить новый фильм, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 2.3. Известные люди.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Известные люди и знаменитости"
2. Отработать навыки ведения беседы об известных людях и знаменитостях.
3. Повторить и закрепить грамматический материал по темам:
- Imperfekt (Präteritum)
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", рассказать о тех знаменитых людях, которые могут быть примером и вдохновлять своим примером, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 2.4. Средства массовой информации.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Средства массовой информации"
2. Отработать навыки ведения беседы о средствах массовой информации.
3. Повторить и закрепить грамматический материал по темам:
- Временные формы действительного залога (Präsens, Imperfekt (Präteritum), Futurum)
- Сложносочиненные предложения
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить какие средства массовой информации оказывают влияние на общественное мнение и каким из них можно доверять, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 2.5. Новости.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Новости"
2. Отработать навыки ведения беседы о новостях.
3. Повторить и закрепить грамматический материал по темам:

- Futurum
- Придаточные предложения
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", обсудить важные и интересные новости, выразить собственное мнение, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Раздел 3. 3 семестр
Контролируемые ИДК: УК-4.1 УК-4.2

Тема 3.1. Система образования в России и за рубежом.
Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях
Вопросы/Задания:
1. Посещение занятий.
а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.
2. Работа на практических занятиях.
Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Образование в России и за рубежом"
2. Отработать навыки ведения беседы по теме занятия.
3. Повторить и закрепить грамматический материал по темам:
- Perfect
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить в чем же заключается суть высшего образования, чем отличаются образовательные системы в разных странах, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять

полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 3.2. Известные институты мира. Мой институт.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Знаменитые университеты мира"
2. Отработать навыки ведения беседы об институте и других знаменитых университетах.
3. Повторить и закрепить грамматический материал по темам:
- Вопросительные и указательные местоимения.
- Вопросительные предложения.
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", историю лучших и крупнейших университетов мира, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Кинематограф
2. Отработать навыки ведения беседы по теме "Кинематограф".
3. Повторить и закрепить грамматический материал по темам:
- Plusquamperfekt
4. Развитие способности взаимодействия в процессе совместной деятельности, которая предполагает потребление, передачу и производство информации и способности соотносить языковые средства с конкретными ситуациями, условиями и задачами межкультурного речевого общения.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.

Используя метод "дискуссия", выяснить какие существуют жанры кинематографа, в чем их особенности, какие фильмы становятся популярными, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в группе, студенты просматривают и обсуждают фильмы, закрепляют новую лексику.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 3.3. Политическая структура России и стран изучаемого языка.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Политическая система РФ, стран изучаемого языка."
2. Отработать навыки ведения беседы по теме занятия.
3. Повторить и закрепить грамматический материал по темам:
- Временные формы страдательного залога.
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить в чем заключаются особенности политической системы России, стран изучаемого языка, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 3.4. Экономическая структура России и стран изучаемого языка.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Экономическая система РФ, стран изучаемого языка."
2. Отработать навыки ведения беседы по теме занятия.
3. Повторить и закрепить грамматический материал по темам:
- Временные формы страдательного залога.
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить в чем заключаются особенности экономической системы России, стран изучаемого языка, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 3.5. Структура компании.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Структура компании."
2. Отработать навыки ведения беседы о структуре компании.
3. Повторить и закрепить грамматический материал по темам:
- Наклонение.
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по

этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить в чем заключаются особенности структуры разных типов компаний, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Раздел 4. 4 семестр
Контролируемые ИДК: УК-4.1 УК-4.2

Тема 4.1. Деловая переписка.
Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях
Вопросы/Задания:
1. Посещение занятий.
а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.
2. Работа на практических занятиях.
Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Деловое письмо."
2. Отработать навыки написания делового письма.
3. Повторить и закрепить грамматический материал по темам:
- Инфинитивные группы и обороты
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить в чем заключаются особенности написания делового письма, познакомиться с его типами и структурой, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.

Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 4.2. Поиск работы и собеседование.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Собеседование при приеме на работу."
2. Отработать навыки ведения беседы на собеседовании при приеме на работу.
3. Повторить и закрепить грамматический материал по темам:
- Обороты модальности
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить что знают студенты о правилах проведения собеседования при приеме на работу, об основных принципах проведения собеседования, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 4.3. Деловая коммуникация и ведение переговоров.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Профессиональное общение."

2. Отработать навыки ведения беседы на профессиональные темы.
3. Повторить и закрепить грамматический материал по темам:
- Причастия
4. Развитие способности взаимодействия в процессе совместной деятельности, которая предполагает потребление, передачу и производство информации и способности владеть социальными нормами, влияющими на речевое общение между представителями разных культур (правила хорошего тона, нормы общения между представителями разных поколений, полов, классов и социальных групп, языковое оформление определенных ритуалов, принятых в данном обществе.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить, что знают студенты о деловой коммуникации и ведении переговоров, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 4.4. Экономическая ситуация в России.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Экономическая ситуация в России"
2. Отработать навыки ведения беседы об экономике в нашей жизни.
3. Повторить и закрепить грамматический материал по темам:
- Распространенное определение
4. Развитие способности взаимодействия в процессе совместной деятельности, которая предполагает потребление, передачу и производство информации и способности владеть социальными нормами, влияющими на речевое общение между представителями разных культур (правила хорошего тона, нормы общения между представителями разных поколений, полов, классов и социальных групп, языковое оформление определенных ритуалов, принятых в данном обществе.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.

Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить, что знают студенты по теме занятия, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 4.5. Как начать свой бизнес.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Как начать свой бизнес."
2. Отработать навыки ведения беседы о том, как начать свой бизнес.
3. Повторить и закрепить грамматический материал по темам:
- Обособленные причастные обороты
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить как начать свой собственный бизнес, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

Тема 4.6. Как стать успешным специалистом.

Форма контроля/оценочное средство: Посещение и работа на лекционных и практических занятиях

Вопросы/Задания:

1. Посещение занятий.

а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.

2. Работа на практических занятиях.

Практическое занятие.
Цели:
1. Ввести и закрепить новый лексический материал по теме "Как стать успешным специалистом."
2. Отработать навыки ведения беседы о том, что способствует профессиональному успеху специалиста.
3. Повторить и закрепить грамматический материал по темам:
- Вопросительные предложения в немецком языке
4. Развитие способности владеть методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств.
Используя метод "беседы", попросить привести студентов примеры фраз по теме занятия.
Используя метод "рассказа", познакомить студентов с новыми словами и выражениями по этой теме.
Работая индивидуально, студенты прослушивают аудио по теме занятия и закрепляют новый лексический материал.
Используя метод "дискуссия", выяснить как можно стать успешным специалистом, студенты работают в небольших группах, презентуют и аргументирую свою точку зрения, развивая способности взаимодействия в процессе совместной деятельности.
Работая в парах, студенты составляют диалоги и отрабатывают умения применять полученные знания на практике.
Используя метод "беседы", выявить у студентов остаточные знания по грамматическим темам занятия.
Работая индивидуально, в парах и небольших группах, студенты закрепляют знания грамматического материала и отрабатывают навыки применения его на практике.

Лабораторное занятие.
Выполнение практических заданий и упражнений на закрепление знаний лексического и грамматического материала и отработку навыков применения этих знаний на практике.
Выполнение заданий в СДО MOODLE.

9. Оценочные материалы промежуточной аттестации

Очная форма обучения, Первый семестр, Зачет
Контролируемые ИДК: УК-4.1 УК-4.2
Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Очная форма обучения, Второй семестр, Зачет
Контролируемые ИДК: УК-4.1 УК-4.2
Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Очная форма обучения, Третий семестр, Зачет
Контролируемые ИДК: УК-4.1 УК-4.2
Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Очная форма обучения, Четвертый семестр, Экзамен
Контролируемые ИДК: УК-4.1 УК-4.2
Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Очно-заочная форма обучения, Первый семестр, Зачет
Контролируемые ИДК: УК-4.1 УК-4.2
Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Очно-заочная форма обучения, Второй семестр, Зачет
Контролируемые ИДК: УК-4.1 УК-4.2
Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Очно-заочная форма обучения, Третий семестр, Зачет
Контролируемые ИДК: УК-4.1 УК-4.2
Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Очно-заочная форма обучения, Четвертый семестр, Экзамен
Контролируемые ИДК: УК-4.1 УК-4.2
Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Заочная форма обучения, Первый семестр, Зачет
Контролируемые ИДК: УК-4.1 УК-4.2
Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Заочная форма обучения, Второй семестр, Зачет

Контролируемые ИДК: УК-4.1 УК-4.2

Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Заочная форма обучения, Третий семестр, Зачет

Контролируемые ИДК: УК-4.1 УК-4.2

Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

Заочная форма обучения, Четвертый семестр, Экзамен

Контролируемые ИДК: УК-4.1 УК-4.2

Вопросы/Задания:

1. Итоговые задания и варианты тестов, относящихся ко всем темам дисциплины представлены в приложении 7-8.

10. Материально-техническое и учебно-методическое обеспечение дисциплины

10.1. Перечень основной и дополнительной учебной литературы

Основная литература

1. Башкирова, О. А. Английский язык: учебное пособие: учебное пособие / О. А. Башкирова, Е. В. Кербер, Ю. Е. Костерина. - Омск: Омский государственный технический университет (ОмГТУ), 2020. - 96 с. - 978-5-8149-2987-7. - Текст: электронный. // Директ-Медиа: [сайт]. - URL: https://biblioclub.ru/index.php?page=book&id=682941 (дата обращения: 26.09.2024). - Режим доступа: по подписке

2. Петрова, Ю. А. Английский язык для бакалавров: учебник: учебник / Ю. А. Петрова, Е. Н. Сагайдачная, В. Б. Черемина. - Ростов-на-Дону: Издательско-полиграфический комплекс РГЭУ (РИНХ), 2020. - 204 с. - 978-5-7972-2790-8. - Текст: электронный. // Директ-Медиа: [сайт]. - URL: https://biblioclub.ru/index.php?page=book&id=616942 (дата обращения: 26.09.2024). - Режим доступа: по подписке

Дополнительная литература

1. Севостьянов, А. П. Business English: учебное пособие: учебное пособие / А. П. Севостьянов. - Москва, Берлин: Директ-Медиа, 2019. - 744 с. - 978-5-4475-9513-5. - Текст: электронный. // Директ-Медиа: [сайт]. - URL: https://doi.org/10.23681/498551 (дата обращения: 26.09.2024). - Режим доступа: по подписке

10.2. Профессиональные базы данных и ресурсы «Интернет», к которым обеспечивается доступ обучающихся

Профессиональные базы данных

1. https://scholar.google.ru - Международная научная реферативная база данных
2. https://www.openaire.eu - Международная научная реферативная база данных
3. http://www.ebiblioteka.ru - Базы данных East View
4. https://academic.microsoft.com - Международная научная реферативная база данных

Ресурсы «Интернет»

1. http://www.sibit.sano.ru - Официальный сайт образовательной организации
2. http://do.sano.ru - Система дистанционного обучения Moodle (СДО Moodle)
3. https://www.de-online.ru - Онлайн-журнал о немецком языке
4. https://deutsch.info - Многоязычный сайт для изучения немецкого
5. http://window.edu.ru - Информационная система «Единое окно доступа к образовательным ресурсам»
6. http://www.gov.ru - Федеральные органы власти
7. http://www.diss.rsl.ru - Электронная библиотека диссертаций РГБ
8. http://oxfordjournals.org - Журналы издательства Оксфордского университета
9. http://www.auditorium.ru - Информационно-образовательный портал «Гуманитарные науки»
10. www.ucheba.com - Образовательный портал «Учёба»
11. http://www.encyclopedia.ru - Мир энциклопедий
12. http://lib.ru - Электронная библиотека Максима Мошкова

10.3. Программное обеспечение и информационно-справочные системы, используемые при осуществлении образовательного процесса по дисциплине

При подготовке и проведении учебных занятий по дисциплине студентами и преподавателями используются следующие современные профессиональные базы данных и информационно-справочные системы:

1. Электронная библиотечная система «Университетская библиотека онлайн» (http://www.biblioclub.ru).
2. Интегрированная библиотечно-информационная система ИРБИС64 (http://lib.sano.ru).
3. Справочно-правовая система КонсультантПлюс.
4. Электронная справочная система ГИС Омск.

10.4. Специальные помещения, лаборатории и лабораторное оборудование

Институт располагает материально-технической базой, соответствующей действующим противопожарным правилам и нормам и обеспечивающей проведение всех видов дисциплинарной и междисциплинарной подготовки, практической и научно-исследовательской работ обучающихся, предусмотренных учебным планом.

Для проведения учебных занятий по дисциплине используются следующие помещения, оснащенные оборудованием и техническими средствами обучения:

Для лекций, семинаров (практических), групповых, индивидуальных консультаций, текущего контроля, промежуточной аттестации, ГИА

Мультимедийная учебная аудитория № 210

Перечень оборудования

Аудиоколонка - 5 шт.
Доска маркерная - 1 шт.
Компьютер с выходом в Интернет - 1 шт.
Проектор - 1 шт.
Стол - 37 шт.
Стол преподавателя - 1 шт.
Стул - 74 шт.
Стул преподавателя - 1 шт.
Трибуна - 1 шт.
Экран - 1 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
Adobe Acrobat Reader
Kaspersky Endpoint Security для Windows
Microsoft Office 2007 standart Win32 Russian
Microsoft Windows XP Professional Russian

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Consultant Plus
2GIS

Мультимедийная учебная аудитория № 211

Перечень оборудования
Аудиоколонка - 5 шт.
Доска маркерная - 1 шт.
Компьютер с выходом в Интернет - 1 шт.
Проектор - 1 шт.
Стол - 27 шт.
Стол преподавателя - 1 шт.
Стул - 54 шт.
Стул преподавателя - 1 шт.
Трибуна - 1 шт.
Экран - 1 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
Adobe Acrobat Reader
Kaspersky Endpoint Security для Windows
Microsoft Office 2007 standart Win32 Russian
Microsoft Windows XP Professional Russian

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Consultant Plus
2GIS

Мультимедийная учебная аудитория № 304

Перечень оборудования
Аудиоколонка - 2 шт.
Доска маркерная - 1 шт.
Компьютер с выходом в Интернет - 1 шт.
Проектор - 0 шт.
Стол - 18 шт.
Стол преподавателя - 1 шт.
Стул - 36 шт.
Стул преподавателя - 1 шт.
Тематические иллюстрации - 0 шт.
Трибуна - 1 шт.
Учебно-наглядные пособия - 0 шт.
Экран - 0 шт.

Перечень программного обеспечения

(обновление производится по мере появления новых версий программы)
Adobe Acrobat Reader
Kaspersky Endpoint Security для Windows
Microsoft Office 2007 standart Win32 Russian
Microsoft Windows 10

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Consultant Plus
2GIS

Мультимедийная учебная аудитория № 312

Перечень оборудования
Аудиоколонка - 2 шт.
Компьютер с выходом в Интернет - 1 шт.
Проектор - 1 шт.
Тематические иллюстрации - 0 шт.
Учебно-наглядные пособия - 0 шт.
Экран - 1 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
Adobe Acrobat Reader
Kaspersky Endpoint Security для Windows
Microsoft Office 2007 standart Win32 Russian
Microsoft Windows XP Professional Russian

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Consultant Plus
2GIS

Лаборатория иностранных языков и информационных дисциплин № 404

Перечень оборудования
Доска маркерная - 1 шт.
Мультимедиапроектор - 1 шт.
Персональный компьютер - 11 шт.
Стол - 11 шт.
Стол преподавателя - 1 шт.
Стул - 28 шт.
Стул преподавателя - 1 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
Adobe Acrobat Reader
Microsoft Visual Studio 2017 CE (C#, C++)
Microsoft Visual Studio 2010 Express
Microsoft Visual Studio Community
Microsoft SQL 2010 Express
Notepad ++
MySQL
OracleSQLDeveloper
Microsoft SOAPToolkit

CADE
Microsoft Windows 10 Professional Russian
Microsoft Office 2019 Standart Russian

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Consultant Plus

Учебная аудитория № 415

Перечень оборудования
Доска маркерная - 1 шт.
Стол - 15 шт.
Стол преподавателя - 1 шт.
Стул - 30 шт.
Стул преподавателя - 1 шт.
Тематические иллюстрации - 0 шт.
Учебно-наглядные пособия - 0 шт.
Шкаф - 1 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
Не используется.

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Не используется.

Мультимедийная учебная аудитория № 422

Перечень оборудования
Аудиоколонка - 2 шт.
Доска маркерная - 1 шт.
Интерактивная доска - 1 шт.
Компьютер с выходом в Интернет - 1 шт.
Стол - 13 шт.
Стол преподавателя - 1 шт.
Стул - 26 шт.
Стул преподавателя - 1 шт.
Трибуна - 1 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
Adobe Acrobat Reader
Kaspersky Endpoint Security для Windows
Microsoft Office 2007 standart Win32 Russian
Microsoft Windows 8 Professional Russian

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Consultant Plus
2GIS

Для лекций, семинаров (практических, лабораторных), консультаций, текущего контроля, промежуточной аттестации, ГИА

Лаборатория социально-гуманитарных дисциплин (мультимедийная аудитория) № 307

Перечень оборудования
Аудиоколонка - 2 шт.
Доска маркерная - 1 шт.
Компьютер с выходом в Интернет - 1 шт.
Проектор - 1 шт.
Стол - 30 шт.
Стол преподавателя - 1 шт.
Стул - 60 шт.
Стул преподавателя - 1 шт.
Тематические иллюстрации - 0 шт.
Трибуна - 1 шт.
Учебно-наглядные пособия - 0 шт.
Экран - 1 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)

Adobe Acrobat Reader
Kaspersky Endpoint Security для Windows
Microsoft Office 2007 standart Win32 Russian
Microsoft Windows 7 Professional Russian

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Consultant Plus
2GIS

Для семинаров (практических, лабораторных), консультаций, текущего контроля, промежуточной аттестации, ГИА, НИР, курсового проектирования

Лаборатория иностранных языков и информационных дисциплин № 401

Перечень оборудования
Доска маркерная - 1 шт.
Интерактивная доска - 1 шт.
Информационная доска - 1 шт.
Лингафонное оборудование - 0 шт.
Мультимедиапроектор - 1 шт.
Наушники с микрофоном - 10 шт.
Персональный компьютер - 11 шт.
Стол - 8 шт.
Стол преподавателя - 1 шт.
Стул - 16 шт.
Стул преподавателя - 1 шт.
Тематические иллюстрации - 0 шт.
Учебно-наглядные пособия - 0 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
Adobe Acrobat Reader
Kaspersky Endpoint Security для Windows
Microsoft Office стандартный 2016

Microsoft Access 2016
Joy Class
NetBeansIDE
Microsoft Visual Studio 2017 CE (C#, C++)
Microsoft Visual Studio 2010 Express
Microsoft Visual Studio Community
Microsoft SQL 2010 Express
Notepad ++
MySQL
OracleSQLDeveloper
Microsoft SOAPToolkit
CADE
Denwer 3 webserver
Dev-C++
IDEEclipse
JDK 6
Freepascal
Lazarus
Geany
JavaDevelopmentKit
TheRProject
NetBeansIDE8
StarUML 5.0.2
EViews 9 StudentVersionLite
Gretl
Matrixer
Maxima
Xmind
BPWIN
IrfanView
SMARTBoard

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Consultant Plus
2GIS

Лаборатория иностранных языков и информационных дисциплин № 403

Перечень оборудования
Доска маркерная - 1 шт.
Лингафонное оборудование - 0 шт.
Наушники с микрофоном - 10 шт.
Персональный компьютер - 11 шт.
Стол - 9 шт.
Стол преподавателя - 1 шт.
Стул - 21 шт.
Стул преподавателя - 1 шт.
Тематические иллюстрации - 0 шт.
Техническое оснащение (монитор) - 2 шт.
Учебно-наглядные пособия - 0 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
Adobe Acrobat Reader

Kaspersky Endpoint Security для Windows
Microsoft Office 2007 standart Win32 Russian
NetBeansIDE
Microsoft Visual Studio 2017 CE (C#, C++)
Microsoft Visual Studio 2010 Express
Microsoft Visual Studio Community
Microsoft SQL 2010 Express
Notepad ++
MySQL
OracleSQLDeveloper
Microsoft SOAPToolkit
CADE
Denwer 3 webserver
Dev-C++
IDEEclipse
JDK 6
Freepascal
Geany
JavaDevelopmentKit
TheRProject
NetBeansIDE8
StarUML 5.0.2
EViews 9 StudentVersionLite
Gretl
Matrixer
Maxima
Xmind
BPWIN
IrfanView
NetClass
Microsoft Windows XP Professional Russian
CorelDRAW Graphics Suite X4
NetClass PRO
Gimp

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Consultant Plus
2GIS

Помещение для хранения и профилактического обслуживания учебного, компьютерного оборудования и хранения элементов мультимедийных лабораторий

Специальное помещение № 420

Перечень оборудования
Запасные части для компьютерного оборудования - 0 шт.
Наушники для лингафонного кабинета - 0 шт.
Паяльная станция - 1 шт.
Персональный компьютер - 4 шт.
Планшетный компьютер - 15 шт.
Сервер - 10 шт.
Стеллаж - 0 шт.
Стол - 4 шт.
Стул - 4 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
Не используется.

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Не используется.

Помещение для хранения и профилактического обслуживания учебного оборудования

Специальное помещение № 003

Перечень оборудования
- Запасные части для столов и стульев - 0 шт.
- Материалы для сопровождения учебного процесса - 0 шт.
- Наборы слесарных инструментов для обслуживания учебного оборудования - 0 шт.
- Станок для сверления - 0 шт.
- Стеллаж - 0 шт.
- Угловая шлифовальная машина - 0 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
Не используется.

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Не используется.

Для семинаров (практических, лабораторных), консультаций, текущего контроля, промежуточной аттестации, курсового проектирования

Лаборатория иностранных языков и информационных дисциплин № 412

Перечень оборудования
- Компьютер с выходом в Интернет - 11 шт.
- Стол - 10 шт.
- Стол преподавателя - 1 шт.
- Стул - 10 шт.
- Стул преподавателя - 1 шт.

Перечень программного обеспечения
(обновление производится по мере появления новых версий программы)
- Adobe Acrobat Reader
- Kaspersky Endpoint Security для Windows
- Microsoft Visual Studio 2017 CE (C#, C++)
- 1С Предприятие 8.2. Комплект для обучения в высших и средних учебных заведениях
- Microsoft Windows 10 Professional Russian
- Microsoft Office профессиональный плюс 2016
- 7-Zip 24.08(x64)
- Far Manager 3 (x64)
- Microsoft Visual Studio Code
- Python Launcher
- PuTTY release 0.81 (64-bit)
- PostgreSQL 16

PhpStorm 2024.2.0.1
PDF24 Creator 11.18.0
PyCharm Community Edition 2022.3.1
PyCharm Community Edition 2023.2.1
PyCharm Community Edition 2023.2.3
draw.io 24.7.5

Перечень информационно-справочных систем
(обновление выполняется еженедельно)
Не используется.

11. Методические указания по освоению дисциплины (модуля)

ВИДЫ И ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ
Успешное освоение теоретического материала по дисциплине требует самостоятельной работы, нацеленной на усвоение лекционного теоретического материала, расширение и конкретизацию знаний по разнообразным вопросам дисциплины. Самостоятельная работа студентов предусматривает следующие виды:
1. Аудиторная самостоятельная работа студентов – выполнение на практических занятиях и лабораторных работах заданий, закрепляющих полученные теоретические знания либо расширяющие их, а также выполнение разнообразных контрольных заданий индивидуального или группового характера (подготовка устных докладов или сообщений о результатах выполнения заданий, выполнение самостоятельных проверочных работ по итогам изучения отдельных вопросов и тем дисциплины);
2. Внеаудиторная самостоятельная работа студентов – подготовка к лекционным, практическим занятиям, лабораторным работам, повторение и закрепление ранее изученного теоретического материала, конспектирование учебных пособий и периодических изданий, изучение проблем, не выносимых на лекции, написание тематических рефератов, выполнение индивидуальных практических заданий, подготовка к тестированию по дисциплине, выполнение итоговой работы.
Большое значение в преподавании дисциплины отводится самостоятельному поиску студентами информации по отдельным теоретическим и практическим вопросам и проблемам.
При планировании и организации времени для изучения дисциплины необходимо руководствоваться п. 5.1 или 5.2 рабочей программы дисциплины и обеспечить последовательное освоение теоретического материала по отдельным вопросам и темам (Приложение 5).
Наиболее целесообразен следующий порядок изучения теоретических вопросов по дисциплине:
1. Изучение справочников (словарей, энциклопедий) с целью уяснения значения основных терминов, понятий, определений;
2. Изучение учебно-методических материалов для лекционных, практических занятий, лабораторных работ;
3. Изучение рекомендуемой основной и дополнительной литературы и электронных информационных источников;
4. Изучение дополнительной литературы и электронных информационных источников, определенных в результате самостоятельного поиска информации;
5. Самостоятельная проверка степени усвоения знаний по контрольным вопросам и/или заданиям;
6. Повторное и дополнительное (углубленное) изучение рассмотренного вопроса (при необходимости).
В процессе самостоятельной работы над учебным материалом рекомендуется составить конспект, где кратко записать основные положения изучаемой темы. Переходить к следующему разделу можно после того, когда предшествующий материал понят и усвоен. В затруднительных случаях, встречающихся при изучении курса, необходимо обратиться за

консультацией к преподавателю.
При изучении дисциплины не рекомендуется использовать материалы, подготовленные неизвестными авторами, размещенные на неофициальных сайтах неделового содержания. Желательно, чтобы используемые библиографические источники были изданы в последние 3-5 лет.

Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Оценка компетенций на различных этапах их формирования осуществляется в соответствии с Положением о текущем контроле и промежуточной аттестации, Положением о балльной и рейтинговой системах оценивания и технологической картой дисциплины (Приложение 1-4).
Показатели и критерии оценивания компетенций на этапе текущего и промежуточного контроля представлены в Приложении 6.

Промежуточная аттестация по дисциплине проводится в форме экзамена/зачета в виде выполнения тестирования и/или итоговой работы.
Итоговые задания разрабатываются по основным вопросам теоретического материала и позволяют осуществлять промежуточный контроль знаний и степени усвоения материала.
При проведении промежуточной аттестации студентов по дисциплине могут формироваться варианты тестов, относящихся ко всем темам дисциплины (Приложение 7,8)
Оценка знаний студентов осуществляется в соответствии с Положением о балльной и рейтинговой системах оценивания, принятой в Институте, и технологической картой дисциплины

ТИПОВЫЕ КОНТРОЛЬНЫЕ ЗАДАНИЯ ИЛИ ИНЫЕ МАТЕРИАЛЫ НА ЭТАПЕ ТЕКУЩЕГО КОНТРОЛЯ
1) Посещение и работа на лекционных и практических занятиях (собеседование, контрольная работа, круглый стол и дискуссия)
(Формируемые компетенции: УК-4)
1. Посещение занятий:
а) посещение лекционных и практических занятий,
б) соблюдение дисциплины.
2. Работа на лекционных занятиях:
а) ведение конспекта лекций,
б) уровень освоения теоретического материала,
в) активность на лекции, умение формулировать вопросы лектору.
3. Работа на практических занятиях:
а) уровень знания учебно-программного материала,
б) умение выполнять задания, предусмотренные программой курса,
в) практические навыки работы с освоенным материалом.

2) Письменное задание
(Формируемые компетенции: УК-4)
Письменные работы смотрим в приложении 7-8.

3) Практическое задание
(Формируемые компетенции: УК-4)
Практические работы смотрим в приложения 7-8.

Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующие этапы формирования компетенций
Процедура оценивания знаний, умений, навыков и (или) опыта деятельности обучающихся по дисциплине основана на использовании Положения о балльной и рейтинговой системах

оценивания, принятой в институте, и технологической карты дисциплины.

Текущий контроль:
- посещение и работа на лекционных и практических занятиях (собеседование, контрольная работа, круглый стол и дискуссия) - 0-35 баллов;
- письменное задание (реферат) - 0-25 баллов;
- практическое задание (кейс) - 0-50 баллов.
Промежуточная аттестация:
- итоговая работа - 25 баллов.
Максимальное количество баллов по дисциплине – 100.
Максимальное количество баллов по результатам текущего контроля – 75.
Максимальное количество баллов на экзамене – 25.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ
Учебный план курса «Иностранный язык (немецкий)» предполагает в основе изучения предмета использовать основные источники литературы, а в дополнение - семинарские занятия.
Кроме традиционных семинарских занятий (перечень и объем которых указаны) целесообразно в процессе обучения использовать и активные формы обучения.
Примерный перечень активных форм обучения:
1) беседы и дискуссии;
2) кейсы и практические ситуации;
3) индивидуальные творческие задания;
4) творческие задания в группах;
5) практические работы.
Семинарские занятия предполагают более детальную проработку темы по каждой изучаемой проблеме, анализ теоретических и практических аспектов дисциплины «Иностранный язык». Для этого разработаны подробные вопросы, обсуждаемые на семинарских занятиях, письменные и практические задания и тесты. При подготовке к семинарским занятиям следует акцентировать внимание на значительную часть самостоятельной практической работы студентов.
Для более успешного изучения курса преподавателю следует постоянно отсылать студентов к учебникам, периодической печати. Освоение всех разделов курса предполагает приобретение студентами навыков самостоятельного анализа инструментов и механизмов дисциплины «Иностранный язык», умение работать с научной литературой.
При изучении курса наряду с овладением студентами теоретическими положениями курса уделяется внимание приобретению практических навыков с тем, чтобы они смогли успешно применять их в своей профессиональной деятельности.
Большое значение при проверке знаний и умений придается подготовке самостоятельной подготовке презентаций, сообщений и проектов по темам курса.
Активные формы семинаров открывают большие возможности для проверки усвоения теоретического и практического материала.
Основная учебная литература, представленная учебниками и учебными пособиями, охватывает все разделы программы по дисциплине «Иностранный язык». Она изучается студентами в процессе подготовки к семинарским и практическим занятиям, экзамену. Дополнительная учебная литература рекомендуется для самостоятельной работы по подготовке к семинарским и практическим занятиям.

Описание возможностей изучения дисциплины лицами с ОВЗ и инвалидами

В случае необходимости, обучающимся из числа лиц с ограниченными возможностями здоровья и инвалидов (по заявлению обучающегося) могут предлагаться одни из следующих вариантов восприятия информации с учетом их индивидуальных психофизических особенностей, в том числе с применением электронного обучения и дистанционных технологий:

- для лиц с нарушениями зрения: в печатной форме увеличенным шрифтом; в форме электронного документа; в форме аудиофайла (перевод учебных материалов в аудиоформат); в печатной форме на языке Брайля; индивидуальные консультации с привлечением тифлосурдопереводчика; индивидуальные задания и консультации.
- для лиц с нарушениями слуха: в печатной форме; в форме электронного документа; видеоматериалы с субтитрами; индивидуальные консультации с привлечением сурдопереводчика; индивидуальные задания и консультации.
- для лиц с нарушениями опорнодвигательного аппарата: в печатной форме; в форме электронного документа; в форме аудиофайла; индивидуальные задания и консультации.

При проведении процедуры оценивания результатов обучения инвалидов и лиц с ограниченными возможностями здоровья предусматривается использование технических средств, необходимых им в связи с их индивидуальными особенностями. Эти средства могут быть предоставлены вузом или могут использоваться собственные технические средства. Проведение процедуры оценивания результатов обучения инвалидов и лиц с ограниченными возможностями здоровья допускается с использованием дистанционных образовательных технологий.

При необходимости инвалидам и лицам с ограниченными возможностями здоровья предоставляется дополнительное время для подготовки ответа на выполнение заданий текущего контроля. Процедура проведения промежуточной аттестации для обучающихся с ограниченными возможностями здоровья и обучающихся инвалидов устанавливается с учётом индивидуальных психофизических особенностей. Промежуточная аттестация может проводиться в несколько этапов.

Приложение 1.

Технологическая карта дисциплины

Наименование дисциплины	Иностранный язык (английский)
Количество зачетных единиц	3
Форма промежуточной аттестации	Зачет

№	Виды учебной деятельности студентов	Форма отчетности	Баллы (максимум)
Текущий контроль			
1	Посещение и работа на лекционных и практических занятиях (собеседование, контрольная работа, круглый стол и дискуссия)		
2	Выполнение письменного задания (реферат)	Письменная работа	
3	Выполнение практического задания (кейс)	Письменная работа	
Промежуточная аттестация			
4	Выполнение итоговой работы	Итоговая работа, тест	
		Итого по дисциплине:	100

«____» _____ 20___ г.

Преподаватель /

(уч. степень, уч. звание, должность, ФИО преподавателя) Подпись

Приложение 2.

Технологическая карта дисциплины

Наименование дисциплины	Иностранный язык (английский)
Количество зачетных единиц	3
Форма промежуточной аттестации	Зачет

№	Виды учебной деятельности студентов	Форма отчетности	Баллы (максимум)
Текущий контроль			
1	Посещение и работа на лекционных и практических занятиях (собеседование, контрольная работа, круглый стол и дискуссия)		
2	Выполнение письменного задания (реферат)	Письменная работа	
3	Выполнение практического задания (кейс)	Письменная работа	
Промежуточная аттестация			
4	Выполнение итоговой работы	Итоговая работа, тест	
		Итого по дисциплине:	100

«____» _____ 20___ г.

Преподаватель _____ / _____

(уч. степень, уч. звание, должность, ФИО преподавателя) Подпись

Приложение 3.

Технологическая карта дисциплины

Наименование дисциплины	Иностранный язык (английский)
Количество зачетных единиц	3
Форма промежуточной аттестации	Зачет

№	Виды учебной деятельности студентов	Форма отчетности	Баллы (максимум)
Текущий контроль			
1	Посещение и работа на лекционных и практических занятиях (собеседование, контрольная работа, круглый стол и дискуссия)		
2	Выполнение письменного задания (реферат)	Письменная работа	
3	Выполнение практического задания (кейс)	Письменная работа	
Промежуточная аттестация			
4	Выполнение итоговой работы	Итоговая работа, тест	
		Итого по дисциплине:	100

«____» _____ 20___ г.

Преподаватель /

(уч. степень, уч. звание, должность, ФИО преподавателя) Подпись

Приложение 4.

Технологическая карта дисциплины

Наименование дисциплины	Иностранный язык (английский)
Количество зачетных единиц	3
Форма промежуточной аттестации	Экзамен

№	Виды учебной деятельности студентов	Форма отчетности	Баллы (максимум)
Текущий контроль			
1	Посещение и работа на лекционных и практических занятиях (собеседование, контрольная работа, круглый стол и дискуссия)		
2	Выполнение письменного задания (реферат)	Письменная работа	
3	Выполнение практического задания (кейс)	Письменная работа	
Промежуточная аттестация			
4	Выполнение итоговой работы	Итоговая работа, тест	
		Итого по дисциплине:	100

«____» _____ 20___ г.

Преподаватель _____ / _____

(уч. степень, уч. звание, должность, ФИО преподавателя) Подпись

Приложение 5

Тематическое планирование самостоятельной работы студентов

Тема, раздел	Очная форма	Заочная форма	Очно-заочная форма	Задания для самостоятельной работы	Форма контроля
1. Знакомство. Моя семья. Мой родной город. Мой дом.	8	12	22	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
2. Высшее образование.	8	12	18	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
3. Путешествия.	8	12	18	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
4. Настоящая дружба.	8	12	20	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
5.Разные культуры мира.	11	16	18	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых	- беседы; - проведение практического занятия; - проверка рефератов;

				лексических и грамматических конструкций. Составить диалоги по теме занятия.	- проверка практического задания (кейса); - проведение тестирования
6. Глобальные проблемы.	8	12	22	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
7. Мои предпочтения (любимый фильм, книга, место)	8	12	18	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
8. Известные люди.	8	12	18	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
9. Средства массовой информации.	10	12	20	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования

10. Новости.	9	16	18	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
11. Система образования в России и за рубежом.	8	12	22	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
12. Известные институты мира. Мой институт.	8	12	18	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
13. Политическая структура России и стран изучаемого языка.	8	12	18	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
14.Экономическая структура России и стран изучаемого языка.	8	12	20	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования

15. Структура компании.	11	16	18	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
16.Деловая переписка.	5	12	16	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
17. Поиск работы и собеседование.	4	10	16	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
18. Деловая коммуникация и ведение переговоров.	4	8	14	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
19. Экономическая ситуация в России.	4	10	14	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования

20. Как начать свой бизнес.	4	9	16	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
21. Как стать успешным специалистом.	4	10	15	Выучить новые лексические и грамматические конструкции. Выполнить упражнения на закрепление новых лексических и грамматических конструкций. Составить диалоги по теме занятия.	- беседы; - проведение практического занятия; - проверка рефератов; - проверка практического задания (кейса); - проведение тестирования
ИТОГО	154	251	379		

Приложение 6

Показатели и критерии оценивания компетенций на этапе текущего контроля

№ п/п	Показатели оценивания	Критерии оценивания	Шкала оценивания
1	Посещение и работа на лекционных и практических занятиях (собеседование, контрольная работа, круглый стол и дискуссия)	1. Посещение занятий: а) посещение лекционных и практических занятий, б) соблюдение дисциплины. 2. Работа на лекционных занятиях: а) ведение конспекта лекций, б) уровень освоения теоретического материала, в) активность на лекции, умение формулировать вопросы лектору. 3. Работа на практических занятиях: а) уровень знания учебно-программного материала, б) умение выполнять задания, предусмотренные программой курса, в) практические навыки работы с освоенным материалом.	0-35
2	Письменное задание	1. Новизна текста: а) актуальность темы исследования; б) новизна и самостоятельность в постановке проблемы, формулирование нового аспекта известной проблемы в установлении новых связей (межпредметных, внутрипредметных, интеграционных); в) умение работать с исследованиями, критической литературой, систематизировать и структурировать материал; г) явленность авторской позиции, самостоятельность оценок и суждений; д) стилевое единство текста, единство жанровых черт. 2. Степень раскрытия сущности вопроса: а) соответствие плана теме письменного задания; б) соответствие содержания теме и плану письменного задания; в) полнота и глубина знаний по теме; г) обоснованность способов и методов работы с материалом; д) умение обобщать, делать выводы, сопоставлять различные точки зрения по одному вопросу (проблеме). 3. Обоснованность выбора источников: а) оценка использованной литературы: привлечены ли наиболее известные работы по теме исследования (в т.ч. журнальные публикации последних лет, последние статистические данные, сводки, справки и т.д.). 4. Соблюдение требований к оформлению: а) насколько верно оформлены ссылки на используемую литературу, список литературы; б) оценка грамотности и культуры изложения (в т.ч.	0-25

		орфографической, пунктуационной, стилистической культуры), владение терминологией; в) соблюдение требований к объёму письменного задания.	
3	Практическое задание	1. Анализ проблемы: а) умение верно, комплексно и в соответствии с действительностью выделить причины возникновения проблемы, описанной в практическом задании. 2. Структурирование проблем: а) насколько четко, логично, последовательно были изложены проблемы, участники проблемы, последствия проблемы, риски для объекта. 3. Предложение стратегических альтернатив: а) количество вариантов решения проблемы, б) умение связать теорию с практикой при решении проблем. 4. Обоснование решения: а) насколько аргументирована позиция относительно предложенного решения практического задания; б) уровень владения профессиональной терминологией. 5. Логичность изложения материала: а) насколько соблюдены общепринятые нормы логики в предложенном решении, б) насколько предложенный план может быть реализован в текущих условиях.	0-50

Показатели и критерии оценивания компетенций на этапе промежуточной аттестации

№ п/п	Показатели оценивания	Критерии оценивания	Шкала оценивания
1	Итоговая работа	Количество баллов за тест пропорционально количеству правильных ответов на тестовые задания. После прохождения теста суммируются результаты выполнения всех заданий для выставления общей оценки за тест.	0-25

Приложение 7

Немецкий язык
1 семестр
Письменная работа №1
(Формируемые компетенции: УК-4)

Задание должно быть выполнено в формате doc.

Письменная работа состоит из 5 заданий. Выполняя задания, студенты показывают знания языковых средств (лексических, грамматических, фонетических), принципов и закономерностей построения предложений и высказываний на иностранном языке, основных языковых парадигм для осуществления правильного иноязычного общения.

1. Поставьте неопределенный артикль: (УК-4.1, 31,32,33)

1. Dort an der Wand steht... Schülerin. Die Schülerin heißt Erika. 2. Im Hof spielt ... Kind. Das Kind ist klein. 3. In der Klasse links sitzt ... Junge. Der Junge ist mein Freund Oleg. 4. Auf der Schulbank liegen ... Heft,... Lehrbuch. Das Heft und das Lehrbuch sind in bester Ordnung. 5. Ich habe ... Hund und ... Katze. Der Hund heißt Ursus und ist sehr wachsam, die Katze ist klein, sie heißt Mieze. 6. Im Zimmer sehen wir ... Schreibtisch, ... Sessel, ... Couch und ... Computer. Der Schreibtisch steht an der Wand, auf dem Schreibtisch ist der Computer, der Sessel steht vor dem Schreibtisch und rechts steht die Couch. 7. An der Haltestelle steht... Dame. Die Dame wartet schon lange auf die Straßenbahn. 8. Meine Freundin Monika hat... Bruder und ... Schwester. Der Bruder Kurt ist 16 Jahre alt und geht aufs Gymnasium, die Schwester Anna ist aber noch klein und lernt nicht. 9. Im Garten läuft ... Mädchen. Das Mädchen ist lustig. 10. „Sagen Sie, bitte, wo ist hier ... U- Bahn-Haltestelle?" — „Gehen Sie immer geradeaus etwa 10 Minuten, dort ist die nächste Haltestelle."

2. Раскройте скобки, употребите слабые глаголы в правильной форме: (УК-4.1, 31,32,33)

1. Das Kind (achten) auf die Bemerkungen seines Vaters.
2. Der Unterricht (dauern) 80 Minuten.
3. Was (bedeuten) diese Ziffern?
4. Der Poet (dichten) ein neues Meisterwerk.
5. Seine Geschichten (enden) sehr traurig.
6. Warum (danken) ihr mir nicht?
7. Welche Studentinnen (fehlen) im Unterricht?
8. Wann (machen) du diese Übersetzung?
9. An welche Staaten (grenzen) Belarus?
10. Hans (kreuzen) die richtigen Antworten an.
11. Er (leisten) eine schwere Arbeit.
12. Wie lange (leiten) du schon diese Firma?

3. Найдите главные члены предложения. Образуйте повествовательные предложения с прямым и обратным порядком слов: (УК-4.1, 31,32,33)

1. gehen, ins Institut, früh morgens, die Studenten.
2. im ersten Semester, wir, Deutsch, studieren.
3. die Kinder, gern, in den Park, gehen.
4. wir, die Gemäldegalerie, am Wochenende, besichtigen.
5. Karin und Kurt, die Wörter, heute, lernen.
6. die Vorlesungen, nicht alle, gern, besuchen.
7. in die Mensa, um12 Uhr, die Studenten, gehen.
8. das Mädchen, antwortet, richtig, auf die Frage.
9. beginnt, immer, in Russland, am1. Semester, das Schuljahr.
10. aufmerksam, die Vorlesungen, wir, hören.

4. Образуйте вопросительные предложения без вопросительного слова: (УК-4.1, 31,32,33)

1. um 8 Uhr, in, der Lehrer, das Auditorium, kommt.

2. besteht, unsere Familie, Personen, vier, aus.
3. seinen Freund, oft, er, besucht.
4. gewöhnlich, mein Arbeitstag, um7 Uhr, beginnt.
5. ihr, täglich, sechs Stunden Unterricht, habt.
6. in die Bibliothek, viele, nach dem Unterricht, Studenten, gehen.
7. viele, wir, im zweiten Semester, Fächer, studieren.
8. fahren, im Sommer, viele, ans Meer, Leute.
9. einen neuen Film, wir, heute abend, sehen.
10. mein Bruder, ins Ferienlager, fährt, im August.

5. Образуйте вопросительные предложения с вопросительным словом: (УК-4.1, 31,32,33)
1. gehst, du, wohin, jeden Morgen;
2. wieviel, ihr, habt, Unterricht, Stunden;
3. hören, die Studenten, wo, die Vorlesungen;
4. Fächer, du, studierst, welche, im ersten Semester;
5. nach dem Unterricht, wohin, die Studenten, gehen;
6. liegen, Bücher, wessen, auf demTisch;
7. im Lesesaal, warum, sie, arbeiten;
8. die Lehrbücher, wo, nehmen, die Studenten;
9. ins Russische, Texte, welche, sie, übersetzt;
10. am Abend, was, machst, gewöhnlich, du.

Немецкий язык
2 семестр
Письменная работа №1
(Формируемые компетенции: УК-4)

Задание должно быть выполнено в формате doc.

Письменная работа состоит из 5 заданий. Выполняя задания, студенты показывают знания языковых средств (лексических, грамматических, фонетических), принципов и закономерностей построения предложений и высказываний на иностранном языке, основных языковых парадигм для осуществления правильного иноязычного общения.

Aufgabe 1 (УК-4.1, 31,32,33)

Определите падеж выделенных существительных. Переведите предложения на русский язык.

1. Der Präsident der Bundesrepublik Deutschland ist Staatsoberhaupt. 2. Meine Großeltern leben in einem Dörfchen nicht weit von der Stadt Jaroslawl. 3. Viele Touristen der Welt bewundern die Kunstschätze der Dresdener Gemäldegalerie. 4. Die Fenster des Klassenzimmers gehen in den Garten. 5. In Kolomenskoje besuchte die amerikanische Delegation das Museum unter freiem Himmel. 6. Der Russischlehrer war mit der Arbeit der Schüler sehr zufrieden. 7. Auf dem Schreibtisch liegen ein Heft, ein Lehrbuch, eine Federtasche und ein Kuli. 8. Ich gehe heute in den Schreibwarenladen und kaufe ein Heft, eine Federtasche und einen Kuli. 9. Der Dozent gibt den Studenten die Aufgabe für den Sommer. 10. Die Aufgabe in der Physik ist sehr schwer für die Kinder. 11. Auf dem Territorium des Landes gibt es viele Gewässer, Wälder und Berge. 12. Eine Dame fragt mich an der Haltestelle, wie sie zum Stadtzentrum kommt. 13. Der Chef begrüßte herzlich die Gäste der Firma. 14. Du kannst in die Stadtmitte mit einem Bus oder mit einer Straßenbahn fahren. 15. Die Mutter des Mädchens arbeitet in einem Büro im Zentrum der Stadt. 16. Der Staat muß immer für die Bürger sorgen. 17. Die Schüler laufen in der Pause in den Hof und spielen dort lustig Fußball. 18. Ich habe einen Hund und eine Katze. Der Hund heißt Rex und die Katze heißt Luise. 19. Inge schreibt heute einen Brief an die Brieffreundin in Österreich. 20. Das Drama „Faust" hat der weltbekannte deutsche Dichter Johann Wolfgang von Goethe geschrieben.

Aufgabe 2 (УК-4.1, 31,32,33)

Поставьте существительные в нужном падеже в зависимости от управления предлогов. Переведите предложения на русский язык.

1. Unweit ... Schule liegt ein schöner Park. 2. Der Vater kommt von ... Arbeit gewöhnlich ... Abend um fünf Uhr. 3. Nach ... Unterricht besuche ich heute meinen kranken Freund. 3. Zu ... Ausstellung kann man mit ... Bus oder mit ... U-Bahn fahren. 4. Unsere Datscha ist nicht weit von ... Stadt. 5. Trotz ... schlechten Wetters muß ich mit mein... Hund Spazierengehen. 6. Sascha bekommt oft Briefe von sein... Freund aus Stuttgart. 7. Den Sommer verbringt er gewöhnlich bei... Großeltem. 8. Während ... Reise haben die Touristen viel Interessantes kennengelernt. 9. In ... Herbst wird es kalt und die Vögel fliegen nach ... Süden. 10. In ... Arbeitszimmer meines Onkels hängt an ... Wand über ... Schreibtisch ein Farbfoto aus sein ... Kinderjahren. 11. Seit ... Jahre 1995 wohnt er in ... Bundesrepublik Deutschland. 12. Vor ein... Woche hat Irma Post von ihr... Brieffreundm aus ... schön... Prag bekommen. 13. In ... großen Pause laufen die Kinder auf ... Schulhof. 14. Das Kind läuft sein... Mutter gegenüber. 15. Das Mädchen kommt an ... Tafel und schreibt mit ... Kreide neue Vokabeln. 16. Gehen Sie durch ... Park, dann sehen Sie schon die! Haltestelle. 17. Es ist furchtbar kalt heute, ohne ... Mantel kann; man auf ... Straße nicht rausgehen. 18. Ich muß noch an ... Abend in ... Warenhaus gehen und ein Geschenk für ...: Schwester kaufen, sie hat an ... Samstag Geburtstag. 19. Hinter ... Schulgebäude gibt es einen großen Sportplatz. 20. Der Kleiderschrank steht zwischen ... Tisch und ... Couch.

Aufgabe 3 (УК-4.1, 31,32,33)

Подчеркните сказуемое (модальные глаголы одной чертой, инфинитив смыслового глагола — двумя), переведите предложения на русский язык:

1. Wie kann ich dir helfen? 2. Wir sollen zur Kontrollarbeit viele Vokabeln lernen. 3. Die Eltern lassen mich ins Geschäft gehen und Milch kaufen. 4. Man darf hier die Straße nicht überqueren. 5. Wir müssen ihm die Wahrheit sagen. 6. Ich mag diesen Menschen nicht. 7. Kannst du mich morgen besuchen? 8. Sie können schon gut deutsch lesen und sprechen. 9. Man kann alles nicht wissen. 10.

Ihr sollt rechtzeitig zur Prüfung kommen. 11. Ich mag diese Zeitschrift nicht lesen. 12. Der Lehrer läßt die Schüler alle Regeln gründlich wiederholen. 13. Meine Großmutter will mir zum Geburtstag ein Falirrad schenken. 14. Die Kinder lassen ihn nicht in Ruhe. 15. Diesen Sommer will ich bei meinen Verwandten auf dem Lande verbringen. 16. Diese Handschuhe gefallen mir und ich möchte sie kaufen. 17. Die Eltern lassen Dich auch grüssen. 18. Ihr dürft jetzt eine kleine Pause haben. 19. Wolfgang kann heute nicht fernsehen, er muß am Abend die Mathematik wiederholen. 20. Wir möchten diese Übung schon beenden.

Aufgabe 4 (УК-4.1, 31,32,33)
Вставьте глаголы, данные в скобках, в Präsens. Прочитайте и переведите предложения на русский язык.
1. Der Lehrer (geben) dem Schüler eine Aufgabe. 2. Der Schüler (schreiben) die Aufgabe ins Heft. 3. Er (antworten) schnell und richtig. Anna (gehen) schnell an die Tafel. 4. Nina (sehen) ihren Fehler nicht. 5. Wer (helfen) dir bei der Arbeit? 6. Er (fragen) den Jungen: „Wohin (tragen) du diese Hefte?" 7. Herr Scherz (laufen) in den Laden und (kaufen) Wurst /um Abendbrot. 8. Ilse (waschen) nicht immer ihre Hände vor dem Essen. 9. Und ihr, (waschen) ihr oft die Hände? 10. Ich (sprechen) Deutsch und mein Freund (sprechen) Französisch. 11. Warum (legen) du dein Heft auf den Lehrertisch? 12. Emma (lesen) viel und gern. 13. Frau Berndt (loben) Christa: „Du (arbeiten) heute sehr gut, (lesen) und (übersetzen) schnell und richtig". 14. Wir (lesen) Deutsch noch schlecht. 15. Er (nehmen) die Schultasche und (gehen) nach Hause. 16. Wann (geben) du mir das Geld? 17. (Gehen) du in die Schule zu Fuß oder (fahren) mit dem Bus? 18. Mein kleiner Bruder (bauen) gern aus Sand. Irma (vergessen) oft ihre Schulsachen zu Hause. 19. Gabi (grüßen) Frau Ditz und (laufen) weiter. 20. Anton (rechnen) nicht gut und Kurt (helfen) ihm oft bei den Mathematikaufgaben.

Aufgabe 5 (УК-4.1, 31,32,33)
Вставьте сказуемое в Imperfekt, прочитайте и переведите предложения на русский язык:
1. In der Schule ... mein Vater nicht besonders gut (lernen). 2. Ich ... den Kindergarten nur zwei Jahre (besuchen). 3. Zum Geburtstag ... man Klaus viele Geschenke (schenken). 4. Die Großeltern ... uns zu Weihnachten und ... alles Gute (gratulieren, wünschen), 5. Mein Freund ... immer am schnellsten in der Klasse (übersetzen). 6. Der Diensthabende ... die Schülerhefte und ... sie auf den Lehrertisch (sammeln, legen). 7. Die Kinder... auf der Straße Fußball und ... das Auto nicht (spielen, bemerken). 8. Wo ... du ... in den Winterferien (sich erholen)? 9. Die Mutter ... die Blumen in die Vase (stellen). 10. Am Wochenende ... meine Klassenkameraden im Schulgarten (arbeiten), und ich ... (mitmachen), ll. Vor einigen Tagen ... die Eltern mir endlich einen Hund (kaufen). 12. Er ... sehr interessant (erzählen), alle ... ihm gerne (zuhören). 13. In der Stadt Weimar ... und ... der große Goethe (leben, wirken). 14. Vor der Rente ... meine Oma in der Schule Englisch (unterrichten). 15. Anna ... zu lange im Foyer ... (sich kämmen), und wir... ein bißchen zum Anfang (sich verspäten). 16. Der Sommer (sein) zu Ende und die Vögel (fliegen) nach dem Süden. 17. Das Kind (sich benehmen) gut. 18. Ich (verbrin¬gen) diese Sommerferien bei den Großeltern auf dem Lande. 19. Kurt (laufen) vorbei und (sehen) mich nicht. 20. Meine Schwester (abnehmen), früher (wiegen) sie viel mehr.

Немецкий язык
3 семестр
Письменная работа №1
(Формируемые компетенции: УК-4)

Задание должно быть выполнено в формате doc.

Письменная работа состоит из 5 заданий. Выполняя задания, студенты показывают знания языковых средств (лексических, грамматических, фонетических), принципов и закономерностей построения предложений и высказываний на иностранном языке, основных языковых парадигм для осуществления правильного иноязычного общения.

1. Вставьте глаголы в нужном лице и числе Präsens, переведите предложения: (УК-4.1, 31,32,33)

1. Der Lehrer begrüßt die Schüler und sagt dann:„Kinder, (sich setzen)! 2. Wir (sich befinden) jetzt vor dem Goethe-Schiller-Denkmal. 3. Herr Kühn, (sich ärgern) Sie nicht, aber ich bin noch nicht fertig! 4. Ihr mußt (sich erinnern) an dieses Gedicht von Lessing. 5. Nach der Arbeit im Garten gehe ich in die Badewanne und (sich waschen) gründlich. 6. Die Kinder spielen lustig im Zimmer, Renate (sich verstecken) unter dem Tisch. 7. Mensch, du sollst (sich besinnen) endlich!
8. Alle (sich erheben) und begrüßen den Redner im Stehen. 9. Im Herbst (sich erinnern) ich an meine Sommerreise in die Türkei. 10. Auf der Straße (sich erkundigen) Frau Dolch nach dem Weg zur Post. II. Niemand (sich wundern) schon über seine Erzählung. 12. Wolfgang ist sehr jung, er (sich rasieren) noch nicht. 13. Wir (sich ankleiden) festlich, am Abend gehen wir mit der Klasse ins Theater. 14. Das Wetter ist heute naß, Sie können leicht (sich erkälten). 15. Elke geht heute nicht spazieren, sie (sich vorbereiten) zur Kontrollarbeit in Chemie. 16. Du (sich interessieren) fiir fremde Sprachen, du willst wahrscheinlich Dolmetscher werden? 17. In welcher Sprache (sich unterhalten) ihr mit euren Gästen während der Konferenz? 18. Wohin (sich beeilen) Sie so sehr? 19. Man (sich kämmen) gewöhnlich vor dem Spiegel. 20. Mein Vater arbeitet sehr viel, er ist müde und (sich freuen) auf Urlaub.

2. Ответьте на вопросы, содержание ответов произвольно: (УК-4.1, 31,32,33)

1. Wäscht sich dein Vater morgens kalt oder warm? 2. Und du? Wie wäschst du dich gewöhnlich? 3. Wo erholen Sie sich im Urlaub? 4. Benimmt sich mein Kind gut, Frau Berger? 5. Darf ich mich hier setzen? 6. Freust du dich nicht über die schönen Geschenke? 7. Wo befindet sich das berühmte Brandenburger Tor? 8. Interessiert ihr euch für Physik? 9. Interessiert sich Helga für Literatur oder Kunst? 10. Interessierst du dich für Sport? 11. Interessiert ihr euch für dieses Fach? 12. Der Lehrer kommt in die Klasse, und wer erhebt sich von ihren Plätzen? 13. Wo erkundigt man sich nach einer. Adresse — im Auskunftsbüro oder in der Gepäckaufbe- wahrung? 14. Wer wundert sich über meinen Vorschlag? 15. Könnt ihr euch beeilen?

3. Поставьте глаголы в Imperfekt, переведите предложения: (УК-4.1, 31,32,33)

1. Er (vorschlagen) eine gute Idee. 2. Wir (betreten) den Zuschauerraum und der Film (anfangen). 3. Nach der ersten Stunde (essen) ich ein Wurstbrot. 4. Die Freunde (sich treffen) auf dem Roten Platz. 5. Alle Kinder (treiben) Sport. 6. Hilfst du nach der Schule deinen Eltern bei der Hausarbeit? 7. Ich (leihen) dem Freund das Buch für eine Woche. 8. Alexander Puschkin (schaffen) viele wunderschöne Werke. 9. Nach dem baden im See (sich waschen) wir immer unter der Dusche. 10. Der Basketballer (werfen) den Ball genau in den Korb. 12. In der Pause (austrinken) ich ein Glas Cola. 13. Der Film (gefallen) uns nicht, wir (verlieren) nur Zeit. 14. Am Samstag fliegt mein Onkel für zwei Wochen in die Schweiz. 15. In der Schule (fallen) meinem Freund Chemie schwer. 16. Eine alte Dame (sich wenden) an mich und (bitten) um Auskunft. 17. Im Sommer (schwimmen) Peter oft und (liegen) viel in der Sonne. 18. Ich (abschreiben) nie die Hausaufgaben. 19. Ich (sich auskennen) in dieser Frage leider nicht. 20. Die Schlange (kriechen) ins Loch und (verschwinden).

4. Поставьте стоящие в скобках глаголы в Perfekt, переведите предложения: (УК-4.1, 31,32,33)

1. Wir (gehen) mit dem Freund ins Cafe, (sich setzen) an den Tisch und (trinken) zwei Tassen Kaffee. 2. Meine Schuhe (werden) mir schon eng und die Mutter (kaufen) mir ein neues Paar. 3. Johann Wolfgang von Goethe (aufwachsen) in einer reichen adeligen Familie, er (sich interessieren) schon in der Kindheit für Literatur und Kunst. 4. Ich (sich erkälten) und (gehen) heute in die Schule nicht. 5. Man (erzählen) mir von der Dresdener Gemäldegalerie, ich selbst (sein) aber in Dresden noch nicht.

6. Gestern (arbeiten) mein Vater im Büro bis spät die Nacht und (zurückkehren) erst um 11 Uhr. 7. Frau Engel (sich wenden) an den Polizisten und der Mann (zeigen) ihr den Weg zur Metro- Station. 8. Alle Gäste (fortgehen), nur er (bleiben) und (helfen) uns beim Saubermachen. 9. Der Wecker (klingen) nicht, ich (sich verschlafen) und (kommen) zu spät zum Unterricht. 10. Die Kinder (sitzen) unter dem Baum und (essen) Äpfel. 11. Es (sein) heute viel kälter als gestern, nicht wahr?

5. Ответьте на вопросы. Содержание ответов произвольное. (УК-4.1, 31,32,33)
1. Wer hat meinen Kuli genommen? 2. Du siehst jetzt schlank aus, wieviel Kilo hast du abgenommen? 3. Habt ihr euer Dialog aufs Tonband schon aufgenommen? 4. Wer hat heute in eurer Gruppe gefehlt? 5. Wo hat der große deutsche Dichter fast sein ganzes Leben gelebt — in Berlin oder in Weimar? 6. Was hat deinen Eltern dieses Fahrrad gekostet? 7. Hast du das Buch gelesen? Wie hat es dir gefallen? 8. Habt ihr euer Gepäck auf dem Bahnhof oder im Hotel gelassen? 9. Hast du m der Schule Mathematik gern oder nicht gern gehabt? 10. Wie hat deine Familie die Sommerferien verbracht? 11. Was hat der Vater aus dem Supermarket zum Abendessen gebracht? 12. Wie alt ist Liza schon geworden? 13. Hast du dich heute mit kaltem oder mit warmem Wasser gewaschen? 14. Wer hat dir zu deinem Geburtstag gratuliert? 15. Habt ihr alle Vokabeln in eure Vokabelhefte aufgeschrieben? 16. Hast du den Brief an deine Großeltern schon geschrieben? 17. Welche Arznei hat der Arzt dem Kranken gegen Erkältung verschrieben, wahrscheinlich Aspirin? 18. Bist du im Ausland einmal schon gewesen? 19. Hat sich eure Klasse zur Kontrollarbeit in Deutsch gut vorbereitet? 20. Hast du das grammatische Thema „Perfekt» gut verstanden?

Немецкий язык
4 семестр
Письменная работа №1
(Формируемые компетенции: УК-4)

Задание должно быть выполнено в формате doc.

Письменная работа состоит из 4 заданий. Выполняя задания, студенты показывают знания языковых средств (лексических, грамматических, фонетических), принципов и закономерностей построения предложений и высказываний на иностранном языке, основных языковых парадигм для осуществления правильного иноязычного общения.

1. Прочитайте текст и письменно переведите на русский язык. (УК-4.1, 31,32,33)

Herr Bubeck ist Geschäftsführer der Firma „Interschuß“. Seine Firma stellt Personalcomputer in verschiedenen Leistungsstufen, auch portable Computer und Systeme her.
Sein Unternehmen besteht aus 5 Abteilungen: Produktion, Vertrieb und Marketing, Finanzabteilung, Personalabteilung, Forschungsabteilung. Alle Abteilungen leiten hochqualifizierte, kommunikationsfähige und flexible Manager.
Der Rechtsform nach ist das Unternehmen eine Gesellschaft mit begrenzter Haftung (GmbH). Das Unternehmen gehört zu den Kapitalgesellschaften, wie die meisten in der Bundesrepublik Deutschlands.
Die Organe des Betriebes sind die Gesellschaftsversammlung und die Geschäftsführung.
Die Firma exportiert in zwölf Länder der Welt. Außerdem hat das Unternehmen 3 Niederlassungen. Zur Zeit sucht die Firma einen selbständigen Vertreter für Großbritanien.
In der letzten Zeit versucht die Firma die Geschäftskontakte auch mit Rußland anzuknüpfen. Heute empfängt Herr Bubeck Herrn Simonow, Vertreter einer russischen Firma. Der Geschäftsführer stellt dem russischen Kollegen seine Abteilungsleiter vor.
Er bietet ihm die Unterlagen an, darunter Prospekte, Kataloge, Preislisten, auch Muster der Modelle.
Herr Simonow ist an solchen Computern interessiert. Er findet die Computer wirklich höchstmodern. Er weiß, die Technik dieser Firma findet in der Welt große Nachfrage.
Herr Simonow studiert die Unterlagen und will in der nächsten Zeit eine offizielle Anfrage und dann schon die Bestellung machen.
Nach ein paar Wochen schließen beide Parteien einen Kontrakt ab und unterzeichnen den Vertrag.

2. Подберите к существительному левой колонки подходящий глагол из правой колонки. (УК-4.1, 31,32,33)

die Computer	anknüpfen
den Kontrakt	empfangen
die Geschäftskontakte	unterzeichnen
die Kollegen	finden
eine große Nachfrage	herstellen
die Bestellung	machen
die Abteilung	leiten
die Unterlagen	anbieten

3. Вставьте подходящий по смыслу глагол в правильной форме (bestehen, empfangen, gehören, exportieren, herstellen, anbieten, abschließen). (УК-4.1, 31,32,33)

1) Der Betrieb … Personalcomputer … .
2) Das Unternehmen … aus fünf Abteilungen.
3) Die Fa … ihre Produktion in viele Länder der Welt.
4) Das Unternehmen … zu den Kapitalgesellschaften.
5) Der Geschäftsführer … den Vertreter einer russischen Firma.
6) Herr Bubeck … demrussischenKollegen die Unterlagen… .
7) Bald … die Parteien den Kontrakt… .

4. Ответьте на вопросы. (УК-4.1, 31,32,33)

1)Was produziert die Firma Interschuß?
2)Aus wieviel Abteilungen besteht die Fa?
3) Wer leitet die Abteilungen?
4) Was ist das Unternehmen der Rechtsform nach?
5) Was sind die Organe des Betriebs?
6) Hat das Unternehmen viele Kontakte mit anderen Ländern?
7) In wieviel Länder exportiert die Fa?
8) Hat der Betrieb drei Niederlassungen?
9)Will die Firma die Geschäftskontakte mit Rußland anknüpfen?

Немецкий язык
1 семестр
Практическая работа №1
(Формируемые компетенции: УК-4)

Задание должно быть выполнено в формате doc.
Практическая работа состоит из 8 заданий.
Выполняя задания, студенты показывают навыки использования речевых моделей в различных коммуникативных ситуациях и для выражения своей точки зрения; переводить различные типы текстов и получать полезную информацию; организовывать общение в соответствии с социальными нормами и правилами; устанавливать и поддерживать контакты с иностранцами для общения.

1. Lesen Sie und ödersetzen Sie den Text. (УК-4.2, У2, У4)
Hallo,
Ich heiße Jörg. Ich bin 16 Jahre alt. Zurzeit bin ich Schüler. Ich möchte dir über meine Familie erzählen.
Meine Familie wohnt in Berlin, Blumenstraße 30. Meine Familie ist ziemlich groß. Sie besteht aus 7 Personen. Das sind meine Großmutter, meine Eltern, mein Bruder, seine Frau, meine Schwester und ich.
Mein Vater, Franz, ist Ingenieur von Beruf. Er ist 44 Jahre alt. Er ist klug und sehr intelligent.
Meine Mutter, Helga, ist Ärztin. Sie ist 3 Jahre jünger als mein Vater. Die Mutter sieht sehr schön und jung aus.
Den Haushalt führt meine Großmutter Anna. Sie ist Rentnerin. Meine Oma ist 62 Jahre alt, aber sie ist noch sehr rüstig.
Mein Bruder Alex ist 26 Jahre alt. Er arbeitet bei Siemens als Ökonom. Er ist verheiratet. Seine Frau Irma ist Apothekerin. Sie sind Altersgenossen.
Meine Schwester Beate ist 20 Jahre alt. Sie ist Studentin. Sie ist ledig. Sie ist sehr hübsch und schlank.
Meine Familie ist sehr einig. Wir sind zueinander sehr lieb. In meiner Familie herrscht immer eine freundliche Atmosphäre. Wir helfen einander sehr gern. Alle Probleme lösen wir zusammen. Unsere Freizeit verbringen wir immer interessant. Oft besuchen wir Kinos, Konzerte, Theater. Wir haben viele Freunde, und wir sind gastfreundlich.
Wie ist deine Familie? Schreib mir bald!
Viele Grüße
Dein Jörg

2. Ödersetzen Sie der Wortschatz zum Text: (УК-4.2, У2, У4)
ziemlich groß –
Meine Familie besteht aus 7 Personen –
aussehen (a,e) –
den Haushalt führen (te,t) –
rüstig sein –
verheiratet sein –
ledig sein –
der Altersgenosse –
In der Familie herrscht eine freundliche Atmosphäre –
einig –
einander helfen (a,o)–
gastfreundlich sein –
zueinander lieb sein –
meine Freizeit verbringen (te,t)–
zusammen sein –
Probleme lösen (te,t)–

3. Beantworten Sie die Fragen: (УК-4.2, У2, У4)
1. Wie groß ist die Familie von Jörg?
2. Was sind seine Eltern von Beruf?

3. Wer führt den Haushalt in der Familie?
4. Wie ist die Familie von Jörg?
5. Wie sind die Verhältnisse in Ihrer Familie?

4. Richtig oder falsch? (УК-4.2, У2, У4)
1. Paul ist 16 Jahre alt.
2. Die Familie ist nicht besonders groß.
3. Seine Eltern wohnen zusammen und sind sehr glücklich.
4. Seine Schwester ist nicht verheiratet.
5. Jörg verbringt gern seine Freizeit im Kreis der Familie.

5. Bilden Sie Sätze mit folgenden Wörtern: (УК-4.2, У2, У4)
1. bestehen, aus, deine Familie, viel, Personen, wie?
2. deine Familie, einträchtig, sein, rüstig, und?
3. wir, zueinander, sein, lieb, sehr, verstehen, gut, einander, und.
4. besprechen, der Kreis der Familie, abends, wir, Probleme, oft, in.
5. ledig, dein Bruder, verheiratet, oder, sein?

6. Übersetzen Sie ins Deutsche: (УК-4.2, У2, У4)
1. У нас в семье прекрасные отношения.
2. Мой двоюродный брат и я ровесники.
3. Моя семья состоит из 4 человек.
4. Я и мой брат хорошо понимаем друг друга. Я всегда могу обсудить с ним мои проблемы. Я уверен, он мне всегда поможет.
5. Наша семья очень дружная. Мы любим друг друга и живём в мире и согласии.

7. Beantworten Sie die Fragen und erzählen Sie uber sich und Irhe Familie: (УК-4.1, 31,32,33)
1. Wie heißen Sie?
2. Wie alt sind Sie?
3. Woher kommen Sie?
4. Wann und wo sind Sie geboren?
5. Haben Sie eine Familie?
6. Wie groβ ist sie?
7. Haben Sie Eltern?
8. Wie alt sind Ihre Eltern?
9. Wo arbeiten Ihre Eltern?
10. Haben Sie Geschwister?
11. Wie heiβen Ihre Geschwister?
12. Wie alt sind sie?
13. Haben sie viele Verwandte?
14. Wo studieren Sie?
15. Was sind Sie von Beruf?
16. Sind Sie verheiratet?
17. Haben Sie Kinder?
18. Was machen Sie gern?
19. Was sind Ihre Hobbys?
20. Was für ein Mann sind Sie?
8. Stellen Sie sich eine Situation vor, in der Sie Ihren ausländischen Partner in einer informellen Umgebung treffen. Machen Sie einen Dialog, in dem Sie Ihren Partner über seine Familie, sein Hobby und seine Freizeit fragen. (УК-4.2, У1, У3)

2 семестр

Практическая работа №1

(Формируемые компетенции: УК-4)

Задание должно быть выполнено в формате doc.

Практическая работа состоит из 3 заданий.

Выполняя задания, студенты показывают навыки использования речевых моделей в различных коммуникативных ситуациях и для выражения своей точки зрения; переводить различные типы текстов и получать полезную информацию; организовывать общение в соответствии с социальными нормами и правилами; устанавливать и поддерживать контакты с иностранцами для общения.

Aufgabe 1 (УК-4.2, У2, У4)

Lesen Sie den Text und ubersetzen ins Russishe.

Bundesrepublik Deutschland

Das Territorium von Deutschland wurde nach dem II. Weltkrieg gespaltet, wobei hier zwei verschiedene Staaten (die Bundesrepublik Deutschland und die Deutsche Demokratische Republik) entstanden. Die DDR und die BRD haben sich im Jahre 1990 wieder vereinigt und einen einheitlichen Staat gebildet.

Berlin wurde zur Hauptstadt des vereinigten Deutschlands statt Bonn. Mit ihrer Bevölkerung von ca. 4 Millionen Menschen ist das heutige Berlin die größte Stadt auf dem Territorium von allen sechzehn deutschen Bundesländern.

Deutschland befindet sich im Mitteleuropa und grenzt insgesamt an zehn verschiedene Staaten: an Tschechien, Polen, Österreich, Belgien, Frankreich, Slowakei, Luxemburg, Dänemark, an die Schweiz und an die Niederlande. Natürliche Wassergrenzen werden durch die Nordsee und durch die Ostsee gebildet.

An der Ost- und Nordseeküste gibt es zahlreiche große und kleine Inseln. Rügen ist die größte deutsche Insel. Im Norden Deutschlands befindet sich ein Tiefland, das Mitteldeutschland liegt auf einem Mittelgebirge. Im Süden ist Deutschland von den deutschen Alpen umrahmt.

Das Klima in Deutschland ist mild, was wesentliche Unterschiede zwischen verschiedenen Jahreszeiten bedingt. Deutschland ist an Flüssen und Seen sehr reich. Der größte deutsche See befindet sich im Süden und heißt der Bodensee. Die wichtigsten Flüsse Deutschlands sind der Rhein, die Elbe und die Donau.

An Bodenschätzen ist Deutschland nicht besonders reich. Hier gibt es viel Salz und Kohle, aber wenig Erdgas, Erdöl und Eisen. Dessen ungeachtet ist Deutschland ein hoch entwickeltes Industrieland, wo der Handel eine sehr große Rolle spielt. Deutschland importiert und exportiert viele verschiedene Waren.

Die Bevölkerung Deutschlands überschreitet 80 Millionen Menschen. Die Fläche dieses Landes entspricht ca. 360.000 km2. Die heutige BRD ist einer der Mitglieder der Europaischen Gemeinschaft. Der Bundestag ist das oberste Machtorgan. Die deutsche Regierung wird vom Bundeskanzler, und der deutsche Staat vom Bundespräsidenten geleitet.

Aufgabe 2 (УК-4.2, У2, У4)

Beantworten Sie die Fragen.

1. Wenn wurde das Territorium von Deutschland gespaltet?
2. Wenn haben sich die DDR und die BRD wieder vereinigt?
3. Welche Stadt war die Hauptstadt Deutschlands?
4. Welche Stadt ist die Hauptstadt Deutschlands?
5. Wie ist die Bevölkerung von Berlin?
6. Aus wieviel Bundesländern besteht die BRD?
7. Wo befindet sich Deutschland?
8. An wieviel Staaten grenzt Deutschland?
9. Hat Deutschland die Seegrenzen?
10. Hat Deutschland die Inseln?
11. Was ist die größte deutsche Insel?
12. Das gesamte Gebiet Deutschlands befindet sich ein Tiefland?
13. Wie ist das Klima in Deutschland?

14. Welche Flüsse von Deutschland kennen Sie?
15. Wo befindet sich der größte deutsche See?
16. Ist Deutschland reich an Bodenschätzen?
17. Verfügt Deutschland über eine vielseitig entwickelte Industrie?
18. Wie groß ist die Bevölkerung Deutschlands?
19. Wie groß ist die Fläche Deutschlands?
20. Wie heißt das oberste Machtorgan der BRD?
21. Wer steht an der Spitze des Staates und der Regierung?

Aufgabe 3 (УК-4.2, У1, У3)
Stellen Sie sich eine Situation vor, in der ein ausländischer Tourist und eine Reiseagentur die Details einer bevorstehenden Reise besprechen. Ergänzen Sie im Dialog die fehlenden Verben und ubersetzen ins Russishe.

konnen wissen tun buchen geben haben fahren mochten gefallen kosten sehen abreisen machen durfen bieten (2x) liegen enthalten

Frau Klein: Guten Tag, was kann ich fur Sie .....?
HerrGroβe: Ich möchte gern eine Reise ..... .
Frau Klein: Wohin möchten Sie .....?
Herr Groβe: Ja, das weiβ ich noch nicht genau, vielleicht ..... Sie mich beraten.
Frau Klein: ..... Sie schon, wann Sie fahren wollen?
Herr Groβe: Ja, im August.
Frau Klein: Im August. Mögen Sie die Wärme?
HerrGroβe: Also, nach Ägypten oderTunesien ..... ich im August nicht fahren. Da sind über 50 Grad in der Sonne.
Frau Klein: Wie würde Ihnen Griechenland ..... ?
Herr Groβe: Ja, Griechenland ist sehr schon. Aber ich war schon dreimal in Griechenland.
Frau Klein: Waren Sie schon mal an der Ostsee?
Herr Groβe: An der Ostsee? Hier in Deutschland? Ja, aber nur ganz kurz ...
Frau Klein: Es ..... zur Zeit sehr günstige Angebote auf der Insel Rugen. Zum Beispiel im Dorint-Hotel in Binz. Nach Binz kann man mit dem Auto fahren.
HerrGroβe: Da .....Sie recht.Was..... ein Doppelzimmer für 14Tage?
Frau Klein: Moment, ich .....gleich mal nach. Für 14Tage kostet ein Doppelzimmer 1200 Euro pro Person, das macht 2400 Euro fur zwei Personen. Und es ist ein Fünf-Sterne-Hotel, das ..... Sie nicht vergessen!
Herr Groβe: Naja, 2400 Euro sind sehr viel Geld! Ist der Preis inklusive Halbpension und hat das Hotel etwas Besonderes zu .....?
Frau Klein: In dem Preis ist nur das Früuhstuck .....
Das Hotel .....direkt an einem weiβen Sandstrand.
Es ..... auβerdem ein Sportprogramm für die Gäste, eine Segelschule und einen Golfplatz.
Herr Groβe: Eine Segelschule, wunderbar. Ich nehme das Hotel.
Frau Klein: Wann wollen Sie an- und .....?
Herr Groβe: Am 12. August reisen wir an, am 26. August müssen wir wieder nach Hause.
Frau Klein: Gut, Herr Groβe, dann .....ich die Reiseunterlagen gleich für Sie fertig.

Немецкий язык
3 семестр
Практическая работа №1
(Формируемые компетенции: УК-4)

Задание должно быть выполнено в формате doc.
Практическая работа состоит из 6 заданий.
Выполняя задания, студенты показывают навыки использования речевых моделей в различных коммуникативных ситуациях и для выражения своей точки зрения; переводить различные типы текстов и получать полезную информацию; организовывать общение в соответствии с социальными нормами и правилами; устанавливать и поддерживать контакты с иностранцами для общения.

1. Lesen Sie und ödersetzen Sie den Text. (УК-4.2, У2, У4)

Reisen

Die Menschen reisen seit den alten Zeiten. Die ersten Reisenden waren die Forscher, die mit dem Ziel reisten, einen Schatz zu finden, zu Ruhm und Ehre zu gelangen. Ihre Reisen waren riskant, aber die Menschen versuchten trotzdem, das gelobte Land zu finden.
Der wissenschaftlich-technische Fortschritt ermöglichte den Menschen, Zeit und Entfernungen zu bezwingen, im Nu riesige Weiten unseres Planeten zu bewältigen. Jetzt steht die ganze Welt offen. Mit der Hilfe der modernsten Organisationen können Sie um die ganze Welt reisen. Millionen von Menschen in der ganzen Welt reisen gern. Es ist eine Art der Erholung und Abwechslung. Außerdem kann man durch Reisen die Welt besser kennen lernen. Unterwegs kann man viel Neues sehen und erfahren, anderen Menschen begegnen, sich mit der Geschichte und Kultur anderer Länder bekanntmachen und neue Landschaften erleben.
Reisen bringt viele neue Eindrücke und Erlebnisse, und sie machen unser Leben inhaltsreicher, mannigfaltiger und schöner. Viele Menschen planen ihre Reisen im Voraus. Dazu gibt es Reisebüros. Jeder Reisende kann sein Reiseziel selbst wählen. Er kann auch die Dauer seiner Reise bestimmen sowie entscheiden, womit er am günstigsten reist. Den Menschen, die beabsichtigen, eine Reise zu machen, stehen verschiedene Arten der Verkehrsmittel zur Verfügung. Die Reisebüros machen alles für ihre Kunden, damit ihre Wünsche aufs Beste in Erfüllung gehen.
Das schnellste Verkehrsmittel ist das Flugzeug. Am besten ist es, Flugkarten im Voraus zu buchen. Eine Zugfahrt dauert länger als ein Flug, aber der Zug hat seine Vorteile. Während der Zugfahrt sieht man 18 umgehende Landschaften, sondern auch Ihr Urlaub hat schon begonnen. Eine Seereise unternehmen die Leute, die zum Erholungsort fahren oder eine angenehme Reise unternehmen möchten. An Bord eines großen Touristendampfers durchkreuzen die Menschen Ozeane und besuchen andere Länder. Die Schifffahrt über den Ozean ist eine herrliche lange Reise. Der einzige Nachteil ist die Seekrankheit.
Aber nicht alle können sich eine weitere Auslandsreise leisten, weil sie teuer ist. Die Reisebüros bieten auch interessante Reisen durch das Inland und Städtereisen mit dem Bus an, der jetzt das günstigste Verkehrsmittel ist. Die Autoreisen sind nicht teuer und erfreuen sich eine große Popularität. Es gibt dabei die Möglichkeit, viele Sehenswürdigkeiten zu besichtigen und sich zugleich gut zu erholen. Tourismus ist jetzt ein gewinnbringendes Geschäft, weil viele Menschen bereit sind, viel Geld ausgeben, um Ihre Freizeit zu genießen.

2. Ergänzen Sie die Sätze: (УК-4.2, У2, У4)
1. Seit den alten Zeiten…… 2. Durch Reisen……. 3. Unterwegs kann man… 4.Verschiedene Arten der Verkehrsmittel….. 5. Das Flugzeug….. 6. Eine herrliche Reise….. 7.Während der Zugfahrt….. 8. Das günstigste Verkehrsmittel….. 9. Die Autoreisen….. 10. Tourismus ist…..

3. Setzen Sie die Verben ein: (УК-4.2, У1, У3)
sich beeilen, sich erkälten, sich treffen, sich freuen, sich befinden, sich erkundigen, sich erholen (2 mal), sich anmelden (2 mal).
- Ich habe….. im Reisebüro nach einer Reise in die BRD…… .
- Sehr schön. Dort können Sie….. bestimmt gut… Wohin wollen Sie eigentlich fahren? Nach Süden?
- Ja, auch. Ich habe….. für eine Reise nach Dresden, Leipzig und München….. .

- Ausgezeichnet, in Leipzig und Dresden….. viele interessante Gebäude. Sie gefallen Ihnen bestimmt. Fahren Sie mit dem Zug, oder haben Sie…. für eine Flugreise… ?
- Es ist eine Flugreise. - Übrigens ist es in der BRD jetzt noch sehr kalt. Man kann…..
schnell Nehmen Sie die warme Kleidung mit.
- Ja, das mache ich. Ich schon sehr auf die Reise.
- Das glaube ich Ihnen gern.
- Jetzt muss ich….. aber….. . Es ist schon sehr spät. Ich… um 18 Uhr mit meiner Mutter.
-…..Sie… gut in der BRD.

4. Lesen Sie die Situationen und wählen Sie dazu die entsprechenden Werbeanzeigen. (Eine Situation ist überflüssig.) (УК-4.2, У2, У4)
1. Corinna mochte in den Ferien gern reiten.
2. Andy und Markus wollen in den Ferien eine Safari machen.
3. Claudia will in den Ferien in eine Stadt in Deutschland fahren.
4. Marina will im Sommer mit ihren Eltern ans Meer fahren.
5. Oli möchte im Winter Windsurfen.

A. Natur und Kultur in Afrika Wandern und Safaris

Kleingruppen/indiv. Arrangements Sandmann Tours, Ludgeriplatz 2 48151 Munster
Tel.0251/237990

B. Jepsenhof Dithmarschen Hallo, Mädchen und Jungen! Wollt ihr in den Ferien reiten? Hier ist immer etwas los!
Familie Jansen, Hauptstrasse 19 25727 Frestedt, Tel. 04830/79584

C. Nike - Reisen Kurzreisen zu Toppreisen Paris 1 Tag nur 25, -€ London 2 Tage nur39, -€ Stuttgart 2/3 Tage ab 89, -€ Hamburg 2/4 Tage ab 79, -€ Wien 5 Tage ab 189, -€

D. Juni bis August:
Schwimmen und Tauchen
In Griechenland und Marokko Rad/Windsurfen/Kanu/Kajak/Segeln Spannende Reisen für Eltern und Kinder Sud Tours Nelkenstrasse 7 72631 Aichtal Tel. 07127/67535 Fax. 8219
http/www.sudtours.de

5. Beantworten Sie die Fragen: (УК-4.2, У2, У4)
1. Reist du gern? 2. Wann reist du gewöhnlich? Wohin reist du? 4. Wie kann man reisen? 5. Nimmst du viel Gepäck mit? 6. Welche Reise ziehst du vor, eine Reise zu Lande oder zu Wasser? 7. Wanderst du gern? 8. Wohin kann man in deiner Gegend wandern? 9. Wie kann man sich am Meer bei gutem (schlechtem) Wetter erholen? 10. Welche Erholungsmöglichkeiten gibt es im Winter? 11. Was ist die ideale Erholung für einen Menschen?

6. Lesen und übersetzen Sie den Geschäftsbrief. Schreiben Sie eine Antwort auf diesen Brief. (УК-4.2, У1, У3)

Katharina Müller
Schwarzer Bär, 3
30449 Hannover

Hochschule für Musik und Theater Hannover
Neues Haus, 1
30175, Hannover
11.06.201
Eignungsprüfung
Sehr geehrte Damen und Herren,

Mein Name ist Katharina Müller, ich bin Bewerberin an der HMT Hannover für den Wintersemester 2017, Fach – Pop Gesang. Da ich mich auch an der anderen Hochschule in Mannheim bewerbe, muss ich am 17.06 in Mannheim für die Hauptfachprüfung sein. Am diesen Tag findet aber auch Musiktheorietest an Ihrer Hochschule statt. Ist es möglich, den Musiktheorietest an einen anderen Tag mit einer anderen Gruppe zu schreiben? Ich würde Ihnen für solche Angelegenheit sehr dankbar sein.
Mit freundlichen Grüßen,
(Unterschrift)
Katharina Müller.

Немецкий язык
4 семестр
Практическая работа №1
(Формируемые компетенции: УК-4)

Задание должно быть выполнено в формате doc.
Практическая работа состоит из 4 заданий.
Выполняя задания, студенты показывают навыки использования речевых моделей в различных коммуникативных ситуациях и для выражения своей точки зрения; переводить различные типы текстов и получать полезную информацию; организовывать общение в соответствии с социальными нормами и правилами; устанавливать и поддерживать контакты с иностранцами для общения.

Кейс: "Der Geschäftszyklus"

Untersuchen Sie die Situationen, übersetzen die Situationen ins Russische und führen Sie die vorgeschlagenen Aufgaben für diese Situationen aus.

Situation 1. Expansion und Kontraktion

Alle Marktwirtschaften haben Zeiten, in denen der Konsum - die Ausgaben für Waren und Dienstleistungen - steigen. Verbraucher kaufen mehr, Unternehmen investieren mehr und Produktion, Einkommen, Gewinne und Beschäftigung steigen. Diese Perioden werden immer von Perioden gefolgt, in denen die Ausgaben und Investitionen sinken und die Arbeitslosigkeit steigt. Es ist der Geschäftszyklus.
Eine Periode, in der die Wirtschaftstätigkeit zunimmt und die Wirtschaft expandiert, ist ein Aufschwung. Wenn es lange dauert, spricht man von einem Boom. Der höchste Punkt des Konjunkturzyklus ist ein Höhepunkt, dem ein Abschwung folgt, während dessen die Wirtschaftsaktivität abnimmt. Wenn sich die Wirtschaft länger als sechs Monate zusammenzieht, wird der Abschwung als Rezession bezeichnet. Eine schwere, langanhaltende Rezession wird als Depression bezeichnet. Der tiefste Punkt des Konjunkturzyklus ist ein Tiefpunkt, dem eine Erholung folgt, wenn die Wirtschaftstätigkeit wieder zunimmt und ein neuer Zyklus beginnt.

Aufgabe 1. (УК-4.2, У2, У4)
Beschreiben Sie die Phasen des Geschäftszyklus in der Reihenfolge mit Wörtern aus dem Ergebnisliste.
Aufschwung Abschwung Rezession Erholung Höhepunkt Tiefpunkt

1.
2.
3.
4.
5.
6.

Situation 2. Steuerpolitik

Regierungen und Zentralbanken wenden eine Steuerpolitik an, bei der die Ausgaben und Steuern des Staates geändert werden müssen, um den Umfang des Konjunkturzyklus zu begrenzen.
Wenn bewegt sich eine Wirtschaft in eine Rezession, könnte die Regierung eine reflationäre Finanzpolitik haben. Das bedeutet, die Wirtschaft anzukurbeln, indem die Staatsausgaben erhöht oder die direkten oder indirekten Steuern gesenkt werden, damit Einzelpersonen und Unternehmen mehr Geld zur Verfügung haben. Wenn eine Wirtschaft überhitzt und zu schnell expandiert, das bedeutet, dass die Industrie mit voller Kapazität arbeitet und so viel produziert, wie es nur geht. Da die Nachfrage größer ist als das Angebot, was zu steigenden Preisen und Inflation führt, könnte die Regierung eine deflationäre Finanzpolitik haben. Das bedeutet, dass versucht wird, die Wirtschaft abzukühlen: Verringerung der wirtschaftlichen Aktivität durch Anhebung der Steuersätze oder

Senkung der Staatsausgaben. Das verringert die Nachfrage in der Wirtschaft und trägt zur Verringerung der Inflation bei.

Aufgabe 2. (УК-4.2, У2, У4)
Passen Sie die beiden Teile der Sätze an und übersetzen ins Russische.

1. Wenn denkt die Regierung, dass die Wirtschaft zu stark schrumpft, ...
2. Steuerpolitik beinhaltet .....
3. Wenn gibt es keine unabhängige Zentralbank, können die Regierungen .....
4. Wenn denkt die Regierung, dass die Wirtschaft zu schnell wächst, ...
5. Geldpolitik beinhaltet .....

a) Zinssätze und Geldmenge.
b) sie kann die Steuersätze erhöhen und seine Ausgaben senken.
c) den Geschäftszyklus zu ihrem eigenen Vorteil manipulieren.
d) sie kann Steuern senken und seine Ausgaben erhöhen.
e) Steuern und Staatsausgaben.

Situation 3. Geldpolitik

Regierungen oder Zentralbanken können auch die Geldpolitik - veränderte Zinssätze und die Höhe der Geldmenge - nutzen, um die Wirtschaftstätigkeit zu beeinflussen. Sie können die Wirtschaftstätigkeit ankurbeln oder steigern, wenn befindet sich die Wirtschaft in einem Abschwung, indem sie die Zinssätze senken und die Wachstumsrate der Geldmenge erhöhen lassen. Wenn die Wirtschaft jedoch zu schnell wächst und Inflation verursacht, können sie es durch Erhöhung der Zinssätze und Senkung der Wachstumsrate der Geldmenge verlangsamen.
Der Hauptgrund für eine unabhängige Zentralbank besteht darin, die Regierungen daran zu hindern, einen politischen Konjunkturzyklus zu schaffen - ein Zyklus, der zum Zeitpunkt der nächsten Wahlen einen Höhepunkt erreicht. Die Regierungen können dies tun, indem sie ihre Amtszeit mit ein paar Jahren Politik beginnen, um das Wachstum der Wirtschaft zu verhindern, gefolgt von Steuersenkungen und einer monetären Expansion in den zwei Jahren vor den nächsten Wahlen. Diese Politik, die manchmal als Boom and Bust bezeichnet wird, hilft der Regierung, wiedergewählt zu werden, ist aber nicht gut für die wirtschaftliche Stabilität. Eine unabhängige Zentralbank macht es unwahrscheinlicher.

Aufgabe 3. (УК-4.2, У2, У4)
Untersuchen Sie die Situation und beantworten Sie die Fragen. Begründen Sie Ihre Antworten.

1. Wie beeinflussen Regierungen oder Zentralbanken die wirtschaftliche Aktivität des Staates?
2. Wie steigern sie die Wirtschaftstätigkeit?
3. Wie verlangsamen sie die Wirtschaftstätigkeit?
4. Warum sollten Zentralbanken unabhängig sein?
5. Ist die Zentralbank in Ihrem Land unabhängig?
6. Entwickelt oder schrumpft die Wirtschaft Ihres Landes in den letzten drei Jahren?
7. Was denken die meisten Ökonomen, was sind die Gründe für diese Veränderungen?

Aufgabe 4. (УК-4.2, У1, У3, УК-4.3)
Machen Sie einen Dialog mit einem ausländischen Partner über die aktuelle wirtschaftliche Situation in Russland.

Итоговое задание
Немецкий язык
1 семестр

(Формируемые компетенции: УК-4.1, 4.2, 4.3)
Заключительным заданием является собеседование по темам, изученным в течение семестра. Готовя устное выступление по темам, студенты раскрывают знания принципов построения устных высказываний на иностранном языке и требований к межличностному деловому общению. Рассказывая темы во время собеседования, студенты показывают, что они способны практиковать межличностное деловое общение в устной форме. Отвечая на вопросы по теме выступления, студенты показывают владение методикой составления суждения в межличностном деловом общении на иностранном языке с использованием адекватных языковых форм и средств.

Aufgabe: (УК-4.1, 4.2, 4.3)
Seien Sie bereit, die folgenden Themen und Fragen im Detail zu diskutieren:

Thema 1. Stellen Sie sich vor. Erzählen Sie von sich selbst, Ihren persönlichen Qualitäten, Ihren Stärken und Schwächen und Ihrer Familie.

Thema 2. Eine echte Freundschaft und enge Beziehung. Erzählen Sie, was eine echte Freundschaft bedeutet, geben Sie Beispiele aus Ihrem Leben.

Thema 3. Die Lebensweise der Menschen und Verschiedene Kulturen. Erzählen Sie von verschiedenen Nationen, Kulturen und Traditionen, warum alle Nationen unterschiedlich sind.

Thema 4. Lebensstil (In der Stadt oder auf dem Lande). Erzählen Sie von dem Ort, an dem Sie leben (Ihre Wohnung oder Ihr Haus, Ihre Heimatstadt), welchen Lebensstil Sie bevorzugen.

Thema 5. Hochschule. Erzählen Sie, warum Hochschulbildung wichtig ist und welche Möglichkeiten sie Absolventen bietet.

Thema 6. Reise. Erzählen Sie von verschiedenen Arten von Reisen, wie Sie lieber reisen, welches Land Sie besuchen möchten.

Итоговое задание
Немецкий язык
2 семестр

(Формируемые компетенции: УК-4.1, 4.2, 4.3)
Заключительным заданием является собеседование по темам, изученным в течение семестра. Готовя устное выступление по темам, студенты раскрывают знания принципов построения устных высказываний на иностранном языке и требований к межличностному деловому общению. Рассказывая темы во время собеседования, студенты показывают, что они способны практиковать межличностное деловое общение в устной форме. Отвечая на вопросы по теме выступления, студенты показывают владение методикой составления суждения в межличностном деловом общении на иностранном языке с использованием адекватных языковых форм и средств.

Aufgabe: (УК-4.1, 4.2, 4.3)
Seien Sie bereit, die folgenden Themen und Fragen im Detail zu diskutieren:

Thema 1. Die Leben in der Zukunft.

Thema 2. Das Reichtum.

Thema 3. Berühmtheiten.

Thema 4. Die Filmkunst.

Thema 5. Die Massenmedien und Nachrichten.

Итоговое задание
Немецкий язык
3 семестр

(Формируемые компетенции: УК-4.1, 4.2, 4.3)
Заключительным заданием является собеседование по темам, изученным в течение семестра. Готовя устное выступление по темам, студенты раскрывают знания принципов построения устных высказываний на иностранном языке и требований к межличностному деловому общению. Рассказывая темы во время собеседования, студенты показывают, что они способны практиковать межличностное деловое общение в устной форме. Отвечая на вопросы по теме выступления, студенты показывают владение методикой составления суждения в межличностном деловом общении на иностранном языке с использованием адекватных языковых форм и средств.

Aufgabe: (УК-4.1, 4.2, 4.3)
Seien Sie bereit, die folgenden Themen und Fragen im Detail zu diskutieren:

Thema 1. Mein Studium.

Thema 2. Hochschulstudium in Deutschland.

Thema 3. Die Berufswahl.

Thema 4. Deutschland: geographischer Überblick und Staatsaufbau.

Thema 5. Russland ist mein Heimatland.

Thema 6. Mündliche und schriftliche Kommunikation.

Итоговое задание
Немецкий язык
4 семестр

(Формируемые компетенции: УК-4.1, 4.2, 4.3)
Заключительным заданием является собеседование по темам, изученным в течение семестра. Готовя устное выступление по темам, студенты раскрывают знания принципов построения устных высказываний на иностранном языке и требований к межличностному деловому общению. Рассказывая темы во время собеседования, студенты показывают, что они способны практиковать межличностное деловое общение в устной форме. Отвечая на вопросы по теме выступления, студенты показывают владение методикой составления суждения в межличностном деловом общении на иностранном языке с использованием адекватных языковых форм и средств.

Aufgabe: (УК-4.1, 4.2, 4.3)
Seien Sie bereit, die folgenden Themen und Fragen im Detail zu diskutieren:

Thema 1. Geschäftsaktivitäten.

Thema 2. Wirtschaft.

Thema 3. Marketing.

Thema 4. Management.

Thema 5. Globale wirtschaftliche Probleme.

Thema 6. Geschäftskorrespondenz.

Тест
Немецкий язык
1семестр
(Формируемые компетенции: УК-4, 4.1, 4.2)

Выполняя тестовые задания, студенты показывают знания языковых средств (лексических, грамматических, фонетических), принципов и закономерностей построения предложений и высказываний на иностранном языке, которые используются для межличностного делового общения.

1. ___ wolltet schon mit 5 Jahren in die Schule gehen.
A. ich
B. wir
C. ihr

2. ___ Zeitung liest er gewöhnlich am Morgen?
A. welche
B. wie
C. welcher

3. ___ kam später, Petra oder Monika?
A. wem
B. was
C. wer

4. Mit ___ Strassenbahn fahren Sie in die Bibliothek?
A. welche
B. welchem
C. welcher

5. Ich verstehe ___ nicht.
A. ihm
B. ihn
C. Er

6. Meine Mutter fragt ___, ob ihr gestern nach Moskau fahren.
A. euer
B. euch
C. ihr

7. Sprechen ___ Deutsch?
A. Sie
B. du
C. ihr

8. ___ Programm siehst du abends?
A. was für eine
B. was für ein
C. was für einen

9. ___ Zimmer ist größer?
A. welcher

B. welche
C. welches

10. ___ gratulierst du zum Geburtstag?
A. wem
B. wen
C. wer

11. Aber er fand _____ Stiefel und _____ Sack auf.
A. die, einen
B. eine, einen
C. die, den

12. So wurde er zu _____ gestiefelten Kater.
A. einer
B. einem
C. dem

13. Damals herrschte _____ König über das Land.
A. der
B. ein
C. einer

14. _____ König liebte gebratene Kaninchen sehr.
A. ein
B. der
C. das

15. Aber _____ Kaninchen waren so listig und rasch, dass niemand in _____ Königreich sie fangen konnte.
A. die, dem
B. die, die
C. eine, einer

16. Darüber ärgerte sich _____ König sehr.
A. der
B. ein
C. das

17. Da kam der Kater zur rechten Zeit und sagte _____ König.
A. einem
B. die
C. dem

18. Hochgeehrte König! Nehmen Sie von meinem Herren, _____ Grafen, _____ kleines Geschenk
A. dem, ein
B. den, das
C. dem, das

19. Und er öffnete ____ Sack, der voll von Kaninchen war.
A. den

B. das
C. ein

20. _____ König war außer sich von Freude und beschloss mit _____ geheimnisvollen Grafen, Bekanntschaft zu machen.
A. der, dem
B. der, einem
C. ein, einem

21. Viele von ___ hatten keinen Beruf.
A. den Arbeitslosen
B. der Arbeitslose
C. den Arbeitslose

22. Wie geht es jetzt ___?
A. dem Kusine
B. der Kusine
C. die Kusine

23. Gestern habe ich eine Diskussion zwischen ___ und ___ gehört.
A. dem Studenten dem Aspirant
B. dem Studenten dem Aspiranten
C. dem Student dem Aspirant

24. Sie trug ___.
A. einer Brille
B. einem Brillen
C. eine Brille

25. Jeden Tag sehe ich _____ aus meinem Fenster.
A. das Gebäude des Rathaus
B. den Gebäude des Rathauses
C. das Gebäude des Rathauses

26. Ich hörte den Schlag ___.
A. meines Herzs
B. meines Herzes
C. meines Herzens

27. Frau Zinn versprach ___, eine Gitarre zu schenken.
A. dem Neffe
B. dem Neffen
C. den Neffen

28. Die Touristen bewunderten ___ der alten Stadt.
A. des Architekturs
B. der Architektur
C. die Architektur

29. ___ ist nicht weit von hier, ich gehe zu Fuss.
A. das Post
B. die Post

C. der Post

30. ___ stoppte den Wagen, weil ___ zu schnell gefahren war.
A. Das Polizist der Fahrer
B. Der Polizist den Fahrer
C. Der Polizist der Fahrer

31. Ich habe eine Schwester. Sie ist noch sehr _____ .
A. junge
B. junger
C. jung

32. Die Übung haben alle schnell gemacht. Sie war nicht _____ .
A. schwere
B. schwer
C. schwerer

33. Mein Bruder liest die Bücher _____ als ich.
A. eher
B. öfter
C. viel

34. Er kann es _____ tun als ich.
A. bald
B. am ehesten
C. eher

35. Beim _____ Licht steht man.
A. roter
B. roten
C. rot

36. Ich glaube, Hamburg ist die _____ Stadt der BRD.
A. größere
B. größte
C. groβe

37. Heute wird es noch _____ als gestern.
A. am wärmsten
B. warm
C. wärme

38. Köln ist eine _____ Stadt als Bonn.
A. größte
B. groβe
C. größere

39. Ich trinke Kaffee nicht _____. _____ nehme ich eine Tasse Tee mit Milch.
A. am liebsten, gern
B. gut, lieber
C. gern, lieber

40. Hier ist zu kühl. ___ ihr das Fenster?

A. öffneten
B. öffnet
C. öffnetet

41. Wo ___ er früher?

A. wohnte
B. wohnt
C. wohntet

42. Es ___ einmal ein alter Fischer.

A. lebte
B. lebt
C. lebtet

43. Der Flugkapitän ___ dem Jungen immer viel Interessantes von seinem Beruf.

A. erzählt
B. erzählte
C. erzähltet

44. Das Wasser dringt durch meine Schuhe ___.

A. zu
B. durch
C. zwischen

45. Jede Familie trug zur Begrünung der Stadt ___.

A. mit
B. nach
C. bei

46. Er ist in der Prüfung ___gefallen.

A. nach
B. durch
C. auf

47. Ich finde, die rote Mappe sieht schöner ___.

A. ein
B. aus
C. auf

48. Ich bereite mich auf die Prüfung ___.

A. zu
B. durch
C. vor

49. «Lokomotiv» ___winnt gegen «Spartak» zwei zu null.

A. be
B. ge
C. ver

50. Die Verkersregeln sind unbedingt zu ___folgen.

A. ver

B. be
C. miss

Тест

Немецкий язык

2семестр

(Формируемые компетенции: УК-4, 4.1, 4.2)

Выполняя тестовые задания, студенты показывают знания языковых средств (лексических, грамматических, фонетических), принципов и закономерностей построения предложений и высказываний на иностранном языке, которые используются для межличностного делового общения.

1. …….. ihr heute frei? – Wir …… heute frei.

A. hat, sind
B. seid, haben
C. habt, haben
D. bin, haben

2. Meine Mutter …… immer viel zu tun.

A. ist
B. hat
C. habt
D. sind

3. Meine Schwester ……. Dieses Parfüm gern.

A. hat
B. ist
C. hast
D. wird

4. …… Sie eine Tochter, Frau Neumann? – Natürlich, ……... ich sie.

A. haben, habe
B. hat, habe
C. warden, bin
D. sind, bist

5. Wir …… jung und froh .

A. haben
B. wird
C. bist
D. sind

6. Meine Eltern ……....Wirtschaftsingenieure von Beruf.

A. habt
B. sind
C. seid
D. werdet

7. Ja, aber diese Probleme machen uns …… .

A. ledig
B. fauler
C. stärker

D. verheiratet

8. Dieser Student spricht perfekt Deutsch. ……. Deutschkenntnisse sind sehr gut.

A. Deine
B. Meine
C. Ihre
D. Seine

9. Und ihr sprecht sehr gut English. ……. Englischkenntnisse sind super.

A. Unsere
B. Deine
C. Eure
D. Ihre

10. Er hilft ……. beim Deutschlernen.

A. dich
B. Sie
C. ihn
D. mir

11. Meine Fachrichtung heißt Betriebswirttschaft. Und wie heißt deine …….?

A. Fächer
B. Studienrichtung
C. Fächer
D. Beruf
E. Fach

12. …… ersten Oktober beginnt das Studium an der Hochschulen Deutschlands.

A. Auf
B. Am
C. Im
D. An

13. Unsere Hochschule bildet Bachelors und Master ……..

A. an
B. ab
C. auf
D. aus

14. Die erfahrenen Lehrkräfte leisten zur Ausbildung der Studenten einen großen ……. .

A. Beitrag
B. Kontakt
C. Unterricht
D. Beziehung

15. Das Studium fällt mir nicht besonders ……. .

A. gern

B. fleißig
C. leicht
D. froh

16. Mein Freund ist der beste in der Mathe, aber Deutsch fällt …….. schwer.
A. euch
B. ihm
C. mir
D. ihr

17. Nimm das Deutschbuch und lies …….. .
A. sie
B. ihm
C. es
D. ihn

18. Wir legen Anfang Januar drei Prüfungen …….. .
A. vor
B. auf
C. an
D. ab

19. Ich verstehe Imperativ nicht. …… mir bitte!
A. Hilf
B. Hilfst
C. Helfe
D. Helft

20.Der Unterricht dauert zwei …….. .
A. Uhren
B. Stunden
C. Uhr
D. Stunde

21. Mein Computer ……. Informationen sehr schnell.
A. transportieren
B. transportierst
C. transportiert
D. transportiere

22.Herr Meier ……. die Leitung der Abteilung.
A. übernimmt
B. übernehmen
C. übernimmst
D. übernehmt

23.Die Baikalsee …….. eine richtige Sehenswürdigkeit Russlands.
A. ist
B. haben
C. sind

D. seid

24. Der russische Präsident …… den Ministerpräsidenten …….. .

A. schlage vor
B. schlägt vor
C. schlägst vor
D. schlagt vor

25.Die Tundra und Taiga ……. große Gebiete Sibiriens und des Fernen Ostens ……. .

A. einnehmen
B. nehmen ein
C. nimmt ein
D. nehmt ein

26. Die Duma ……. den russischen Präsident…….. .

A. bestätigt
B. bestätig
C. stätigt be
D. bestätigen

27. Dieser Betrieb …… früher Fernseher ……. .

A. herstellen
B. stellte her
C. stellten her
D. stelltet her

28.Man ……. in der Russischen Föderation Republiken mit weitgehender Autonomie.

A. errichten
B. errichte
C. errichtete
D. errichtetet

29. Mein deutschen Freund ……. mir zum Nationalfeiertag Russlands.

A. gratulieren
B. gratulierten
C. gratulierte
D. gratulierst

30. Warum bereitest du …….. auf Seminar in Geschichte Russlands nicht vor?

A. dich
B. sich
C. euch
D. mich

31.Er interessiert …… für Wirtschaft.

A. miuch
B. euch
C. sich

D. uns

32. Habt ihr …… erkältet? – Ja, wir haben ……. erkältet .

A. euch, uns
B. sich, mir
C. dich, sich
D. mir, euch

33.Ich …….. an einer deutschen Hochschule studieren .

A. will
B. sollt
C. wollt
D. dürftet

34. Im Cafe …….. man nicht mehr rauchen.

A. darf
B. kannst
C. willst
D. dürft

35.Im ersten Semester hat er 4 Prüfungen …….. .

A. vorzulegen
B. anzulegen
C. abzulegen
D. auszulegen

36. Die Atmosphäre in der Firma …… allen Kollegen.

A. gefallen
B. gefällt
C. gefielt
D. gefallt

37. Kollege Faber ……. den Direktor während des Urlaubs.

A. vertrete
B. vertrit
C. vertraten
D. vertrat

38. Alle …… Länder liegen in Europa.

A. deutschsprachigen
B. deutschsprachiges
C. deutschsprachiger
D. deutschsprachigem

39. Meistens warden Rohstoffe aus ……. Ländern eingeführt.

A. fremdem
B. fremden
C. fremdes
D. fremder

40. Deutschland hat nur …… Bodenschätze .

A. wenige
B. wenigen
C. weniger
D. weniges

41.Es gibt …….. Flüsse .

A. zahlreichen
B. zahlreicher
C. zahlreiches
D. zahlreiche

42. Die ……. Städte Deutschlands wurden von Römern gegründet.
A. ältesten
B. ältester
C. älteste
D. ältestem

43. Die …….. Ausdehnung von Norden nach Süden beträgt 876 km.
A. längster
B. längsten
C. längstes
D. längste

44. Deutschland ist ein …… Land in der Welt .
A. hoch entwickelt
B. hoch entwickelte
C. hoch entwickeltes
D. hoch entwickelter

45. Mann nennt die größten Betriebe von Berlin, …….. .
A. um den Dienstleistungsbereich zu vergessen
B. ohne den Dienstleistungsbereich zu vergessen
C. ohne dass den Dienstleistungsbereich zu vergisst
D. statt den Dienstleistungsbereich zu vergessen

46. Er studiert an der Wirtschaftsfakultät der Dresdener Universität, ……...
A. um später Betriebswirt zu werden
B. später Betriebswirt zu werden
C. da später Betriebswirt zu werden
D. damit später Betriebswirt zu werden

47. ……., hat man sich früher viel mit der Politik beschäftigt .
A. Damit man an das Wohl einfacher Menschen denken
B. Um an das Wohl einfacher Menschen zu denken
C. Ohne an das Wohl einfacher Menschen zu denken
D. Staat an das Wohl einfacher Menschen zu denken
E.

48. Es ist wichtig, die Krise …….. .
A. überwunden
B. überwinden
C. zu überwinden
D. überzuwinden

49. Die Aufgaben der deutschen Regierung bestehen auch darin, Probleme bei der Arbeitslosigkeit …….. .
A. löst
B. lösen

C. gelöst

D. zu lösen

50. Zum nächsten Montag soll meine Belegarbeit beendet …….. .

A. sein

B. seid

C. werdet

D. sind

Тест
Немецкий язык
3 семестр
(Формируемые компетенции: УК-4, 4.1, 4.2)

Выполняя тестовые задания, студенты показывают знания языковых средств (лексических, грамматических, фонетических), принципов и закономерностей построения предложений и высказываний на иностранном языке, которые используются для межличностного делового общения.

1. Ich ___ meinen Freunden und Verwandten zum Neujahr ___.
A. habe gratulieren
B. habe gratulierte
C. habe gratuliert

2. Die Gäste ___ die Ausstellung vorigen Monat ___.
A. haben besucht
B. haben besuchen
C. haben besuchte

3. Sie ___ dieses Gedicht auswendig ___.
A. habe gelernt
B. hat gelernt
C. hatte lernt

4. Man ___ die Frage deutsch ___.
A. hat beantwortet
B. habe beantwortet
C. hat begeantwortet

5. Die Übung ___ alle schnell ___.
A. hat gemacht
B. haben gemacht
C. haben macht

6. Ihr ___ diese Regel schon mehrmals ___.
A. habt wiederholt
B. hat wiederholt
C. haben wiedergeholt

7. Das Buch hat auch mein Freund gelesen. Jetzt können wir es in die Bibliothek ___ geben.
A. zurück
B. wieder
C. ein

8. Eva hat ihren Eltern versprochen, bald ___zukommen.
A. vor
B. wieder
C. nach

9. Dort steht der Sohn meiner Freundin, ich möchte ihn dir ___stellen.
A. ein
B. vor
C. zu

10. Ich ziehe mich schnell ___.

A. an
B. vor
C. zu

11. Die meisten Kinder waren schon müde und hörten nicht mehr ___.

A. zu
B. mit
C. an

12. Verzeihen Sie, es ist nicht gern ___schehen!

A. ge
B. be
C. ver

13. Um drei Uhr kommt der Lehrer, um alles mit uns zu ___sprechen.

A. ver
B. ent
C. be

14. Der neue Student hat bei dem Lehrer einen guten Eindruck ___ lassen.

A. hinter
B. ver
C. er

15. Ich habe dir ein Wörterbuch gekauft, damit du deutsche Texte ins Russische ___ setzen kannst.

A. über
B. ver
C. hinter

16. Leider hat meine Freundin ihre Mutter in der Kindheit ___ loren.

A. ver
B. er
C. ge

17. Der Artz sagt mit Bedauern, daß der Kranke den nächsten Tag nicht ___ leben wird.

A. ver
B. ent
C. er

18. Wir freuen ___ auf das Wiedersehen mit unseren Schulkameraden.

A. uns
B. euch
C. sich

19. ___ mangelt mir am Geld.

A. Es
B. Er
C. Man

20. Du hast mir einen Brief geschrieben. Über ___ Brief freue ich ___ sehr.

A. deinen, mich
B. deinen, dich
C. meinen, dich

21. Setzt ___!

A. dich
B. euch
C. mich

22. Der Professor, ___ ich gestern zum Geburtstag gratulierte, arbeitet schon nicht.
A. den
B. dem
C. der

23. Die Tafel ist heute in ___ Klasse sehr sauber.
A. euer
B. eurer
C. eurem

24. Der Schriftsteller, über ___ Werke heute so viel gesprochen wird, lebt in seiner Heimatstadt.
A. dessen
B. denen
C. deren

25. Die Lehrerin, ___ Klasse ein Puppentheater gründete, unterrichtet Literatur und Russisch.
A. dessen
B. denen
C. deren

26. Dieses Rundfunkprogramm ist den Schriftstellern gewidmet, ___ Werke in der Schule studiert werden.
A. denen
B. deren
C. dessen

27. In diesem Artikel geht ___ um den Umweltschutz.
A. es
B. er
C. sie

28. Du _____ das nicht machen!
A. durftest
B. darfst
C. durfte

29. Er _____ es, nach dem Essen auf dem Rücken zu liegen.
A. mag
B. mochte
C. möchte

30. Er steckte eine Zigarette in den Mund, aber _____ sie unangezündet.
A. läβt
B. lieβ
C. laβte

31. Eigentlich _____ man uns dankbar sein.
A. sollten
B. soll
C. sollte

32. _____ ich das oder nicht, das war für mich schon egal.

A. durfte
B. dürfte
C. darfte

33. Sie sagte: „Sie _____ Ihren Urlaub nehmen, Herr Doktor, und das Rauchen besser lassen.“

A. sollen
B. sollten
C. sollte

34. Und ich _____ meine Vermittlertätigkeit niederlegen.

A. könnte
B. konnte
C. kann

35. Ich _____ das Brot nicht mit ihnen teilen.

A. wollte
B. wolltet
C. will

36. Und wann immer wir das Gespräch über das Wesen der Kunst begannen, _____ wir zuerst auf jenes höhere Wesen, das wir verehren, blicken.

A. muβten
B. müssen
C. muβte

37. Du _____, aber _____ das nicht.

A. kannst, willst
B. konntest, wolltest
C. konnte, wollte

38. So _____ der Mann zum Reichen und _____ : „Ich bringe dir eine Gans. Bitte, nimm dieses Geschenk und gib mir Brot. Ich habe kein Essen mehr für meine Kinder.“

A. kammte, sieg
B. kommte, sagte
C. kam, sagte

39. „Also gut,“ _____ der reiche Mann, „du kannst mir die Gans schenken. Aber du sollst sie gerecht teilen, dann gebe ich dir Brot.“

A. erwiderte
B. erwidert
C. erwudert

40. Die Familie des Herrn _____ gross. Da _____ er und seine Frau, zwei Söhne und zwei Töchter.

A. war, war
B. war, waren
C. wurde, wurden

41. Der Mann _____ ein Messer und _____ , die Gans zu teilen.

A. nehmt, beginnt
B. nahm, beginnt
C. nahm, begann

42. Zuerst _____ er den Kopf ___ und _____ ihn dem Herrn: „Dies ist für dich, denn du bist der Kopf der Familie.“

A. schnitt ab, gibt
B. schnitt ab, gab
C. schneidete ab, gibt

43. Er _____ den Bürzel ___ und _____ ____ an die Frau: „Du sollst zu Hause sitzen. Das ist für dich.“

A. schneidete ab, richtete sich
B. schnitt ab, roch sich
C. schnitt ab, richtete sich

44. Die Söhne _____ zwei Füsse : „Das sind für euch, damit ihr einmal den Weg eures Vaters geht.“

A. erhalt
B. erhielten
C. erhielt

45. Die Töchter _____ die Flügel. „Wenn ihr gross seid, werdet ihr aus dem Nest fliegen, also gebe ich euch die Flügel.“

A. bekamen
B. bekommte
C. bekam

46. Den Körper der Gans _____ der Mann für sich ___.

A. hebte auf
B. hob auf
C. hebt auf

47. Der Herr _____ und _____ den armen Mann: „Du hast deine Gans gut geteilt. Deshalb gebe ich dir Brot und Geld, und die Gans sollst du auch haben.“

A. lachte, lieb
B. lachte, lobte
C. lachte, lobtet

48. Выберите одно неверное предложение.

A. Noch zwei Tage bleibt Frau Birke im Hotel.
B. Frau Birke noch zwei Tage bleibt im Hotel.
C. Frau Birke bleibt noch zwei Tage im Hotel.

49. Выберите одно неверное предложение.

A. Die Zugspitze ist der höchste Gipfel Deutschlands.
B. Die Zugspitze der höchste Gipfel Deutschlands ist.
C. Der höchste Gipfel Deutschlands ist die Zugspitze.

50. Выберите одно неверное предложение.

A. Du bringst dein kleines Kind in den Kindergarten?
B. Bringst du dein kleines Kind in den Kindergarten?
C. In den Kindergarten bringst du dein kleines Kind?

Тест
Немецкий язык
4семестр
(Формируемые компетенции: УК-4, 4.1, 4.2)

Выполняя тестовые задания, студенты показывают знания языковых средств (лексических, грамматических, фонетических), принципов и закономерностей построения предложений и высказываний на иностранном языке, которые используются для межличностного делового общения.

1. Die Innenpolitik einer Regierung besteht aus ..... .
   A. Geld und Waren
   B. Wirtschafts- und Sozialpolitik
   C. Unternehmen und Banken
2. Was bezeichnet das Wort "Markt"?
   A. der Ort, wo die einen etwas verkaufen und die anderen kaufen, was verkauft wird
   B. der Ort, wo die einen etwas produzieren
   C. der Ort, wo die einen etwas erforschen
3. Marketing ist aber kein Ort, sondern ist eine Politik zur ..... .
   A. Verringerung des Absatzes für die Erzeugnisse eines Unternehmens
   B. Förderung des Absatzes für die Erzeugnisse eines Unternehmens
   C. Kundenzufriedenheit
4. Ist die Nachfrage größer als das Angebot, ... die Preise.
   A. sinken
   B. ändern nicht
   C. steigen
5. Ist das Angebot größer als die Nachfrage, ... die Preise.
   A. steigen
   B. sinken
   C. ändern nicht
6. Ein Unternehmen, das Waren in großen Mengen verkauft, heißt ..... .
   A. ein Großhändler
   B. ein Einzelhändler
   C. ein Wettbewerber
7. Zwei oder mehr Unternehmen, die die gleichen Produkte verkaufen oder herstellen, sind ..... .
   A. Kunden
   B. Einzelhändler
   C. Wettbewerber
8. Ein Unternehmen, das Waren im Ausland verkauft, ist ..... .
   A. ein Einführer
   B. ein Ausführer
   C. ein Wettbewerber
9. Management umfasst alle notwendigen Aufgaben zur ..... .
   A. Verkauf von Waren
   B. Marktforschung
   C. Steuerung einer Unternehmung
10. In einem Betrieb, in dem mehrere Personen beschäftigt sind, muss festgelegt werden, welche ..... der einzelne zu erfüllen hat.
    A. Aufgaben
    B. Waren
    C. Gehalt
11. Ein Monopol ist eine Marktsituation, in welcher ..... die Preise kontrollieren kann.
    A. viele Käufer
    B. nur ein einzelner Anbieter

C. viele Anbieter

12. Oligopol ist eine Marktstruktur, in der ..... den größten Marktanteil hat.
    A. eine kleine Anzahl von Firmen
    B. nur ein einzelner Anbieter
    C. eine große Anzahl von Firmen
13. Die Mikroökonomie beschäftigt sich mit ..... am Markt.
    A. mit der Analyse der gesamtwirtschaftlichen Märkte
    B. dem gesamtwirtschaftlichen Verhalten der Wirtschaftssektoren
    C. den Haushalten und Unternehmen
14. Die Makroökonomie befasst sich mit ..... .
    A. dem gesamtwirtschaftlichen Verhalten der Wirtschaftssektoren, mit der Analyse der gesamtwirtschaftlichen Märkte und deren Zusammenhängen
    B. den Haushalten und Unternehmen
    C. den Produktvertriebskanäle
15. Der Internationale Währungsfonds ist die Vergabe von Krediten an Länder ..... .
    A. mit ausreichenden Währungsreserven
    B. mit hoch entwickelten Volkswirtschaften
    C. ohne ausreichende Währungsreserven, die in Zahlungsbilanzschwierigkeiten geraten sind
16. Das sind alle produzierten Güter und Leistungen.
    A. Angebot
    B. Nachfrage
    C. Mangel
17. Wirtschaftsordnung, die grundsätzlich über die Preise gesteuert wird, die sich aufgrund von Knappheit am Markt bilden. Wichtige Merkmale sind freie Konsumwahl, die Möglichkeit freier wirtschaftlicher Betätigung, die Freiheit der Berufs- und Arbeitsplatzwahl sowie das Recht auf Privateigentum.
    A. Befehlsökonomie
    B. Marktwirtschaft
    C. traditionelle Wirtschaft
18. Das sind Zwangsabgaben an den Staat, um die Marktwirtschaft anzukurbeln und Mittel für soziale Leistungen zu haben.
    A. Angebot
    B. Steuern
    C. Versicherung
19. Steuerpolitik beinhaltet ..... .
    A. Zinssätze und Geldmenge.
    B. Angebot und Nachfrage
    C. Steuern und Staatsausgaben.
20. Geldpolitik beinhaltet ..... .
    A. Zinssätze und Geldmenge.
    B. Steuern und Staatsausgaben
    C. Mangel
21. Wenn gibt es keine unabhängige Zentralbank, können die Regierungen ..... .
    A. den Geschäftszyklus zu ihrem eigenen Vorteil manipulieren.
    B. Steuern senken und seine Ausgaben erhöhen
    C. die Steuersätze erhöhen und seine Ausgaben senken.
22. Wenn denkt die Regierung, dass die Wirtschaft zu stark schrumpft, ...
    A. es kann die Steuersätze erhöhen und seine Ausgaben senken
    B. es kann die Preise erhöhen
    C. es kann Steuern senken und seine Ausgaben erhöhen
23. Wenn denkt die Regierung, dass die Wirtschaft zu schnell wächst, ...
    A. es kann die Steuersätze erhöhen und seine Ausgaben senken
    B. es kann die Preise senken
    C. es kann Steuern senken und seine Ausgaben erhöhen
24. Das ist die einfachste Rechtsform unternehmerischer Tätigkeit, die für einen einzelnen Unternehmer eingetragen ist. Bei der Anmeldung benötigen Sie kein Anfangskapital.

A. Personengesellschaften
B. Kapitalgesellschaft
C. Einzelunternehmen

25. Das ist eine Rechtsform der Geschäftstätigkeit, bei der mindestens zwei private oder juristische Personen zusammengeschlossen sind. Die Mitgründer sind für das gesamte Eigentum des Unternehmens sowie für persönliches Eigentum verantwortlich.
A. Personengesellschaften
B. Einzelunternehmen
C. Kapitalgesellschaft

26. Alle Menschen zahlen eine ___.
A. Einkommen
B. Stand
C. Einkommenssteuer

27.Bedürfnisse der Einzelperson nennt man ___.
A. Individualbedürfnisse
B. Urbedürfnisse
C. Luxusbedürfnisse

28. На этом предприятии производятся спортивные товары.
A. In diesem Betrieb sind Sportwaren hergestellt worden.
B. In diesem Betrieb wurden Sportwaren hergestellt.
C. In diesem Betrieb werden Sportwaren hergestellt.

29. Международные экономические проблемы исследуются мировой экономикой.
A. Internationale Wirtschaftsprobleme werden von der Volkswirtschaftlehre untersucht.
B. Internationale Wirtschaftsprobleme worden von der Volkswirtschaftlehre untersucht.
C. Internationale Wirtschaftsprobleme sein von der Volkswirtschaftlehre untersucht.

30. Договор был аннулирован.
A. Der Vertrag wird annulieren.
B. Der Vertrag wurde annuliert.
C. Der Vertrag wird annuliert werden.

31. Заказ может быть выполнен досрочно.
A. Die Bestellung kann vorfristig erfüllen werden.
B. Die Bestellung kann vorfristig erfüllt werden.
C. Die Bestellung ist vorfristig erfüllt worden.

32. Налог должен был быть заплачен предпринимателем.
A. Die Steuer konnte von dem Unternehmer bezahlt werden.
B. Die Steuer soll von dem Unternehmer bezahlt werden.
C. Die Steuer sollte von dem Unternehmer bezahlt werden.

33. Товары экспортировались этим предприятием в различные страны
A. Die Güter werden von diesem Betrieb in verschiedene Länder exportiert werden.
B. Die Güter wurden von diesem Betrieb in verschiedene Länder exportiert.
C. Die Güter sind von diesem Betrieb in verschiedene Länder exportiert worden.

34. Новый продукт будет введен нашим предприятием в производство.
A. Neues Produkt wird von unserem Betrieb einführen werden.
B. Neues Produkt ist von unserem Betrieb eingeführt worden.
C. Neues Produkt wird von unserem Betrieb eingeführt werden

35. Договор должен быть подписан сегодня.
A. Der Vertrag muss heute unterzeichnet werden.
B. Der Vertrag sollte heute unterzeichnet worden.
C. Der Vertrag wollte heute unterzeichnet werden.

36. ___ welchen Merkmalen kann man Bedürfnisse unterscheiden?
A. mit
B. für
C. nach

37. Man ___ einige Arten von Bedürfnissen.
A. beseitigt
B. erfüllt

C. unterscheidet

38. Ein neuer Markt _____.

A. ist bilden
B. ist zu bilden
C. hat zu bilden

39. Sie ___ den Mangel ___.

A. seid bezuseitigen
B. waren zu beseitigen
C. haben zu beseitigen

40. Die Einkommenssteuer ___ von jedem einzelnen Menschen ___.

A. hatte zu zahlen
B. war zu zahlen
C. hat gezahlt

41. Определите временную форму глагола: Das Problem mit knappen Ressourcen wird nie gelöst werden.

A. Futurum Passiv
B. Futurum Aktiv
C. Präsens Aktiv

42. Определите временную форму глагола: **Er ist letzten Monat auf Barbados angekommen.**

A. Perfect Aktiv
B. Perfect Passiv
C. Imperfect Aktiv

43. Der Arbeitnehmer sieht den Chef ins Büro ___.

A. einzutreten
B. eintreten
C. zueintreten

44. Wenn der Mensch eine Ware kauft, so tritt er als ___auf.

A. Verkäufer
B. Nachfrager
C. Unternehmer

45. Während der Finanzkrise haben viele Menschen __ _ Finanzmittel.

A. schwere
B. knappe
C. menschliche

46. Wenn der Mensch eine Ware verkauft, so ist er ein ___.

A. Nachfrager
B. Verkäufer
C. Ökonom

47. ___ ist Eigentümer eigenes Betriebes.

A. der Einsatz
B. der Verbraucher
C. der Unternehmer

48. ___ ist eine Menge zum Verkauf stehenden Güter.

A. das Mittel
B. die Nachfrage
C. das Angebot

49. Die Deckung des menschlichen Bedarfs ist ___ der Wirtschaft.

A. das Wesen
B. die Ware
C. der Unternehmer

50. Wenn der Staat innere oder äuβere Schulden hat, sagt man dann über ___.

A. die Wirtschaft
B. die Unternehmer
C. die Staatsverschuldung

Приложение 8

English Language
Practical assignment № 1
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 2 tasks. Performing the tasks, students reveal skills to use speech patterns in different communicative situations and for expressing their point of view; to translate different types of texts and to get useful information; to organize communication according to social norms and rules; to establish and maintain contacts with foreigners to communicate.

Task №1	Scores
The task has been done completely without mistakes	10
The task has been done incompletely, there are some mistakes	0-5
The task hasn't been done or there are plenty of mistakes	0
Task №2	Scores
The task has been done completely without mistakes	5
The task has been done incompletely, there are some mistakes	0-3
The task hasn't been done or there are plenty of mistakes	0

Task 1(УК-4.2, У2, У4)
Read this magazine article and answer the following questions. Give full and detailed answers to the questions.

Last month we asked our readers to write and tell us about a special relationship in their lives. Thank you to everyone who wrote in; we enjoyed reading all your stories. Over the next few weeks, we'll be publishing some of your entries.

A friend for life

My friends have always been incredibly important to me as I'm an only child but one friend in particular, Clare, has always been special to me. We've known each other for almost twenty years and we met when we were both teaching at the same school. As soon as she introduced herself I knew that we would be friends. It was clear that we were very much on the same wavelength and had a lot in common - we're both very keen on sports amongst other things and after a couple of months we decided to share a flat together.

What is it that makes her such a good friend? Well, she's totally dependable, funny, tolerant, generous, kind-hearted and almost always upbeat. I can honestly say that in all the years I've known her we've hardly ever fallen out and if we have an argument, we make up very quickly. I really enjoy her company and we can spend hours together just messing around. We have the same sense of humour and spend a lot of time laughing at the silliest things.

Unfortunately, I had to move away recently because I'd been offered a new teaching job. I was worried that we might lose touch as we're no longer in the same

country but we've managed to stay as close as ever. Clare is really good at keeping in touch with her family and friends and thanks to phone and email we're able to speak or write to one another almost every day.

Last year she invited me to Canada during the summer holiday to spend time with her family. It was so good to see where she grew up. Her childhood was so different from mine as she was brought up in the country while I grew up in a big city. She's the oldest of six children and the only one who didn't stay close to home so when she goes home she has a lot of catching up to do.

I can't imagine her not being in my life and I must say that I feel incredibly lucky to have her as a friend.

1. What is the writer's occupation?
2. Does the writer have any brothers or sisters?
3. Did Clare and the writer live together?
4. What do they have in common?
5. Clare and the writer enjoy doing the same things, don't they?
6. What kind of person is Clare?
7. Have Clare and the writer ever had an argument?
8. What was Clare's childhood like?
9. Did the writer grow up in the country?
10. Did the writer recently meet Clare's family?

Task 2 (УК-4.2, У1, У3)

Read the article again and write a letter to your foreign friend describing relationship with your close person and ask him about his real friend. Your letter is to contain 10 sentences and use the phrases from Task 1:

be incredibly important to smbd
be on the same wavelength
have a lot in common
be keen on
have the same sense of humour
keep in touch
spend time
can't imagine
feel incredibly lucky

You can begin with the sentence:

"I want to tell you about special relationship in my life……."

English Language
Writing assignment № 1
High Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 3 tasks. Performing the tasks, students reveal knowledge of linguistic means (lexical, grammatical, phonetic), principles and patterns of constructing sentences and statements in a foreign language, the main language paradigms for implementation of proper foreign language communication.

Task №1, 2, 3	Scores
The task has been done completely without mistakes	5
The task has been done incompletely, there are some mistakes	0-3
The task hasn't been done or there are plenty of mistakes	0

Task №1(УК-4.1, 31,32,33)
You are going to apply for a vacant position in a company. You are asked to write a covering letter. Write it introducing yourself, describing your personality, your family, and give detailed information about your education, previous working experience, professional skills and functions. Don't forget to write about your strengths and weaknesses.

Task №2 (УК-4.1, 31,32,33)
Give a brief description of your future profession.

Task №3 (УК-4.1, 31,32,33)
Translate the following sentences from Russian into English and complete them with your own information.
1. Я - студент первокурсник Сибирского Института Бизнеса и Информационных Технологий. Моя будущая специальность ..... (complete the sentence with your information).
2. Я должен изучать ..... (complete the sentence with your information).
3. В мои обязанности входит ..... (complete the sentence with your information).
4. Высшее образование всегда ценно, и профессиональные специалисты ..... (complete the sentence with your information).
5. Моя задача овладеть этой профессией и ..... (complete the sentence with your information).

English Language
Writing assignment № 2
High Level

(Формируемые компетенции: УК-4)

Maximum scores – 10.
The assignment should be done in the format doc.
The writing assignment consists of 5 grammar tests which are performed during the lessons. Performing the tests, students reveal knowledge of linguistic means (lexical, grammatical, phonetic), principles and patterns of constructing sentences and statements in a foreign language, the main language paradigms for implementation of proper foreign language communication.

Each grammar test	Scores
The test has been done completely without mistakes	2
The test has been done incompletely, there are some mistakes	0-1
The test hasn't been done or there are plenty of mistakes	0

During the practical lessons in a foreign language, tests are performed on the following grammatical topics:
1. Nouns. Pronouns. Numerals. Article. (УК-4.1, 31,32,33)
2. Auxiliary verbs. (УК-4.1, 31,32,33)
3. Adjectives and adverbs. (УК-4.1, 31,32,33)
4. Simple Tenses. (УК-4.1, 31,32,33)
5. Continuous Tenses. (УК-4.1, 31,32,33)

English Language
Practical assignment № 1
High Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 2 tasks. Performing the tasks, students reveal skills to use speech patterns in different communicative situations and for expressing their point of view; to translate different types of texts and to get useful information; to organize communication according to social norms and rules; to establish and maintain contacts with foreigners to communicate.

Task №1	Scores
The task has been done completely without mistakes	10
The task has been done incompletely, there are some mistakes	0-5
The task hasn't been done or there are plenty of mistakes	0
Task №2	Scores
The task has been done completely without mistakes	5
The task has been done incompletely, there are some mistakes	0-3
The task hasn't been done or there are plenty of mistakes	0

Task 1 (УК-4.2, У2, У4)
Read the article. Are the statements true (T), false (F) and if they are false correct them. Prove your opinion. You can use not only information from the article but also your own opinions to prove the statement.

Preparing for a job interview For most people, attending a job interview is one of the most stressful aspects of looking for work. In this article I aim to offer some tips which I hope will help to reduce levels of stress.

First of all, if you have reached the interview stage, you know that your prospective employer must have been impressed by your application. You will most probably have the appropriate formal qualifications and experience or perhaps they have seen something else of interest. When you receive the email, letter or phone call inviting you to attend an interview, you should immediately acknowledge and accept the invitation. If, however, you have already accepted another job, you should politely decline and explain that your situation has changed. The world of work can be a small one so it's important to make a good impression whenever you can.

Now you have the date in your diary you need to be prepared. There are many simple things you can do to ensure that your interview goes as smoothly as possible. First of all, you need to make sure you have researched the organisation. Spend some time looking at the company's website as your interviewer is likely to ask you some background questions. It's a good idea to have questions of your own prepared as well as this shows interest and initiative. By questions, I don't mean 'How much will I get paid? How many weeks' holiday do we get?' but 'What plans do you have for expanding into the Asian market?'

First impressions are very important. Research has shown that decisions are made within seconds of meeting someone. You want to fit in and be seen as someone who'd be an asset to the team so dress appropriately. If you're applying for a job in a financial institution, wear a smart suit. If you're hoping to work in a more relaxed environment, you can dress in a more casual way but always look neat and clean.

Walk into the office with confidence. Shake hands with a firm grip and make eye contact. When you sit down, don't cross your arms and legs as this makes you look defensive. Don't play with your hair or jewellery. Take deep breaths and speak calmly and clearly.

Finally, there's nothing worse than being late. Make sure you know exactly where you're going. If necessary, try the route beforehand so you know how long the journey will take you. Leave home in plenty of time so that you have a few minutes to relax and collect your thoughts when you arrive. So, good luck and remember that every interview is good experience so don't worry if you're not successful the first time. It could be that the job just wasn't the right one for you.

1. Everyone finds attending job interviews stressful. _____
2. To attend an interview is the first stage of applying for a gob. _____
3. Experience and qualifications are the most important things when you're applying for a job. _____
4. Don't try to make a good impression during the interview if you are not interested in a position.
5. The interviewer will test your knowledge of the company. _____
6. You should ask about perks and working conditions at fist. _____
7. Your behaviour is more important than your appearance._____
8. It's important to sit still. _____
9. It's important to plan the route to the interview. _____
10.If you don't get the job after the interview, you have just wasted your time.

_____

Task 2 (УК-4.2, У1, У3)

Think through the situation: you are going to show a foreign visitor any local places of interest. You should choose three prompts from the list and give reasons for your choice.

Start like this: "I'm going to show you Drama Theatre because it's …… . "

Give 2-3 reasons for each place of interest.

museum / art gallery
theatre/ cinema
traditional restaurant/ unusual café
place of natural beauty
sports stadium
church/ temple/ mosque

English Language
Practical assignment № 2
High Level

(Формируемые компетенции: УК-4)

Maximum scores – 20.
The assignment should be done in the format doc.
The practical assignment consists of 5 written reports on the proposed topics, which are evaluated each with a maximum of 4 scores. Each report should consist of 15 sentences.
The assignment is completed in writing and uploaded in doc. format as a single file.
Preparing written statements on the topics, students reveal knowledge of the principles of constructing written statements in a foreign language and show that they are able to practice interpersonal business communication in writing. Drawing conclusions, students are mastering the method of giving an opinion in interpersonal business communication in a foreign language and usage of adequate linguistic forms and means.

Each report	Scores
The report is made completely, the theme is fully disclosed, without grammatical and lexical mistakes.	4
The report is not made completely, the theme is not fully disclosed, there are a few grammatical and lexical mistakes.	0-3
The report is not made, the theme is not disclosed, a lot of grammatical and lexical mistakes.	0

Task 1(УК-4.1, 4.2, 4.3)
Prepare a report about the place you live in (your flat or house, your native city) and about your family. Your statement must contain at least 15 sentences.

Task 2(УК-4.1, 4.2, 4.3)
Prepare a report about the importance of Higher Education and about your Institute. Your statement must contain at least 15 sentences.

Task 3 (УК-4.1, 4.2, 4.3)
Prepare a report about different ways of travelling, their advantages and disadvantages. Your statement must contain at least 15 sentences.

Task 4(УК-4.1, 4.2, 4.3)
Prepare a report about a real friendship, what it means, give examples from your life. Your statement must contain at least 15 sentences.

Task 5(УК-4.1, 4.2, 4.3)
Prepare a report about different cultures, people from other countries, their habits and traditions. Your statement must contain at least 15 sentences.

English Language
Final assignment

(Формируемые компетенции: УК-4)

Maximum scores - 15

The final assignment is an interview on topics covered during the semester. Preparing oral statement on the topics, students reveal knowledge of the principles of constructing oral statements in a foreign language and the requirements for interpersonal business communication. Presenting the statements during the interview, students show that they are able to practice interpersonal business communication orally. Answering questions on the topic of the statement, students are mastering the method of giving an opinion in interpersonal business communication in a foreign language and usage of adequate linguistic forms and means.

The topic is disclosed, there are no significant grammatical, phonetic and lexical mistakes. Student has answered all additional questions.	15
The topic is not fully disclosed, there are some grammatical, phonetic and lexical mistakes. Student has answered some additional questions.	2-10
The topic is not disclosed, there are many grammatical, phonetic and lexical mistakes. Student has not answered additional questions.	0-2

Task: Be ready to discuss the following topics and questions in detail.

Topic 1. Introduce yourself. (УК-4.1, 4.2, 4.3)
Tell about yourself, your personal qualities, your strengths and weaknesses and your family.

Topic 2. A real friendship and close relationship. (УК-4.1, 4.2, 4.3)
Tell what a real friendship means, give examples from your life.

Topic 3. Different Cultures. (УК-4.1, 4.2, 4.3)
Tell about different nations, cultures and traditions, why all nations are different.

Topic 4. Lifestyle (city life, country life). (УК-4.1, 4.2, 4.3)
Tell about the place you live in (your flat or house, your native city), what lifestyle you prefer.

Topic 5. Higher education. (УК-4.1, 4.2, 4.3)
Tell why higher education is important, what opportunities it provides to graduates.

Topic 6. Travelling. (УК-4.1, 4.2, 4.3)
Tell about different types of travelling, how you prefer to travel, what country you would like to visit.

Final test on English Language
High level
Part 1

(Формируемые компетенции: УК-4, 4.1, 4.2)

Performing the tests, students reveal knowledge of linguistic means (lexical, grammatical, phonetic), principles and patterns of constructing sentences and statements in a foreign language that are used for interpersonal business communication.

1. Don't stay at this hotel. It's _____ in our city.
a) had;
b) worse;
c) the worst

2. Whose magazine is this? It's _____ .
a) my;
b) mine;
c) me

3. Moscow is _____ city of our country.
a) larger;
b) more large;
c) the largest

4. When the director _____ back I'll tell him about Black and C's offer.
a) come;
b) comes;
c) will come

5. A customs officer asked us ___anything to declare.
a) if we had
b) if had we got
c) if we have got

6. The barrrister had already left when I _____ to see him.
a) come;
b) came;
c) had come

7. Look at this sentence. What ..... this word ..... ?
a) do this word mean
b) is this word meaning
c) does this word mean

8. The judge_____ the criminal cases at two o'clock yesterday.
a) looked through;
b) was looking through;

c) were looking through

9. We've received two offers this month, one is for compressors Model 25_____ is for Model 29.
a) others;
b) another;
c) the other

10. We didn't like the decision they offered us and asked them to find _____ .
a) other;
b) another;
c) the other

11. You'll _____ stay in the office late tomorrow.
a) must;
b) can;
c) have to

12. We _____ to reserve accommodation for Mr. Brown tomorrow.
a) can;
b) could;
c) will be able

13. I _____ the words for an hour, but I still don't remember them.
a) am learning;
b) had learned;
c) have been learning

14. He _____ the manager since 10 o'clock.
a) is waiting for;
b) was waiting for;
c) has been waiting for

15. The Hamiltons enjoyed _____ during the camping holidays. 29
a) them;
b) themselves;
c)their

16. They _____ the terms of payment before they signed the contract.
a) discussed;
b) have discussed;
c) had discussed

17. Where _____ Latin _____ in the past?
a) is...spoken
b) was…spoken
c) will…be spoken

18. Mr. Blake said they usually _____ goods on CIF terms.
a) sell;
b) sold;
c) have sold

19. Mr. Bell said he _____ to Moscow the previous month.
a) fly;
b) flew;
c) had flown

20. Mr. Smith said their plane _____ take off on time tomorrow.
a) will;
b) would;
c) should

21. The new Judge _____ about.
a) has talked;
b) is talked;
c) talked

22. At the Customs I _____ to open my suit-case.
a) ask;
b) was asking;
c) was asked

23. The letter _____ to the manager half an hour ago.
a) was given;
b) gives;
c) gave

24. The contract _____ two days ago.
a) is signed;
b) will be signed;
c) was signed

25. Mr. Dean _____ me a new job.
a) offered;
b) was offered;
c) has offered

26. Presidential duties _____ stated in the Constitution.
a) is
b) are
c) been

27. Almost three million civilians _____ in the departments and agencies of the executive branch.
a) work

b) works
c) have worked

28. I don't like ..... salt on my food.
a) zero article
b) some
c) a

29. _____ is the procedure of passing a law organized?
a) How
b) What
c) Who

30. As I _____ the key I couldn’t open the door.
a) lost
b) have lost
c) had lost

31. _____ federal public American holidays do you know?
a) How
b) How many
c) How much

32. Elizabeth’s financial and property holdings have made her one of _____ women in the world.
a) rich
b) richest
c) the richest

33. The Prime Minister can _____ the Queen to dissolve Parliament.
a) advise
b) to advise
c) be advised

34. I prefer ..... because I am interested in medieval architecture.
a) a package holiday
b) a sightseeing tour
c) a beach holiday

35. I didn’t even _____ the professional services of a real lawyer.
a) have
b) had
c) have had

36. The secretary takes care of a routine matter such as _____ .
a) you
b) your
c) yours

37. I belong to the same profession as you _____.
a) are
b) do
c) have

38. His only hope for an alibi depends _____ me alone.
a) on
b) at
c) with

39. I cannot go on lying to _____ him.
a) save
b) saved
c) saving

40. The problem was whether you _____ believe me.
a) do
b) will
c) would

41. Her coronation _____ at Westminster Abby in 1953.
a) is being held
b) was held
c) holds

42. What journal _____ you _____ when I came to the library.
a) are … reading
b) were … reading
c) will you be … reading

43. If you _____ the report on time, you will take part in the conference.
a) prepare
b) research
c) will complete

44. He _____ from the University in five years and will become a lawyer.
a) finish
b) passed
c) will graduate

45. When people take part in any activity they _____ to act according to certain rules.
a) have
b) must
c) should

46. We discussed the plan for the _____ term at the meeting.
a) three

b) threeth
c) third

47. _____ two main systems of the law – public and private.
a) There is
b) There are
c) It is

1. Please, don't give me _____more work to do.
a) some
b) any
c) no

49. There are laws which enable citizens to _____ legal action against the state.
a) take
b) obey
c) doing

50. _____cold in Omsk in winter?
a) Is it
b) Does it
c) Is there

English Language
Writing assignment № 1
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 2 tasks. Performing the tasks, students reveal knowledge of linguistic means (lexical, grammatical, phonetic), principles and patterns of constructing sentences and statements in a foreign language, the main language paradigms for implementation of proper foreign language communication.

The assignment should be done in the format doc.
The writing assignment consists of 2 tasks.

Task №1	Scores
The task has been done completely without mistakes	10
The task has been done incompletely, there are some mistakes	1-9
The task hasn't been done or there are plenty of mistakes	0
Task №2	Scores
The task has been done completely without mistakes	5
The task has been done incompletely, there are some mistakes	1-4
The task hasn't been done or there are plenty of mistakes	0

Task №1(УК-4.1, 31,32,33)
Introduce yourself and give detailed answers (2-3 sentences) to the following questions:

1. What is your first name and surname?
2. How old are you?
3. What is your date of birth?
4. Are you a representative of the Omsk region? Where are you from?
5. What family are you from?
6. Who do you take after?
7. Are you an only child in your family?
8. What activities and hobbies are you good at?
9. What spheres are you interested in?
10. What institute are you a student of? What is your major?
11. What do you know about your institute?
12. What is at the disposal of the students of your institute?
13. What is the final objective of your education?
14. What is your future profession?
15. What problems are you to deal with in your future work?
16. What functions are you to perform?
17. What professional skills do you need?
18. How would you describe yourself as a person?
19. What are your weaknesses?
20. What are your strengths?

Task №2 (УК-4.1, 31,32,33)
Translate the following sentences from Russian into English and complete them with your own information.

1. Я - студент первокурсник Сибирского Института Бизнеса и Информационных Технологий. Моя будущая специальность ..... (complete the sentence with your information).

2. Я должен изучать ..... (complete the sentence with your information).

3. В мои обязанности входит ..... (complete the sentence with your information).

4. Высшее образование всегда ценно, и профессиональные специалисты ..... (complete the sentence with your information).

5. Моя задача овладеть этой профессией и ..... (complete the sentence with your information).

English Language
Writing assignment № 2

(Формируемые компетенции: УК-4)

Maximum scores – 10.
The assignment should be done in the format doc.
The writing assignment consists of 5 grammar tests which are performed during the lessons. Performing the tests, students reveal knowledge of linguistic means (lexical, grammatical, phonetic), principles and patterns of constructing sentences and statements in a foreign language, the main language paradigms for implementation of proper foreign language communication.

Each grammar test	Scores
The test has been done completely without mistakes	2
The test has been done incompletely, there are some mistakes	0-1
The test hasn't been done or there are plenty of mistakes	0

During the practical lessons in a foreign language, tests are performed on the following grammatical topics:
1. Nouns. Pronouns. Numerals. Article. (УК-4.1, 31,32,33)
2. Auxiliary verbs. (УК-4.1, 31,32,33)
3. Adjectives and adverbs. (УК-4.1, 31,32,33)
4. Simple Tenses. (УК-4.1, 31,32,33)
5. Continuous Tenses. (УК-4.1, 31,32,33)

English Language
Practical assignment № 1
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 2 tasks. Performing the tasks, students reveal skills to use speech patterns in different communicative situations and for expressing their point of view; to translate different types of texts and to get useful information; to organize communication according to social norms and rules; to establish and maintain contacts with foreigners to communicate.

Task №1	Scores
The task has been done completely without mistakes	10
The task has been done incompletely, there are some mistakes	0-5
The task hasn't been done or there are plenty of mistakes	0
Task №2	Scores
The task has been done completely without mistakes	5
The task has been done incompletely, there are some mistakes	0-3
The task hasn't been done or there are plenty of mistakes	0

Task 1(УК-4.2, У2, У4)
Read this magazine article and answer the following questions. Give full and detailed answers to the questions.

Last month we asked our readers to write and tell us about a special relationship in their lives. Thank you to everyone who wrote in; we enjoyed reading all your stories. Over the next few weeks, we'll be publishing some of your entries.

A friend for life

My friends have always been incredibly important to me as I'm an only child but one friend in particular, Clare, has always been special to me. We've known each other for almost twenty years and we met when we were both teaching at the same school. As soon as she introduced herself I knew that we would be friends. It was clear that we were very much on the same wavelength and had a lot in common - we're both very keen on sports amongst other things and after a couple of months we decided to share a flat together.

What is it that makes her such a good friend? Well, she's totally dependable, funny, tolerant, generous, kind-hearted and almost always upbeat. I can honestly say that in all the years I've known her we've hardly ever fallen out and if we have an argument, we make up very quickly. I really enjoy her company and we can spend hours together just messing around. We have the same sense of humour and spend a lot of time laughing at the silliest things.

Unfortunately, I had to move away recently because I'd been offered a new teaching job. I was worried that we might lose touch as we're no longer in the same country but we've managed to stay as close as ever. Clare is really good at keeping in

touch with her family and friends and thanks to phone and email we're able to speak or write to one another almost every day.

Last year she invited me to Canada during the summer holiday to spend time with her family. It was so good to see where she grew up. Her childhood was so different from mine as she was brought up in the country while I grew up in a big city. She's the oldest of six children and the only one who didn't stay close to home so when she goes home she has a lot of catching up to do.

I can't imagine her not being in my life and I must say that I feel incredibly lucky to have her as a friend.

11. What is the writer's occupation?
12. Does the writer have any brothers or sisters?
13. Did Clare and the writer live together?
14. What do they have in common?
15. Clare and the writer enjoy doing the same things, don't they?
16. What kind of person is Clare?
17. Have Clare and the writer ever had an argument?
18. What was Clare's childhood like?
19. Did the writer grow up in the country?
20. Did the writer recently meet Clare's family?

Task 2 (УК-4.2, У1, У3)

Read the article again and write a letter to your foreign friend describing relationship with your close person and ask him about his real friend. Your letter is to contain 10 sentences and use the phrases from Task 1:

be incredibly important to smbd
be on the same wavelength
have a lot in common
be keen on
have the same sense of humour
keep in touch
spend time
can't imagine
feel incredibly lucky

You can begin with the sentence:

"I want to tell you about special relationship in my life……."

English Language
Practical assignment № 2
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 20.

The assignment should be done in the format doc.

The practical assignment consists of 5 written reports on the proposed topics, which are evaluated each with a maximum of 4 scores. Each report should consist of 15 sentences. The assignment is completed in writing and uploaded in doc. format as a single file.
Preparing written statements on the topics, students reveal knowledge of the principles of constructing written statements in a foreign language and show that they are able to practice interpersonal business communication in writing. Drawing conclusions, students are mastering the method of giving an opinion in interpersonal business communication in a foreign language and usage of adequate linguistic forms and means.

Each report	Scores
The report is made completely, the theme is fully disclosed, without grammatical and lexical mistakes.	4
The report is not made completely, the theme is not fully disclosed, there are a few grammatical and lexical mistakes.	0-3
The report is not made, the theme is not disclosed, a lot of grammatical and lexical mistakes.	0

Task 1(УК-4.1, 4.2, 4.3)
Prepare a report about the place you live in (your flat or house, your native city) and about your family. Your statement must contain at least 15 sentences.

Task 2 (УК-4.1, 4.2, 4.3)
Prepare a report about the importance of Higher Education and about your Institute. Your statement must contain at least 15 sentences.

Task 3 (УК-4.1, 4.2, 4.3)
Prepare a report about different ways of travelling, their advantages and disadvantages. Your statement must contain at least 15 sentences.

Task 4 (УК-4.1, 4.2, 4.3)
Prepare a report about a real friendship, what it means, give examples from your life. Your statement must contain at least 15 sentences.

Task 5 (УК-4.1, 4.2, 4.3)
Prepare a report about different cultures, people from other countries, their habits and traditions. Your statement must contain at least 15 sentences.

English Language
Practical assignment № 3

(Формируемые компетенции: УК-4)

Maximum scores – 10.
The practical assignment consists of 5 oral statements on the proposed topics, which are evaluated each with a maximum of 2 scores. The statement is presented orally during the lessons. Preparing oral statement on the topics, students reveal knowledge of the principles of constructing oral statements in a foreign language and the requirements for interpersonal business communication. Presenting the statements during the lessons, students show that they are able to practice interpersonal business communication orally. Answering questions on the topic of the statement, students are mastering the method of giving an opinion in interpersonal business communication in a foreign language and usage of adequate linguistic forms and means.

Each statement	Scores
The statement is made completely, the theme is fully disclosed, without grammatical, phonetic and lexical mistakes.	2
The statement is not made completely, the theme is not fully disclosed, there are a few grammatical, phonetic and lexical mistakes.	0-1
The statement is not made, the theme is not disclosed, a lot of grammatical, phonetic and lexical mistakes.	0

During the practical lessons in a foreign language, students present prepared statements on the following topics to the audience:

1. My home. My family. My native city. (УК-4.1, 4.2, 4.3)

2. Higher education. (УК-4.1, 4.2, 4.3)

3.Travelling. (УК-4.1, 4.2, 4.3)

4. A real friendship. (УК-4.1, 4.2, 4.3)

5. Different cultures. (УК-4.1, 4.2, 4.3)

English Language
Final assignment

(Формируемые компетенции: УК-4)

Maximum scores - 15

The final assignment is an interview on topics covered during the semester. Preparing oral statement on the topics, students reveal knowledge of the principles of constructing oral statements in a foreign language and the requirements for interpersonal business communication. Presenting the statements during the interview, students show that they are able to practice interpersonal business communication orally. Answering questions on the topic of the statement, students are mastering the method of giving an opinion in interpersonal business communication in a foreign language and usage of adequate linguistic forms and means.

The topic is disclosed, there are no significant grammatical, phonetic and lexical mistakes. Student has answered all additional questions.	15
The topic is not fully disclosed, there are some grammatical, phonetic and lexical mistakes. Student has answered some additional questions.	2-10
The topic is not disclosed, there are many grammatical, phonetic and lexical mistakes. Student has not answered additional questions.	0-2

Task: Be ready to discuss the following topics and questions in detail.

Topic 1. Introduce yourself. (УК-4.1, 4.2, 4.3)
Tell about yourself, your personal qualities, your strengths and weaknesses and your family.

Topic 2. A real friendship and close relationship. (УК-4.1, 4.2, 4.3)
Tell what a real friendship means, give examples from your life.

Topic 3. Different Cultures. (УК-4.1, 4.2, 4.3)
Tell about different nations, cultures and traditions, why all nations are different.

Topic 4. Lifestyle (city life, country life). (УК-4.1, 4.2, 4.3)
Tell about the place you live in (your flat or house, your native city), what lifestyle you prefer.

Topic 5. Higher education. (УК-4.1, 4.2, 4.3)
Tell why higher education is important, what opportunities it provides to graduates.

Topic 6. Travelling. (УК-4.1, 4.2, 4.3)
Tell about different types of travelling, how you prefer to travel, what country you would like to visit.

Test 1
Middle Level

(Формируемые компетенции: УК-4, 4.1, 4.2)

Performing the tests, students reveal knowledge of linguistic means (lexical, grammatical, phonetic), principles and patterns of constructing sentences and statements in a foreign language that are used for interpersonal business communication.

1. My favorite color _____ green.
A. be
B. are
C. is
D. am
2. We get up _____ 7 o'clock
A. at
B. in
C. of
D. on
3. There is _____ milk in the fridge.
A. a
B. some
C. the
D. -
4. Are you _____ Italy?
A. of
B. out
C. at
D. from
5. London is the _____ of England.
A. city
B. symbol
C. capital
D. country
6. Last Sunday I _____ football with my friends.
A. play
B. played
C. plays
D. playing
7. This is _____ film I have ever seen.
A. the best
B. good
C. better
D. well
8. _____ I have a ticket to London?
A. do
B. can
C. should
D. will
9. How _____ friends do you have?
A. often
B. much
C. many
D. long

10. Excuse me, _____ my hat.
A. that is
B. those is
C. that are
D. those are
11. _____ elephants are very beautiful animals.
A. —
B. the
C. a
D. an
12. How about going to the cinema? _____
A. See you there
B. Sounds good. What's on?
C. Not a problem
D. Nice to meet you
13. She is a woman _____ helped me with a job.
A. which
B. whose
C. where
D. who
14. They _____ me they would come the next day.
A. said
B. spoke
C. told
D. talked
15. I hate _____ up early in the morning.
A. getting
B. get
C. got
D. gotten
16. If I were you, I _____ buy this car.
A. will
B. would
C. should
D. can
17. He didn't go to school, _____
A. so he was ill
B. because he was there
C. although he wasn't ill
D. but is here
18. It's not a good idea to leave electrical appliance _____ standby.
A. on
B. for
C. at
D. in
19. When I want to relax I put my feet _____
A. up
B. on
C. down
D. off
20. They are usually punished for _____ a teacher.
A. obey
B. disobey
C. obeying
D. disobeying
21. I _____ her since we were teenagers.

A. know
B. knew
C. have known
D. has known
22. _____ we came, train had already departed.
A. when
B. by the time
C. until
D. as soon as
23. If you give me an example it _____ much easier to understand.
A. is
B. was
C. will be
D. have been
24. You _____ Jack in the gym, because he had gone to France.
A. couldn't see
B. can't see
C. haven't seen
D. can't have seen
25. I was frustrated at not having news _____ the interview I had had before.
A. regarding
B. relates
C. comparing with
D. in order to
26. _____your name?
A. Who's
B. What's
C. How's
D. Why's
27. _____ old are you?
A. Who
B. What
C. How
D. When
28. Выберите верное:
A. I'm 17 years old
B. I've 17 years old
C. I are 17 years old
D. I has 17 years old
29. _____a bicycle?
A. You have
B. Has you
C. Do you have
D. You've got
30. John_____ a tennis racket.
A. hasn't got
B. haven't
C. not has
D. haven't got
31. Give it to_____ .
A. he
B. I
C. she
D. her
32. Выберите верное:
A. He no can speak Spanish

B. He can’t speak Spanish
C. He can’t to speak Spanish
D. He no speak Spanish
33. _____on the left in America.
A. You mustn’t to drive
B. You not must drive
C. You mustn’t driving
D. You mustn’t drive
34. Whose desk is this?_____
A. It’s of Robert
B. It’s Robert
C. It’s Robert’s
D. It’s to Robert
35. Выберите верное:
A. He don’t smoke
B. He not smoke
C. He doesn’t smokes
D. He doesn’t smoke
36. Выберите верное:
A. What means this word?
B. What does mean this word?
C. What does this word mean?
D. What is this word mean?
37. Listen! I_____to you.
A. am talking
B. talk
C. do talk
D. am talk
38. Выберите верное:
A. What you are doing?
B. What’s you doing?
C. What are you doing?
D. What are you do?
39. _____ people over there are German.
A. This
B. That
C. These
D. Those
40. How many chairs are there?
A. There are five
B. There is five
C. It is five
D. They are five
41. I haven’t got_____money.
A. no
B. none
C. some
D. any
42. There are_____people here already.
A. a few
B. a little
C. a lot
D. much
43. _____ there many people at the party?
A. were
B. was

C. have
D. has
44. Sarah_____out last night.
A. didn't went
B. didn't goes
C. didn't go
D. no went
45. I went to America _____English.
A. for learning
B. for to learn
C. to learn
D. to learning
46. She's_____than I am.
A. older
B. more old
C. more older
D. most older
47. He's _____ at tennis than football.
A. more good
B. more better
C. better
D. best
48. You're not_____I am.
A. as tall than
B. so tall as
C. as taller as
D. more tall as
49. This task is _____. I can't do it.
A. the most difficult
B. as more difficult
C. difficulter
D. not difficult
50. Let me introduce _____ . My name is Mr Petrov.
A. himself
B. myself
C. itself
D. yourself

Part I
ENGLISH LANGUAGE
WRITING ASSIGNMENT № 1
Low Level
(Формируемые компетенции: УК-4)

Критерий	Количество баллов
Безошибочное выполнение всего задания (с устной защитой)	15 баллов
Выполнение задания не в полном объеме или с незначительными грамматическими ошибками (с устной защитой)	8 – 12 баллов
Задание выполнено не в полном объёме и с грубыми грамматическими ошибками.	0 – 5 баллов

Task 1 (УК-4, 31, 32, 33)

Put the words into the table according to their pronunciation.

Name, gentle, said, tell, fat, sport, pupil, car, tea, make, test, gold, film, March, pick, song, nice, cut, fry, came, line, phone, m**ee**ting, gym, dry, b**u**tter, lake, clock, seal, tune, m**o**rning, suit, c**u**stom, thin, plain, market, born, fine, same, note, cat.

i:	i	эе	a:	e	o	o:	A	ju:	ai	ei	ou

Task 2 (УК-4, 31, 32, 33)

Put the words into the correct order to make sentences.

1. My / is / test / good.
2. Your / new / car / is.
3. This / computer / modern / is.
4. Students / these / are / young.
5. Texts / those / not / interesting / very.
6. Go / home / don/t.

Task 3 (УК-4, 31, 32, 33)

Complete the sentences with one of the forms of the verb *to be: am, is, are.*

1. These sportsmen_____ very good.
2. The book ____ old, but it ___very interesting.
3. I ____ a student of economic department.
4. That bag ___not mine, it ____hers.
5. Those cars ____ beautiful and powerful.
6. The children _____ not hungry, but they ____ tired.

Task 4 (УК-4, 31, 32, 33)

Tell about yourself; briefly tell about your future profession.
Give full and detailed answers use the questions as a plan.

21. What is your first name and surname?
22. How old are you?
23. What are your date and place of birth?
24. What family are you from?
25. Are you an only child in your family?
26. What activities and hobbies are you interested in?
27. What institute are you a student of?
28. What is at the disposal of the students of your institute?
29. What is the final objective of your education?
30. What is your future profession?
31. What problems are you to deal with in your future work?
32. What functions are you to perform?
33. How would you describe yourself as a person?
34. What are you weaknesses?
35. What are your strengths?

Task 5 (УК-4, 31, 32, 33)
Translate the following sentences from Russian into English.

1. Я - студент первокурсник Сибирского Института Бизнеса и Технологий.
2. Моя будущая профессия - ……. (назовите профессию).
3. Я должен анализировать экономические данные, готовить документы, представлять интересы организаций и частных лиц.
4. Моя профессия трудная, но интересная.
5. Моя задача - овладеть этой профессией и работать успешно в условиях рыночной экономики.
6. Я планирую стать хорошим специалистом в сфере …… (назовите желаемую сферу дефтельности).

PART I
ENGLISH LANGUAGE
WRITTEN ASSIGNMENT № 2
Low Level

(Формируемые компетенции: УК-4)

Максимальный балл - 10

Письменная работа № 2 состоит из пяти контрольных работ, которые выполняются в течение семестра и оцениваются каждая максимум в 2 балла.

За выполнение контрольной работы на практическом занятии студенты получают максимум 2 балла за каждую контрольную работу.

На практических занятиях по иностранному языку проводятся контрольные работы по грамматическим темам, представленным в таблице:

Тема контрольной работы	**Максимальный балл**
1. Существительные. Местоимения. Числительные. Артикль. (УК-4, З1,З2,З3)	2
2. Вспомогательные глаголы. (УК-4, З1,З2,З3)	2
3. Прилагательные и наречия. (УК-4, З1,З2,З3)	2
4. Времена группы Simple. (УК-4, З1,З2,З3)	2
5. Времена группы Continuous. (УК-4, З1,З2,З3)	2
Всего	**10**

Задание выполняется в письменной форме и защищается устно на аудиторном занятии.

Критерии оценивания работы студента	
Письменная работа № 2	**Баллы за каждую работу**
Задание выполнено в полном объёме, без грамматических, лексических и фонетических ошибок	2 балла
Задание выполнено не в полном объёме, допущено небольшое количество грамматических, лексических или фонетических ошибок	1 балл
Задание выполнено не в полном объёме, много грамматических, лексических или фонетических ошибок	0 баллов

PART I
ENGLISH LANGUAGE
PRACTICAL ASSIGNMENT № 1
Low Level

(Формируемые компетенции: УК-4)

Выполните практическое задание по дисциплине «Иностранный язык». Изучите данные таблиц и используйте информацию данную в них для выполнения практических заданий.

Ответ следует предоставить в виде файла в формате doc.

Максимальный балл – 15.

Критерий	Количество баллов
Безошибочное выполнение всех упражнений и оформление в соответствии с требованиями	15 баллов
Выполнение задания не в полном объеме	До 10 баллов
Выполнение задания не в полном объеме и с наличием ошибок	До 5 баллов

Task 1.

Study the information in the table and use it to write a story about every person. (УК-4.2, У2, У4)

MY UNIVERSITY GROUP				
NAME	**AGE**	**APPEARANCE**	**HOBBY**	**ORIGIN**
Jacob Plumpy	17	Tall, slim, short straight fair hair, thick red moustache, blue eyes, full lips, little nose.	Volleyball, basketball, Playing the guitar	Omsk, Russia
Emily Peach	19	Short and thin, short red curly hair, green eyes, thin lips, big nose.	Drama theatre, dancing and singing	Novosibirsk, Russia
Rose Watermelon	18	Tall and plump, long dark wavy hair, big dark eyes, full lips, flattish nose.	Swimming, poems writing	Dushanbe, Tajikistan
Thomas Eddisong	21	Tall and skinny, broad shoulders, short black curly hair, thin lips, long straight nose, thick dark beard.	Cybersports, computers	Pavlodar, Kazakhstan
Katherine Draggon	20	Short and slim, long dark straight hair, brown eyes,	Classical music and reading	Bishkek, Kyrgyzstan

		freckled nose, full lips.		

Task 2. (УК4, У1, У3)
You have come back from the touristic trip. You met many new people there. You are at home now and have many souvenirs from your new friends. Tell us about them (where you got it and from whom). Use the information from the table to tell about them.
Complete the table with nationalities of these people.
Example**:**
Joko Sanitama is from Japan. She is Japanese. She was born on the twenty-first of July. She presented me with a nice pen.

NAME	COUNTRY	NATIONALITY	DATE OF BIRTH	SOUVENIR
Joko Sanitama	Japan, Tokyo	*Japanese*	21.07.	A pen
Susie Goldman	England, Manchester		12.09.	A set of pictures of the country
Sarah Parker	Scotland, Edinburg		18. 01.	Little crystal bell
Jimmy Brown	Ireland, Dublin		23.12.	A book for notes
Samuel Kishmish	Wales, Belfast		07.03.	A book of national legends
Olaf Candy	France, Paris		01.04.	A penknife

Task 3. (УК-4, У1, У2, У3, У4)
Make a dialogue (8-10 replies from each side): phone to one of your new friends and speak about the weather and those good impressions, which you got from your travel. Let him know that you appreciate your friendship very much and hope to meet him or her next year. Invite your friend to visit your country or city, promise to show the most interesting and amazing places.

PART I
ENGLISH LANGUAGE
PRACTICAL ASSIGNMENT № 2
Low Level

(Формируемые компетенции: УК-4)

Максимальный балл – 20

Практическая работа № 2 состоит из пяти письменных докладов по предложенным темам, которые оцениваются каждое максимум в 4 балла.

Каждый доклад должен состоять из 12 – 15 предложений. Задание выполняется в письменной форме и загружается в формате ***doc*** одним файлом.

Критерии оценивания	Количество баллов за каждый ответ	Общее количество баллов
Письменные доклады выполнены в полном объёме, тема раскрыта полностью, без грамматических и лексических ошибок Пять по предложенным темам и оформление в соответствии с требованиями	4	20
Задание выполнено не в полном объёме, тема раскрыта не полностью, есть немного грамматических и лексических ошибок	1 – 2	5 – 18
Задание выполнено не в полном объёме, тема не раскрыта, много грамматических и лексических ошибок	0	0 – 16

Task 1(УК-4, У2, У3, У4)

Me

Make a story about yourself and your family, your flat or house, your native city.

Your statement must contain 12 – 15 sentences.

Task 2(УК-4, У2, У3, У4)

Higher Education

Prepare a statement about the importance of Higher Education and about your Institute.

Your statement must contain 12 – 15 sentences.

Task 3 (УК-4, У2, У3, У4)

Travelling

Make a story about different ways of travelling, their advantages and disadvantages.

Your statement must contain 12 – 15 sentences.

Task 4 (УК-4, У2, У3, У4)

Friendship

Make a story about a real friendship, what it means, give examples from your life. Your statement must contain 12 – 15 sentences.

Task 5 (УК-4, У2, У3, У4)

Different cultures

Make a story about different cultures, people from other countries, their habits and traditions. Your statement must contain 12 – 15 sentences.

PART I
ENGLISH LANGUAGE
PRACTICAL ASSIGNMENT № 3
Low Level

(Формируемые компетенции: УК-4)

Максимальный балл – 15

Практическое задание № 3 состоит из пяти устных сообщений по предложенным темам, которые оцениваются каждое максимум в 3 балла.

За выполнение контрольной работы на практическом занятии студенты получают максимум 3 балла за каждую контрольную работу.

На практических занятиях по иностранному языку студенты выступают перед аудиторией с подготовленными сообщениями по предложенным темам:

Тема устного сообщения	Максимальный балл
1. My home. My family. My native city. (УК-4, У2, У3, У4)	3
2. Higher education. (УК-4, У2, У3, У4)	3
3. Travelling. (УК-4, У2, У3, У4)	3
4. A real friendship. (УК-4, У2, У3, У4)	3
5. Different cultures. (УК-4, У2, У3, У4)	3
Итого	**15**

Задание выполняется в устной форме и защищается устно на аудиторном занятии.

Критерии оценивания работы студента		
Письменная работа № 2	**Баллы за каждую тему**	**Общее количество баллов**
Задание выполнено в полном объёме, без грамматических, лексических и фонетических ошибок	3	15
Задание выполнено не в полном объёме, тема раскрыта, без грамматических, лексических и фонетических ошибок	2	10 – 14
Задание выполнено не в полном объёме, тема раскрыта не полностью, есть немного грамматических, лексических или фонетических ошибок	1	5 – 13
Задание выполнено не в полном объёме, тема не раскрыта, много грамматических, лексических или фонетических ошибок	0	0 – 12

PART I
ENGLISH LANGUAGE
FINAL ASSIGNMENT
Low Level

(Формируемые компетенции: УК-4)

Maximum scores - 15

The final assignment is an interview on topics covered during the semester. Preparing oral statement on the topics, students reveal knowledge of the principles of constructing oral statements in a foreign language and the requirements for interpersonal business communication. Presenting the statements during the interview, students show that they are able to practice interpersonal business communication orally. Answering questions on the topic of the statement, students are mastering the method of giving an opinion in interpersonal business communication in a foreign language and usage of adequate linguistic forms and means.

The topic is disclosed, there are no significant grammatical, phonetic and lexical mistakes. Student has answered all additional questions.	15
The topic is not fully disclosed, there are some grammatical, phonetic and lexical mistakes. Student has answered some additional questions.	2-10
The topic is not disclosed, there are many grammatical, phonetic and lexical mistakes. Student has not answered additional questions.	0-2

Task: Be ready to discuss the following topics and questions in detail. (УК-4 З1, З2, З3, У1, У2, У3, У4)

Topic 1. Introduce yourself.

Tell about yourself, your personal qualities, your strengths and weaknesses and your family.

Topic 2. A real friendship and close relationship.

Tell what a real friendship means, give examples from your life.

Topic 3. Different Cultures.

Tell about different nations, cultures and traditions, why all nations are different.

Topic 4. Lifestyle (city life, country life).

Tell about the place you live in (your flat or house, your native city), what lifestyle you prefer.

Topic 5. Higher education.

Tell why higher education is important, what opportunities it provides to graduates.

PART I
ENGLISH LANGUAGE
TEST
Low Level

(Формируемые компетенции: УК-4 З1, З2, З3, У1, У2, У3, У4)
Максимальный балл – 10

1. What ____ your name?
a) am
b) is
c) are

2. I ____ Mike.
a)am
b) is
c) are

3. What _____ you?
a) am
b) is
c) are

4. _____ is your birthday?
a) What
b) When
c) Why

5. My birthday is ____ 21 August.
a) at
b) on
c) about

6. It's very cold in here. _____ the window.
a) Open
b) Don't open
c) Don't close}

7. It is a fine book. Let's _____ it right now.
a) buy
b) to buy
c) buying

8. Lilly lives in Tokyo, but she is not _____
a) apanese
b) Japan
c) Jewish

9. She was born in Denmark, so she is _____

a) Danko
b) Danish
c) Dutch

10. *Выберите лишнее слово:* name, gale, gate, sale, battle, bake
a) name
b) bake
c) battle

11. We usually _____ up at half past six.
a) get
b) gets
c) getting

12. She never _____ ice-cream in winter.
a) eat
b) eats
c) eating

13. Every weekend we _____ spend in the country.
a) spend
b) spends
c) spending

14. Alice wants _____ France next summer.
a) visit
b) to visit
c)visiting

15. Daniel enjoys _____ the Black Sea coast.
a) visit
b) to visit
c) visiting

16. Washington is the capital of ____ USA.
a) -
b) a
c) the

17. There ____ much interesting information in this book.
a) am
b) is
c) are

18. There ____ many computer classes on the fourth floor.
a) am
b) is
c) are

19. There is a library on ___ fourth floor of the Institute.

a) -
b) a
c) the

20. Give ____ a cup of tea, please.
a) me
b) my
c) mine

21. These _____ are very clever.
a) man
b) students
c) person

22. Those _____ computers are very powerful.
a) -
b) a
c) the

23. My ____ best friend lives far from here.
a) -
b) a
c) the

24. Замените выделенные существительное личным местоимением.
This woman is an economist.

a) she
b) her
c) hers

25. Замените выделенные существительное личным местоимением. *Economics* is interesting.

a) he
b) she
c) it

26. The economists *study* service market.
a) study
b) studies
c) studying

27. My friend and I ____ making a dialogue now.
a) am
b) is
c) are

28. The student ____ writing a test now.
a) am
b) is
c) are

29. Every lesson students ____ new words.
a) learn
b) learns
c) learning

30. My teacher usually ____ my written works.
a) check
b) checks
c) checking

31. This computer always ____ quite well.
a) work
b) works
c) working

32. What do you usually _____ on Sundays?
a) do
b) does
c) doing

33. What are you ____ now?
a) do
b) does
c) doing

34. Where are you from?
a) I am from Omsk.
b) I live in Omsk.
c) I'm from home.

35. Where are you going?
a) We are going to the office.
b) We aren't going to the office.
c) Yes, we are going to the office.

36. When ____your working day begin?
a) do
b) does
c) done

37. When do your lessons begin?
a) At half past eight
b) On half past eight.

c) In half past eight.

38. Have you got a big family?
a) Yes, I have.
b) Yes, I do.
c) Yes, you have.

39. What is your mother?
a) My mother is young and beautiful.
b) She is a manager.
c) Her name is Mary.

40. Can you tell me about your family?
a) Yes, I can.
b) Yes, I do.
c) Yes, I have.

41. How old are you?
a) I'm very young.
b) I'm middle aged.
c) I'm eighteen.

42. What sport do you like?
a) I like tennis.
b) Yes, I like it.
c) No, I don't.

43. Is there a teacher in the classroom?
a) Yes, it is.
b) Yes, she is.
c) Yes, there is.

44. What is the weather _____ today?
a) like
b) likes
c) -

45. What is the weather like today?
a) It's hot and windy.
b) She's hot and windy.
c) We are hot and windy.

46. What do you usually have ____ breakfast?
a) on
b) at
c) for

47. They always go ___ this café for lunch.

a) to
b) in
c) on

48. There ____ three bedrooms in my flat.
a) am
b) is
c) are

49. There ____ a garage and an attic in the house.
a) am
b) is
c) are

50. Put your book ____ the bag.
a) in
b) to
c) into

English Language
Writing assignment № 1
High Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.

The assignment should be done in the format doc.

The writing assignment consists of 5 tasks.

Each Task	Scores
The task has been done completely without mistakes	**3**
The task has been done incompletely, there are some mistakes	**0-2**
The task hasn't been done or there are plenty of mistakes	**0**

Task 1 (УК-4.1, 31,32,33)

Read the text and fill in the blanks with the words in the correct form.

Translate the text into Russian language.

London is one of the great cities of the world, and there is evidence that people lived in the area in (history)_____times. However, the history of the city really began with the (arrive) _____of the Romans in 43 AD. They built a wooden bridge over the River Thames. This bridge was very (use) _____ and soon the city of Londinium (as it was called) grew around it. The city played an important role in the (economy)_____life of the country, as it does today. The (grow)_____of London since then has been incredible, and the modern city is home to about 7.5 million (inhabit) _____. From small beginnings nearly two thousand years ago, London has become a place of (globe) _____ importance.

3 scores

Task 2 (УК-4.1, 31,32,33)

Read the text with the blanks and choose the right variant of the answer.

Advertisers and others interested in the make-up of society occasionally use the term 'Generation X' to describe a certain section of the population. There is no strict definition for the term, but it usually **1.** _____ to those people born between 1964 and 1981. This is the generation whose parents were born at the end of or **2.** _____ the Second World War. In America and Europe, the 1960s was a decade of big dreams. People believed that they could change the world for the better and that global problems could be solved through understanding and a belief in peace. However, during the 1970s many people began to realise that things were much more complicated than that. Children **3.** _____ up in the 70s and 80s saw that their parents' ideals had failed. Divorce rates rose rapidly and many Generation Xers experienced the splitting up of their family. They blamed their parents for industrial, social and economic problems and had

no ideals of their own to rely on. Of course, this image of a Generation Xer is a stereotype. Not all people born into that generation are the same. However, it does seem possible to pick out a few characteristics that people born between those years might **4.** _____. One is a certain **5.** _____ to work. Generation Xers are likely to have spent some time doing a low-paid job, such as working in a fast food restaurant, and may have had a number of different jobs. They probably prefer to work on their own from home or take a risk and **6.** _____ up their own business, rather than work for a large company. They are more likely to **7.** _____divorced, although they are also more likely to say that they **8.**_____marriage seriously. Generation Xers are likely to be cynical when it comes to politics. Generation X is also the generation that has seen technology become a big part of their lives and they are likely to be quite comfortable with using computers and the Internet.

1. A. discusses	**B. mentions**	**C. refers**	**D. means**
2. A. between	**B. during**	**C. while**	**D. whenever**
3. A. getting	**B. turning**	**C. bringing**	**D. growing**
4. A. share	**B. belong**	**C. own**	**D. do**
5. A. behavior	**B. mood**	**C. attitude**	**D. impression**
6. A. put	**B. set**	**C. make**	**D. do**
7. A. get	**B. come**	**C. turn**	**D. go**
8. A. have	**B. hold**	**C. bring**	**D. take**

3 scores

Task 3 (УК-4.1, 31,32,33)
Put the verb into the correct form: present simple, present continuous, past simple, past continuous. Underline the verb form and write the tense form.

1. They can go out now. It _____ (not/rain) any more.
2. My chief _____ (wait) for me when I _____ (arrive).
3. What _____ (she/do) in her spare time?
4. Winters are mild here and it _____ (not/snow) much.
5. They had an exam that day and they _____ (prepare) for it.
6. When he first _____ (tell) me the news, I _____ (not/believe) him.
7. She _____ (speak) English and German fluently.
8. I told him my name, but he _____ (not/remember) it now.
9. I _____ (think) of giving up my job.
10. The economic situation _____ (improve) in our country at the moment.

3 scores

Task 4 (УК-4.1, 31,32,33)

There is a mistake in each sentence. Correct a mistake and rewrite the sentence. Write the tense form (past simple, present perfect).

1. We went to school together, so she known me for a long time.
2. Private schools became very expensive recently.
3. The director of our company didn't sign the contract yet.
4. We were never in Paris.
5. When have you started working as an accountant?
6. She has had a haircut last week.
7. He just started to learn English.
8. Chicago was the place where Philippe Petit has made his famous walk in 1974.
9. Alfred Hitchcock has made incredible horror films.
10. Jane didn't study very hard this term.

3 scores

Task 5 (УК-4.1, 31,32,33)

Rewrite these sentences into the Passive Voice. Underline the verb form and write the tense form.

1. In Europe people celebrate Christmas on the 25th of December.
2. Steve Jobs and Steve Wozniak founded "Apple" in 1976.
3. They will invite our managers to a meeting next month.
4. Students take the final exams in summer.
5. Politicians have discussed some economic problems at the meeting.
6. You can find branches of our company in most countries.
7. Lionel Messi has signed the contract with Barcelona club.
8. Christian Dior made fashionable clothes.
9. In Russia people elect the president every six years.
10. The government will built new schools in the new districts of our city.

3 scores

English Language
Writing assignment № 2
High Level

(Формируемые компетенции: УК-4)

Maximum score – 10.
The assignment should be done in the format doc.
The writing assignment consists of 5grammar tests which are completed during the lessons.

Written work No. 2 consists of five tests, each rated at a maximum of 2 points. The assignment is carried out in writing and is defended orally in the classroom.

Five tests, each rated for a maximum of 2 points
The task was completed in full, without grammatical, lexical and phonetic errors – 2 points.
The task was not completed in full, there are few grammatical, lexical or phonetic errors – 1 point.
The task was not completed in full, there are many grammatical, lexical or phonetic errors – 0 points.

Foreign language classes are interactive and include tasks aimed at developing different types of speech activity:

- monologue speech (presentation to an audience with short messages, a report; participation in discussions, discussions of topical topics using various means of argumentation)
- dialogical speech (drawing up dialogues on a given topic, participation in discussions, discussions of current topics using various means of argumentation)
- listening (adequate understanding of the information of the oral message)
- reading (the ability to extract information from various sources, to adequately understand, transform and transmit the information received)
- writing (the ability to correctly express one's thoughts in writing, observing the norms for constructing the text (consistency and consistency)).

In practical classes in a foreign language, tests are carried out on the following grammatical topics:

1. Present group times (УК-4.1, 31,32,33)
2. Times of the Past group (УК-4.1, 31,32,33)
3. Methods of transmitting future tense (УК-4.1, 31,32,33)
4. Passive voice (УК-4.1, 31,32,33)
5. Conditional sentences (УК-4.1, 31,32,33)

For the performance of the test in the practical lesson, students receive a maximum of 2 points for each test.

High Level
English Language
Practical assignment № 1

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 5 tasks.

Each task	Scores
The task has been done completely without mistakes	3
The task has been done incompletely, there are some mistakes	0-2
The task hasn't been done or there are plenty of mistakes	0

Task 1 (УК-4.1, 4.2, 4.3)

Read the article and put the correct words from the table below into this article. Translate the article into the Russian language.

Having a bad boss could be bad for your heart. This is the (1) ____ of a Swedish study on management styles and health. The researchers concluded that poor managers can (2) ____ their employee's risk of developing heart disease. The Stockholm University study analyzed data on the health of 3,000 male workers. They (3)____the data with the results from questionnaires about senior managers. The questions asked workers if they (4) ____ their boss was considerate, communicated well and offered positive feedback. Other questions looked (5) ____ how much work bosses gave to workers and how well they (6) ____ their goals. The research team found that workers who respected their bosses were healthier and had fewer heart problems.

The report is published in the journal Occupational and Environmental Medicine. It suggests that companies should re-train bosses (7) ____ improve worker health. A healthier workforce will improve the (8) ____ health of the company. Investing in providing leadership skills to senior managers could be a good long-(9) ____ investment. The researchers said a more supportive and understanding boss would reduce the chances of workers developing high blood (10) ____ and stress-related illnesses. Magnus Larsson, an engineer for a large IT company, agreed with the report's findings. He (11) ____ his heart attack last year was because of his boss:

"The guy was a monster. Working for him was a daily (12) ____ for eight years," Larsson said.

1.	A. concludes	B. conclusive	C. conclude	D. conclusion
2.	A. increasing	B. increased	C. increase	D. increases
3.	A. comparative	B. compared	C. comparison	D. compares
4.	A. thought	B. thinking	C. thoughts	D. thoughtful
5.	A. in	B. on	C. at	D. of
6.	A. in line	B. lineout	C. outlining	D. outlined
7.	A. for	B. to	C. from	D. with
8.	A. overall	B. overalls	C. over all	D. all over
9.	A. semesters	B. term	C. semester	D. terms
10.	A. pressuring	B. pressured	C. pressure	D. pressing
11.	A. believes	B. belief	C. believer	D. believing
12.	A. nightly	B. nighttime	C. nights	D. nightmare

3 scores

Task 2 (УК-4.1, 4.2, 4.3)

Make up 10 different questions in English to the article in the Task 1.

3 scores

Task 3 (УК-4.1, 4.2, 4.3)

Read the text and give full answers to the questions.

Learning from Beetles

As the population grows, the world will face a major problem. It will be more difficult to find enough food and fresh water for everyone. Fruits and vegetables need rain to grow. However, most of the available land is in the deserts, where there is very little rain. And most of the water is seawater, not fresh water.

Scientists may be able to solve this problem with ideas from the natural world. They are looking for ways to use what we have to provide what we do not have. That is, they are looking to use seawater and deserts to create fresh water and food.

One idea comes from the Namibian fog-basking beetle, a tiny insect that lives in the Sahara Desert. Throughout evolution, this insect has developed an efficient way of living in the desert. During the day, the insect's black wings radiate heat from the sun. In the evenings the temperature falls, and fog appears on the wings. The fog cools and forms drops of water on the wings. The beetle can drink this water. This is how it survives in the hot desert.

Designers now think about these beetles when they build seawater greenhouses. These are large glass buildings where people can grow plants and produce energy at the same time. In a seawater greenhouse, seawater from the coast cools the hot air. This

makes the air humid. When the humid air rises, it cools and causes drops of water to form. Workers then collect the water and use it to water the plants. In some places, large mirrors heat the water and turn it to steam. Then pressure from the steam runs machines that make electricity.

The greenhouse copies the way an insect survives in the heat of the desert. It helps to produce food and energy without expensive resources. With nature as a model, we may have a chance to solve the problem of our growing population.

Comprehension questions:

1. What problem will face the population soon?
2. Right now, the earth has a lot of fresh water and food?
3. Why have scientists studied the Namibian fog-basking beetle?
4. What people can do in seawater greenhouses?
5. What does the system use to create fresh water?
6. Seawater greenhouses are probably expensive, aren't they?
7. What helps people to solve the problem of growing population?

3 scores

Task 4 (УК-4.1, 4.2, 4.3)

Complete the sentences with the words from the box. Translate the final sentences into Russian.

chance	**evolution**	**intelligence**	**path**	**rise**
copy	**illness**	**organized**	**pressure**	**rules**

1. We didn't plan to meet today. We just met by _____.
2. When you fly in a plane, the _____ of the air can hurt your ears.
3. Alice is very smart. She has a lot of _____.
4. I try to keep my desk _____ so that I can find what I need.
5. If you take this _____**,** you'll come to the parking lot.
6. When you make word cards, you can _____ sentences from the dictionary.
7. I used to play chess, but I've forgotten the _____.
8. Animals change over time because of _____.

3 scores

Task 5 (УК-4.1, 4.2, 4.3)

Read the statements and the text, and decide whether the statements are true or false. If they are false correct them.

Yellowstone National Park is in the north-west corner of the American state of Wyoming. This national park covers an area of 3,470 square miles and its name comes from certain rocks that have a yellow colour because of the chemicals in them.

It was explored by a man named John Colter in 1806, although native American Indians had known about the area for thousands of years.

Yellowstone is famous for its geysers. These are hot springs that explode and send water and steam into the air. They occur when underground water meets hot rock far beneath the surface of the earth. The water boils and is forced back to the surface, where it explodes upwards. The most famous is called Old Faithful and it sends thousands of liters of boiling water into the air approximately once an hour. Geysers are quite rare but can also be found in places such as the Kamchatka peninsula, Russia.

About three million people visit the park each year, most either camping or staying in one of the park's nine hotels. Many of them enjoy picnics or walks through the park, where they might spot some of the 50 or so species of mammals and 311 species of birds. The park advises visitors to be very careful and to remember that many of the larger wild animals, including bears, can be dangerous. Another potentially dangerous animal, the wolf, disappeared from the park in the 1930s. However, it was reintroduced in the 1990s in order to control the population of large animals, such as bison and elk, and is doing well.

Since Yellowstone was made into a national park in 1872, many other national parks have been created to protect areas of natural beauty.

1. Yellowstone is named after the man who discovered it.
2. American Indians first heard about the area in 1806.
3. Another name for Yellowstone National Park is Old Faithful.
4. Yellowstone National Park is the only place on Earth where geysers exist.
5. It is impossible to stay in a tent inside the park.
6. Wolves can be seen today in Yellowstone National Park.

3 scores

English Language
Practical assignment № 2
High Level

(Формируемые компетенции: УК-4)

Maximum scores – 20.
The assignment should be done in the format doc.
The writing assignment consists of 5 written reports on the proposed topics, which are evaluated each with a maximum of 4 scores. Each report should consist of 15 sentences.
The assignment is completed in writing and uploaded in doc. format as a single file.

Each report	Scores
The report is made completely, the theme is fully disclosed, without grammatical and lexical mistakes.	4
The report is not made completely, the theme is not fully disclosed, there are a few grammatical and lexical mistakes.	0-3
The report is not made, the theme is not disclosed, a lot of grammatical and lexical mistakes.	0

Topic 1

Prepare a report about one of the global problems describing the problem, the causes of the problem, the consequences and the ways to solve the problem. Your report should contain at least 15 sentences.

Choose one of the following problems or you can choose your own problem to describe:

1. Growing population (УК-4.1, 4.2, 4.3)
2. Food deficit(УК-4.1, 4.2, 4.3)
3. Freshwater shortage (УК-4.1, 4.2, 4.3)
4. Pollution (УК-4.1, 4.2, 4.3)
5. Global warming (УК-4.1, 4.2, 4.3)

Topic 2 (УК-4.1, 4.2, 4.3)

Produce your statement about a film you have seen recently or a book you have read. Your statement should contain at least 15 sentences.

Describe:

- the type of the film/book
- the main characters
- what happens in the film/book
- some scenes you remember
- the main idea of the film/book
- your impressions
- whether you would recommend to watch this film or to read this book

Topic 3 (УК-4.1, 4.2, 4.3)

Prepare a report about any celebrity or famous person you look up to. Your report should contain at least 15 sentences.

Describe:
- the profile of the person
- main events in his/her life
- main achievements of the person
- why you look up to this person

Topic 4 (УК-4.1, 4.2, 4.3)

Prepare a report about any mass media in any English speaking country or in Russia. Your report should contain at least 15 sentences.

Choose one of the following prompts to describe:
1. newspapers
2. magazines
3. television
4. radio
5. Internet

Topic 5 (УК-4.1, 4.2, 4.3)

Read the first line of the newspaper report below. Continue the story, using as many expressions from the box as possible. Your story should contain at least 10 sentences. Then write a headline for your report.

On Thursday night, actor William Begley committed a terrible crime **……**

make a discovery	make a profit
come into fashion	come into money
win a race	win a competition
commit a crime	commit a suicide
develop an idea	develop a product
have a duty	have plastic surgery
perform a song	perform a play
cause trouble	cause an accident
break a record	break a promise

English Language
Practical assignment № 3
(Message supported with a presentation, class work)

(Формируемые компетенции: УК-4)

Maximum score - 10

Practical task number 3 consists of five oral messages supported with presentations on the proposed topics, each estimated at a maximum of 2 points.

The assignment is performed orally and is defended orally in the classroom. Maximum score is ten

Five oral communications on the proposed topics, each rated for a maximum of 2 points.
The task was completed in full, the topic was disclosed, orally protected without grammatical, lexical and phonetic errors – 2 points
The task was not completed in full, orally not protected, the topic was not fully disclosed, there are few grammatical, lexical or phonetic errors – 1 point
The task was not completed in full, orally not protected, the topic was not covered, there are many grammatical, lexical or phonetic errors – 0 points

Foreign language classes are interactive and include tasks aimed at developing different types of speech activity: - monologue speech (presentation to an audience with short messages, a report; participation in discussions, discussions of topical topics using various means of argumentation) - dialogical speech (drawing up dialogues on a given topic, participation in discussions, discussions of current topics using various means of argumentation) - listening (adequate understanding of the information of the oral message) - reading (the ability to extract information from various sources, to adequately understand, transform and transmit the information received) - writing (the ability to correctly express one's thoughts in writing, observing the norms for constructing the text (consistency and consistency)).

In practical classes in a foreign language, students speak to the audience with prepared messages on the proposed topics:

1. Global problems (УК-4.1, 4.2, 4.3)
2. Your favourite film or book (УК-4.1, 4.2, 4.3)
3. Famous people, celebrities (УК-4.1, 4.2, 4.3)
4. Mass media (УК-4.1, 4.2, 4.3)
5. Stories in the news (УК-4.1, 4.2, 4.3)

High level
English language
Final work (Topic development and oral defense)

Maximum score - 15

The answer is in the form of two files in Power Point (presentation) and Word (text of the speech).

The final work consists of one task and is estimated with a maximum of 15 points

The message meets the required level, the topic is disclosed, there are no significant grammatical, lexical and phonetic errors –	10 points
The presentation meets the required level, the topic is not fully disclosed, several grammatical, lexical and phonetic errors	0-10 points
The presentation does not meet the required level, the topic is not covered, there are many grammatical, lexical and phonetic errors	0 points
The dialogue is presented without grammatical and phonetic errors, the topic is fully disclosed, built logically	5 points
The dialogue is presented with minor grammatical and / or phonetic errors, the topic is fully disclosed, logically lined up	3-4 points
The dialogue is presented with serious grammatical and / or phonetic errors, the topic is not fully disclosed, it is built illogically	0–2 points
Dialogue is not presented	0 points

The presentation is made in a Power Point program and defended in a classroom lesson.

Task 1. Prepare a message with a presentation in English of the up-to-date news about one of the following topics or any topic you are interested in. Your story must contain at least 10 slides, introduction, main part, conclusion and your attitude to the issue. The last slide must contain 12 questions to your story. Presentation must not contain the text itself. Put the text into a Word document.

1. Living in the future
2. Wealth
3. How to make a fortune
4. Famous people
5. Celebrities
6. Price of fame
7. Mass Media
8. Movies
9. Stories in the news
10. Global problems

Task 2. Discuss the news with a partner in the form of the dialogue. The dialogue must contain at least 8 replies from each speaker.

Тест High Level

1. He asked me if I..... to swim across the river.
   A. be able
   B. could
   C. was able
   D. am able

2. You may ..... my laptop as long as you promise to look after it.

   A. lend
   B. borrow
   C. spend
   D. leave

3. She invested a lot of time ..... researching the most appropriate university course.

A. to
   B. for
   C. with
   D. in

4. I ..... remember putting my briefcase down on that shelf.

A. deeply
   B. entirely
   C. clearly
   D. strongly

5. If he ..... worked harder, he would have passed the exam.
   A. had
   B. would have
   C. had have
   D. would

6. I ..... a letter by an unknown person yesterday.
A. gave
   B. have been given
   C. was given
   D. have given

7. One thousand people .....by the company.
A. employ
   B. are employed
   C. employed
   D. are employing

8. If she..... about his financial situation, she would have helped him out.

   A. knew
   B. had been knowing
   C. had known
   D. have known

9. I'll ..... their cat while they are away on holiday.

A. be looking out
B. be looking at
C. be looking after
D. be looking over

10. He made his children ..... their homework every afternoon.

A. do
B. to do
C. studies
D. to study

11. The amount of organically grown food has ..... enormously in recent years.

A. lifted
B. raised
C. built
D. increased

12. Look at this sentence. What ..... this word ..... ?

E. do this word mean
F. is this word meaning
G. does this word mean
H. this word meant

13. It was warm, so I ..... my coat?

E. take on
F. took off
G. takes off
H. am taking on

14. The bed was very uncomfortable. He ..... very well.

E. slept
F. doesn't sleep
G. didn't sleep
H. was sleeping

15. David ..... a lot of money on clothes. These days he can't afford it.

E. used to spend
F. didn't use to spend
G. spends
H. is spending

16. Thanks for lending me the money. I ..... you back on Friday.

E. pays
F. paid
G. am paying
H. will pay

17. Many accidents ..... by dangerous driving.

E. cause
F. are caused
G. caused
H. have caused

18. Everybody ..... escape from the fire.
E. were able to
F. are able to
G. was able to
H. are going to

19. I will close the hotel if the tour operator ..... me what it owes me.
E. doesn't pay
F. pays
G. didn't pay
H. would pay

20. If I went on holiday to the Caribbean, some of my neighbours ..... jealous.
E. are
F. were
G. had been
H. would be

21. If I had known the test was today, I ..... some revision.
E. didn't do
F. would have done
G. wouldn't do
H. had done

22. I work in a travel agency now. Before that I ..... in a department store.
F. worked
G. was working
H. am working
I. had worked

23. Every day the population of the world ..... by about 200,000 people.
E. increase
F. increases
G. has increased
H. would increase

24. I don't think I can come to the theatre, because I only have ..... money.
E. a few
F. much
G. any
H. a little

25. We couldn't ..... because we had no money.
E. to eat out
F. eating out
G. eat out

H. ate out

26. Molly hasn't done her homework. She ..... TV all afternoon.
    E. have been watching
    F. has been watching
    G. has watched
    H. watched
27. Kate wants to work in Italy, so she ..... Italian.
    E. learn
    F. learns
    G. is learning
    H. are learning
28. ..... French are famous for their food.
    E. The
    F. A
    G. Any
    H. No
29. What did you ..... the police?
    E. say
    F. tell
    G. said
    H. told
30. There was a lot of traffic, ... there?
    E. did
    F. weren't
    G. wasn't
    H. don't
31. She said that she ..... away for a few days and ..... me when she got back.
    E. is going, will phone
    F. goes, phones
    G. went, phoned
    H. was going, would phone
32. Jackie asked me ..... anybody what had happened.
    E. not to tell
    F. don't tell
    G. to tell
    H. not to say
33. It is ..... decision you have ever made.
    E. more important
    F. the most important
    G. not so important
    H. much important
34. The more expensive the hotel, the ..... the service.

E. more good
F. worse
G. best
H. better

35. You are not the only one who failed to hear the news. I didn't ..... .
E. neither
F. both
G. either
H. also

36. John isn't lazy. He ..... hard most of the time.
E. is working
F. works
G. work
H. was working

37. ..... food, clothes and some ..... goods have become more expensive nowadays.
E. much, others
F. many, others
G. many, the others
H. much, other

38. That's great! Jenny got the new ..... she applied for.
E. work
F. job
G. vacancy
H. offer

39. I can ..... you ten Euros. Can you pay me back soon?
E. lend
F. borrow
G. save
H. spend

40. My colleagues usually ..... four days a week, and this week they ..... five days.
E. work, work
F. works, are working
G. work, are working
H. are working, work

41. The boy sitting next to me on the plane was nervous because he .....before.
E. has not flown
F. did not fly
G. had not flown
H. has not been flying

42. After the interview Tina said they asked her if she ..... the job.
E. will want
F. has wanted

G. was wanting
H. wanted

43. James said that he ..... a horse before.
E. never rode
F. has never ridden
G. had never ridden
H. would never ridden

44. She said she ..... for five hours.
E. has been working
F. worked
G. had been working
H. has worked

45. If she ..... about his financial situation, she would have helped him out.
E. knew
F. had been knowing
G. had known
H. have known

46. She ..... lunch by the time we arrived.
E. had finished
F. finished
G. have finished
H. finishing

47. That room ..... for a meeting today.
E. is used
F. is being used
G. used
H. is using

48. If I ..... you, I would wait a while to begin investing.
E. was
F. am
G. were
H. would be

49. The telegram ..... when they received the letter.
E. had been delivered
F. had delivered
G. was delivering
H. delivered

50. Your drinks ..... in a moment.
E. will be brought
F. will bring
G. brought
H. would bring

English Language
Writing assignment № 1
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 5 tasks.

Each Task	Scores
The task has been done completely without mistakes	3
The task has been done incompletely, there are some mistakes	0-2
The task hasn't been done or there are plenty of mistakes	0

Task 1

Prepare a statement about the following situation. There are some questions to help you develop the theme. You statement should contain at least 10 sentences. (УК-4.1, 31,32,33)

You are given a chance to meet a famous person. Whom would you like to meet? Explain why you would choose this particular person, what his or her features you find most attractive and what topics you are going to discuss with him/her.

Are geniuses born or trained?
Would you like to be popular and famous?
Who is your favourite actor (singer, artist, composer) or any other famous person?
What do you do to achieve the aim of your life?

3 scores

Task 2

Read the text and fill in the blanks with the words in the correct form. Translate the text into Russian language. (УК-4.1, 31,32,33)

William Shakespeare

William Shakespeare is one of the best-known writers in the English language. He (write)_____ 38 plays, as well as hundreds of poems. He was born in Stratford in 1564 and grew up there, (receive)_____ an education in Latin at the local grammar school. By 1590, he was living in London, although he (not produce)_____ his most famous plays yet. The great love story *Romeo and Juliet* appeared four years (late)_____ and is still a favourite of many people. The story of *Romeo and Juliet* (appear)_____ in many different forms since then. In 1996, for example, it was made into a film (star)_____ Leonardo DiCaprio. People (perform)_____ Shakespeare's plays today all over the world and in many different languages. There's no doubt that Shakespeare's plays (study)_____ for many years to come.

3 scores

Task 3 (УК-4.1, 31,32,33)

Put the verb into the correct form: present simple, present continuous, past simple, past continuous. Underline the verb form and write the tense form.

11. They can go out now. It _____ (not/rain) any more.
12. My chief _____ (wait) for me when I _____ (arrive).
13. What _____ (she/do) in her spare time?
14. Winters are mild here and it _____ (not/snow) much.
15. They had an exam that day and they _____ (prepare) for it.
16. When he first _____ (tell) me the news, I _____ (not/believe) him.
17. She _____ (speak) English and German fluently.
18. I told him my name, but he _____ (not/remember) it now.
19. I _____ (think) of giving up my job.
20. The economic situation _____ (improve) in our country at the moment.

3 scores

Task 4 (УК-4.1, 31,32,33)

There is a mistake in each sentence. Correct a mistake and rewrite the sentence. Write the tense form (past simple, present perfect).

11. We went to school together, so she known me for a long time.
12. Private schools became very expensive recently.
13. The director of our company didn't sign the contract yet.
14. We were never in Paris.
15. When have you started working as an accountant?
16. She has had a haircut last week.
17. He just started to learn English.
18. Chicago was the place where Philippe Petit has made his famous walk in 1974.
19. Alfred Hitchcock has made incredible horror films.
20. Jane didn't study very hard this term.

3 scores

Task 5 (УК-4.1, 31,32,33)

Rewrite these sentences into the Passive Voice. Underline the verb form and write the tense form.

11. In Europe people celebrate Christmas on the 25th of December.
12. Steve Jobs and Steve Wozniak founded "Apple" in 1976.
13. They will invite our managers to a meeting next month.
14. Students take the final exams in summer.
15. Politicians have discussed some economic problems at the meeting.
16. You can find branches of our company in most countries.
17. Lionel Messi has signed the contract with Barcelona club.
18. Christian Dior made fashionable clothes.
19. In Russia people elect the president every six years.
20. The government will built new schools in the new districts of our city.

3 scores

English Language
Writing assignment № 2
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 10.
The assignment should be done in the format doc.
The writing assignment consists of 5grammar tests which are completed during the lessons.

Each grammar test	Scores
The test has been done completely without mistakes	2
The test has been done incompletely, there are some mistakes	0-1
The test hasn't been done or there are plenty of mistakes	0

During the practical lessons in a foreign language, tests are conducted on the following grammatical topics:
1. Present Tenses (УК-4.1, 31,32,33)
2. Past Tenses (УК-4.1, 31,32,33)
3. Future Forms (УК-4.1, 31,32,33)
4. Passive Voice (УК-4.1, 31,32,33)
5. Conditionals (УК-4.1, 31,32,33)

English Language
Practical assignment № 1
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 5 tasks.

Each task	Scores
The task has been done completely without mistakes	3
The task has been done incompletely, there are some mistakes	0-2
The task hasn't been done or there are plenty of mistakes	0

Task 1 (УК-4.1, 4.2, 4.3)

Read the article and put the correct words from the table below into this article. Translate the article into the Russian language.

Having a bad boss could be bad for your heart. This is the (1) ____ of a Swedish study on management styles and health. The researchers concluded that poor managers can (2) ____ their employee's risk of developing heart disease. The Stockholm University study analyzed data on the health of 3,000 male workers. They (3)____the data with the results from questionnaires about senior managers. The questions asked workers if they (4) ____ their boss was considerate, communicated well and offered positive feedback. Other questions looked (5) ____ how much work bosses gave to workers and how well they (6) ____ their goals. The research team found that workers who respected their bosses were healthier and had fewer heart problems.

The report is published in the journal Occupational and Environmental Medicine. It suggests that companies should re-train bosses (7) ____ improve worker health. A healthier workforce will improve the (8) ____ health of the company. Investing in providing leadership skills to senior managers could be a good long-(9) ____ investment. The researchers said a more supportive and understanding boss would reduce the chances of workers developing high blood (10) ____ and stress-related illnesses. Magnus Larsson, an engineer for a large IT company, agreed with the report's findings. He (11) ____ his heart attack last year was because of his boss: "The guy was a monster. Working for him was a daily (12) ____ for eight years," Larsson said.

13.A. concludes B. conclusive C. conclude D. conclusion

14.A. increasing B. increased C. increase D. increases

15.A. comparative B. compared C. comparison D. compares

16.A. thought B. thinking C. thoughts D. thoughtful

17.A. in B. on C. at D. of

18.A. in line B. lineout C. outlining D. outlined

19.A. for B. to C. from D. with

20.A. overall B. overalls C. over all D. all over

21.A. semesters B. term C. semester D. terms

22.A. pressuring B. pressured C. pressure D. pressing

23.A. believes B. belief C. believer D. believing

24.A. nightly B. nighttime C. nights D. nightmare

3 scores

Task 2 (УК-4.1, 4.2, 4.3)

Make up 10 different questions in English to the article in the Task 1.

3 scores

Task 3

Read the text and give full answers to the questions.

Learning from Beetles

As the population grows, the world will face a major problem. It will be more difficult to find enough food and fresh water for everyone. Fruits and vegetables need rain to grow. However, most of the available land is in the deserts, where there is very little rain. And most of the water is seawater, not fresh water.

Scientists may be able to solve this problem with ideas from the natural world. They are looking for ways to use what we have to provide what we do not have. That is, they are looking to use seawater and deserts to create fresh water and food.

One idea comes from the Namibian fog-basking beetle, a tiny insect that lives in the Sahara Desert. Throughout evolution, this insect has developed an efficient way of living in the desert. During the day, the insect's black wings radiate heat from the sun. In the evenings the temperature falls, and fog appears on the wings. The fog cools and forms drops of water on the wings. The beetle can drink this water. This is how it survives in the hot desert.

Designers now think about these beetles when they build seawater greenhouses. These are large glass buildings where people can grow plants and produce energy at the same time. In a seawater greenhouse, seawater from the coast cools the hot air. This makes the air humid. When the humid air rises, it cools and causes drops of water to form. Workers then collect the water and use it to water the plants. In some places, large

mirrors heat the water and turn it to steam. Then pressure from the steam runs machines that make electricity.

The greenhouse copies the way an insect survives in the heat of the desert. It helps to produce food and energy without expensive resources. With nature as a model, we may have a chance to solve the problem of our growing population.

Comprehension questions:

8. What problem will face the population soon?
9. Right now, the earth has a lot of fresh water and food?
10. Why have scientists studied the Namibian fog-basking beetle?
11. What people can do in seawater greenhouses?
12. What does the system use to create fresh water?
13. Seawater greenhouses are probably expensive, aren't they?
14. What helps people to solve the problem of growing population?

3 scores

Task 4 (УК-4.1, 4.2, 4.3)

Complete the sentences with the words from the box. Translate the final sentences into Russian.

chance	**evolution**	**intelligence**	**path**	**rise**
copy	**illness**	**organized**	**pressure**	**rules**

1. We didn't plan to meet today. We just met by _____.
2. When you fly in a plane, the _____ of the air can hurt your ears.
3. Alice is very smart. She has a lot of _____.
4. I try to keep my desk _____ so that I can find what I need.
5. If you take this _____**,** you'll come to the parking lot.
6. When you make word cards, you can _____ sentences from the dictionary.
7. I used to play chess, but I've forgotten the _____.
8. Animals change over time because of _____.

3 scores

Task 5 (УК-4.1, 4.2, 4.3)

Read the statements and the text, and decide whether the statements are true or false. If they are false correct them.

Yellowstone National Park is in the north-west corner of the American state of Wyoming. This national park covers an area of 3,470 square miles and its name comes from certain rocks that have a yellow colour because of the chemicals in them. It was explored by a man named John Colter in 1806, although native American Indians had known about the area for thousands of years.

Yellowstone is famous for its geysers. These are hot springs that explode and send water and steam into the air. They occur when underground water meets hot rock far beneath the surface of the earth. The water boils and is forced back to the surface, where it explodes upwards. The most famous is called Old Faithful and it sends thousands of liters of boiling water into the air approximately once an hour. Geysers are quite rare but can also be found in places such as the Kamchatka peninsula, Russia.

About three million people visit the park each year, most either camping or staying in one of the park's nine hotels. Many of them enjoy picnics or walks through the park, where they might spot some of the 50 or so species of mammals and 311 species of birds. The park advises visitors to be very careful and to remember that many of the larger wild animals, including bears, can be dangerous. Another potentially dangerous animal, the wolf, disappeared from the park in the 1930s. However, it was reintroduced in the 1990s in order to control the population of large animals, such as bison and elk, and is doing well.

Since Yellowstone was made into a national park in 1872, many other national parks have been created to protect areas of natural beauty.

7. Yellowstone is named after the man who discovered it.
8. American Indians first heard about the area in 1806.
9. Another name for Yellowstone National Park is Old Faithful.
10. Yellowstone National Park is the only place on Earth where geysers exist.
11. It is impossible to stay in a tent inside the park.
12. Wolves can be seen today in Yellowstone National Park.

3 scores

English Language
Practical assignment № 2
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 20.
The assignment should be done in the format doc.
The writing assignment consists of 5 written reports on the proposed topics, which are evaluated each with a maximum of 4 scores. Each report should consist of 15 sentences.
The assignment is completed in writing and uploaded in doc. format as a single file.

Each report	Scores
The report is made completely, the theme is fully disclosed, without grammatical and lexical mistakes.	4
The report is not made completely, the theme is not fully disclosed, there are a few grammatical and lexical mistakes.	0-3
The report is not made, the theme is not disclosed, a lot of grammatical and lexical mistakes.	0

Topic 1 (УК-4.1, 4.2, 4.3)
Prepare a report about one of the global problems describing the problem, the causes of the problem, the consequences and the ways to solve the problem. Your report should contain at least 15 sentences.
Choose one of the following problems or you can choose your own problem to describe:

1. Growing population
2. Food deficit
3. Freshwater shortage
4. Pollution
5. Global warming

Topic 2 (УК-4.1, 4.2, 4.3)
Produce your statement about a film you have seen recently or a book you have read. Your statement should contain at least 15 sentences.
Describe:

- the type of the film/book
- the main characters
- what happens in the film/book
- some scenes you remember
- the main idea of the film/book
- your impressions
- whether you would recommend to watch this film or to read this book

Topic 3 (УК-4.1, 4.2, 4.3)
Prepare a report about any celebrity or famous person you look up to. Your report should contain at least 15 sentences.
Describe:

- the profile of the person
- main events in his/her life
- main achievements of the person
- why you look up to this person

Topic 4 (УК-4.1, 4.2, 4.3)
Prepare a report about any mass media in any English speaking country or in Russia. Your report should contain at least 15 sentences.
Choose one of the following prompts to describe:

1. newspapers
2. magazines
3. television
4. radio
5. Internet

Topic 5 (УК-4.1, 4.2, 4.3)
Read the first line of the newspaper report below. Continue the story, using as many expressions from the box as possible. Your story should contain at least 10 sentences. Then write a headline for your report.

On Thursday night, actor William Begley committed a terrible crime ……

make a discovery	make a profit
come into fashion	come into money
win a race	win a competition
commit a crime	commit a suicide
develop an idea	develop a product
have a duty	have plastic surgery
perform a song	perform a play
cause trouble	cause an accident
break a record	break a promise

English Language
Practical assignment № 3
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 10.
The practical assignment consists of 5 oral statements on the proposed topics, which are evaluated each with a maximum of 2 scores. The statement is presented orally during the lessons.

Each statement	Scores
The statement is made completely, the theme is fully disclosed, without grammatical, phonetic and lexical mistakes.	2
The statement is not made completely, the theme is not fully disclosed, there are a few grammatical, phonetic and lexical mistakes.	0-1
The statement is not made, the theme is not disclosed, a lot of grammatical, phonetic and lexical mistakes.	0

During the practical lessons in a foreign language, students present prepared statements on the following topics to the audience:

1. Global problems (УК-4.1, 4.2, 4.3)
2. Your favourite film or book (УК-4.1, 4.2, 4.3)
3. Famous people, celebrities (УК-4.1, 4.2, 4.3)
4. Mass media (УК-4.1, 4.2, 4.3)
5. Stories in the news (УК-4.1, 4.2, 4.3)

English Language
Final assignment

Maximum scores - 15
The assignment in the format doc, pdf, ppt, xls.
The task is to prepare a presentation.

Presentation	Scores
The presentation is submitted in electronic form and in oral form, the topic is disclosed, there are no significant grammatical, phonetic and lexical mistakes.	15
The presentation is submitted in electronic form, the topic is disclosed, there are no significant grammatical and lexical mistakes.	10
The presentation is submitted in electronic form, the topic is not fully disclosed, there are minor grammatical errors.	2
The presentation is not submitted or there are plenty of grammatical mistakes.	0

Task:

Prepare a presentation in English of the up-to-date news about one of the following topics or any topic you are interested in. Don't forget to follow the structure of the presentation: introduction, description of the topic, presenting of the material in a logical order, your opinion and conclusion. Your presentation should contain at least 10 slides.

1. Living in the future
2. Wealth
3. How to make a fortune
4. Famous people
5. Celebrities
6. Price of fame
7. Mass Media
8. Movies
9. Stories in the news
10. Global problems

Тест Middle Level

(Формируемые компетенции: УК-4, 4.1, 4.2)

51. Look at this sentence. What ..... this word ..... ?
I. do this word mean
J. is this word meaning
K. does this word mean
L. this word meant

52. It was warm, so I ..... my coat?
I. take on
J. took off
K. takes off
L. am taking on

53. The bed was very uncomfortable. He ..... very well.
I. slept
J. doesn't sleep
K. didn't sleep
L. was sleeping

54. David ..... a lot of money on clothes. These days he can't afford it.
I. used to spend
J. didn't use to spend
K. spends
L. is spending

55. Thanks for lending me the money. I ..... you back on Friday.
I. pays
J. paid
K. am paying
L. will pay

56. Many accidents ..... by dangerous driving.
I. cause
J. are caused
K. caused
L. have caused

57. Everybody ..... escape from the fire.
I. were able to
J. are able to
K. was able to
L. are going to

58. I will close the hotel if the tour operator ..... me what it owes me.
I. doesn't pay
J. pays
K. didn't pay
L. would pay

59.If I went on holiday to the Caribbean, some of my neighbours ..... jealous.

I. are
J. were
K. had been
L. would be

60. If I had known the test was today, I ..... some revision.

I. didn't do
J. would have done
K. wouldn't do
L. had done

61. I work in a travel agency now. Before that I ..... in a department store.

J. worked
K. was working
L. am working
M. had worked

62. Every day the population of the world ..... by about 200,000 people.

I. increase
J. increases
K. has increased
L. would increase

63. I don't think I can come to the theatre, because I only have ..... money.

I. a few
J. much
K. any
L. a little

64. I don't like ..... salt on my food.

E. .....
F. some
G. a
H. many

65. We couldn't ..... because we had no money.

I. to eat out
J. eating out
K. eat out
L. ate out

66. Molly hasn't done her homework. She ..... TV all afternoon.

I. have been watching
J. has been watching
K. has watched
L. watched

67. Kate wants to work in Italy, so she ..... Italian.

I. learn

J. learns
K. is learning
L. are learning
68. Two hundred people ..... by the company.
E. employed
F. was employed
G. employ
H. were employed
69. ..... French are famous for their food.
I. The
J. A
K. Any
L. No
70. What did you ..... the police?
I. say
J. tell
K. said
L. told
71. There was a lot of traffic, ... there?
I. did
J. weren't
K. wasn't
L. don't
72. She said that she ..... away for a few days and ..... me when she got back.
I. is going, will phone
J. goes, phones
K. went, phoned
L. was going, would phone
73. Jackie asked me ..... anybody what had happened.
I. not to tell
J. don't tell
K. to tell
L. not to say
74. It is ..... decision you have ever made.
I. more important
J. the most important
K. not so important
L. much important
75. The more expensive the hotel, the ..... the service.
I. more good
J. worse

K. best
L. better

76. You are not the only one who failed to hear the news. I didn't ..... .
I. neither
J. both
K. either
L. also

77. John isn't lazy. He ..... hard most of the time.
I. is working
J. works
K. work
L. was working

78. ..... food, clothes and some ..... goods have become more expensive nowadays.
I. much, others
J. many, others
K. many, the others
L. much, other

79. That's great! Jenny got the new ..... she applied for.
I. work
J. job
K. vacancy
L. offer

80. I can ..... you ten Euros. Can you pay me back soon?
I. lend
J. borrow
K. save
L. spend

81. My colleagues usually ..... four days a week, and this week they ..... five days.
I. work, work
J. works, are working
K. work, are working
L. are working, work

82. The boy sitting next to me on the plane was nervous because he .....before.
I. has not flown
J. did not fly
K. had not flown
L. has not been flying

83. After the interview Tina said they asked her if she ..... the job.
I. will want

J. has wanted
K. was wanting
L. wanted

84. James said that he ..... a horse before.
I. never rode
J. has never ridden
K. had never ridden
L. would never ridden

85. She said she ..... for five hours.
I. has been working
J. worked
K. had been working
L. has worked

86. If she ..... about his financial situation, she would have helped him out.
I. knew
J. had been knowing
K. had known
L. have known

87. She ..... lunch by the time we arrived.
I. had finished
J. finished
K. have finished
L. finishing

88. That room ..... for a meeting today.
I. is used
J. is being used
K. used
L. is using

89. If I ..... you, I would wait a while to begin investing.
I. was
J. am
K. were
L. would be

90. The telegram ..... when they received the letter.
I. had been delivered
J. had delivered
K. was delivering
L. delivered

91. Your drinks ..... in a moment.
I. will be brought
J. will bring
K. brought
L. would bring

92. I am writing ..... about the tour organized by your company.
E. to complain
F. to advise
G. to revise

H. to solve

93. You ..... to control your central heating with your mobile phone.

E. will can
F. must
G. may
H. will be able

94. They ..... to the cinema with us if they have time.

E. may to come
F. would come
G. may come
H. come

95. When you learn a new word, find ..... if it uses prefixes and suffixes.

E. up
F. out
G. to
H. off

96. He ..... luck in France and was arrested.

E. ran out of
F. run out of
G. catch up with
H. work out

97. We worked out what the problem ..... .

F. were
G. is
H. was
I. are

98. Staff ..... outside to smoke and should try not to blow smoke through the windows..

E. must to go
F. mustn't
G. must go
H. may go

99. The first film had a great success, so they decided to make a ..... .

E. performance
F. chapter
G. report
H. sequel

100. I prefer ..... because I am interested in medieval architecture.

E. a package holiday
F. a sightseeing tour
G. beach holiday
H. camping holiday

ENGLISH LANGUAGE
WRITING ASSIGNMENT No. 1

(Формируемые компетенции: УК-4)

Maximum score - 15
The answer is in the form of a doc file.

Complete written assignment № 1 in the discipline "English". Download the task file and do your work in it.

Place the answers to the questions immediately after the text or phrase. If, in accordance with the assignment, you need to supplement the sentence or change the form of the word, then do it right in the text and highlight your version with color. Perform the translation of sentences in exercise number 6 in the table.

Criterion	Number of points
Error-free execution of all exercises and design in accordance with the requirements f	15 points
Completion of the task not in full	Up to 12 points
Completion of the task not in full and with errors	Up to 6 points

1. (УК-4.1, 31,32,33) **Divide the nouns into two columns (singular and plural). Form plurals from singular nouns, and singular from plural nouns, where possible:**

study, goods, behaviour, approach, money, model, phenomena, areas, analyses, labour, growth, datum, information, science, lives

Nouns in the singular Nouns in the plural	Nouns in the singular Nouns in the plural
…	economists
economics	–

2. (УК-4.1, 31,32,33) **Fill in the table with the following phrases, change them so that in the second column the possessive case of nouns is used, and in the third column, replace the nouns in the possessive case with the corresponding possessive pronouns:**

1) goods of the seller; 2) goods of sellers; 3) behaviour of the buyer; 4) behaviour of buyers; 5) behaviour of the woman; 6) behaviour of the women; 7) work of an economist; 8) work of economists; 9) services of the seller; 10) services of sellers; 11) people of the town; 12) people of the towns

Исходное словосочетание	Словосочетание в притяжательном падеже	Словосочетание с местоимением
work of manager	*manager's work*	*his work*
1)		

3. (УК-4.1, 31,32,33) **Replace the underlined phrases with the appropriate personal pronouns.**

We are interested in prices for services. - We are interested in prices for them.

1. The woman is an economist.
2. The prices are high.
3. People produce goods and services.
4. Prices of resources affect prices of goods.
5. Economics is interesting.
6. He is interested in economics.
7. Prices in the markets are important for all people.
8. Prices for everyday goods are important for this woman.
9. The study of agricultural markets is not interesting for the man. The man is a doctor.
10. A model usually includes essential elements of a particular economic situation.
11. The development of markets is important for an economist.

4. (УК-4.1, 31,32,33) **Make impersonal sentences from parts A, B and C. Translate them into Russian.**

For example: *It is interesting to study economics. – Изучать экономику интересно.*

or Интересно изучать экономику.

It is (not)	**interesting** **difficult** **possible** **important** **necessary** **essential** **nice**	**to study economics.** **to listen to pop music.** **to know economics.** **to develop agriculture.** **to grow flowers.** **to have many trees in cities.** **to know what affects prices of goods.** **to predict the behavior of sellers.**

5. (УК-4.1, 31,32,33) **Modify the sentences in two ways to use the goal infinitive**

Man works	**to buy**	**goods and services.**
Man works	**in order to buy**	**goods and services.**

Example: Managers study the situation in the market as they want to know how many goods to produce.

1) Managers study the situation in the market to know how many goods to produce.

2) Managers study the situation in the market in order to know how many goods to produce.

1. We study economics as we want to work as managers.
2. Farmers grow animals as they want to produce meat and milk.
3. Factories and plants use fuel and energy as they are necessary to process resources.
4. Companies produce goods as they want to sell them.
5. Mining gets minerals from the earth as it must provide resources for manufacturing.
6. Factories process resources as they want to sell them as goods.
7. Economists make models because they want to use them in economic analyses.

6. (УК-4.1, 31,32,33) **Any noun with an ordinal is usually preceded by the definite article *the*, for example: the first day, the twelfth month**

1st first 2nd second 3rd third	**21st twenty-first** **22nd twenty-second** **23rd twenty-third**
4th fourth	**24th twenty-fourth**
5th fifth **6th sixth** **7th seventh** **8th eighth** **9th ninth** **10th tenth** **11th eleventh** **12th twelfth** **13th thirteenth**	**20th twentieth** **30th thirtieth** **40th fortieth** **50th fiftieth** **60th sixtieth** **70th seventieth** **80th eightieth** **90th ninetieth** **100th one hundredth**
I4th fourteenth **15th fifteenth** **16th sixteenth** **18th eighteenth** **19th nineteenth**	**101st one hundred and first** **125th one hundred and twenty-fifth** **1,000th one thousandth**

Write the following dates in English: the 8th month, the 365th day, the 11th book, the 1st house, the 1,023rd model.

7. (УК-4.1, 31,32,33) **Read the text, write out the underlined phrases and translate them into Russian.**

TEXT 2

WHAT IS ECONOMICS?

It is difficult to give a full and accurate definition of economics, but it is possible to indicate what problems economists are interested in. They are factors that affect prices of goods and services and also resources necessary to produce them. Economists are also interested in sellers' and buyers' behaviour in the market, in the relationship between "price system" and "market mechanism".

Now economics is more complex. There are three main approaches to economics: microeconomics, macroeconomics, and development economics. There are also several specialized areas of study. Among them are money economics, international economics, labour economics, industrial economics, agricultural economics, growth economics, mathematical economics, etc.

Like many other sciences, economics uses models to understand economic problems. A model often helps an economist to make correct predictions. The economist usually follows several rules when he makes a model of economic behaviour.

First, real life is complex and it is not possible for an economist to include all the details in a model. So, a model is in abstraction from real life. A model usually includes only essential elements and relationships of a particular economic situation.

Second, if an economist has two different models of one phenomenon, he always chooses the model that predicts the results of a particular phenomenon more accurately.

Third, although models are helpful in economic analysis, an economist always studies the actual economic situation before he makes decisions.

It is not enough to make models, it is also necessary to collect and study actual data in order to know how accurate a model is.

8. (УК-4.1, 31,32,33) **Answer the questions to the text:**

1. What problems are economists interested in?
2. What are three main approaches to economics?
3. What specialized areas of economics do you know?
4. Why do economists use economic models?
5. Why is it not possible to include all the details in a model?
6. What does a model usually include?
7. Which of the models does an economist always choose?
8. Why is it necessary for an economist to collect and study actual data?

9. (УК-4.1, 31,32,33) **A. Write down in words the following cardinal numbers in English:**

22; 643; 2,980; 334,100; 71,325; 1,434,516; 9,154,603; 970,000.

b. Make these numbers quantitative.

10. (УК-4.1, 31,32,33) **Insert words from the active dictionary, using them in the desired form. 1. Trade ... well in this area.**

2. It is necessary to have correct... to make a correct decision.
3. He does not have ... money to... the radio.

4. Economists study the... between prices of different goods in the....
5. The economist…….. industrial economics.
6. The growth of industry and agriculture... the life of all the people in the country.

11. (УК-4.1, 31,32,33) **Translate the following phrases into Russian:**

market analysis, labour economics, labour market study, goods and services prices, growth economics problems, actual economic situation details, consumer behaviour, future prediction, growth mechanism, agriculture and manufacturing

12. (УК-4.1, 31,32,33) **Expand the brackets, using the verbs in the required form.**

1. Economists (to study) situations from real life by means of economic models.
2. Economists (to be) interested in relationship between prices for goods and buyers' behaviour.
3. The buyer (to choose) goods for which he (to have) enough money.
4. He (not/ to follow) our recommendations.
5. The manager (to make) decisions only after careful analysis of all the data.
6. She always (to buy) a lot of clothes.
7. The data (not/ to be) necessary now.
8. The prices for fuel (to be) very high.
9. A consumer (to be) a person who (to buy) goods and services.
10. There (to be) several mining areas in this country.

13. (УК-4.1, 31,32,33) **Combine parts of sentences A and B, translate the resulting sentences into Russian.**

A.	B.
1. Resources and labour are necessary	1. Is essential for economic growth of a country
2. It is necessary to know marketing.	2. the results of every phenomenon.
3. It is not enough to study economic theory	3. to produce goods.
4. Like other sciences, economics uses models	4. to sell goods and services well.
5. To buy goods and services it is necessary for a consumer	5. to have enough money.
6. It is not always possible to predict	6. to be a good economist.
7. To have enough money for his	7. family he works a lot.
8. Development of trade	8. to analyze real life situations.

14. (УК-4.1, 31,32,33) **After using the verbs in the right form, make the following sentences positive or negative, depending on the meaning.**

1. People (to get) resources from the earth.

2. Consumers (to buy) goods from manufacturers.
3. We (to study) economics.
4. The economist (to study) consumers' behaviour in the service markets.
5. The plant (to process) agricultural products, it (to manufacture) machines.
6. Industry and agriculture (to use) fuel.
7. I (to study) medicine.
8. Teachers (to study) labour markets.
9. It (to be) possible to predict prices for essential goods.

Foreign language
Written work No. 2
(Execution of control works, classroom work)

(Формируемые компетенции: УК-4)

Maximum score - 10
Written work No. 2 consists of five tests, each rated at a maximum of 2 points.
The assignment is carried out in writing and is defended orally in the classroom. Five tests, each rated for a maximum of 2 points
The task was completed in full, without grammatical, lexical and phonetic errors 2 points
The task was not completed in full, there are few grammatical, lexical or phonetic errors 1 point
The task was not completed in full, there are many grammatical, lexical or phonetic errors 0 points Foreign language classes are interactive and include tasks aimed at developing different types of speech activity: - monologue speech (presentation to an audience with short messages, a report; participation in discussions, discussions of topical topics using various means of argumentation) - dialogical speech (drawing up dialogues on a given topic, participation in discussions, discussions of current topics using various means of argumentation) - listening (adequate understanding of the information of the oral message) - reading (the ability to extract information from various sources, to adequately understand, transform and transmit the information received) - writing (the ability to correctly express one's thoughts in writing, observing the norms for constructing the text (consistency and consistency)).
In practical classes in a foreign language, tests are carried out on the following grammatical topics:
1. Present group times (УК-4.1, 31,32,33)
2. Times of the Past group 3. Methods of transmitting future tense (УК-4.1, 31,32,33)
4. Passive voice (УК-4.1, 31,32,33)
5. Conditional sentences (УК-4.1, 31,32,33)
For the performance of the test in the practical lesson, students receive a maximum of 2 points for each test. (УК-4.1, 31,32,33)

Practical work No. 1
Low Level

Maximum score - 15
Answer as a file in doc, pdf format
Practical work No. 1 consists of five tasks.
Download the file, convert it to a Word document, and complete the task right there. Highlight answers in color or **bold**. Replies sent without the original text will not be accepted.
1-2 0

Tasks number № 1-5	**5 points maximum**
Error-free performance of the entire task	3 points
Completing the assignment incompletely or with minor grammatical errors	1-2 points
The task was not completed or there are gross grammatical errors, incorrectly completed task	0 points

I. Form comparative and superlative adjectives using the examples in the table and paying attention to the spelling rules.

Few, high, low, fast, easy, cheap, necessary, proper, big, important, essential, serious, old, expensive, small, good, bad, little, far, many, more.

Положительная степень	**Сравнительная степень**	**Превосходная степень**	**Перевод**
early	earlier	the earliest	рано

Составьте по пять предложений с использованием прилагательных из списка:
а) в сравнительной степени
This model is easier than that model. Эта модель легче, чем та модель.
б) в превосходной степени
This is the cheapest store in the area. Это самый дешевый магазин в районе.

II. Form the degrees of comparison of adjectives, pay attention to the articles.

1. The central regions of the country are (industrialized) than northern parts.
2. Living conditions in some Latin American countries are (bad) than in developing Asian countries.
3. It was (easy) to make a decision than economists thought.
4. This is (important) stage in the processing of the product.
5. Nowadays mining plants use (modern) machines than ten years ago.
6. Bananas require (hot) climate for growth than potatoes.
7. Consumers were interested in (cheap) goods of (high) quality.
8. Sometimes the work of a farmer is (difficult) than that of an industrial worker.
9. Food, clothes and a house are (necessary) things for man's life.
10. Angola is known as a (little) developed country.

MOST + прилагательное имеет значение *самый*

MOST + существительное имеет значение *большинство, большая часть*

MOST + of + артикль/ указательное или притяжательное местоимение + существительное имеет значение *большинство*

Примеры:

1. These are the most interesting books on economics. - Это самые интересные книги по экономике.
2. Keynes is the most famous economist. - Кейнс — самый известный экономист.
3. Most countries of Central Europe belong to developed countries. - Большинство (большая часть) стран Центральной Европы относятся к развитым странам.
5. Most reports at the conference were made in English. - Большинство докладов на конференции было сделано на английском языке.
6. Most of the time was spent on the analysis of the statistical data. - Большая часть времени была затрачена на анализ статистических данных.
7. Most of his books were translated into other languages. - Большинство его книг было переведено на другие языки.
8. Most of these journals are bought by the university library. - Большинство этих журналов покупается университетской библиотекой.

III. Indicate in which clauses most is "most".

1. Economist is the most popular profession with young people now.
2. Most economic problems are discussed by the government at the meetings every week.
3. The USA is the most industrialized country in the world today,
4. The supply of fuel is one of the most serious problems for most European countries.
5. The President usually makes the final decision about most social programs in the country.
6. Most of the lands in the North of the country have not been used yet.
7. The problem of economic independence is most essential for developing countries.

IV. Read the text, compile a dictionary of new words, write down the underlined phrases and translate them into Russian.

TEXT
DEVELOPMENT ECONOMICS

Development economics is an important branch of economics which considers specific problems of Third World countries. These countries are given a variety of different names such as "underdeveloped countries", "less developed countries" (LDCs), and "developing countries" (DCs). All these terms contrast third world

countries with first world countries which are called "developed" or "industrialized". Economies of Western Europe, North America, and Japan belong to this type.

The growth of Third World countries was especially great in the 1950s and 1960s. Most of these countries were a part of the colonial system and they were controlled by Western Europe. Many countries got political independence after World War II, but they have not become independent economically yet- For example, India has been an independent country since 1945.

The most advanced Asian and South American countries are sometimes called "newly industrialized countries" (NICs). Hong Kong, Taiwan, Singapore, South Korea have reached a great success in the development of their light manufacturing industries recently. They have already greatly increased the exports of such goods as shoes, Clothes, and electronics all over the world. Brazil and Mexico have also increased their share in the world market mainly by means of foodstuffs exports.

It is important to understand that Third World countries are not uniform. Each country has its economic problems, and it is necessary for each country to develop its own policy in order to make progress.

However, developing countries are distinguished from developed nations by the following common characteristics: lower average income per capita: low labour productivity: low level of education; high mortality rate*; fast population growth; low living standards, etc. Some developing countries have all of these characteristics; others have only some of them.

Пояснения к тексту: mortality rate — уровень смертности

V. Answer the questions to the text.

1. What problems does development economics study?
2. How are the Third World countries named?
3. What countries are known as "developed countries"?
4. When was the fastest growth of Third World countries?
5. Are developing countries independent politically or economically?
6. What countries belong to "newly industrialized countries"?
7. Are all developing countries uniform in their development?
8. What are the common characteristics of all developing countries?

ENGLISH LANGUAGE

Low Level

Practical task N 3

(Формируемые компетенции: УК-4)

Maximum score - 20
The answer is in the form of a doc file.

The answer should be provided in the form of an oral report or a message in the form of 1 file in doc format and 1 Power Point file.

Evaluation criteria	
Written answers to questions	– up to 10 points
Preparation of a presentation on one of the questions	– up to 5 points
Detailed oral response with presentation on one of the questions	– up to 5 points
The work is done in full (answers to questions and presentation with oral defense)	**– up to 20 points**

- This

Task 1. (УК-4.1, 4.2, 4.3)

This assignment will allow you to learn a lot about the history and geography of the countries of the target language. You can find this country-specific information in Internet sources.

• Answer the following questions in English. Answers can be quite short and should be one or two sentences.

• One of the questions that will interest you the most should be set out in expanded form. On this issue, it is necessary to prepare a small presentation in electronic form (Power Point, 5-6 slides), which must be provided with photographs and text in English, as well as a small dictionary, that is, key phrases and words in English with translation for understanding.

1. What part of the United Kingdom is situated in the north?
2. What is the name of the biggest river of the UK?
3. How many people live in the capital of the UK?
4. When was the great English playwright Shakespeare born?
5. Where do English students wear school form?
6. What is the name of the English comedian who played at the dawn of the silent cinema?
7. What musical group was popular in 1960s in the UK?

8. What is the name of the French woman who lived two centuries ago in England and made wax figures?
9. What animals are popular in the UK?
10. What sports were born in England?
11. Who was the famous Scottish poet?
12. Where do Welsh live?
13. What are the oldest universities of the UK?
14. How old is London?
15. What was the name of the famous detective of Arthur Konan Doyle?
16. In what year was Robert Burns born?
17. At what age do children in the UK usually go to school?
18. Which literary character was the museum on Baker Street in London dedicated to?
19. What is the name of the English legendary hero connected with Sherwood Forest?
20. When is Halloween celebrated?
21. What is the population of the UK?
22. What is the highest mountain in Wales?
23. What sea is situated between the islands of Ireland and Great Britain?
24. Why are the British so fond of talking about the weather?
25. Who is the official head of the UK?
26. What is the most popular square of London?
27. What is the Tower of London now?
28. What plant is the symbol of Britain?
29. Which river flows in London?
30. What is the capital of Scotland?
31. What Chambers does the British Parliament consist of?
32. What was the name of the fearless Englishman who spent many years alone on a desert island?
33. What is the favorite drink of the British?
34. How old is Queen Elizabeth II?
35. What plant is the symbol of Scotland?
36. What is the name of the legendary monster that lives in one of Scotland's lakes?
37. Which city is the capital of Wales?
38. Where is the official residence of the royal family?
39. What is the name of the English flag?
40. What Park is the most popular in London?
41. What colors does the English flag have?

42. What interesting things can be seen at Madame Tussauds?
43. What are the most common English names?
44. What is the colour of a double-decker bus which can be seen on the streets of London?
45. What birds live on the territory of the Tower?
46. What language is spoken in Northern Ireland?
47. What ocean washes the UK?
48. Who sat at the head of the "round table"?
49. What is the highest mountain in the UK?
50. What are the two chambers of the British Parliament?
51. What ball is Rugby played?
52. What sport is played in Wimbledon?
53. What great event happened in London in 1666?
54. What was the profession of Christopher Wren?
55. Why do the Irish coins show the harp?
56. Who was the first English king?
57. Why did the Duke of Wellington become famous?
58. Who and when invented penicillin?
59. Who was the tragic Queen of Scots?
60. What is the name of the saint patron of lovers?

Practical task number 3
Low level
(Presentation with a message, class work)

(Формируемые компетенции: УК-4)

Maximum score - 10

Practical task number 3 consists of five oral presentations on the proposed topics, each estimated at a maximum of 2 points.

The assignment is performed orally and is defended orally in the classroom.

The task was completed in full, the topic was disclosed, without grammatical, lexical and phonetic errors, each 2 points

The task was not completed in full, the topic was not fully disclosed, there are few grammatical, lexical or phonetic errors 1 point

The task was not completed in full, the topic was not covered, there are many grammatical, lexical or phonetic errors 0 points

Foreign language classes are interactive and include tasks aimed at developing different types of speech activity:

- monologue speech (presentation to an audience with short messages, a report; participation in discussions, discussions of topical topics using various means of argumentation)
- dialogical speech (drawing up dialogues on a given topic, participation in discussions, discussions of current topics using various means of argumentation)
- listening (adequate understanding of the information of the oral message) - reading (the ability to extract information from various sources, to adequately understand, transform and transmit the information received)
- writing (the ability to correctly express one's thoughts in writing, observing the norms for constructing the text (consistency and consistency).

In practical classes in a foreign language, students speak to the audience with prepared messages on the proposed topics:

The theme	Maximum score
1. Global problems (УК-4.1, 4.2, 4.3)	**2**
2. Your favourite film or book (УК-4.1, 4.2, 4.3)	**2**
3. Famous people, celebrities (УК-4.1, 4.2, 4.3)	**2**
4. Mass media (УК-4.1, 4.2, 4.3)	**2**
5. Stories in the news (УК-4.1, 4.2, 4.3)	**2**

Test assignment 1
direction "Management" in the discipline "English"

(Формируемые компетенции: УК-4)

1. Select an interesting event that has occurred in the recent period in the field of public, political, cultural or sports life of the country or the world. (УК-4.1, 4.2, 4.3)

2. Make a presentation about the event. (УК-4.1, 4.2, 4.3)

The presentation should include 6 to 10 slides:

1) theme;

2) a small dictionary, which includes an owl and phrases with translation, which will help listeners understand the content of your speech;

3) photographs from the scene with signatures in the form of dates, numbers, names, titles in a foreign language (but not whole sentences);

4) 10 special and 2 general questions on the topic of the presentation (12 questions in total).

3. Prepare a presentation on the topic of the presentation in a foreign language. The speech should be built logically: introduction, main part, conclusion. (УК-4.1, 4.2, 4.3)

1) In the introduction, you tell what you want to tell, when and where this event happened or is planned.

2) In the main part, you cover the event directly.

3) In conclusion, you make a conclusion, express your own attitude to this event and explain why you decided to share this news.

4. Compose a dialogue in English on the topic of your news, in which you discuss it with your partner. (УК-4.1, 4.2, 4.3)

5. The presentation, the text of the speech and the text of the dialogue are attached as separate files to the Moodle system, in the section "Examination task". (УК-4.1, 4.2, 4.3)

Assessment takes place on a **15-point scale**:

6 - points the text for the presentation with questions (3 points - literacy, method and manner of presentation of the text and 3 points - questions),

4 - points - presentation,

5 - points - dialogue (2 points - method and manner of presentation and 3 points - correctness of speech).

№ п/п	Содержание вопроса	Варианты ответа
1	How much _____ to study there?	a. costs it b. it costs c. does it cost d. does cost
2	This time tomorrow _____ in the Black Sea.	a. I swim b. I'll swim c. I'll be swimming d. I'll swimming
3	If the weather _____ fine tomorrow, we'll go to the park.	a. is b. will c. will be d. were
4	Six public holidays _____ in Great Britain.	a. celebrate b. are celebrating c. are celebrated d. celebrates
5	Who _____ you to play tennis?	a. did teach b. teach c. taught d. was taught
6	The Sahara is _____ desert in the world.	a. the hottest b. hottest c. the most hot
7	_____ my room_____ yesterday?	a. was...cleaned b. is...cleaned c. will…be cleaned
8	Somebody _____ me on the phone every evening.	a. asks b. is asked c. are asked
9	The children _____ to the museum next week.	a. will take b. will be taken c. were taken
10	At the end of every term students _____.	a. are examined b. were examined c. was examined
11	My article _____ at the moment.	a. is typed b. is being typed c. is typing
12	_____ a post-office near here?	a. is there b. where there c. there is
13	I don't know _____.	a. where is this museum b. where this museum is c. this museum is where
14	Christmas is _____ popular holiday in GB.	a. most b. the most c. most of all
15	Where _____ Latin _____ in the past?	a. is...spoken b. was…spoken c. will…be spoken

16	This is Mary. I don't think you _____ before.	a. met b. have met c. were meeting
17	There are _____ sweets in the tin.	a. a few b. much c. little
18	Have we got _____ books about computers?	a. some b. any c. much
19	There are _____ people waiting for the doctor.	a. much b. many c. any
20	She washed the dishes _____ her guests had left.	a. after b. until c. by the time
21	She hasn't washed the car _____.	a. just b. yet c. already
22	You _____ ask an Englishman how much money he earns.	a. shouldn't b. mustn't c. are not able to
23	You _____ never talk to strangers.	a. mustn't b. must c. haven't to d. have to
24	Peter Brown _____ a programmer.	a. works b. works for c. works as
25	A customs officer asked us ___anything to declare.	a. if we had b. that if we had c. if we have got d. if had we got
26	It _____ rain in the desert sometimes, but you can't depend on it.	a. can b. should c. must
27	You _____ behave well in front of guests. Stop being silly.	a. are to b. should c. have to
28	I wish I_____ buy a new car but I do not have any money.	a. might b. could c. was able to
29	If I had enough money, I _____ travel with my friends but now I can't.	a. could b. cold have c. will be able
30	Hi Jane, you _____ sad! What's up?	a. look b. is looking c. looks
31	Many things _____ this month.	a. changed b. have changed c. didn't changed
32	When _____?	a. did you arrive b. have you arrived c. did you arrived

33	He _____ mineral water every day.	a. drink b. is drinking c. drinks
34	He _____ about everything!	a. will always complain b. always complains c. is always complaining
35	Sami _____ lift that heavy table. He is too weak.	a. isn't to b. can't. c. couldn't
36	You failed in your final test. You _____have studied harder.	a. must b. could c. should
37	I have no time. I _____ leave now. My parents are waiting for me.	a. am to b. have to c. will have to
38	We _____ not climb those mountains when we were kids.	a. could b. had to c. should
39	Stop smoking! You really _____ not smoke.	a. can b. might c. should
40	You _____ leave the office before 1 o'clock.	a. cannot b. mustn't c. may not
41	Scientists _____ a new planet.	a. had just discover b. has just discover c. have just discovered
42	I met Jane while I _____ on the beach.	a. walked b. was walking c. walking
43	If I _____ the address, I would have gone there.	a. had known b. have known c. knew
44	I _____ my work now. Do not disturb me.	a. am doing b. was doing c. do
45	The weather forecast says the sun _____ tomorrow.	a. is going to shine b. may shine c. will shine.
46	If I _____ the Superman, I _____	a. would be … would fly b. were … would fly. c. were … will fly
47	_____ your homework?	a. Has you done b. Did you do c. Have you done.
48	She _____ to London yesterday.	a. go b. went. c. had went
49	Which books _____ to the office yesterday?	a. do you take b. did you take c. have you taken

50	I _____ (finish) doing this exercise.	a. has just finished b. just have finished c. have just finished

PART III
ENGLISH LANGUAGE
WRITTEN ASSIGNMENT № 1
High Level

(Формируемые компетенции: УК-4)

Complete written assignment number 1 in the discipline "English". Download the task file and do your work in it. Place the answers to the questions immediately after the text or phrase. If, in accordance with the assignment, you need to supplement the sentence or change the form of the word, then do it right in the text and highlight your version with color.

The answer should be provided as a doc file. The maximum score is 15.

Criterion	Scores
Flawless execution of all exercises and design in accordance with the requirements Error-free execution of the task not in full Completion of the task not in full and with errors	15 scores (3scores each)
Flawless execution of all exercises and design in accordance with the requirements Error-free execution of the task not in full Completion of the task not in full and with errors	Up to 12 scores
Flawless execution of all exercises and design in accordance with the requirements Error-free execution of the task not in full Completion of the task not in full and with errors	1 – 10 scores

Task № 1. (УК-4.1, 31, 32, 33)
Correct the mistakes in the sentences and define the tense form.

1. I am writing in connection with the advertisement which has appeared on 12 April.
2. I originally have studied chemistry at university. I have been graduating with a first-class degree.
3. I now completed a postgraduate degree in administration.
4. I tried to find a permanent job for a considerable time.
5. Indeed, I already worked for several companies on a temporary basis.
6. In my first job, I have been responsible for marketing,
7. I've been applying for several posts this year but I managed to find what I'm looking for.
8. The last job I apply for required applicants to speak some Japanese.
9. I started learn Spanish a few months ago I did not obtain a qualification in it yet.
10. I did not apply for a job with your company before.
11. I have hoped that you would consider my application favourably.
12. However, I have waited for a reply for weeks and I still did not receive any answer.

Task № 2 (УК-4.1, 31, 32, 33)

Put the following sentences into the correct tense: Present Perfect, Past Simple или Present Perfect Continuous. Define the tense form.

1. Today is Thursday, and John _____ (be) late twice this week; he_____ (be) late yesterday and on Monday.
2. I first_____ (meet) George a month ago, and I _____ (meet) him several times since then.
3. It is October now, and we _____ (do) a lot of work this year; we _____ (do) a lot last year too.
4. She _____ (buy) a coat last winter, but she_____ (not / buy) a new dress since 2008.
5. It's only the middle of the month, and he_____ (spend) (already) most of his salary; he _____ (spend) $60 yesterday.
6. I _____ (break) my leg in 1991, but I _____ (break) (never) my arm.
7. He's over sixty, and he's still working. He _____ (work) hard all his life. When he _____ (be) a young man, he sometimes _____ (work) all night.
8. The postman _____ (come) at eight yesterday, but it's now half past eight and he _____ (not / come) yet.
9. Today is May 25th. Ted _____ (not / be) absent this month.
10. He _____ (feel) extremely ill when he went to hospital, but he _____ (feel) much better since he came out of hospital a month ago.

Task № 3 (УК-4.1, 31, 32, 33)

Put the following sentences into the correct tense: Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple.

1. Aren't you about to finish with the dishes? You _____ (wash) the dishes for thirty minutes or more. How long can it take you to wash the dishes?
2. We _____ (go) to the Steak House restaurant many times. The food is excellent.
3. A: What is that sound? B: A car alarm _____ (ring) somewhere down the street. It _____ (drive) me crazy —I wish it would stop! It _____ (ring) for more than twenty minutes.
4. Can you translate this note from Stockholm? I understood Swedish when I _____ (be) a child, but I _____ (forget) it all.
5. What's that dent in the side of the car? You _____ (have) an accident?
6. I'm sorry, John's not here; he _____ (go) to the dentist. He _____ (have) trouble with a tooth for some time.
7. This cassette recorder is broken. You _____ (play) about with it?
8. Your Italian is very good. You _____ (study) it long?
9. Do you mind if I clear the table? You _____ (have) enough to eat?
10. Ann never _____ (go) camping. She _____ (not sleep) in a tent.
11. Frank, where have you been? We _____ (wait) for you since 1 p.m.
12. I'm not surprised he _____ (fail) that exam. He _____ (not / work) hard recently.

Task № 4 (УК-4.1, 31, 32, 33)

Open the brackets and put the verbs into the correct tense:

Present Simple, Future Simple, Present Continuous или поставьте конструкцию to be going + to inf.

1. When you_____ (know) your examination results?
2. Kathy_____ (travel) to Caracas next month to attend a conference.
3. Do you have any plans for lunch today? — I _____ (meet) Shannon at the Sham Cafe in an hour. Do you want to join us?
4. I ____ (buy) a bicycle for my son for his birthday next month. Do you know anything about bikes for kids? — Sure. What do you want to know?
5. How do you like your new job? — I don't start it until tomorrow. I_____ (give) you an answer next week.
6. I suppose he_____ (talk) about his new invention.
7. Why are you packing your suitcase? — I_____ (leave) for Los Angeles in a couple of hours.
8. My regular doctor, Dr. Jordan, _____ (attend) a conference in Las Vegas next week, so I hope I _____ (meet) her partner, Dr. Peterson, when I _____ (go) for my appointment next Friday.
9. What time class _____ (begin) tomorrow morning? — It_____ (begin) at eight o'clock sharp.
10. The coffee shop _____ (open) at seven o'clock tomorrow morning. I'll meet you there at 7:15. — Okay. I'll be there.

Task № 5 (УК-4.1, 31, 32, 33)
Rewrite the sentences into the Passive Voice.

1. Russian scientists make wonderful discoveries.
2. Glinka composed the opera "Ivan Susanin".
3. This mine will produce large quantities of coal this year.
4. A railway line connects the village with the town.
5. Who has written this book?
6. A well-known architect designed this theatre.
7. The students read the text aloud.
8. The teacher will correct the student's composition.
9. The workers are discharging the steamer.
10. The director has just signed the letter.
11. The committee must discuss this question immediately.
12. The Customs officer is counting the cases.
13. The accountant must check the invoice.
14. When he entered the room, the legal adviser was checking the contract.
15. The manufacturers can deliver the machine at the end of the month.
16. The agent must inform the buyers of the arrival of the steamer.
17. As the buyers had not opened a letter of credit, we could not ship the goods.

PART III
ENGLISH LANGUAGE
WRITTEN ASSIGNMENT № 2
High Level

(Формируемые компетенции: УК-4)

Ответ в виде файла в формате doc
Максимальный балл - 10

Written work No. 2 consists of five tests, which are performed during the semester and are estimated each with a maximum of 2 points.
For the performance of the test in the practical lesson, students receive a maximum of 2 points for each test.
In practical classes in a foreign language, tests are carried out on grammatical topics presented in the table:

Тема контрольной работы	**Максимальный балл**
1. Времена группы Future: Future Indefinite, Future progressive, Future Perfect, Future Perfect- in-the Past. (УК-4.1, 31, 32, 33)	2
2. Compound and complex sentences. (УК-4.1, 31, 32, 33)	2
3. The Complex Subject (УК-4, 31, 32, 33)	2
4. Direct and Indirect questions. (УК-4, 31, 32, 33)	2
5. Indirect speech. (УК-4, 31, 32, 33)	2
Всего	**10**

The assignment is carried out in writing and is defended orally in the classroom.

Criteria for evaluating student work	
Written work № 2	**Scores for each work**
The task was completed in full, without grammatical, lexical and phonetic errors	2 балла
The task was not completed in full, a small number of grammatical, lexical or phonetic errors were made	1 балл
The task was not completed in full, there are many grammatical, lexical or phonetic errors	0 баллов

Foreign language classes are interactive and include tasks aimed at developing different types of speech activity:
- monologue speech (presentation to an audience with short messages, a report; participation in discussions, discussions of current topics using various means of argumentation);
- dialogical speech (drawing up dialogues on a given topic, participating in discussions, discussions of topical topics using various means of argumentation);
- listening (adequate understanding of the information of the oral message);

- reading (the ability to extract information from various sources, to adequately understand, transform and transmit the information received);
- writing (the ability to correctly express your thoughts in writing, observing the norms for constructing the text (consistency and consistency).

PART III
ENGLISH LANGUAGE
PRACTICAL ASSIGNMENT № 1
High Level

(Формируемые компетенции: УК-4)
Maximum scores – 10.
The assignment should be done in the format doc.

The writing assignment consists of 5 tasks.

Each task	Scores
The task has been done completely without mistakes	3
The task has been done incompletely, there are some mistakes	1-2
The task hasn't been done or there are plenty of mistakes	0

Task 1. **(УК-4.2, У2, У4)**

Read the article and put the correct words from the table below into this article. Translate the article into the Russian language. (УК-4.2)
Having a bad boss could be bad for your heart. This is the (1) ____ of a Swedish study on management styles and health. The researchers concluded that poor managers can (2) ____ their employee's risk of developing heart disease. The Stockholm University study analyzed data on the health of 3,000 male workers. They (3)____the data with the results from questionnaires about senior managers. The questions asked workers if they (4) ____ their boss was considerate, communicated well and offered positive feedback. Other questions looked (5) ____ how much work bosses gave to workers and how well they (6) ____ their goals. The research team found that workers who respected their bosses were healthier and had fewer heart problems. The report is published in the journal Occupational and Environmental Medicine. It suggests that companies should re-train bosses (7) ____ improve worker health. A healthier workforce will improve the (8) ____ health of the company. Investing in providing leadership skills to senior managers could be a good long-(9) ____ investment. The researchers said a more supportive and understanding boss would reduce the chances of workers developing high blood (10) ____ and stress-related illnesses. Magnus Larsson, an engineer for a large IT company, agreed with the report's findings. He (11) ____ his heart attack last

year was because of his boss: "The guy was a monster. Working for him was a daily (12) ____ for eight years," Larsson said.

1. A. concludes B. conclusive C. conclude D. conclusion
2. A. increasing B. increased C. increase D. increases
3. A. comparative B. compared C. comparison D. compares
4. A. thought B. thinking C. thoughts D. thoughtful
5. A. in B. on C. at D. of

6. A. in line B. lineout C. outlining D. outlined
7. A. for B. to C. from D. with
8. A. overall B. overalls C. over all D. all over
9. A. semesters B. term C. semester D. terms
10. A. pressuring B. pressured C. pressure D. pressing
11. A. believes B. belief C. believer D. believing
12. A. nightly B. nighttime C. nights D. nightmare

3 scores

Task 2. Make up 10 different questions in English to the article in the Task 1. (УК-4.2, У2, У4)

3 scores

Task 3. Read the text and give full answers to the questions. (УК-4.2)

Learning from Beetles As the population grows, the world will face a major problem. It will be more difficult to find enough food and fresh water for everyone. Fruits and vegetables need rain to grow. However, most of the available land is in the deserts, where there is very little rain. And most of the water is seawater, not fresh water. Scientists may be able to solve this problem with ideas from the natural world.

They are looking for ways to use what we have to provide what we do not have. That is, they are looking to use seawater and deserts to create fresh water and food. One idea comes from the Namibian fog-basking beetle, a tiny insect that lives in the Sahara Desert. Throughout evolution, this insect has developed an efficient way of living in the desert. During the day, the insect's black wings radiate heat from the sun. In the evenings the temperature falls, and fog appears on the wings.

The fog cools and forms drops of water on the wings. The beetle can drink this water. This is how it survives in the hot desert. Designers now think about these beetles when they build seawater greenhouses. These are large glass buildings where people can grow plants and produce energy at the same time. In a seawater greenhouse, seawater from the coast cools the hot air. This makes the air humid. When the humid air rises, it cools and causes drops of water to form. Workers then collect the water and use it to water the plants. In some places, large mirrors heat the water and turn it to steam. Then pressure from the steam runs machines that make electricity. The greenhouse copies the way an insect survives in the heat of the desert. It helps to produce food and energy without expensive resources. With nature as a model, we may have a chance to solve the problem of our growing population.

Comprehension questions:
1. What problem will face the population soon?
2. Right now, the earth has a lot of fresh water and food?
3. Why have scientists studied the Namibian fog-basking beetle?
4. What people can do in seawater greenhouses?
5. What does the system use to create fresh water?
6. Seawater greenhouses are probably expensive, aren't they?
7. What helps people to solve the problem of growing population?

3 scores

Task 4. Complete the sentences with the words from the box. Translate the final sentences into Russian. (УК-4.2, У2, У4)

chance		**evolution**		**intelligence**	**path**	
rise	**copy**	**illness**	**organized**		**pressure**	**rules**

1. We didn't plan to meet today. We just met by _____. 2. When you fly in a plane, the _____ of the air can hurt your ears. 3. Alice is very smart. She has a lot of _____. 4. I try to keep my desk _____ so that I can find what I need. 5. If you take this _____, you'll come to the parking lot. 6. When you make word cards, you can _____ sentences from the dictionary.
7. I used to play chess, but I've forgotten the _____. 8. Animals change over time because of _____.

3 scores

Task 5. Read the statements and the text, and decide whether the statements are true or false. If they are false correct them. (УК-4.2, У2, У4) Yellowstone National Park is in the north-west corner of the American state of Wyoming. This national park covers an area of 3,470 square miles and its name comes from certain rocks that have a yellow colour because of the chemicals in them. It was explored by a man named John Colter in 1806, although native American Indians had known about the area for thousands of years. Yellowstone is famous for its geysers. These are hot springs that explode and send water and steam into the air. They occur when underground water meets hot rock far beneath the surface of the earth. The water boils and is forced back to the surface, where it explodes upwards. The most famous is called Old Faithful and it sends thousands of liters of boiling water into the air approximately once an hour. Geysers are quite rare but can also be found in places such as the Kamchatka peninsula, Russia. About three million people visit the park each year, most either camping or staying in one of the park's nine hotels. Many of them enjoy picnics or walks through the park, where they might spot some of the 50 or so species of mammals and 311 species of birds. The park advises visitors to be very careful and to remember that many of the larger wild animals, including bears, can be dangerous. Another potentially dangerous animal, the wolf, disappeared from the park in the 1930s. However, it was reintroduced in the 1990s in order to control the population of large animals, such as

bison and elk, and is doing well. Since Yellowstone was made into a national park in 1872, many other national parks have been created to protect areas of natural beauty.

1. Yellowstone is named after the man who discovered it. 2. American Indians first heard about the area in 1806. 3. Another name for Yellowstone National Park is Old Faithful. 4. Yellowstone National Park is the only place on Earth where geysers exist. 5. It is impossible to stay in a tent inside the park. 6. Wolves can be seen today in Yellowstone National Park.

3 scores

PART III
ENGLISH LANGUAGE
PRACTICAL ASSIGNMENT № 2
High Level

(Формируемые компетенции: УК-4)
The assignment should be done in the format doc.
Maximum scores – 20.
The writing assignment consists of 5 tasks.

Each task	Scores
The task has been done completely without mistakes	4
The task has been done incompletely, there are some mistakes	2 - 3
The task hasn't been done or there are plenty of mistakes	0 - 1

Practical work № 2 is to conduct research on the proposed topics or other topics you are interested in, writing a scientific article on the topic of research and presentation of the article at the student scientific conference. The assignment is performed in writing, uploaded in doc format and submitted orally.
The task and research is executed, the subject is studied completely, without grammatical and lexical errors – 20 scores.
The task and research is executed incompletely, the subject is studied un- thoroughly, there is a bit of grammatical and lexical errors – 10 scores.
The task and research isn't executed, the subject isn't studied thoroughly, the topic was not developed, there are many grammatical and lexical errors – 0 scores.

1. Education system in Russia or in English speaking countries (УК-4.2, У2, У4)
2. Famous universities of the world (УК-4.2, У2, У4)
3. The USA, the UK or the Russian Federation (УК-4.2, У2, У4)
4. Economy and economic system. (УК-4.2, У2, У4)
5. Company structure. (УК-4.2, У2, У4)

PART III
ENGLISH LANGUAGE
PRACTICAL ASSIGNMENT № 3
High Level

(Формируемые компетенции: УК-4)
The assignment should be done in the format doc.
Maximum scores – 10.
The writing assignment consists of 5 tasks.
Practical work No. 2 consists of five tests, which are performed during the semester and are estimated each with a maximum of 2 points.
For the performance of the test in the practical lesson, students receive a maximum of 2 points for each test.
In practical classes in a foreign language, tests are carried out on grammatical topics presented in the table:

Topic	Maximum score
1. My plans for the Future. (УК-4.2, У2, У4)	2
2. Communication and professional communication. (УК-4.2, У2, У4)	2
3. Arts and Culture (УК-4.2, У2, У4)	2
4. Science and Progress. What is Science? (УК-4.2, У2, У4)	2
5. Economics as a Science. (УК-4.2, У2, У4)	2
Итого	**10**

The assignment is carried out in writing and is defended orally in the classroom.

Criteria for evaluating student work	
Written work № 2	**Scores for each work**
The task was completed in full, without grammatical, lexical and phonetic errors	2
The task was not completed in full, a small number of grammatical, lexical or phonetic errors were made	1
The task was not completed in full, there are many grammatical, lexical or phonetic errors	0

Foreign language classes are interactive and include tasks aimed at developing different types of speech activity:
- monologue speech (presentation to an audience with short messages, a report; participation in discussions, discussions of current topics using various means of argumentation);
- dialogical speech (drawing up dialogues on a given topic, participating in discussions, discussions of topical topics using various means of argumentation);
- listening (adequate understanding of the information of the oral message);
- reading (the ability to extract information from various sources, to adequately understand, transform and transmit the information received);

- writing (the ability to correctly express your thoughts in writing, observing the norms for constructing the text (consistency and consistency).

PART III
ENGLISH LANGUAGE
FINAL ASSIGNMENT
High Level

(Формируемые компетенции: УК-4 (З1, З2, З3, У1, У2, У3, У4)

Maximum scores - 15

The final assignment is an interview on topics covered during the semester.

The topic is disclosed, there are no significant grammatical, phonetic and lexical mistakes. The presentation is submitted in electronic form and in oral form. Student has answered all additional questions.	15
The topic is not fully disclosed, there are some grammatical, phonetic and lexical mistakes. The presentation is submitted in electronic form and in oral form. Student has answered some additional questions.	2-10
The topic is not disclosed, there are many grammatical, phonetic and lexical mistakes. The presentation is submitted only in electronic form. Student has not answered additional questions.	0-2

Максимальный балл – 15

Ответ в виде файла в формате **doc, pdf, ppt, xls.**

Task:

Prepare a presentation in English of your scientific research about one of the following topics or any topic you are interested in. Don't forget to follow the structure of the presentation: introduction, description of the topic, presenting of the material in a logical order, your opinion and conclusion.

Be ready to discuss the following topics and questions in detail.

Topic 1. Education system in Russia. My institute. (УК-4.1, УК-4.2)

Topic 2. Famous universities. Education system in English speaking countries. (УК-4.1, УК-4.2)

Topic 3. Political system of the USA, the UK or the Russian Federation. (УК-4.1, УК-4.2)

Topic 4. Economy and economic system of the USA, the UK or the Russian Federation. (УК-4.1, УК-4.2)

Topic 5. Company structure. (УК-4.1, УК-4.2)

PART III
ENGLISH LANGUAGE
TEST
High Level
(Формируемые компетенции: УК-4 (З1, З2, З3, У1, У2, У3, У4)

Максимальный балл – 10

1. **Unless you finish, you'll be _____ .**
A. in trouble
B. happy
C. fine
D. confident
2. The company which accountant was arrested last week _____ .
A. has done bankrupt
B. is gone bankrupt
C. has gone bankrupt
D. in demand
3. The company chairman _____ last week.
A. sacked
B. was sacked
C. sack
D. have sack
4. This is the first time I _____ at science conference.
A. did
B. have looked at
C. took part
D. have taken part
5. Thanks for your _____ .
A. encouragement
B. encourage
C. encouraging
D. encouraged
6. In a democracy, voting procedures _____ the society's will.
A. determines
B. is determined
C. was determined
D. determine
7. It is necessary to decide what kinds of consumer and capital goods _____ .
A. will spend
B. borrow
C. will be produced
D. produce
8. Food can be produced _____ large or small number of workers.
A. by
B. in
C. at

D. to

9. This question is the most difficult of all because it _____ the issue of fairness.

A. conduct
B. involves
C. have
D. takes part

10. The basic economic questions are answered directly by the people _____ .

A. to involve
B. involving
C. involved
D. is involved

11. A market economy is the opposite of _____ .

A. mixed economy
B. a command economy
C. green economy
D. supply and demand

12. In such economies, buyers and sellers have _____ of economic freedom.

A. a great point
B. a great issue
C. a great part
D. a great deal

13. All major economies are _____ in the sense that some decisions are made by individuals and some are made by governments.

A. market economies
B. mixed economies
C. command economies
D. free economies

14. The main law of market-based economy is the law of _____ .

A. industry
B. price
C. information
D. supply and demand

15. An economic system works via the _____ of three invisible forces.

A. interaction
B. communication
C. interference
D. intersection

16. An economic system _____ to a political system.

A. have tired
B. isn't tired
C. is closely tied
D. tired

17. No nation can produce enough goods and services to satisfy everybody's _____ .

A. wants

B. needs
C. desires
D. wishes

A. prepare
B. am preparing
C. am going prepare
D. is preparing

18.. I'm very busy at the moment. I _____ for the business talks with our English partners.

A. prepare
B. am preparing
C. am going prepare
D. is preparing

19.In _____ economies individuals have little control or influence over the way the basic economic questions are answered.

A. command
B. market
C. green
D. all

20.The manager _____ soon.

A. will arrive
B. are arriving
C. have arrived
D. arrive

21.How many contracts a year _____ .

A. are you signing
B. has you signed
C. did you signed
D. do you sign

22.My colleagues _____ economics.

A. are interested in
B. is interested at
C. interest
D. has interest in

23.My CEO really annoys me because she _____ me to work at the weekends.

A. is always asking
B. asks
C. has asked
D. asked

24._____ to Turkey every year for your holidays.

A. are you going
B. do you go
C. have you gone
D. were you going

25.GDP is a market value of all final goods and services _____ within a country in a given period of time.

A. introduced

B. produced
C. borrowed
D. producing

26. Nominal _____ reflects both prices of goods and services and quantities of goods and services an economy is producing.

A. PC
B. GDP
C. CEO
D. IP

27. Items are included in nation's GDP if they are produced domestically, _____ of nationality of producer.

A. regardless
B. regarding
C. if
D. but

28. Nominal GDP is a value of all final goods based on _____ existing during the time period of production.

A. demand
B. consumers
C. supply
D. prices

29. Inflation hurts people who have loaned money _____ a rate of interest that didn't include an allowance of an increase in the average price level.

A. in
B. to
C. at
D. by

30. The average level of prices is called the _____ and is measured in a price index.

A. price tag
B. price point
C. price level
D. price scores

31. Demand-pull inflation is usually associated with conditions of full _____ .

A. employment
B. unemployment
C. demand
D. labor

32. Perfect competition exists when products are homogeneous, and there are a great many firms too small to have any influence on the market price, and firms _____ easily enter and exit the industry.

A. can't
B. have
C. can
D. are

33. A _____ is a market in a particular product in which a single producer can fix an artificial price.

A. monopsony
B. monopoly
C. oligopoly
D. competition

34. A _____ is an industry in which the efficient existence of more than one producer is impossible; examples include public utilities such as water, gas and electricity, where it would be inefficient to have several competing companies laying their own networks of pipes or cables.

A. natural monopoly
B. monopsony
C. oligopoly
D. competition

35. A _____ is the situation in which there is only one buyer.

A. monopsony
B. monopoly
C. oligopoly
D. competition

36. An oligopoly is a concentrated market dominated by a few large suppliers. This is very frequent in manufacturing because of economies of scale and the cost barriers of entering an industry.

A. much large
B. a little large
C. many large
D. a few large

37. _____ are factors which cause the average cost of producing something to fall as output increases.

A. Economies of output
B. Economies of scale
C. Economics
D. Economy of the country

38. Barriers to entry are economic or technical factors that make it difficult or impossible for firms to enter a market or _____ existing suppliers.

A. buy
B. compete to
C. compete with
D. supply

39. A dominant-firm oligopoly is one in which a market leader can indicate its preferred price to smaller _____ .

A. consumers
B. competitors
C. services
D. clients

40. A cartel is a group of producers or sellers who fix prices and quantities in order to avoid competition and increase profits. This is _____ in many countries, most notably in the USA.

A. illegal
B. legal
C. common

D. usually

41.After _____ abroad for many years, I long to go back home to Spain.

A. live
B. living
C. have lived
D. have been living

42.The development will consist of 60 _____and a number of offices and commercial premises.

A. dwellings
B. homes
C. houses
D. premises

43.Martin **said** that he _____ on an interesting project.

A. has been working
B. will work
C. was working
D. works

44.My father **said** that I _____ think of my future.

A. will
B. must
C. would
D. should

45.Important scientific work _____ by that institute.

A. carry on
B. is carried on
C. carries out
D. have been carried

46.They will pay the money as soon as the goods _____.

A. supplied
B. deliver
C. are delivered
D. will be delivered

47.The contract _____ before the director comes to the office.

A. is typed
B. will be typed
C. was typed
D. have been typing

48.Scientific articles _____ in this magazine.

A. is often published
B. was often published
C. published
D. are often published

49.The problem which (to discuss) now at the conference is very important.

A. is being discussed
B. discuss
C. was discussed
D. has been discussing

50.The committee _____ discuss this question immediately.

A. was
B. can
C. has to
D. must be

English Language
Writing assignment № 1
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 5 tasks. Performing the tasks, students reveal knowledge of linguistic means (lexical, grammatical, phonetic), principles and patterns of constructing sentences and statements in a foreign language, the main language paradigms for implementation of proper foreign language communication.

Each Task	Scores
The task has been done completely without mistakes	3
The task has been done incompletely, there are some mistakes	0-2
The task hasn't been done or there are plenty of mistakes	0

Task № 1 (УК-4.1, 31,32,33)

Put the following sentences into the correct tense: Simple Past, Simple Present, Present Continuous or Past Continuous, Present Perfect. Define the tense form.

1. We _____ (listen) to the radio while Mary _____ (cook) dinner.
2. You _____ (buy) this book yesterday?
3. Last Friday Jill _____ (go) home early because she _____ (want) to see a film.
4. When your brother usually _____ (get) home in the evening?
5. Jane always _____ (bring) us a nice present.
6. What those people _____ (do) in the middle of the road?
7. Jane _____ (read) this book?
8. While Fred _____ (sleep), Judy _____ (watch) TV.
9. When I _____ (be) young, I _____ (think) Mary _____ (be) nice — but now I _____ (think) she's fantastic.
10. Jill _____ (walk) home when she _____ (see) her husband's car outside the cinema
11. Look there! Sue and Tim _____ (run) to school.
12. Jack's father _____ (not work) in London — he _____ (not speak) English.
13. Joe _____ (buy) a car yesterday.
14. Their father often _____ (go) to rock concerts.
15. While they _____ (sleep), mother _____ (arrive).

Task № 2 (УК-4.1, 31,32,33)
Correct the mistakes in the sentences. Define the tense form.

1. When she was younger, she has played tennis every day.
2. It's already 10:00, but Jane hasn't finished her homework already.

3. Joe crashed his car three times since Christmas.
4. Did you done your homework, or have you been watching TV?
5. Karl has driving since five years.
6. This hotel have been already in business for twenty years.

Task № 3 (УК-4.1, 31,32,33)

Put the following sentences into the correct tense: Present Perfect, Past Simple или Present Perfect Continuous. Define the tense form.

1. Oh no! The children _____ (cook). Look at the state of this kitchen!
2. How many times Wendy _____ (be) late for work this week?
3. I'm going to give that cat some food. It _____ (sit) on the doorstep for hours. I'm sure it's starving.
4. I _____ (do) grammar exercises all morning. I deserve a treat for lunch.
5. You _____ (not / buy) your mother a present? That's really mean of you.
6. She _____ (work) in Australia for 2 years. Then she moved.
7. Now where are my keys? This is the third time I _____ (lose) them today
8. You _____ (ever/play) chess? You should try it. I'm sure it's the sort that you'd like.
9. Oh do be quiet. You _____ (grumble) all day!
10. Your tennis _____ (really / improve)! You _____ (practice) in secret?

Task № 4 (УК-4.1, 31,32,33)

Open the brackets and put the verbs into the correct tense: Future Continuous, Present Continuous, Future Simple or the construction "to be going + to infinitive". Define the tense form.

1. At 5 o'clock tomorrow he _____ (work).
2. He can't come at noon tomorrow because he _____ (give) a lesson at that time.
3. She_____ (read) an interesting book the whole evening tomorrow.
4. At 10 o'clock tomorrow morning he_____ (talk) to his friend.
5. You will recognize her when you see her. She_____ (wear) a yellow hat.
6. He_____ (have a party) on Saturday 4th December in London at 10 pm.
7. In the next days you _____ (visit) famous sights.
8. Jeanne and Paul_____ (move) to London next month.
9. Leave the washing up. -I _____ (do) it later.
10. This time tomorrow I _____ (lie) on the beach.
11. Look out! You _____ (spill) your tea!

Task № 5 (УК-4.1, 31,32,33)
Rewrite the sentences into the Passive Voice. Define the tense form.

1. They are now building new hospitals in the provinces.
2. Will they publish her new novel next year?
3. They will have completed the new petrol station by winter.
4. The police have just arrested Jimmy on suspicion of murder.
5. They cut the gas off because Mr. and Mrs. Green hadn't paid their bill.

6. They will open a new hotel next week.
7. Our managers discuss important matters every Tuesday.
8. The government closed the plant last year.

English Language
Writing assignment № 2

(Формируемые компетенции: УК-4)

Maximum scores – 10.
The assignment should be done in the format doc.
The writing assignment consists of 5 grammar tests which are performed during the lessons. Performing the tests, students reveal knowledge of linguistic means (lexical, grammatical, phonetic), principles and patterns of constructing sentences and statements in a foreign language, the main language paradigms for implementation of proper foreign language communication.

Each grammar test	Scores
The test has been done completely without mistakes	2
The test has been done incompletely, there are some mistakes	0-1
The test hasn't been done or there are plenty of mistakes	0

During the practical lessons in a foreign language, tests are performed on the following grammatical topics:

1. Tenses of active voice. (УК-4.1, 31,32,33)
2. Tenses of passive voice. (УК-4.1, 31,32,33)
3. Modal verbs. (УК-4.1, 31,32,33)
4. Direct and indirect speech. (УК-4.1, 31,32,33)
5. Participle I, Participle II. (УК-4.1, 31,32,33)

English Language
Practical assignment № 1
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 3 tasks. Performing the tasks, students reveal skills to use speech patterns in different communicative situations and for expressing their point of view; to translate different types of texts and to get useful information; to organize communication according to social norms and rules; to establish and maintain contacts with foreigners to communicate.

Each task	Scores
The task has been done completely without mistakes	5
The task has been done incompletely, there are some mistakes	0-3
The task hasn't been done or there are plenty of mistakes	0

Task 1. (УК-4.2, У2, У4)

Case "The concept of economics"

Study the article about the concept of economics and give answers to the questions.

The study of the economy and the factors affecting the economy is called economics. The discipline of economics can be broken into two major areas of focus, microeconomics and macroeconomics.

Microeconomics studies the behavior of individuals and firms in order to understand why they make the economic decisions they do and how these decisions affect the larger economic system. It focuses on specific industries and markets, rather than on the market as a whole.

Macroeconomics, on the other hand, studies the entire economy, focusing on large-scale decisions and issues, including unemployment and gross domestic product (GDP). Macroeconomics can be used on a national scale to a global scale.

The word economy is Greek and means "household management." Economics as an area of study was touched on by philosophers in ancient Greece, notably Aristotle, but the modern study of economics began in 18th century Europe, particularly in Scotland and France.

Originally, the study of how people worked together to use resources for the production of good was called political economy and the men who theorized the economy were called "political philosophers." In 1776 the Scottish philosopher Adam Smith the famous economic treatise "The Wealth of Nations" that is considered the first modern work of economics. He and his contemporaries believed that economies evolved from pre-historic bartering systems to money and eventually credit-based economies.

1. What is the difference between the economy and economics?
2. Microeconomics focuses on the economic problems in the world, doesn't it?
3. What does macroeconomics study?

4. Where did economics as an area of study begin?
5. Where did the modern study of economics take place?
6. What was the concept of economics originally?
7. Why is Adam Smith considered to be the father of economics?
8. Describe the evolution of economics.

Task 2. (УК-4.2, У2, У4)
Match up the words on the left with the definitions on the right. Translate these phrases into Russian language.

1. bartering system	A. the number of people who don't have a job that provides money
2. economics	B. a monetary measure of the market value of all final goods and services produced in a period of time
3. gross domestic product	C. a branch of economics that deals with the performance, structure, and behavior of a national economy as a whole
4. microeconomics	D. the study of economic tendencies, or what is likely to happen when individuals make certain choices or when the factors of production change
5. credit-based economy	E. the study of the economy and the factors affecting the economy
6. unemployment	F. an economic system where almost every tangible goods are bought and sold with credit
7. macroeconomics	G. a system of exchange where goods and services are directly exchanged for other goods and services without using a medium of exchange, such as money

Task 3. (УК-4.2, У1, У3)

Make up a dialogue discussing the economic situation in Russia with your foreign partner (10-15 sentences) with translation into Russian language.

English Language
Practical assignment № 2
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 20.
The assignment should be done in the format doc.
The practical assignment consists of 5 written reports on the proposed topics, which are evaluated each with a maximum of 4 scores. Each report should consist of 15 sentences.
The assignment is completed in writing and uploaded in doc. format as a single file.
Preparing written statements on the topics, students reveal knowledge of the principles of constructing written statements in a foreign language and show that they are able to practice interpersonal business communication in writing. Drawing conclusions, students are mastering the method of giving an opinion in interpersonal business communication in a foreign language and usage of adequate linguistic forms and means.

Each report	Scores
The report is made completely, the theme is fully disclosed, without grammatical and lexical mistakes.	4
The report is not made completely, the theme is not fully disclosed, there are a few grammatical and lexical mistakes.	0-3
The report is not made, the theme is not disclosed, a lot of grammatical and lexical mistakes.	0

Task 1(УК-4.1, 4.2, 4.3)

Prepare a statement about education system in Russia or in English speaking countries. Your statement must contain at least 15 sentences.

Task 2 (УК-4.1, 4.2, 4.3)

Prepare a statement about famous universities or my institute. Your statement must contain at least 15 sentences.

Task 3 (УК-4.1, 4.2, 4.3)

Prepare a statement about political system of the USA, the UK or the Russian Federation. Your statement must contain at least 15 sentences.

Task 4 (УК-4.1, 4.2, 4.3)

Prepare a statement about economy and economic system of the USA, the UK or the Russian Federation . Your statement must contain at least 15 sentences.

Task 5 (УК-4.1, 4.2, 4.3)

Prepare a statement about a company structure. Your statement must contain at least 15 sentences.

English Language
Practical assignment № 3

(Формируемые компетенции: УК-4)

Maximum scores – 10.
The practical assignment consists of 5 oral statements on the proposed topics, which are evaluated each with a maximum of 2 scores. The statement is presented orally during the lessons. Preparing oral statement on the topics, students reveal knowledge of the principles of constructing oral statements in a foreign language and the requirements for interpersonal business communication. Presenting the statements during the lessons, students show that they are able to practice interpersonal business communication orally. Answering questions on the topic of the statement, students are mastering the method of giving an opinion in interpersonal business communication in a foreign language and usage of adequate linguistic forms and means.

Each statement	Scores
The statement is made completely, the theme is fully disclosed, without grammatical, phonetic and lexical mistakes.	2
The statement is not made completely, the theme is not fully disclosed, there are a few grammatical, phonetic and lexical mistakes.	0-1
The statement is not made, the theme is not disclosed, a lot of grammatical, phonetic and lexical mistakes.	0

During the practical lessons in a foreign language, students present prepared statements on the following topics to the audience:

1. Education system in Russia or in any English speaking country. (УК-4.1, 4.2, 4.3)
2. Famous universities or my institute. (УК-4.1, 4.2, 4.3)
3. Political system of the USA, the UK or the Russian Federation. (УК-4.1, 4.2, 4.3)
4. Economy and economic system of the USA, the UK or the Russian Federation. (УК-4.1, 4.2, 4.3)
5. Company structure. (УК-4.1, 4.2, 4.3)

English Language
Final assignment

(Формируемые компетенции: УК-4)

Maximum scores - 15

The final assignment is an interview on topics covered during the semester. Preparing oral statement on the topics, students reveal knowledge of the principles of constructing oral statements in a foreign language and the requirements for interpersonal business communication. Presenting the statements during the interview, students show that they are able to practice interpersonal business communication orally. Answering questions on the topic of the statement, students are mastering the method of giving an opinion in interpersonal business communication in a foreign language and usage of adequate linguistic forms and means.

The topic is disclosed, there are no significant grammatical, phonetic and lexical mistakes. Student has answered all additional questions.	15
The topic is not fully disclosed, there are some grammatical, phonetic and lexical mistakes. Student has answered some additional questions.	2-10
The topic is not disclosed, there are many grammatical, phonetic and lexical mistakes. Student has not answered additional questions.	0-2

Task: Be ready to discuss the following topics and questions in detail.

Topic 1. Education system in Russia. (УК-4.1, 4.2, 4.3)
Topic 2. Education system in English speaking countries. (УК-4.1, 4.2, 4.3)
Topic 3. Famous universities. (УК-4.1, 4.2, 4.3)
Topic 4. My institute. (УК-4.1, 4.2, 4.3)
Topic 5. Political system of the USA, the UK or the Russian Federation. (УК-4.1, 4.2, 4.3)
Topic 6. Economy and economic system of the USA, the UK or the Russian Federation. (УК-4.1, 4.2, 4.3)
Topic 7. Company structure. (УК-4.1, 4.2, 4.3)

Test 3
Middle Level

(Формируемые компетенции: УК-4, 4.1, 4.2)

Performing the tests, students reveal knowledge of linguistic means (lexical, grammatical, phonetic), principles and patterns of constructing sentences and statements in a foreign language that are used for interpersonal business communication.

1. My colleagues _____ economics.
A. are interested in
B. is interested at
C. interest
D. has interest in

2. The main law of market-based economy is the law of _____.
A. industry
B. supply and demand
C. price
D. information

3. I'm very busy at the moment. I _____ for the business talks with our English partners.
A. prepare
B. am preparing
C. am going prepare
D. is preparing

4. The manager _____ soon.
A. will arrive
B. are arriving
C. have arrived
D. arrive

5. How many contracts a year _____ .
A. are you signing
B. has you signed
C. did you signed
D. do you sign

6. My CEO really annoys me because she _____ me to work at the weekends.
A. is always asking
B. asks
C. has asked
D. asked

7. _____ to Turkey every year for your holidays.

A. are you going
B. do you go
C. have you gone
D. were you going

8. Jane _____ me that you are thinking of emigrating.
A. says
B. tells
C. have told
D. is telling

9. In the next few years, thousands of speed cameras _____ on major roads.
A. are appearing
B. appears
C. appeared
D. will appear

10. When I saw the vase in the shop window, I knew it was exactly what I _____.
A. looked for
B. had been looking for
C. look for
D. am looking for

11. I admit I can't see as well as I _____ .
A. didn't used to
B. used to
C. were
D. have been

12. Lucy_____well with her brother, even though he's much younger.
A. gets over
B. gets up
C. picks up
D. gets on

13. Many people _____ in the heart of the city.
A. are living
B. live
C. has lived
D. lives

14. Violet _____ in Spain any more.
A. doesn't work
B. is working
C. don't work
D. worked

15. Turkey _____ its links with the EU and the standard of living _____ .
A. develop/improve
B. develops/improves
C. is developing/is improving
D. didn't develop/improved

16. Klaus Kleinfeld _____ chief executive of Siemens in 2005.
A. becomes
B. has become
C. became
D. were

17. He _____in the departure lounge when Olga suddenly appeared.
A. waited
B. was waiting
C. wait
D. are waiting

18. Tom _____ Spain several times.
A. visited
B. have been visiting
C. has visited
D. visits

19. _____ to Latin America?
A. Has Sarah ever been
B. Have ever Sarah been
C. Was ever Sarah
D. Sarah haven't ever been

20. The price of oil _____ steadily since the nineties.
A. have gone up
B. has been going up
C. went up
D. is falling down

21. I worked hard last year but I _____ a good bonus.
A. don’t get
B. hasn’t got
C. didn’t get
D. has got

22. Here you are at last! I _____ for ages!
A. have been waiting
B. has waited
C. am waiting
D. waited

23. I’ve got an interview next week. It’s_____ 9.30 _____ Tuesday morning.
A. at, on
B. in, on
C. on, in
D. at, in

24. Does _____ mind if I open the window?
A. anything
B. somebody
C. anybody
D. everything

25. Gary is very busy with his job. He has _____ time for other things.
A. few
B. any
C. many
D. little

26. _____ are my children, Susan and Paul.
A. these
B. it
C. this
D. that

27. They blamed _____ for what had happened.
A. himself
B. yourself
C. themselves
D. herself

28. Harrison & Company wasn’t _____ enormous international firm.
A. an
B. the
C. a
D. -

29. My job is a bit boring sometimes. I’d like to do something _____.
A. most interesting
B. more interesting
C. easy
D. less interesting

30. The younger you are, the _____ it is to learn.
A. easy
B. boring
C. easier

D. easiest

31. The house on _____ side of the river was built of grey stone.
A. the other
B. another
C. other
D. others

32. I can't even buy you a coffee because I've _____of money.
A. set up
B. made up
C. run out
D. made out

33. I _____ some interesting information about their company, while I _____ the Internet.
A. discovered/was surfing
B. was discovering/was surfing
C. discover/surfed
D. discover/surfs

34. We _____ cars for over six years.
A. has made
B. make
C. have been making
D. has been making

35 He was always somewhat indifferent to the feelings of _____.
A. another
B. the other
C. others
D. other

36. I can't _____which verbs are regular or irregular. It's a real problem for me.
A. remind
B. remember
C. revise
D. insist

37. The network _____ - the IT department are trying to remove a virus.
A. doesn’t work
B. are working
C. aren’t work
D. works

38. Everyone _____ for the meeting to begin, when a message _____ from Josef to say he was stuck in traffic.

A. waited/arrived
B. was waiting/arrived
C. have waited/arrive
D. were waiting/ has arrived

39. He can_____ you 10 Euros. Can you pay him back soon?
A. borrow
B. take
C. lend
D. steal

40. When an _____ is good, you want to buy the product.
A. advert
B. shop assistant
C. shop
D. price

41. Charlie found a good _____ in a bank.
A. work
B. place
C. job
D. space

42. Do you think the Mr Bean films are _____ I always laugh when I watch them.
A. fun
B. funny
C. boring
D. terrifying

43. When the race _____ later this afternoon the drivers will be hoping for drier weather than last year.
A. will start
B. is going to start
C. starts
D. has started

44. They _____ the tennis club since they moved here.
A. have belonged for
B. have belonged to
C. belong at
D. are belonging to

45. We _____ this holiday for ages.
A. have been looking forward to
B. are looking forward at
C. looked forward to
D. look forward to

46. Last week's article _____our leading journalist.
A. writes
B. is being written by
C. has been written
D. was written by

47. The magazine Cosmopolitan _____ in many countries now.
A. sells
B. is sold
C. has sold
D. was sold

48. Technology _____ the way we live now.
A. influenced
B. is being influenced
C. destroyed
D. has influenced

49. Who in your family _____?
A. are you taking after
B. do you grow up
C. do you take after
D. does you look after

50. Cities are so ugly. I prefer living in the countryside where the views are _____.
A. crowded
B. picturesque
C. polluted
D. old-fashioned

PART III
ENGLISH LANGUAGE
WRITTEN ASSIGNMENT № 1
Low Level

(Формируемые компетенции: УК-4)

Complete written assignment number 1 in the discipline "Foreign language". When translating the text, pay attention to the meaning of the Russian text, re-read and edit the Russian version. Place the answers to the questions in special tables. Task number 4 involves working on options, choose your option in accordance with the conditions specified in the task.

The answer should be provided as a doc file. The maximum score is 15.

Criterion	Scores
Flawless execution of all exercises and design in accordance with the requirements Error-free execution of the task not in full Completion of the task not in full and with errors	15 scores (3scores)
Flawless execution of all exercises and design in accordance with the requirements Error-free execution of the task not in full Completion of the task not in full and with errors	Up to 12 scores
Flawless execution of all exercises and design in accordance with the requirements Error-free execution of the task not in full Completion of the task not in full and with errors	1 – 10 scores

Task 1. (УК-4.1, 31, 32, 33)
Translate the text; mind the quality of your Russian text.

GENERAL TIPS FOR WRITING EMAILS

Here are some general tips as a reminder for writing good emails:

□□Use a "subject line" that summarises briefly and clearly the content of the message. Your email may be one of hundreds on the recipient's computer, and you want them to read it when it arrives and then find it again easily in their files.

□□Use short, simple sentences. Long sentences are often difficult to read and understand. The most common mistake for learners of English is to translate directly from their own language. Usually the result is a complicated, confusing sentence.

□□One subject per email is best. The other person can reply to an email about one thing, delete it, and leave another email in their "Inbox" that needs more time.

□□Be very careful with jokes, irony, personal comments etc. Humour rarely translates well from one culture to another. And if you are angry, wait for 24 hours before you write. Once you press "Send" you cannot get your email back. It can be seen by anyone and copied and sent round the world.

The informal nature of email makes people write things that they shouldn't. Only write what you would be comfortable saying to the person's face.

□□Take a moment to review and edit what you have written. Is the main point clear? Would some pieces of continuous text be better as bullet points or numbered points? Is

it clear what action you want the recipient to take? Would you be happy to receive this email? If in doubt, ask a colleague to quickly look through and make comments.
□□Don't ignore capital letters, punctuation, spelling, paragraphs, and basic grammar. It might be okay when you are writing to a very close friend, but to everyone else it's an important part of the image that you create. A careless, disorganised email shows the outside world a careless, disorganised mind.
□□Use the replies you receive to modify your writing to the same person. If the recipient writes back in a more informal or more formal style, then match that in your future emails to them. If they use particular words or phrases that seem to come from their company culture, or professional area, then consider using those words yourself where they are appropriate.
□□Be positive! Look at these words: *activity*, *agreed*, *evolving*, *fast*, *good question*, *helpful*, *join us*, *mutual*, *productive*, *solve*, *team*, *together*, *tools*, *useful*. Now look at these: *busy*, *crisis*, *failure*, *forget it*, *hard, I can't*, *I won't*, *impossible*, *never*, *stupid*, *unavailable*, *waste*. The words you use show your attitude to life.

Notes:
complicated – запутанный, трудный для понимания
delete – удалять, стирать
inbox – ящик входящей почты
bullet point – жирная точка (наборный знак, который используется для выделения наиболее важных мест в тексте, для оформления пунктов или подпунктов)
careless – небрежный, невнимательный; легкомысленный, несерьёзный

Task 2. (УК-4.1, 31, 32, 33)
Choose a subject line for each email. One of the subject lines in the box is not used. Put your answers into Table 1.
Table 1.

Email 1	Email 2	Email 3	Email 4	Email 5

a) Action re contract;	b) Meeting 14/5;	c) Re your advertisement;
d) Special Offer!;	e) Shipping confirmation;	f) Regarding your order.

Email 1
Subject: .....
Re your last email, we are in the process of arranging the meeting scheduled for 14 May, but there are still a few details I need from you.
Do you want me to book hotel accommodation for you – or will you sort it out at your end? Also, can you send us something about the Barcelona project you were involved in last year? It would be helpful to have something to circulate before the meeting. *Please* send a copy of any relevant reports.
Regards.
Monica.

Email 2

Subject: .....
Sorry for the delay in replying – I've been out of the country on business. *Unfortunately*, the items you ordered are not in stock, but we're expecting delivery by the end of the week. *I'll get back to you* as soon as they arrive.
If you need any more information, please feel free to contact me.

Email 3
Subject: .....
Luisa, I've emailed Michelle and Roberto about the changes to the contract.
Shall I have a word with Michelle to make sure she understands what's going on? You work with Roberto – *can you* talk to him?
Thanks for your help – I appreciate it.

Email 4
Subject: .....
Good news! Subscribers to our email newsletter can take advantage of fantastic price savings in our January sale. *I've attached* a pdf file that gives full details, or alternatively just click on the link below. You can order over the web or by email – our customer service staff are standing by.
Looking forward to hearing from you soon.

Email 5
Subject: .....
Just a short note to let you know that we received your order. *We can confirm that* the items were sent by mail today. To track your order, click on the link below. *If there's anything else*, *just let us know.*
Best wishes.
Pierre.

Task 3. (УК-4.1, 31, 32, 33)
In each gap there are *two* possible answers from A, B, C or D. Write both answers. The first one has been done for you. Put your answers into Table 1.
Table 1.

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
B/C									

1. Please ...*B*/*C*... my report. Hope it's useful.
a) find attachment; c) find attached;
b) find enclosed; d) see attached.

2. Here is my report. If there are any problems, …….. me know.
a) please let; c) please to let;
b) make; d) just let.

3. This report has just arrived. I'm …….. it to you. Hope it's not too late.
a) moving; c) replying;
b) forwarding; d) sending.

4. I'm sending various forms for you to complete. Please ……special attention to AF200.
a) give; c) make;
b) pay; d) take.

5. Please complete the attached forms, and return them to me …… 3 June.
a) by; c) before;
b) until; d) to.

6. As agreed, I'm sending the pre-meeting notes. Let me know if there's anything else we can do …… before we meet.
a) from our part; c) on our side;
b) from this end; d) on this way.

7. I'm attaching the Business Plan Review. Please …… that several alterations in dates have been made.
a) look; c) note;
b) appoint; d) be aware.

8. Please find attached my report …… if there are any problems with deadlines etc.
a) Get back with me; c) Get back to me;
b) Get in touch; d) Make a touch.

9. Please find attached my report …… .
a) Let me know what you think; c) Let me have what you think;
b) Let me have any comments; d) Make me have any comments.

10. Here is the itinerary for Sri Lanka. Please ……... that I have included everything you want in it.
a) check; c) control;
b) agree; d) confirm.

T a s k 4. (УК-4.1, З1, З2, З3)
There are two e-mail letters below. You must choose only one, according to the first letter of your surname. Put the parts of the sentences into logical order to form a real text of the letter.

Email 1 **The first letter of your surname is**	**Email 2** **The first letter of your surname is**
А, Б, В, Г, Д, Е, Ё, Ж, З, **И, К, Л, М, Н, О.**	**П, Р, С, Т, У, Ф, Х, Ц, Ч, Ш, Щ, Э,** **Ю, Я.**
Put the lines in the e-mails below into the correct order and translate the result of your work.	
Email 1 I am writing to thank you ……..	**Email 2** Thank you for taking the time to attend ……

The meetings were very productive, and …….. As well as the business side of things, …….. The next time that you are in Munich ……... Please give my regards …….. for your hospitality …… during my recent trip to Paris …… I really appreciated the time you took ……... I am sure that they lay the basis for …….. to show me Notre Dame, and …… to your colleagues in the Paris office, ……... the wonderful meal that we had afterwards …….. a good long-term business relationship ……. it will be my pleasure to return your kindness …….. it was a great pleasure to meet them all ……	Unfortunately, we have to inform you that ……... As we mentioned in the interview, we had ……... While we were impressed with your interview, …… We appreciate your interest in …….. many applicants for this position …….. your application has not been successful …….. an interview with us last week …….. we did not feel …… working with us, …… that you have the necessary skills ……. and we would like to take this opportunity ……... and experience for the position …….. and the standard of candidates was very high ……... to wish you every success in the future …….

Task 5. (УК-4.1, 31, 32, 33)

Imagine that you're a manager in English Legal Agency. You should officially inform one of your colleagues about the time and place of court meeting and ask to bring all the necessary documents on this case. Write an e-mail, use the information from the previous text and exercises.

Иностранный язык (английский)
Семестр 3

Письменное задание направлено на формирование УК-4.1: Знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации

ПИСЬМЕННОЕ ЗАДАНИЕ № 1.

Complete written assignment number 1 in the discipline "Foreign language". When translating the text, pay attention to the meaning of the Russian text, re-read and edit the Russian version. Place the answers to the questions in special tables. Task number 4 involves working on options, choose your option in accordance with the conditions specified in the task.

The answer should be provided as a doc file. The maximum score is 15.

Criterion	Scores
Flawless execution of all exercises and design in accordance with the requirements Error-free execution of the task not in full Completion of the task not in full and with errors	15 scores (3scores)
Flawless execution of all exercises and design in accordance with the requirements Error-free execution of the task not in full Completion of the task not in full and with errors	Up to 12 scores
Flawless execution of all exercises and design in accordance with the requirements Error-free execution of the task not in full Completion of the task not in full and with errors	1 – 10 scores

Task 1.

Translate the text; mind the quality of your Russian text. (УК-4.1)

GENERAL TIPS FOR WRITING EMAILS

Here are some general tips as a reminder for writing good emails:

□□Use a "subject line" that summarises briefly and clearly the content of the message. Your email may be one of hundreds on the recipient's computer, and you want them to read it when it arrives and then find it again easily in their files.

□□Use short, simple sentences. Long sentences are often difficult to read and understand. The most common mistake for learners of English is to translate directly from their own language. Usually the result is a complicated, confusing sentence.

One subject per email is best. The other person can reply to an email about one thing, delete it, and leave another email in their "Inbox" that needs more time.
Be very careful with jokes, irony, personal comments etc. Humour rarely translates well from one culture to another. And if you are angry, wait for 24 hours before you write. Once you press "Send" you cannot get your email back. It can be seen by anyone and copied and sent round the world.
The informal nature of email makes people write things that they shouldn't. Only write what you would be comfortable saying to the person's face.
Take a moment to review and edit what you have written. Is the main point clear? Would some pieces of continuous text be better as bullet points or numbered points? Is it clear what action you want the recipient to take? Would you be happy to receive this email? If in doubt, ask a colleague to quickly look through and make comments.
Don't ignore capital letters, punctuation, spelling, paragraphs, and basic grammar. It might be okay when you are writing to a very close friend, but to everyone else it's an important part of the image that you create. A careless, disorganised email shows the outside world a careless, disorganised mind.
Use the replies you receive to modify your writing to the same person. If the recipient writes back in a more informal or more formal style, then match that in your future emails to them. If they use particular words or phrases that seem to come from their company culture, or professional area, then consider using those words yourself where they are appropriate.
Be positive! Look at these words: *activity*, *agreed*, *evolving*, *fast*, *good question*, *helpful*, *join us*, *mutual*, *productive*, *solve*, *team*, *together*, *tools*, *useful*. Now look at these: *busy*, *crisis*, *failure*, *forget it*, *hard, I can't*, *I won't*, *impossible*, *never*, *stupid*, *unavailable*, *waste*. The words you use show your attitude to life.

Notes:
complicated – запутанный, трудный для понимания
delete – удалять, стирать
inbox – ящик входящей почты
bullet point – жирная точка (наборный знак, который используется для выделения наиболее важных мест в тексте, для оформления пунктов или подпунктов)
careless – небрежный, невнимательный; легкомысленный, несерьёзный

Task 2.
Choose a subject line for each email. One of the subject lines in the box is not used. Put your answers into Table 1. (УК-4.1)

Table 1.

Email 1	Email 2	Email 3	Email 4	Email 5

a) Action re contract;	b) Meeting 14/5;	c) Re your advertisement;
d) Special Offer!;	e) Shipping confirmation;	f) Regarding your order.

Email 1

Subject: .....
Re your last email, we are in the process of arranging the meeting scheduled for 14 May, but there are still a few details I need from you.
Do you want me to book hotel accommodation for you – or will you sort it out at your end? Also, can you send us something about the Barcelona project you were involved in last year? It would be helpful to have something to circulate before the meeting. *Please* send a copy of any relevant reports.
Regards.
Monica.

Email 2
Subject: .....
Sorry for the delay in replying – I've been out of the country on business. *Unfortunately*, the items you ordered are not in stock, but we're expecting delivery by the end of the week. *I'll get back to you* as soon as they arrive.
If you need any more information, please feel free to contact me.

Email 3
Subject: .....
Luisa, I've emailed Michelle and Roberto about the changes to the contract.
Shall I have a word with Michelle to make sure she understands what's going on? You work with Roberto – *can you* talk to him?
Thanks for your help – I appreciate it.

Email 4
Subject: .....
Good news! Subscribers to our email newsletter can take advantage of fantastic price savings in our January sale. *I've attached* a pdf file that gives full details, or alternatively just click on the link below. You can order over the web or by email – our customer service staff are standing by.
Looking forward to hearing from you soon.

Email 5
Subject: .....
Just a short note to let you know that we received your order. *We can confirm that* the items were sent by mail today. To track your order, click on the link below. *If there's anything else*, *just let us know.*
Best wishes.
Pierre.

Task 3.
In each gap there are *two* possible answers from A, B, C or D. Write both answers. The first one has been done for you. Put your answers into Table 1. (УК-4.1)

Table 1.

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
B/C									

1. Please ...*B*/*C*... my report. Hope it's useful.
a) find attachment; c) find attached;
b) find enclosed; d) see attached.

2. Here is my report. If there are any problems, …….. me know.
a) please let; c) please to let;
b) make; d) just let.

3. This report has just arrived. I'm …….. it to you. Hope it's not too late.
a) moving; c) replying;
b) forwarding; d) sending.

4. I'm sending various forms for you to complete. Please ……special attention to AF200.
a) give; c) make;
b) pay; d) take.

5. Please complete the attached forms, and return them to me …… 3 June.
a) by; c) before;
b) until; d) to.

6. As agreed, I'm sending the pre-meeting notes. Let me know if there's anything else we can do …… before we meet.
a) from our part; c) on our side;
b) from this end; d) on this way.

7. I'm attaching the Business Plan Review. Please …… that several alterations in dates have been made.
a) look; c) note;
b) appoint; d) be aware.

8. Please find attached my report …… if there are any problems with deadlines etc.
a) Get back with me; c) Get back to me;
b) Get in touch; d) Make a touch.

9. Please find attached my report …… .
a) Let me know what you think; c) Let me have what you think;
b) Let me have any comments; d) Make me have any comments.

10. Here is the itinerary for Sri Lanka. Please …….. that I have included everything you want in it.
a) check; c) control;
b) agree; d) confirm.

T a s k 4.

There are two e-mail letters below. You must choose only one, according to the first letter of your surname. Put the parts of the sentences into logical order to form a real text of the letter. (УК-4.1)

Email 1 **The first letter of your surname is**	**Email 2** **The first letter of your surname is**
А, Б, В, Г, Д, Е, Ё, Ж, З, И, К, Л, М, Н, О.	**П, Р, С, Т, У, Ф, Х, Ц, Ч, Ш, Щ, Э, Ю, Я.**
Put the lines in the e-mails below into the correct order and translate the result of your work.	
Email 1 I am writing to thank you …….. The meetings were very productive, and …….. As well as the business side of things, …….. The next time that you are in Munich ……... Please give my regards …….. for your hospitality …… during my recent trip to Paris …… I really appreciated the time you took ……... I am sure that they lay the basis for …….. to show me Notre Dame, and …… to your colleagues in the Paris office, ……... the wonderful meal that we had afterwards …….. a good long-term business relationship ……. it will be my pleasure to return your kindness …….. it was a great pleasure to meet them all ……	**Email 2** Thank you for taking the time to attend …… Unfortunately, we have to inform you that ……... As we mentioned in the interview, we had ……... While we were impressed with your interview, …… We appreciate your interest in …….. many applicants for this position …….. your application has not been successful …….. an interview with us last week …….. we did not feel …… working with us, …… that you have the necessary skills ……. and we would like to take this opportunity ……... and experience for the position …….. and the standard of candidates was very high ……... to wish you every success in the future …….

Task 5.

Imagine that you're a manager in English Legal Agency. You should officially inform one of your colleagues about the time and place of court meeting and ask

to bring all the necessary documents on this case. Write an e-mail, use the information from the previous text and exercises. (УК-4.1)

PART III
ENGLISH LANGUAGE
PRACTICAL ASSIGNMENT № 1
Low Level

(Формируемые компетенции: УК-4)

Maximum scores – 10.

Each task	Scores
The task has been done completely without mistakes	15
The task has been done incompletely, there are some mistakes	6 - 12
The task hasn't been done or there are plenty of mistakes	0 - 5

CASE 1.

(УК-4.2, У2, У4)

You got the batch of elegant women's wear for the New Year holidays at a well-known company. You expect to get a good return on the eve of holidays. Payment and delivery of goods were made under the terms of the contract. Unfortunately, after extracting the goods, you find out that there was a mistake. Your order will not work because there is only men's clothing in the package. Call to the suppliers urgently and try to resolve the problem so that your business continues to bring you income.

Answer the questions:

1. Is there a real problem for in the situation? Why?
2. Are there any ways of nonstandard decision? What are they?

Follow the instructions:

- phone to the supplier's company and ask the manager or the owner;
- explain your problem and try to find the way out this difficult situation;
- don't forget to thank your partner for the quick reaction.

Прежде чем приступить к работе над интерактивным заданием, изучите алгоритм действий, изложенный в таблице 1. Это поможет вам качественно решить поставленную перед вами задачу.

Таблица 1.

№	Наименование этапа работы над кейсом
Первый этап	**Ознакомление с ситуацией. Прочитайте текст, (рассмотрите схему), постарайтесь понять общее содержание и суть проблемы.**
Второй этап	**Работа с текстом. Прочитайте текст повторно, выпишите и переведите новые для вас слова. Составьте банк новых для вас слов и выражений, которые помогут вам выразить свои идеи на английском языке.**
Третий этап	**Проведите анализ ситуации. Определите круг проблем, требующих решения.**

Четвертый этап	**Выдвижение решения указанных вами проблем. Сформулируйте возможные пути решения определенных вами проблем.**
Пятый этап	**Выберите лучший, на ваш взгляд способ и обоснуйте свой выбор.**
Шестой этап	**Обобщение полученных результатов. Четко сформулируйте свои идеи в письменном виде.**

Помните, что о речевом этикете и формулах вежливости, которые свойственны английской речи.

Ниже приведены фразы, с помощью которых вы сможете сформулировать и выразить свою точку зрения по обсуждаемому вопросу:

Useful language bank for communication expressing opinion:

My point of view is that…	Моя точка зрения состоит в том, что…
It seems\appears to me that…	Мне кажется, что…
I think\believe that …	Я думаю/ полагаю, что….
In my opinion\view…	По моему мнению …/На мой взгляд…
From my point of view…	С моей точки зрения…
As far as I am concerned…	Насколько я осведомлен…
I am totally against…	Я категорически против…
I (do not) agree that \with…	Я (не) согласен с тем, что…
I (completely) agree \disagree that \with…	Я полностью согласен с тем, что…
We can summarize that…	Мы можем подвести итоги …

PART III
ENGLISH LANGUAGE
PRACTICAL ASSIGNMENT № 2
Low Level

(Формируемые компетенции: УК-4)

Ответ в виде файла в формате doc.

Maximum scores – 20.

Работа выполнена в полном объеме без ошибок	20 – баллов
Имеются недочеты и незначительные ошибки	10 - 15 – баллов
Работа выполнена не в полном объеме, присутствуют серьезные грамматические или лексические ошибки	0 - 5 – баллов

Exercise 1. Read the information about famous cities of the world and answer the following question: Which cities are these? Choose the correct answer. (УК-4.1, У2, У3)

1. This beautiful city in north eastern Italy is built on about 120 small islands. The city has no roads. Instead, people use boats to travel along the canals. Flat bottomed boats called gondolas were once the main means of transportation, but today motorboats are more popular. You should see St. Mark's Square the center of activity in this city. It has wonderful Renaissance buildings. ***Which city is it: Paris, Venice or Rome?***
2. This American city is the main business and cultural center of the Midwest. It is famous for its music, opera, and theater. I t also has excellent museums. When shopping in this city, you can visit a long, row of fashionable stores on North Michigan Avenue. This area is called the Magnificent Mile. One of the world's tallest buildings, the John Hancock Center, is also on this avenue. ***Which city is it: New York, San Francisco or Chicago?***
3. Travelers use many words to describe this South American city: beautiful, glamorous, sunny, friendly, and exciting. It is the city o f the Carnival, when everyone dances the samba in the streets. Tourists also love to visit its fabulous

beaches and mountains. You shouldn't miss the National Park of Tijuca, one of the largest city parks in the world. ***Which city is it: Mexico, Rio de Janeiro or Havana?***

4. This city is considered one of the oldest cities of Russia. It was first mentioned in written papers in 1147. Like many other big cities it is situated on the banks of a river. It is the largest city o f Russia with the population of about 9 million people. It is the seat of the federal and regional governments. The historical centre of the city is Red Square and the Kremlin. It is interesting to note that in the Old Slavic language the word «red» meant «beautiful». The impressive cathedrals of the Kremlin and Red Square were built during the period between the 15th and the 17th centuries. ***Which city is it: St Petersburg, Moscow or Kiev?***
5. The life of this city began as a Roman fortification in A.D. 43. It is located on the River Thames which flows into the North Sea. The city has a number of centers, each with a distinct character: the financial and business centre called the City (spelt with a capital «C»), the shopping and entertainment centre in the West End, the government centre in Westminster, the East End with numerous factories and residential homes for middle class people, and other residential areas. Most historical places are located in Westminster and the City. ***Which city is it: London, Oxford or Liverpool?***
6. This city occupies the whole of the area of District of Columbia. It borders on the Pacific Ocean. The city was laid out by a French architect in the late eighteenth century. It was built in 1790—1800 and took its name after the nation's first president. The famous buildings are: the White House, the residence of the President, the Capitol, where Congress meets, Pentagon, the seat of the military administration, and many other buildings o f political, historical and cultural value. It is a very green city situated on the Potomac River. ***Which city is it: San Francisco, Washington or Seattle?***

Exercise 2. Sum up the information about one of these cities, use the following plan. (УК-4.1, У2, У3)

1. Where is this city?
2. What is special about this city?
3. What should visitors do there?

4. Which city would you like to visit? Why?

Exercise 3. Complete the sentences. (УК-4.1, У2, У3)

Famous landmarks

1. The Great Wall o f China (begin) in 214 B.C. I t is the largest structure in the world.

2. The Colosseum in Rome (open) in 80 A.D. It was sometimes filled with water for ship battles.

3. The Taj Mahal in India (built) between 1630 and 1652. It is a tomb for the wife of an Indian prince.

4. The Statue of Liberty in New York (open) in 1886. It was a gift to Americans from the people of France.

5. The Eiffel Tower in Paris (complete) in 1889. It (build) for the 100th anniversary of the French Revolution.

Exercise 4. Answer these questions. (УК-4.1, У2, У3)

1. Have you seen any of these landmarks? Do you know anyone who has?

2. What else do you know about these places?

3. What are the three most famous landmarks in Russia?

4. Describe the city you have been to recently. What did you like there? What didn't you like there? What sights did you see?

Exercise 5. (УК-4.1, У2, У3)

Write an essay describing your best holiday, for example: adventure holiday, skiing holiday, beach holiday, working holiday, sport holiday, visiting archaeological sights, sailing, cruise, walking, climbing, safary.

In case you've never been to any holiday, you can find out and use the information from your friends, parents or describe the holiday of your dream.

Приложение 65

PRACTICAL ASSIGNMENT № 2

(oral message, work in class)

Low level

3 семестр

Ответ в виде файла в формате doc

Максимальный балл - 10

Практическое задание направлено на формирование УК-4.2: Умеет применять на практике устную и письменную деловую коммуникацию

Practical work No. 2 consists of five tests, which are performed during the semester and are estimated each with a maximum of 2 points.

For the performance of the test in the practical lesson, students receive a maximum of 2 points for each test.

In practical classes in a foreign language, tests are carried out on grammatical topics presented in the table:

Тема устного сообщения	**Максимальный балл**
1. My plans for the Future. (УК-4.2)	2
2. Communication and professional communication. (УК-4.2)	2
3. Arts and Culture (УК-4.2)	2
4. Science and Progress. What is Science? (УК-4.2)	2
5. Economics as a Science. (УК-4.2)	2
Итого	**10**

The assignment is carried out in writing and is defended orally in the classroom.

Criteria for evaluating student work	
Written work № 2	**Scores for each work**
The task was completed in full, without grammatical, lexical and phonetic errors	2 балла
The task was not completed in full, a small number of grammatical, lexical or phonetic errors were made	1 балл
The task was not completed in full, there are many grammatical, lexical or phonetic errors	0 баллов

Foreign language classes are interactive and include tasks aimed at developing different types of speech activity:

- monologue speech (presentation to an audience with short messages, a report; participation in discussions, discussions of current topics using various means of argumentation);
- dialogical speech (drawing up dialogues on a given topic, participating in discussions, discussions of topical topics using various means of argumentation);
- listening (adequate understanding of the information of the oral message);
- reading (the ability to extract information from various sources, to adequately understand, transform and transmit the information received);
- writing (the ability to correctly express your thoughts in writing, observing the norms for constructing the text (consistency and consistency).

PART III
ENGLISH LANGUAGE
FINAL ASSIGNMENT
Low Level

(Формируемые компетенции: УК-4)

Maximum scores - 15

The final assignment is an interview on topics covered during the semester. Preparing oral statement on the topics, students reveal knowledge of the principles of constructing oral statements in a foreign language and the requirements for interpersonal business communication. Presenting the statements during the interview, students show that they are able to practice interpersonal business communication orally. Answering questions on the topic of the statement, students are mastering the method of giving an opinion in interpersonal business communication in a foreign language and usage of adequate linguistic forms and means.

The topics are disclosed, there are no significant grammatical, phonetic and lexical mistakes. Student has answered all additional questions.	15
The topics are not fully disclosed, there are some grammatical, phonetic and lexical mistakes. Student has answered some additional questions.	6-14
The topic is not disclosed, there are many grammatical, phonetic and lexical mistakes. Student has not answered additional questions.	0-5

Task: Be ready to discuss the following topics and questions in detail.

Topic 1.

Education system in Russia. My institute. (УК-4 З1, З2, З3, У1, У2, У3, У4)

Topic 2.

Education system in English speaking countries. (УК-4 З1, З2, З3, У1, У2, У3, У4)

Topic 3.

Famous universities. (УК-4 З1, З2, З3, У1, У2, У3, У4)

Topic 4.

Political system of the USA, the UK or the Russian Federation. (УК-4 З1, З2, З3, У1, У2, У3, У4)

Topic 5.

Economy and economic system of the USA, the UK or the Russian Federation. (УК-4 З1, З2, З3, У1, У2, У3, У4)

Topic 6.

Company structure. (УК-4 З1, З2, З3, У1, У2, У3, У4)

PART III
ENGLISH LANGUAGE
TEST
Low Level
(Формируемые компетенции: УК-4 (З1, З2, З3, У1, У2, У3, У4)

Максимальный балл – 10

1. He is good _____ math and physics.

a) in
b) about
c) at

2. Are you interested _____ music and arts?
a) by
b) in
c) with

3.My mother was born _____ April 30, 1960.
a) in
b) at
c) on

4. When is he coming back _____ home?
a) to
b) -
c) at

5. He was _____ and could hardly make both ends meet.
a) unemployed
b) unattractive
c) universe

6. Princes Diana was deeply loved and _____ in Britain.
a) determined
b) admired
c) desperate

7. How much _____ to study there?
a) costs it
b) it costs
c) does it cost
d) does cost

8. I'm very busy at the moment. I _____ for the business talks with our English partners.
a) prepare
b) am preparing

c) am going prepare d) am prepare

9. How many contracts a year_____?
a) sign you
b) do you sign
c) you sign
d) are you signing

10. The new catalogue of our production _____ next month.
a) publishes
b) is published
c) will publish
d) will be published

11. Выберите соответствие слову: конкуренция
a) communication;
b) competition;
c) consumption

12. I thought you … be interested to hear about a new amplifier that we are producing.
a) can;
b) may;
c) might;
d) have to

13. They can ensure economic security only if they _____effectively with other companies.
a) cooperate;
b) cooperated;
c) will cooperate;
d) would cooperate

14. Would you like _____ at our hotel again?
a) stay;
b) to stay;
c) stayed;
d) staying

15. It is _____ by our manufacturing enterprise in Pennsylvania.
a) produce;
b) produces;
c) produced;
d) production

16. _____ your delegation visited our plant yet?
a) have
b) has

c) did
d) was

17. No, you ... leave the car here – this is a “no parking” zone.
a) mustn’t
b) don’t have to
c) must
d) have to

18. You ....bring all documents – your passport will be enough.
a) must
b) have to
c) mustn’t
d) don’t have to

19. What ... to do for getting her money back?
a) will she must
b) she will must
c) will she have to
d) she will have to

20. My mother is a hairdresser by_____.
a) profession
b) education
c) trade

21. He _____ Microsoft.
a) works for
b) works in
c) works on

22. Tomorrow I’ll meet my ____ employer.
a) further
b) promising
c) possible

23. All unemployed people are registered at the _____.
a) work center
b) job center
c) labour center

24. Peter Brown _____ a programmer.
a) works
b) works for
c) works as

25. Выберите английский эквивалент к слову:
благосостояние

a) wealth;
b) welfare;
c) well-paid

26. … stated the reason of this dramatic event.
a) Anybody
b) Nobody
c) Nothing

27. Mr. Johnson stayed at his office till late at night because he … a lot of work.
a) has
b) will have
c) had

28. A new Australian soap … next week.
a) has been broadcast
b) was broadcast
c) will be broadcast

29. Could you speak …?
a) loud
b) louder
c) loudest

30. Your progress is becoming … .
a) good
b) better
c) best

31. He thought he … be a good specialist.
a) would be
b) will be
c) has been

32. He said that he … do it without my help.
a) can’t
b) couldn’t
c) couldn’t have

33. They brought _____ all the papers we needed.
a) our
b) we
c) us

34. Переведите на английский язык:
Он прожил в Москве всю свою жизнь и не хочет из нее уезжать
a) He lived in Moscow all his life and didn't want to leave it.
b) He is living in Moscow all his life and doesn't want to leave it.

c) He has lived in Moscow all his life and doesn't want to leave it.

35. Переведите на английский язык:
Мы уже три часа обсуждаем договор.
a We are discussing the Contract for three hours.
b) We have been discussing the Contract for three hours.
c) We discuss the Contract for three hours.

36. We should have signed the Contract if they have given us a 5% discount.
a) Мы дадим вам 5% скидку, если вы подпишете контракт.
b) Мы бы подписали контракт, если бы они дали нам 5% скидку.
c) Мы дали вам 5% скидку, потому что вы подписали контракт.

37. Мы вынуждены аннулировать заказ
a) We have to withdraw our order.
b) We'll never withdraw our order.
c) We must get down to business.

38. Преобразуйте прямую речь в косвенную: He said, "I'll try to settle it with Mr. Klimov"
a) He said that he'll try to settle it with Mr. Klimov
b) He said that he tried to settle it with Mr. Klimov.
c) He said that he would try to settle it with Mr. Klimov

39. Переведите из косвенной речи в прямую: "He said that he would call."
a) He said, "I will call."
b) He said, "He will call."
c) He said, "I call."

40. I have kept you waiting
a) Я заставил Вас ждать.
b) Мне пришлось ждать.
c) Я продолжал ждать.

41. Human behaviour can be _____ with much precision.
a) examined and predicted
b) examining and predicting
c) to examine and predict

42. Social sciences _____ the natural world around us.
a) study
b) have studied
c) are studying

43. What _____ it have to do with economics?
a) is
b) do
c) does

44. What types _____ economic systems do you know?
a) in
b) of
c) at

45. I am glad to have helped him.
a) Я рад, что помог ему.
b) Я рад, что помогаю ему.
c) Я рад, что мне помогли.

46. Now_____Salt Lake City is one of_____cleanest cities in_____country.
a) the, the, the
b) - , the, the
c) - , a, the

47. When ___ lobsters?
a) did you last eat
b) did you last eating
c) was you last eating

48. Brian always ___ to his friend in the evening.
a) is phoning
b) phones
c) phone

49. What ___ on Saturdays?
a) does you do
b) are you doing
c) do you do

50. At the time Jack returned home from England his father ___ in the Baltic Sea.
a) sailed
b) were sailing
c) was sailing

Ответы: 5 баллов

This video will tell you about one of the latest business technologies. The entrepreneurs look for the new up-to-date ways of running their business. You will also find an article, describing some details of this business. Read it and answer the questions below.

Climate change: Can floating farms help us cope?

1. Need-to-know language. Match the terms to their definitions. Learn language related to… **cows.**

Terms	Definitions
dairy products	drew milk from a cow or other animal
milked	large group of animals of the same species that live together
manure	foodstuff made from or containing milk
herd	care for the physical and mental needs of animals
animal welfare	animal excrement used as a fertiliser

dairy products – foodstuff made from or containing milk

milked – drew milk from a cow or other animal

manure – animal excrement used as a fertiliser

herd – large group of animals of the same species that live together

animal welfare – care for the physical and mental needs of animals

2. Watch the video **https://bbc.in/2KLnbg1** and answer this question:

What's the advantage of floating farms in a world facing climate change?

Floating farms can continue operating no matter how high sea levels go.

3. Cows are _____.

   a. cattle

   b. poultry

   c. wildfowl

4. Choose the correct answer:

   1) Have these cattle been recruited as part of a(n) _____?

   a. an experiment

   b. a show

c. an excursion

2) An experiment can show rapidly growing _____how to produce our meals closer to home.

a. urban populations

b. children

c. students

3) What are the names of 'floating' dairy farmers? (2 answers)

a. **Peter van Wingerden**

b. Dutch Meuse-Rhine

c. **Minke van Wingerden**

5. **The farmers want to** produce meals closer to home.

a. True

b. False

c. Doesn’t say

6. Now you’ll be able to get fresh milk within touching distance of the city.

a. True

b. False

c. Doesn’t say

7. Peter doesn’t believe this is the future of milk and cheese.

a. True

b. False

c. Doesn’t say

8. They were looking for_____.

a. climate changing reasons

b. a climate-adaptive location

c. facilities to change the climate

9. They can produce healthy food in spite of all economic difficulties.

a. True

b. False

c. Doesn’t say

10. No matter how much rain_____, no matter how high sea level_____.

a. fall, go

b. falls, goes

c. is falling, is going

11. Cows live in the_____.

a. three-storied building

b. three levels pontoon

c. three-rooms house

12. **In the basement they're growing fruit to flavour the dairy products.**

a. True

b. False

c. Doesn’t say

13. How many cows live on the top of the floating pontoon?

a. Twenty-two

b. Thirty-two

c. Fifty-two

14. The _____ **products** are processed in the middle level.

a. milk

b. meat

c. **dairy**

15. The robot machines milk, feed and keep an eye on the cows.

a. True

b. False

c. Doesn’t say

16. Their **manure** is collected _____ pooper-scooping robots.

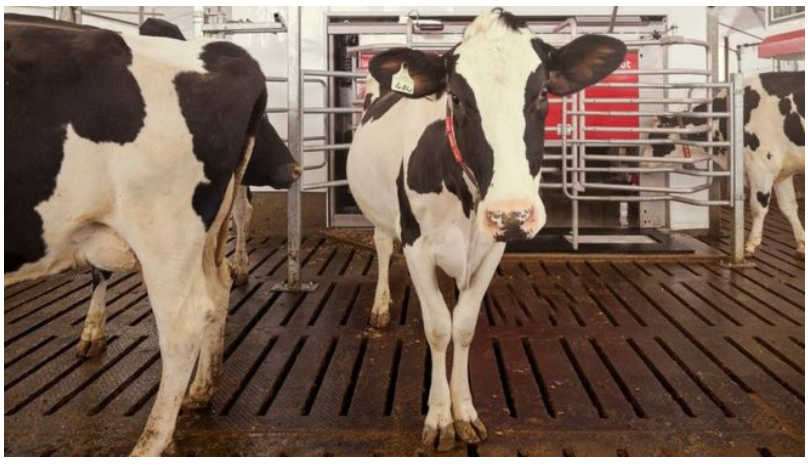
a. to

b. in

c. by

17. The farmer lives _____.
    a. next to
    b. not far from
    c. nearby
18. How can the farmer keep an eye on his **herd**?
    a. He hires a worker.
    b. He visits the pontoon three times a day.
    c. He does it remotely via apps on his mobile phone.
19. They use _____ approach to the cows.
    a. hands-free
    b. hands-up
    c. hands-down
20. They don't try to make them happier on [a] floating farm than in a regular stable.
    a. True
    b. False
    c. Doesn't say
21. What's the purpose of this living lab?
    a. to determine whether floating farms make enough environmental and commercial sense.
    b. to identify the sea level.
    c. to clear out the quality of dairy products.

Now, please, read the article and answer the questions.



The world's first offshore dairy farm opened in the Port of Rotterdam last year, with the aim of helping the city produce more of its own food sustainably. But will such farms ever be able to produce enough to feed the world's growing urban populations?

A Dutch property company, Beladon, is launching the world's first "floating farm" in a city port.

It has built the offshore facility right in the middle of Rotterdam's Merwehaven harbour and will use it to farm 40 Meuse-Rhine-Issel cows milked by robots.

Built-up urban areas may not seem like the most sensible places to run farms, but reducing the distance food travels before it reaches consumers' plates makes environmental sense as it reduces transport pollution.

And if the global population grows to 9.8 billion by 2050 as expected, 70% are forecast to live in cities - up from 55% today.

So urban indoor farms, where produce is grown vertically on stacks of shelves under ultraviolet lights, are - literally - on the rise.

Beladon's farm, which is on three levels and is anchored to the ocean floor, is expected to open at the end of 2018 and produce about 800 litres of milk a day.

Peter van Wingerden, an engineer at Beladon, came up with the idea in 2012 when he was in New York working on a floating housing project on the Hudson river.

While there, Hurricane Sandy struck, flooding the city streets and crippling its transport networks. Deliveries struggled to get through and within two days it was hard to find fresh produce in shops.

"Seeing the devastation caused by Hurricane Sandy I was struck by the need for food to be produced as near as possible to consumers," says Mr van Wingerden.

"So the idea came up to produce fresh food in a climate-adaptive way on the water."

The concept would be resilient against hurricanes, too, he adds.

At first people thought the idea was "weird, funny or unbelievable", he says, but they have started to come round.

"With increasing demand for healthy food, fast-growing urbanisation and climate change, we can't rely on the food production systems of the past any more," he says.

Later in 2012, his team began working on the design and talking to the Port Authority in Rotterdam. Despite its initial hesitations about the potential noise and smell, the port gave Beladon a space to build a prototype.

Since then the farm has taken shape, and earlier this summer its floating platform was moved by barge from Zaandam in the north of Holland, to Rotterdam.

Peter's wife and business partner, Minke van Wingerden, says the farm will start with 40 cows, enough for the venture to break even. But she says it is "easily scalable", with larger operations promising "obvious efficiencies".

The farm also aims to reuse and recycle as much as it can.

"At least 80% of what our cows eat will be waste products from Rotterdam's food industry," says the farm's general manager, Albert Boersen.

That might include grains discarded by local breweries, leftovers from restaurants and cafes, by-products from local wheat mills, and even grass clippings, all collected and delivered in electric trucks provided by local "green waste" firm GroenCollect.

"We will grow duckweed as an animal feed, too," says Ms van Wingerden. "It is high in protein, fast-growing and can be nurtured with cow urine. We will have an installation of four or five vertical platforms growing the plant under special LED lights."

The project will even generate some of its own energy - hydrogen produced through electrolysis powered by solar panels.

Once up and running, the farm will produce and pasteurise milk and yoghurt on-site and sell it in Rotterdam. It will also process and sell its own cow manure.

Dr Fenton Beed, a team leader at the UN's Food and Agriculture Organisation, thinks urban farms are useful because they tend to use less water, fertiliser and pesticide than conventional production systems.

But he also acknowledges that space limitations may prevent enough food being produced to supply the world's burgeoning urban populations.

"Constraints to producing food in controlled environments include costs for initial investment, LED lighting and continuous energy supplies," says Dr Beed.

"That means that unless policies incentivise the engagement of smaller producers, this technology will be reserved for income-rich private and public entities."

Japan's Spread is another firm developing automated vegetable-growing in vertical urban settings with its Techno Farm concept.

Back in the Netherlands, Peter and Minke van Wingerden are looking at opportunities to build more floating farms around the country, as well as in Asia.

"We hope to make many more floating farms, but also welcome others copying us or coming up with concepts contributing to these goals," says Mr van Wingerden.

"Healthy, sufficient food production is key to a better, cleaner, safer world."

22. Where is this farm located?
    a. In the middle of Rotterdam's Merwehaven harbor
    b. In the open sea
    c. It floats and has no constant place
23. A Dutch property company, Beladon, is launching the world's first "floating farm" in a city port. In what country is this farm located?
    a. Denmark
    b. Holland
    c. Netherlands
24. How much milk is produced by Beladon's farm a day?
    a. about eight litres
    b. about eighty litres
    c. about eight hundred litres
25. What inspired Peter van Wingerden, an engineer at Beladon, to this project?
    a. Hurricane Sandy
    b. Destruction caused by the hurricane
    c. Delivery problems of fresh produce associated with the devastation and destruction of the transport system by the hurricane.
26. What do the cows eat?
    a. some seaweed
    b. waste products from Rotterdam's food industry
    c. the grass from the city parks
27. "At least _____ of what our cows eat will be waste products from Rotterdam's food industry," says the farm's general manager, Albert Boersen.
    a. Fifty percent
    b. Sixty percent
    c. Eighty percent
28. Where can they get the power for robots to work?
    a. Electric generator installed on the board
    b. Electrolysis powered by solar panels
    c. Electric wires
29. The global population will grow _____by 2050 as expected

a. to about 10 billion

b. to 10 billion

c. over 10 billion

30. What opportunities are Peter and Minke van Wingerden looking at?

a. to build one more floating farm
b. to build more floating farms around the country
c. to build more floating farms around the world

English Language
Writing work № 1
High Level

(Формируемые компетенции: УК-4)

Maximum scores - 15
The assignment is done as a file in doc, pdf format. Writing work No. 1 consists of five tasks. Each task is for a maximum of 3 scores.
The task is done without mistakes - 3 scores.
The task isn't done in full or with a few grammatical mistakes - 0-2 scores.
The task is not completed or there are many grammatical mistakes – 0 score.

Task 1 (УК-4.1, 31,32,33)
Fill in the blanks using MUST, CAN'T, MAY, MIGHT, COULD, SHOULD, SHOULDN'T and their equivalents! Translate the sentences into Russian.

1. Sally looks worried. She _____ a problem with something(HAVE).
2. Bob _____at institute because I haven't seen him all day (BE).
3. I _____ you the money. Why didn't you ask me (LEND)
4. Mr Travis hasn't come to work yet. He has never been late for work.
He _____ the bus (MISS).
5. She knew everything about our plans. She_____ to our conversation (LISTEN).
6. A: Will you come to my birthday party tomorrow afternoon ?
B : I'm sorry but I _____ because I have to look after my sister. (COME)
7. Timmy is a very good boy. He isn't naughty, so he _____ that window. Somebody else _____ it (BREAK 2X).
8. The street is wet this morning . I'm not sure but it _____ last night (RAIN).
9. She _____ like an angel when she was a child (SING).
10. A : I talked to your science teacher yesterday.
B : You _____ to her because she wasn't at school yesterday. (TALK)
11. Mrs White bought a new fur coat! - She _____ the lottery (WIN).
12. He came home alone yesterday. You _____ him do that; he _____ lost. (LET, GET)
13. He read the message but he _____ it (UNDERSTAND).
14. The singer has got a sore throat so she _____ at the concert (SING).
15. It _____ Jack I saw in the park yesterday, but I'm not sure about it (BE).
16. We can't wait any longer. Something_____ at once (DO).
17. Everyone shouted in fear. They _____very afraid (BE).
18. A : I'm afraid Ted is watching TV again.
B : He _____ TV because his room is completely silent and dark. He _____ . (WATCH, SLEEP)

19. I can't find my wallet. I _____ on the bus (LEAVE).
20. She _____ stupid. She teaches maths at the university (BE)
21. She _____ to school. It's Saturday (GO).
22. You were stupid to go skiing here. You _____ a leg (BREAK).
23. He looked so tired when I saw him. He _____ so hard (WORK)
24. Tom _____ this because it is in French and Tom doesn't know French. (WRITE)

3 scores

Task 2 (УК-4.1, 31,32,33)
Paraphrase the following sentences using the appropriate modal verbs or their equivalents:

1. Is it possible that she is writing an accounting report?
2. Is it possible that Nick failed in management?
3. I don't believe that you know five foreign languages.
4. Perhaps he has bought a lot of shares in our company.
5. Perhaps a draft contract will come to you today.
6. Perhaps they know the actual situation on the commodity market.
7. I'm sure you are a good specialist in this field.
8. Evidently they are preparing for new negotiations.
9. I'm sure you saw this CEO last year.
10. Evidently his daughter has been graduated the Bachelors Degree.
11. I'm sure he has been running a business for a number of years.
12. I advise you to study this contract carefully.
13. I don't advise them to sign this document.
14. I think you must apologize to her.
15. It's a pity he bought this company.
16. I'm sorry I have done it.
17. Do you want me to type this letter right now?
18. Do you want us to go on business next week?
19. Please wait for me a little.
20. I shall willingly help you to complete this assignment.
21. I couldn't allocate resources.
22. She bought the tickets beforehand though it was unnecessary.
23. The students copied the text though it was unnecessary.

3 scores

Task 3 (УК-4.1, 31,32,33)
Use the verbs in brackets in the appropriate tense form Active or Passive Voice, translate the sentences into Russian and define the tense form and the voice.

1. All values in the economic system _____ (to measure) in terms of money.
2. Our goods and services _____(to sell) for money.
3. Paper notes _____ (to issue) by the governments from the 17th century.
4. The business cycle _____(to characterize) by four phases.
5. The diagram _____(to show) fluctuations in the level of economic activity.

6. Last year depression _____ (to accompany) by low output and unemployment.
7. The data stated that aggregate demand _____ (to reach) the highest point.
8. Next year in boom conditions aggregate demand _____ (to exceed) substantial output level.
9. The forecasts inform that in summer falls in output and employment _____(to bring) by demand falls.
10. The cost of the work _____ (to estimate) by the firm.
11. We will discuss this problem when the production problem _____ (to settle).
12. We launched the product on this market when proper advertising _____ (to prepare).
13. The experts _____ (to explain) the ins and outs of the stock market.
14. Originally, a valuable metal – gold, silver or copper _____ (to serve) as a constant store of value.
15. The federal budget _____ (to provide) an analysis of expected future revenue and a detailed plan of spending for the upcoming year.

3 scores

Task 4 (УК-4.1, 31,32,33)

A. Change the sentences into reported speech, using the correct tense.

1. Mary: "I will discuss this problem the day after tomorrow".
   Mary informed me that _____ problem _____.
2. Sophie: "I went on business last week".
   Sophie said that _____ on business _____.
3. My boss: "This is my first visit to England".
   My boss told the immigration officer that it _____his first visit to England.
4. He remarked: "You are the most beautiful girl I have ever seen."
   He told me that I _____the most beautiful girl he _____.
5. Nick: "I am going to have a meeting next month."
   Nick said that _____to have a meeting _____.
6. Gloria: "I am sorry but I can't visit the conference because I am too busy."
   Gloria said that she _____sorry but she _____ visit the conference because she _____too busy.
7. Judy: "I have already written this contract four times".
   Judy complained that _____contract four times.
8. Peter: "I will not stop until this factory is shut down."
   Peter promised that _____until that factory _____shut down.
9. Government officer: "I don't think it is a good idea to cut public expenditures".
   Government officer said _____ so.
10. My colleagues told me: "We want to leave at once".
    My colleagues told me that _____.

B. Complete the sentences according to the Reported Speech Rule.

1. "I’m afraid of flying." He told me he _____afraid of flying.
2. "I like travelling by plane." She said she _____travelling by plane.
3. "You can get off the plane." The pilot told us we _____ get off the plane.
4. "There will be a 45-minute delay." The flight attendant explained that there _____a 45-minute delay.
5. "This man flew this very flight before." I could tell that man _____ that very flight before.
6. "Look. The pilot is wearing dark glasses." One of the passengers pointed out that the pilot _____ dark glasses.
7. "I haven't seen blind people with guide dogs on planes yet." Peter replied that he_____ blind people with guide dogs on planes yet.
8. "Take the dog out to stretch his legs." He told the pilot _____the dog out to stretch his legs.
9. "Don't stay for too long." They told us _____for too long.
10. "Are you nervous?" The stewardess asked me _____ nervous.
11. "How long does the flight take?" Mary wanted to know how long the flight _____.
12. "What happened?" They asked me _____.
13. "Let's go out." Tom suggested _____ out.
14. "Let's not sit all the time." I suggested _____all the time.

C. Open the brackets and put the verbs into the correct form according to the Reported Speech Rule.

1. He said that he still (to be) fond of collecting stamps and coins.
2. She said that her parents (to divorce) two years ago already! – Oh, how awful! I can’t believe it’s true!
3. I met him at the disco yesterday and he told me that I (to dance) very well and I answered that it (to be) no wonder because dancing (to be) my hobby for many years!
4. She said her mother’s hobby (to be) ballet and she (to dance) pretty well in her youth. Can you imagine? – No, hardly.
5. My great-grandparents (to be) engaged for a whole year before they (to get) married. – I believe it’s impossible nowadays.
6. Did you ask Mike to take the camera to the party? – Yes, he told me that he (to come) and (to take) a lot of pictures.
7. Did you persuade your cousin in the necessity of sports? – Yes, but she promised that she (to go in for) sports) only since that summer.
8. What did you tell your little niece? – Nothing special – I only (to tell) her that I (to travel) all the summer and that it (to be) a lot of fun and now she wants to go with me.

9. Did you invite Mary to the basketball game in which you (to take part) the next week? – Yes, I did, but it turned out that she (to watch) the horseracing competitions at that moment.
10. Has your mother already finished sewing the dress for the baby? – No, but she said she (to finish) it in a couple of days.

3 scores

Task 5 (УК-4.1, 31, 32, 33)
Supply the correct verb forms in these conditional sentences. Decide, which type of conditionals are these sentences.

1. If you (to heat) _____ iron, it (to start) _____ to get red hot and then white hot.
2. If Molly and Paul (be not) _____ misinformed about the train times, they (not be) _____ late.
3. If Ioannis (stay) _____ longer at the party, he (have) _____ a good time
4. If the government (lose) _____ the next election, the Prime Minister (resign) _____ from politics.
5. If we (not go) _____ to your friend's party, I never (meet) _____ Alan.
6. If train fares (be) _____ cheaper, more people (use) _____ them.
7. If Molly (get) _____ that job she's applied for, she will be delighted.
8. It (be) _____ a disaster if it the explosion had happened in the middle of the day.
9. If the talks (be broken) _____ down again, there (be) _____ a war between the two countries
10. If Ali (know) _____ anything about mechanics at that time, I'm sure she (help) _____ us.
11. He (have) _____ a bad accident last Friday if he _____ (not / drive) more carefully.

3 scores

Иностранный язык
Письменная работа № 2
(Выполнение контрольных работ, аудиторная работа)

(Формируемые компетенции: УК-4)

Максимальный балл - 10

Письменная работа № 2 состоит из пяти контрольных работ, которые оцениваются каждая максимум в 2 балла.
Задание выполняется в письменной форме и защищается устно на аудиторном занятии.
Задание выполнено в полном объёме, без грамматических, лексических и фонетических ошибок – 2 балла.
Задание выполнено не в полном объёме, есть немного грамматических, лексических или фонетических ошибок – 1 балл.
Задание выполнено не в полном объёме, много грамматических, лексических или фонетических ошибок – 0 баллов.

Занятия по иностранному языку проходят в интерактивной форме и включают в себя задания направленные на развитие разных видов речевой деятельности:

- монологическая речь (выступление перед аудиторией с небольшими сообщениями, докладом; участие в дискуссиях, обсуждениях актуальных тем с использованием различных средств аргументации)
- диалогическая речь (составление диалогов на заданную тему, участие в дискуссиях, обсуждениях актуальных тем с использованием различных средств аргументации)
- аудирование (адекватное понимание информации устного сообщения)
- чтение (способность извлекать информацию из различных источников, адекватно понимать, преобразовывать и передавать полученную информацию)
- письмо (умение правильно излагать свои мысли в письменной форме, соблюдая нормы построения текста (логичность и последовательность).

На практических занятиях по иностранному языку проводятся контрольные работы по следующим грамматическим темам:

1. Времена активного залога. (УК-4.1, З1, З2, З3)
2. Времена страдательного залога. (УК-4.1, З1, З2, З3)
3. Перевод из прямой речи в косвенную. Согласование времён. (УК-4.1, З1, З2, З3)
4. Условные предложения. (УК-4.1, З1, З2, З3)
5. Модальные глаголы и их эквиваленты. (УК-4.1, З1, З2, З3)

За выполнение контрольной работы на практическом занятии студенты получают максимум 2 балла за каждую контрольную работу.

Practical work № 1
High Level
(Формируемые компетенции: УК-4)

Maximum scores - 15
The assignment is done as a file in doc, pdf format. Practical work No. 1 consists of five tasks. Each task is for a maximum of 3 scores.
The task is done without mistakes - 3 scores.
The task isn't done in full or with a few grammatical mistakes - 0-2 scores.
The task is not completed or there are many grammatical mistakes – 0 score.

Task 1. Skim the text and give answers to the questions about international monetary organizations operating. (УК-4.1, 4.2, 4.3)

The World Bank and the World Trade Organization

The World Bank Group, like the International Monetary Fund (IMF), was created as a part of the Bretton Woods Agreement in 1945 and consists of five underlying institutions. Its goal is to provide "financial and technical assistance to developing countries around the world" in an effort to "reduce poverty and support development." The World Bank pursues its objectives by delivering financial assistance to developing nations. It gives low- or no-interest loans and grants to finance "a wide array of investments in such areas as education, health, public administration, infrastructure, financial and private sector development, agriculture, and environmental and natural resource management."

The World Trade Organization (WTO) was officially founded in1995. The WTO headquarters is located in Geneva, Switzerland. Like the IMF and the World Bank, the WTO is funded by its members. It claims to be "the only global international organization dealing with the rules of trade between nations." The WTO's efforts center on developing trade agreements between nations to encourage cross-border commerce. This includes setting up the agreements, interpreting the agreements and facilitating dispute settlement. The WTO seeks to facilitate cross-border trade.

While all three organizations promote themselves as fostering positive developments, not everyone agrees with their self-assessments. The organizations do provide financial assistance to countries in need, but like just about every other known method of obtaining financial resources, the money comes with strings attached and the motives behind the initiatives are often in question. For example, what these groups refer to as "promoting economic growth," their detractors view as a blueprint for destroying the local economy and despoiling the environment with globalization efforts that benefit only the rich. Protests, including those in Davos, Switzerland, Washington, D.C., Cancun, Mexico, and other major cities are a regular feature at IMF, World Bank, and WTO events.

1. How many institutions does the World Bank Group consist of?
2. What is the goal of the World Bank?
3. In what way does the World Bank achieve its objectives?
4. What areas is the World Bank interested in?
5. When was the World Trade Organization founded?
6. Where is the World Trade Organization located?

7. Where does the World Trade Organization get funds from?
8. What does the World Trade Organization aim to do?
9. Why doesn't everyone agree with positive self-assessment of international monetary organizations?
10. What is the evidence of such negative assessment of international monetary organizations?

Task 2. Match up the verbs with the appropriate nouns. Translate these phrases into Russian language. (УК-4.1, 4.2, 4.3)

1. to obtain	A. agreements
2. to destroy	B. financial resources
3. to encourage	C. rules of trade
4. to facilitate	D. low-interest loans
5. to despoil	E. local economy
6. to set up	F. environment
7. to provide	G. development
8. to give	H. dispute settlement
9. to support	I. cross-border commerce
10. to deal with	J. financial assistance

3 scores

Task 3. Look through the text about International Monetary Fund and make up 10 different questions about this organization. (УК-4.1, 4.2, 4.3)

International Monetary Fund

The International Monetary Fund is an international organization that aims to promote global economic growth and financial stability, to encourage international trade, and to reduce poverty.

The International Monetary Fund (IMF) is based in Washington, D.C. and currently consists of 189 member countries, each has representation on the IMF's executive board in proportion to its financial importance, so that the most powerful countries in the global economy have the most voting power.

The IMF's website describes its mission as "to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world." The IMF's primary methods for achieving these goals are monitoring, capacity building, and lending.

The IMF collects massive amounts of data on national economies, international trade, and the global economy in aggregate, as well as providing regularly updated economic forecasts at the national and international level. These forecasts, published in the World Economic Outlook, are accompanied by lengthy discussions of the effect of fiscal, monetary and trade policies on growth prospects and financial stability.

The IMF provides technical assistance, training and policy advice to member countries through its capacity building programs. These programs include training in data collection and analysis, which feed into the IMF's project of monitoring national and global economies.

The IMF makes loans to countries that are experiencing economic distress in order to prevent or mitigate financial crises. Members contribute the funds for this lending to a pool based on a quota system. IMF funds are often conditional on recipients making reforms to increase their growth potential and financial stability. Structural adjustment programs, as these conditional loans are known, have attracted criticism for exacerbating poverty and reproducing the structures of colonialism.

Task 4. Read the text again and match up the verbs with the appropriate nouns. Translate these phrases into Russian language. Make up sentences with this phrases. (УК-4.1, 4.2, 4.3)

1. to contribute	A. poverty
2. to prevent	B. loans
3. to make	C. funds
4. to monitor	D. economic growth
5. to provide	E. goals
6. to achieve	F. financial crises
7. to promote	G. national economy
8. to secure	H. monetary cooperation
9. to foster	I. updated forecasts
10. to reduce	J. financial stability

Task 5. Prepare a report in writing about positive and negative sides of the international monetary organizations operating. It should contain at least 15 sentences. Your report should include introduction, main part, conclusion and your attitude to the issue. (УК-4.1, 4.2, 4.3)

Practical work № 2

(Формируемые компетенции: УК-4)

Maximum scores - 20
Practical task № 2 consists of five reports on the proposed themes, which are performed in writing and downloaded in doc, pdf format in one file. The report is made completely, the theme is fully disclosed, without grammatical and lexical mistakes - 4 points. The report is not fully executed, the theme is not fully disclosed, there are a few grammatical and lexical mistakes - 0-3 points. The report is not made, the theme is not disclosed, a lot of grammatical and lexical errors-0 points.

Topic 1 (УК-4.1, 4.2, 4.3)

Conduct a research on the proposed topics or any other theme you are interested in, write a scientific article on the theme of research and make a presentation of the article at the student scientific conference. The assignment is performed in writing, uploaded in doc format and submitted orally. Choose one of the following themes for research:

1. Management
2. Public and Municipal Administration
3. Economy of different countries
4. Economics of enterprise
5. Information Technologies in Economics

Topic 2 (УК-4.1, 4.2, 4.3)

Produce your statement about different ways to find a job, how you can get a worthy job. Think of the most popular job that young people in our country would like to have as their future career (express your opinion). Talk about the features that attract young people in this job and about the professional skills and personal qualities that are necessary for this job. Your report should contain at least 15 sentences. Discuss:
Is it easy to choose your future profession?
What attracts you in your future profession?
Can you check whether your choice of the profession is right?
What should you do to achieve your ambitions?
What is more important for success: to have natural abilities or to work hard?
What is your favourite subject at the Institute and why?
Do you agree that doing well at the Institute can lead to good career opportunities?
Was it easy for you to make a decision about your future career?

Topic 3 (УК-4.1, 4.2, 4.3)

Prepare a report about starting up your own business. Describe the steps of starting up your own business and what kind of business is the most suitable for running your own business. Your report should contain at least 15 sentences. Discuss:
Do you think you would enjoy running your own business?
What do you think are the advantages of running your own business?
What do you think are the disadvantages of running your own business?

How many hours a day do you think people have to work?
Is it important to plan your day?
What sort of person makes a good manager?

Topic 4 (УК-4.1, 4.2, 4.3)

Prepare a report about the following topic. You know that computers and information technologies gradually seem to be replacing many things in our life (give your examples). Practically everything is now available on-line. Your report should contain at least 15 sentences. Discuss:
What are advantages and disadvantages of this process?
Is this new way of living to your benefit?
What is the role of science in modern society?
What does new technology enable people to do without leaving their homes?
What appliances help you do your household chores?
What role do computers and information technologies play in your future profession?

Topic 5 (УК-4.1, 4.2, 4.3)

Write a business letter as the answer to the proposed letter. Use the following business letter structure:

1. Letterhead
2. Date
3. Inside address
4. Attention line
5. Salutation
6. Subject line
7. Body of the letter
8. Complimentary close
9. Signature
10. Added information

Dear Mr.Paul,
We are happy to inform you that during the board of directors meeting held on 18th September, your proposal for the provision of internet services to this company in the forthcoming financial year was chosen. Everyone was satisfied with the details mentioned in the proposal. We would like to offer you this contract for one year.
We will be sending a representative from our company to you for completion of the paperwork as you receive the token amount to start with. As you had mentioned, we decided to stick to the price specified in your proposal. The entire amount will be paid in three installments. The first installment will be given on the contract date, and the remaining two within two months at separate times.

We shall rely on your services as your company is well-known for its quality services. We look forward to having a cordial relationship with your company.

Yours Sincerely,
Damaris

Практическое задание № 3
(Выступление с сообщением, аудиторная работа)

(Формируемые компетенции: УК-4)

Maximum score - 10
Practice No. 3 consists of five oral presentations on the proposed topics, each of which is evaluated with a maximum of 2 points.
The task is performed orally and is defended orally in the classroom. The task was completed in full, the topic was disclosed, without grammatical, lexical and phonetic errors - 2 points.
The task was not completed in full, the topic was not fully disclosed, there are a few grammatical, lexical or phonetic errors - 1 point.
The task was not completed in full, the topic was not disclosed, there were many grammatical, lexical or phonetic errors - 0 points.

Classes in a foreign language are held in an interactive form and include tasks aimed at developing different types of speech activity:
- monologue speech (speech to an audience with short messages, a report; participation in discussions, discussions of topical topics using various means of argumentation)
- dialogical speech (compilation of dialogues on a given topic, participation in discussions, discussions of topical issues using various means of argumentation)
- listening (adequate understanding of the information of the oral message)
- reading (the ability to extract information from various sources, to adequately understand, transform and transmit the information received)
- writing (the ability to correctly express one's thoughts in writing, observing the norms of constructing a text (logicality and consistency).

At practical classes in a foreign language, students speak to an audience with prepared reports on the proposed topics:

1. Job Hunting. Job Interview. (УК-4.1, 4.2, 4.3)
2. Communication and professional communication. (УК-4.1, 4.2, 4.3)
3. People and Economy. (УК-4.1, 4.2, 4.3)
4. How to start your own business. (УК-4.1, 4.2, 4.3)
5. How to become a successful manager. (УК-4.1, 4.2, 4.3)

For each presentation with a message in a practical lesson, students receive a maximum of 2 points.

English Language
Final Work (Presentation)

(Формируемые компетенции: УК-4, 4.1, 4.2)

Maximum scores -15

The assignment is done in the form of a file in Power Point. The final work consists of one task and is estimated at a maximum of 15 points. The presentation is made in the Power Point program and reported in the classroom.

The presentation corresponds to the required level, the topic is disclosed, there are no significant grammatical, lexical and phonetic mistakes -10-15 points.

The presentation corresponds to the required level, the topic is not fully disclosed, several grammatical, lexical and phonetic mistakes - 2-10 points.

The presentation does not meet the required level, the topic is not disclosed, a lot of grammatical, lexical and phonetic mistakes - 0 points.

Task

Prepare a presentation in English of any up-to-date news about one of the following topics. Your topic should coincide with your major. Your presentation should contain at least 10 slides, introduction, main part, conclusion and your attitude to the issue.

Choose one of the following themes to describe:

1. Management (УК-4.1, 4.2, 4.3)
2. Public and Municipal Administration (УК-4.1, 4.2, 4.3)
3. Economy of different countries (УК-4.1, 4.2, 4.3)
4. Economics of enterprise (УК-4.1, 4.2, 4.3)
5. Information Technologies in Economics (УК-4.1, 4.2, 4.3)

Test
High level

(Формируемые компетенции: УК-4)

1. The federal budget _____ an analysis of expected future revenue and a detailed plan of spending for the upcoming year.
   A. is provided
   B. provide
   C. provides
   D. is providing
2. We _____ the product on this market when proper advertising had been prepared.
   A. launched
   B. bought
   C. started
   D. grew
3. Keynes proposed to adjust demand through government control of _____ .
   A. money and currency
   B. credit and currency
   C. supply
   D. prices
4. Making false declarations to the tax authorities is called _____ .
   A. fiscal policy
   B. tax avoidance
   C. tax evasion
   D. fraud
5. Reducing the amount of tax you pay to a legal minimum is called _____ .
   A. creative accounting
   B. tax avoidance
   C. tax evasion
   D. forgery
6. The marketing mix consists of four basic marketing strategies: _____ .
   A. product, place, price and promotion
   B. product, place, price and production
   C. property, product, place and price
   D. people, product, place and price
7. The word management refers to the people who are_____ running a business.
   A. in terms of
   B. in charge of
   C. in deal with
   D. due to
8. Managers _____ making sure employees have all the tools they need to do their jobs well.
   A. do responsible to
   B. is responsible for
   C. are responsible for
   D. response on
9. Ways for businesses _____ include buying new land, building new manufacturing plants, opening new sales outlets, expanding product lines, and entering new field of business.
   A. to reduce costs
   B. to buy shares
   C. to consolidate

D. to expand

10. When two companies join together, with one company keeping its corporate identity and the other losing its corporate identity, it is called _____ .
A. an acquisition
B. a merger
C. liabilities
D. sales outlet

11. Businessmen always _____ the market for a product.
A. are investigating
B. had investigated
C. investigate
D. investigates

12. She _____ a formal complaint yesterday.
A. has submitted
B. submits
C. was submitting
D. submitted

13. The travel agent said that he _____ his work the following day.
A. has begun
B. will begin
C. would begin
D. begins

14. John asked me why I _____ longer the day before?
A. haven't stayed
B. hadn't stayed
C. wouldn't stay
D. won't stay

15. He said that Ann _____ a new house that week.
A. has bought
B. bought
C. had bought
D. buys

16. Fred asked me _____ him my telephone number.
A. to give
B. give
C. gives
D. giving

17. We _____ maintain the demand as we hadn't studied the market thoroughly.
A. weren't able to
B. was able to
C. have to
D. managed to

18. We _____ maintain the demand as we hadn't studied the market thoroughly.
A. weren't able to
B. was able to
C. have to
D. managed to

19. The state reduced the period for which the licenses _____.
A. is granted
B. are granting
C. were granted
D. have granted

20. The director _____ just _____ a presentation of a new product to his colleagues.
A. have _____ given
B. has _____ given
C. had _____ given

D. will _____ give

21. Jane said that she _____ her colleagues at the station the following day.
    A. meets
    B. meet
    C. will meet
    D. would meet
22. We don't like the idea of _____ Charles.
    A. inviting
    B. being invited
    C. to invite
    D. invites
23. I don't remember _____ this lady before.
    A. having seen
    B. to have seen
    C. being seen
    D. saw
24. The ability of a bank to pay back people and organizations that have put money in the bank and that want to take their money out.
    A. liquidity
    B. profitability
    C. margin
    D. currency
25. The time when a financial arrangement such as bond or an insurance policy becomes ready to be paid.
    A. yield
    B. deadline
    C. maturity
    D. boom
26. The managing of different types of investments, paying attention to the risk and profits of each in relation to the rest.
    A. time management
    B. staff management
    C. portfolio management
    D. company management
27. The rate charged by a central bank for lending to other banks. Changes in this rate will influence interest rates in the economy as a whole.
    A. exchange rate
    B. discount rate
    C. interest rate
    D. private rate
28. A written agreement or contract between an issuer and the holder that requires the issuer to pay the holder the bond's face value plus the stated amount of interest.
    A. bond
    B. stock
    C. loan
    D. deed
29. A unit of ownership that represents an equal proportion of a company's capital. It entitles its holder to an equal claim on the company's profits and an equal obligation for the company's debts and losses.
    A. blue chip
    B. bond
    C. share
    D. investment

30. A loan where the borrower has promised to give the lender certain assets if they fail to make repayments.
A. fixed loan
B. secured loan
C. interest rate
D. deposit

31. Assets promised by a borrower to a lender if the borrower cannot repay a loan.
A. collateral
B. liquidity
C. liability
D. mortgage

32. The tax people pay on their wages and salaries is called _____.
A. capital transfer tax
B. income tax
C. wealth tax
D. charity

33. An independent national authority that conducts monetary policy, regulates banks, and provides financial services including economic research.
A. international monetary fund
B. corporation
C. central banking
D. government

34. Central banking goals are to stabilize the nation's currency, keep _____ low, and prevent inflation.
A. employment
B. unemployment
C. exchange rate
D. currency

35. Writing down the details of transactions (debits and credits).
A. bookkeeping
B. financial statements
C. creative accounting
D. inventory

36. Keeping financial records, recording income and expenditure, valuing assets and liabilities, and so on.
A. accounting
B. management
C. marketing
D. promotion

37. Something belonging to an individual or a business that has value or the power to earn money.
A. assets
B. liability
C. overheads
D. property

38. An amount of money owed by a business to a supplier, lender etc.
A. costs
B. assets
C. liability
D. deposit

39. A document showing the financial state of a business, at the end of a particular period of time, including its balance sheet, profit and loss account, and other necessary information.

A. expenditure
B. financial statement
C. financial position
D. contract

40. The total amount of money that a government, organization or person spends during a particular period of time.
A. expenditure
B. overheads
C. assets
D. token payment

41. A company's general costs for activities not related to particular products.
A. expenses
B. overheads
C. liability
D. investments

42. Inspection and evaluation of accounts by a second set of accountants.
A. auditing
B. managerial accounting
C. bookkeeping
D. reviewing

43. Managers have to check whether objectives and targets are _____.
A. being achieved
B. cancelled
C. working
D. being promised

44. Top managers whose performance is unsatisfactory can be dismissed by the company's _____.
A. staff
B. personal
C. board of directors
D. lawyer

45. Top managers are responsible for the innovations that _____ a company to adapt to a changing world.
A. can
B. will allow
C. will be able
D. have to

46. Managers logically _____ make sure that the jobs and task given to their subordinates are manageable .
A. is to
B. is able to
C. have to
D. are allowed to

47. There is no point in _____ objectives if you don't communicate them to your staff.
A. giving
B. setting
C. promote
D. taking

48. Managers have _____ their subordinates, and to measure, and try to improve, their performance.

A. to supervise
B. supervising
C. to achieve
D. being supervised

49. A way of dividing a company into separate departments, depending on the tasks they carry out.
A. oligopoly
B. competition
C. functional organization
D. matrix management

50. You _____ better check all the details are correct before we send it off.
A. would
B. had
C. should
D. did

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English Language
Writing assignment № 1
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 5 tasks.

Each Task	Scores
The task has been done completely without mistakes	3
The task has been done incompletely, there are some mistakes	0-2
The task hasn't been done or there are plenty of mistakes	0

Task 1 (УК-4.1, 31,32,33)
Use the verbs in brackets in the appropriate tense form Active or Passive Voice, translate the sentences into Russian and define the tense form and the voice.

16. The business cycle _____(to characterize) by four phases.
17. The diagram _____(to show) fluctuations in the level of economic activity.
18. Last year depression _____ (to accompany) by low output and unemployment.
19. The data stated that aggregate demand _____ (to reach) the highest point.
20. Next year in boom conditions aggregate demand _____ (to exceed) substantial output level.
21. The forecasts inform that in summer falls in output and employment _____(to bring) by demand falls.
22. The cost of the work _____ (to estimate) by the firm.
23. We will discuss this problem when the production problem _____ (to settle).
24. We launched the product on this market when proper advertising _____ (to prepare).
25. The experts _____ (to explain) the ins and outs of the stock market.

3 scores

Task 2. (УК-4.1, 31,32,33)
A. Put the sentences in Past Simple and Future Simple Tenses. Use the model: *He can't speak to you now. He couldn't speak to you yesterday. He won't be able to speak to you tomorrow.*

1. You can't do it now. 2. You can't play tennis now. 3. They can't help you now. 4. Mary can't translate the text now. 5. Tom may ring me up now. 6. Children may play the computer now. 7. Students must translate the text now. 8. The first - year students must pass their English test now. 9. He must pay more attention to his studies now.

B. Fill in the blanks *must* or *have to* in correct form.

1. Nancy was feeling ill last night. She ... leave the party early. 2. You really ... work harder if you want to enter the institute. 3. Many children in Britain ... wear school

uniform. 4. Ann's eyes are not very good. She ... to wear glasses for reading. 5. I ... write to my parents. I haven't written to them for ages. 6. I can't comeon Saturday. I ... meet my relatives at the airport. 7. He has forgotten the keys that' s why he … to wait. 8. She has forgotten her bag, that's why she .... to come back. 9. We had nothing to eat, that's why we .... to buy some products.

C. Fill in *should* or *must/ have to.* Remember, in some cases should so as *must/ have to* can be used.

1. A person ... eat in order to live. 2. A person ... eat a balanced diet. 3. If you want to become a doctor, you ... go to medical school for тапу years. 4. We ... go to Colorado for our vacation. 5. According to my academic advisor, I ... take another English course. 6. I ... write to my folks tonight, but I think I'll wait and do it tomorrow. 7. You ... have a passport if you want to travel abroad. 8. Everyone ... have certain goals in life. 9. Rice … have water in order to grow. 10. I ... go to class, but I don't feel good. I think I'd better stay home. 11. If a door is locked, you ... use a key to open it. 12. I don't have enough money to take the bus, so I ... walk home. 13. If you don't know how to spell a word, you ... look it up in the dictionary. 14. This pie is very good. You ... try a piece. 15. This pie is excellent! You ... try a piece.

D. Complete the sentence using *can, could* or (*be) able to*. Use *can* if possible; otherwise use (*be) able to.* Use the model: *George has traveled a lot. He can speak four languages.*

1. Sandra …….. drive but she hasn't got a car. 2. I can't see you on Friday but I ……. meet you on Saturday morning. 3. Although the fire spread quickly, everybody …….. to escape. 4. Ann had given us good directions and we …… to find her house. 5. My grandfather was a very clever man. He …. speak five languages. 6. They didn't want to come with us at first but we ….. persuade them.

3 scores

Task 3. (УК-4.1, 31,32,33)
Complete the second sentence so it means the same as the first. You can use modal verbs and their equivalents.

1. It is not necessary to work twenty-four hours a day.
You _____ work twenty-four hours a day.
2. They can't go home until they have finished the report.
They _____ finish the report before they go home.
3. It is essential not to give up.
You_____ give up.
4. I think it's a good idea to buy some shares.
You _____ buy some shares.
5. Running a private business is forbidden here.
You _____ run a private business here.
6. I strongly suggest you advise a lawyer.
You _____ advise a lawyer.
7. You can't find a job but I think it's a bad idea to start a business.
You _____ start a business just because you can't find a job.

3 scores

Task 4. (УК-4.1, 31,32,33)
A. Write the following sentences in indirect speech.
Pay attention to *backshift* and the changes to pronouns, time, and place.

1. Two weeks ago, he said, “I visited this museum last week.”
   → Two weeks ago, he said that ….
2. She claimed, “I am the best for this job.”
   → She claimed that …..
3. Last year, the minister said, “The crisis will be overcome next year.”
   → Last year, the minister said that …...
4. My riding teacher said, “Nobody has ever fallen off a horse here.”
   → My riding teacher said that …….
5. Last month, the boss explained, “None of my co-workers has to work overtime now.”
   → Last month, the boss explained that …...

B. Rewrite the question sentences in indirect speech.

1. She asked, “What did he say?”
   → She asked …….
2. He asked her, “Do you want to dance?”
   → He asked her …...
3. I asked him, “How old are you?”
   → I asked him …...
4. The tourists asked me, “Can you show us the way?”
   → The tourists asked me …….
5. The shop assistant asked the woman, “Which jacket have you already tried on?”
   → The shop assistant asked the woman …...

C. Rewrite the demands/requests in indirect speech.

1. The passenger requested the taxi driver, “Stop the car.”
   → The passenger requested the taxi driver …..
2. The mother told her son, “Don’t be so loud.”
   → The mother told her son …..
3. The policeman told us, “Please keep moving.”
   → The policeman told us …...
4. She told me, “Don’t worry.”
   → She told me …...
5. The zookeeper told the children, “Don’t feed the animals.”
   → The zookeeper told the children …….

3 scores

Task 5. (УК-4.1, 31,32,33)
Open the brackets to form conditionals. Mind mixed conditionals!

1. If Felix (to be) _____ here I would have seen him.
2. Michael would not agree even if you (to ask) _____ him.
3. If they (mention) _____ this yesterday, everything would have been done.
4. If I (to find) _____ that letter, I'll show it to you.
5. If I meet him, I (to invite) _____ him.
6. Would they come if we (to invite) _____them?
7. The boss (be) _____ very disappointed if you aren't at the meeting tomorrow.
8. The teacher said, "I'll begin the lesson as soon as Jack _____ (stop) talking."
9. The old gentleman doesn't go out in winter. He _____ (go) out if the weather gets warmer.
10. She's flying to Cairo tomorrow. She'll send her family a telegram providing she _____ (arrive) with a delay.
11. If the plane had left on time, they _____ (be) in Minsk now.
12. If they hadn't walked 40 km, they _____ (not / be) exhausted now.
13. What would have become of us, if I _____ (come) to you then!'
14. He would have been scrupulous — if he (can) _____ !
15. What is the answer if you (add) _____ 17 to 75?

3 scores

English Language
Writing assignment № 2
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 10.
The assignment should be done in the format doc.
The writing assignment consists of 5grammar tests which are completed during the lessons.

Each grammar test	Scores
The test has been done completely without mistakes	2
The test has been done incompletely, there are some mistakes	0-1
The test hasn't been done or there are plenty of mistakes	0

During the practical lessons in a foreign language, tests are conducted on the following grammatical topics:

1. Active Voice (УК-4.1, 31,32,33)

2. Passive Voice (УК-4.1, 31,32,33)

3. Direct and Indirect Speech(УК-4.1, 31,32,33)

4. Conditionals(УК-4.1, 31,32,33)

5. Modal Verbs and their equivalents (УК-4.1, 31,32,33)

English Language
Practical assignment № 1
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 15.
The assignment should be done in the format doc.
The writing assignment consists of 5 tasks.

Each task	Scores
The task has been done completely without mistakes	3
The task has been done incompletely, there are some mistakes	0-2
The task hasn't been done or there are plenty of mistakes	0

Task 1 (УК-4.2, У2, У4)
Read the article and put these words from the table below into the spaces in the article. Translate the article into the Russian language.

allow	*sure*
shortages	*which*
largely	*population*
policy	*economy*
fill	*enough*
industries	*find*
aging	*life*
approved	*fertility*

Japan is changing its immigration (1) _____ because it needs workers. Japan is an (2) _____ society. This means it does not have enough workers to work in many jobs. Japan's government has decided to (3) _____ many workers from other countries into the country to help (4) _____ the jobs. Japan's Prime Minister Shinzo Abe said his government will meet on December 28 to approve the plan. If the plan is (5) _____, it will become law on April 1. The new law would allow up to 345,000 foreign workers to help with labor (6) _____. Many of these workers will work in the construction, fishing, healthcare and agriculture (7) _____. They will be (8) _____ low-skilled workers and will need to pass a Japanese language test.

Japan's Chief Cabinet Secretary Yoshihide Suga said on Saturday that Japan had to change and allow more foreign workers in to help the (9) _____. He said: "If Japan simply continued along the same path, we would (10) _____ ourselves in a very difficult situation." He also said the government would make (11) _____ the foreign workers can quickly adjust to (12) _____ in smaller Japanese cities and towns. He said: "We want to ensure they have the right environment in (13) _____ to live and work." Japanese people are having fewer children. The (14) _____ rate is now only 1.4 children per woman. The rate should be 2.1 for Japan to have (15) _____ Japanese workers. Japan's (16) _____ is already dropping by about 400,000 people a year.

3 scores

Task 2 (УК-4.2, У2, У4)

Read the article again and decide whether these statements are true or false. If they are false, correct them.

1. Japan is changing its policy towards immigration. **T / F**
2. Japan does not have enough workers because too many citizens are old. **T/ F**
3. A new immigration plan would not become law until 2020. **T / F**
4. Workers from overseas must pass a Japanese language test. **T / F**
5. A government secretary said Japan must change or face difficulties. **T / F**
6. Foreign workers will not receive help to adjust to life in Japan's cities. **T / F**
7. The fertility rate in Japan is 2.1 children per woman. **T / F**
8. The article says Japan's fertility rate needs to be 1.4. **T / F**

3 scores

Task 3 (УК-4.2, У2, У4)

Read the article again and make up your own eight different questions.

3 scores

Task 4 (УК-4.2, У2, У4)

Match up these words with their definitions and translate them into Russian language.

1.	immigration	a.	Let someone enter a place or go in a particular direction.
2.	policy	b.	The action of coming to live permanently in a foreign country.
3.	allow	c.	Say yes or agree to or accept as being OK.
4.	approve	d.	Workers, especially those who work with their hands.
5.	labor	e.	A course of action by a government, party, business, or individual.
6.	shortages	f.	The farming of fruit and vegetables and the keeping of animals to provide food, wool, and other products.
7.	agriculture	g.	Situations in which there is not enough of something that is needed.
8.	economy	h.	The course or direction in which a person or thing is moving.
9.	path	i.	The ability of men and woman to create children.

10.	adjust	j.	The money and things of a country or region, especially in terms of the making and using of goods and services.
11.	ensure	k.	Change or move something slightly to get the appearance or result we want.
12.	fertility	l.	A measure, quantity, or frequency, usually one measured against some other quantity or measure.
13.	rate	m.	Make certain that something will happen.
14.	population	n.	All the people who live in a particular town, area, or country.

3 scores

Task 5 (УК-4.2, У2, У4)

There are some ways how a government can increase the number of workers it has. Think about advantages and disadvantages of these ways and complete the table. Then produce the statement about whether you consider immigration is a good thing or isn't. Prove your ideas and give some arguments. Your statement should contain at least 15 sentences.

	Advantages	**Disadvantages**
Raise retirement age		
Foreign workers		
Robots		
Lower minimum working age		
Stop emigration		
Overseas call centers		

3 scores

English Language
Practical assignment № 2
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 20.
The assignment should be done in the format doc.
The writing assignment consists of 5 written reports on the proposed topics, which are evaluated each with a maximum of 4 scores. Each report should consist of 15 sentences.
The assignment is completed in writing and uploaded in doc. format as a single file.

Each report	Scores
The report is made completely, the theme is fully disclosed, without grammatical and lexical mistakes.	4
The report is not made completely, the theme is not fully disclosed, there are a few grammatical and lexical mistakes.	0-3
The report is not made, the theme is not disclosed, a lot of grammatical and lexical mistakes.	0

Topic 1 (УК-4.2, У2, У4)

Write a business letter as the answer to the proposed letter. Use the following business letter structure:

11. Letterhead
12. Date
13. Inside address
14. Attention line
15. Salutation
16. Subject line
17. Body of the letter
18. Complimentary close
19. Signature
20. Added information

Dear Sir,
Last April, you were good enough to grant me a credit of £5,000, which was repaid within the agreed period. I now require a further loan to enable me to proceed with work under a contract with the Municipal Council for building an extension to their King's Road School.
I need the loan to purchase building materials at a cost of about £6,000. The contract price is £20,000 payable immediately upon satisfactory completion of the work on or before 30th September next year.
I should be glad if you could grant me a loan of £5,000 for a period of 9 months.
I enclose a copy of my latest audited balance sheet and will be glad to call at the bank at your convenience to discuss the matter.
Yours faithfully,
Joan McAllister

Topic 2 (УК-4.2, У2, У4)

Produce your statement about different ways to find a job, how you can get a worthy job. Think of the most popular job that young people in our country would like to have as their future career (express your opinion). Talk about the features that attract young people in this job and about the professional skills and personal qualities that are necessary for this job. Your report should contain at least 15 sentences. Discuss:
Is it easy to choose your future profession?
What attracts you in your future profession?
Can you check whether your choice of the profession is right?
What should you do to achieve your ambitions?
What is more important for success: to have natural abilities or to work hard?
What is your favourite subject at the Institute and why?
Do you agree that doing well at the Institute can lead to good career opportunities?
Was it easy for you to make a decision about your future career?

Topic 3 (УК-4.2, У2, У4)

Prepare a report about starting up your own business. Describe the steps of starting up your own business and what kind of business is the most suitable for running your own business. Your report should contain at least 15 sentences. Discuss:
Do you think you would enjoy running your own business?
What do you think are the advantages of running your own business?
What do you think are the disadvantages of running your own business?
How many hours a day do you think people have to work?
Is it important to plan your day?
What sort of person makes a good manager?

Topic 4 (УК-4.2, У2, У4)

Prepare a report about the following topic. You know that computers and information technologies gradually seem to be replacing many things in our life (give your examples). Practically everything is now available on-line. Your report should contain at least 15 sentences. Discuss:
What are advantages and disadvantages of this process?
Is this new way of living to your benefit?
What is the role of science in modern society?
What does new technology enable people to do without leaving their homes?
What appliances help you do your household chores?
What role do computers and information technologies play in your future profession?

Topic 5 (УК-4.2, У2, У4)

Prepare a report about any up-to-date news about one of the following topics. Your topic should coincide with your major. Your report should contain at least 15 sentences, introduction, main part, conclusion and your attitude to the issue.
Choose one of the following themes to describe:

6. Management
7. Public and Municipal Administration
8. Economy of different countries
9. Economics of enterprise
10. Information Technologies in Economics

English Language
Practical assignment № 3
Middle Level

(Формируемые компетенции: УК-4)

Maximum scores – 10.
The practical assignment consists of 5 oral statements on the proposed topics, which are evaluated each with a maximum of 2 scores. The statement is presented orally during the lessons.

Each statement	Scores
The statement is made completely, the theme is fully disclosed, without grammatical, phonetic and lexical mistakes.	2
The statement is not made completely, the theme is not fully disclosed, there are a few grammatical, phonetic and lexical mistakes.	0-1
The statement is not made, the theme is not disclosed, a lot of grammatical, phonetic and lexical mistakes.	0

During the practical lessons in a foreign language, students present prepared statements on the following topics to the audience:

1. Job Hunting. Job Interview. (УК-4.1, 4.2, 4.3)
2. Communication and professional communication. (УК-4.1, 4.2, 4.3)
3. People and Economy. (УК-4.1, 4.2, 4.3)
4. How to start your own business. (УК-4.1, 4.2, 4.3)
5. How to become a successful economist. (УК-4.1, 4.2, 4.3)

English Language
Final assignment
(Формируемые компетенции: УК-4, 4.1, 4.2)

Maximum scores - 15
The assignment in the format doc, pdf, ppt, xls.
The task is to prepare a presentation.

Presentation	Scores
The presentation is submitted in electronic form and in oral form, the topic is disclosed, there are no significant grammatical, phonetic and lexical mistakes.	15
The presentation is submitted in electronic form, the topic is disclosed, there are no significant grammatical and lexical mistakes.	10
The presentation is submitted in electronic form, the topic is not fully disclosed, there are minor grammatical errors.	2
The presentation is not submitted or there are plenty of grammatical mistakes.	0

Task:

Prepare a presentation in English of the up-to-date news about one of the following topics. Your topic should coincide with your major. Don't forget to follow the structure of the presentation: introduction, description of the topic, presenting of the material in a logical order, your opinion and conclusion. Your presentation should contain at least 10 slides.

Choose one of the following themes to describe:

1. Management (УК-4.1, 4.2, 4.3)
2. Public and Municipal Administration (УК-4.1, 4.2, 4.3)
3. Economy of different countries (УК-4.1, 4.2, 4.3)
4. Economics of enterprise (УК-4.1, 4.2, 4.3)
5. Information Technologies in Economics (УК-4.1, 4.2, 4.3)

Test Part 4

Middle Level

(Формируемые компетенции: УК-4, 4.1, 4.2)

51. A proportion of the membership needed to conduct official business. It may be a set number of members or a percentage of members.
    a. team
    b. quorum
    c. meeting
    d. minutes
52. The meeting follows a standard order of business, which is called _____ .
    a. a quorum
    b. minutes
    c. an agenda
    d. a report
53. The secretary reads the _____, which are a written record that outlines the decision made at the last meeting.
    a. minutes
    b. agenda
    c. quorum
    d. project
54. Businesses that buy large quantities of goods from manufacturers, store the goods, and then resell them to other businesses are called _____ .
    a. retailers
    b. wholesalers
    c. customers
    d. transactions
55. A business that sells goods to members of the public, rather than to shops.
    a. a consumer
    b. a wholesaler
    c. a retailer
    d. a shipper
56. A person or organization that helps to arrange agreements or business deals between other people or organizations.
    a. a supplier
    b. a customer
    c. a retailer
    d. an intermediary
57. The marketing mix consists of four basic marketing strategies: _____ .
    a. product, place, price and promotion
    b. product, place, price and production
    c. property, product, place and price
    d. people, product, place and price
58. The word management refers to the people who are_____ running a business.
    a. in terms of
    b. in charge of
    c. in deal with
    d. due to
59. Managers _____ making sure employees have all the tools they need to do their jobs well.
    a. do responsible to
    b. is responsible for
    c. are responsible for
    d. response on

60. Ways for businesses _____ include buying new land, building new manufacturing plants, opening new sales outlets, expanding product lines, and entering new field of business.
    a. to reduce costs
    b. to buy shares
    c. to consolidate
    d. to expand
61. When two companies join together, with one company keeping its corporate identity and the other losing its corporate identity, it is called _____ .
    a. an acquisition
    b. a merger
    c. liabilities
    d. sales outlet
62. Businessmen always _____ the market for a product.

E. are investigating
F. had investigated
G. investigate
H. investigates

63. She _____ a formal complaint yesterday.

E. has submitted
F. submits
G. was submitting
H. submitted

64. An Equal Pay Act _____ into force in Britain in December 1975.

A. came
B. comes
C. has come
D. will come

65. They _____ several attempts recently to do this hard job.

A. make
B. made
C. are making
D. have made

66. They usually … their European meeting in Paris.

A. are holding
B. hold
C. holds
D. have held

67. I _____ good money for this work very soon.

A. got
B. will get
C. get
D. have got

68. I _____ since lunchtime.

A. haven't eaten
B. didn't eat
C. don't eat
D. am not eating

69. How long _____ your present job?

A. did you do
B. you are doing
C. have you been doing
D. you have been doing

70. When I got to the shop, it _____.

A. has closed
B. had closed

C. closed
D. is closing

71. We hope that they … happily for many years.
A. had lived
B. will have lived
C. shall live
D. will live

72. Look! He _____.
A. is swimming
B. swims
C. swim
D. will swim

73. He often _____ flowers to his girl-friend.
A. is buying
B. has bought
C. buys
D. buy

74. I suggested meeting again after we _____ proposals.
A. read
B. have read
C. will read
D. had read

75. Tomorrow they _____ everything in their power to help us.
A. do
B. did
C. will do
D. have done

76. He cut himself while he _____ his car.
A. repairs
B. is repairing
C. was repairing
D. has repaired

77. Last year they _____ their best to make management at your work place more effective.
a. do
b. have done
c. did
d. will do

78. If he _____ her address, he would write to her.
A. knows
B. knew
C. had known
D. has known

79. If he had been at the concert, he _____ it.
A. will enjoy
B. would enjoy
C. would have enjoyed
D. enjoys

80. If we _____ a taxi, we would have missed the plane.
A. have taken
B. hadn't taken
C. had taken
D. has taken

81. I would have answered her letter long ago, if I _____ her address.
a. knew
b. have known
c. had known

d. has known

82. I wish I _____ two foreign languages.
a. speak
b. spoke
c. will speak
d. would speak

83. If I were you, I _____ at home tonight.
a. would stay
b. will stay
c. stay
d. stayed

84. He said that he _____ English very well.
a. understands
b. understood
c. has understood
d. have understood

85. The travel agent said that he _____ his work the following day.
a. has begun
b. will begin
c. would begin
d. begins

86. John asked me why I _____ longer the day before?
a. haven't stayed
b. hadn't stayed
c. wouldn't stay
d. won't stay

87. He said that Ann _____ a new house that week.
a. has bought
b. bought
c. had bought
d. buys

88. Fred asked me _____ him my telephone number.
a. to give
b. give
c. gives
d. giving

89. We _____ maintain the demand as we hadn't studied the market thoroughly.
a. weren't able to
b. was able to
c. have to
d. managed to

90. He said that he _____ spending weekends at home.
a. doesn't prefer
b. didn't prefer
c. won't prefer
d. will prefer

91. Sally asked me if I _____ ice-cream.
a. like
b. likes
c. had liked
d. liked

92. He gave up _____.
a. to smoke
b. smoking
c. smoke
d. smokes

93. She refused _____ me 5 dollars.
a. to lend
b. lending
c. lend
d. lends
94. He is good at _____ things.
a. to repair
b. repair
c. repairs
d. repairing
95. She showed them how _____ the safe.
a. opening
b. to open
c. open
d. opens
96. I used _____ to the cinema a lot.
a. to go
b. go
c. goes
d. going
97. I am not used to _____ up early.
a. to get
b. get
c. gets
d. getting
98. This game is _____ to be for five year-olds, but I think a two year-old could do it!
a. expected
b. required
c. obliged
d. supposed
99. The version of the film I saw had been _____ censored.
a. strongly
b. deeply
c. great
d. heavily
100. There has been so much media _____ of the summit that I'm completely fed up with it.
a. circulation
b. attention
c. broadcasting
d. coverage

ENGLISH LANGUAGE
WRITING ASSIGNMENT No. 1

(Формируемые компетенции: УК-4)

Maximum score - 15
The answer is in the form of a doc file.
Work directly on the downloaded file.
Place your answers under each question. The text in the computer set should be made on a page of A4 format, 14 point size, one and a half intervals.

Criterion	Number of points
Error-free execution of all tasks	10
Error-free execution of tasks 1.1 - 1.3.	3
Error-free execution of tasks (drawing up a dialogue) 2.1. - 2.3.	4
Error-free execution of the task 2.4. (writing a letter: adhering to the structure of the letter, specifying the addressee and addressee, using speech cliches, opening and closing phrases, disclosing the subject of the letter) 3	3

1. Replace the abstracts of the letter in the correct order. (УК-4.1, 31,32,33)

1.2. Translate the final version of the letter into Russian.

Your ref
Ourref NW/lea

Ms M Russell
Ashworth Bookshops Ltd
234 Hogden Rd
Bristol BS7 9XS

23 July 2001

Universal
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Dear Ms Russell

a. Both of these books are very competitively priced and we offer attractive discounts to booksellers.

b. After years of research, we have now produced THE WORLDWIDE ENCYCLOPAEDIA, an important new work for the home, containing information on thousands of subjects. It is available as a set of three volumes, as a one-volume shortened edition and as a multimedia CD-ROM.

c. On August 18th-19th, I will be in your area and I would be very grateful if I could meet you and show you our new books. Would Tuesday, August 19th at 11.30 a.m. be convenient for you?

d. I am writing to introduce two important new books just published by Universal Books Ltd.

e. I look forward to hearing from you.

f. Our second new book is THE COMPLETE COLLECTION OF BUSINESS LETTERS, containing 3000 ready-to-use letters. All a business person has to do is choose the letter that they want, make a few small changes and then give it to a secretary to type. It is available in hardback and paperback, and as a special book +CD-R0M pack.

Yours sincerely

N. Westwood
Nigel Westwood
Sales Representative

1.3. Answer the following questions:

a) What is the aim of the letter?

b) What new books are offered in this letter?

c) When will Nigel come to Bristol?

d) Are these books useful? Why?

2. Read the situation, think it over and do the following tasks: phone to the company and find out when your order will be executed and write a letter of complaint, use the information below. (УК-4.1, 31,32,33)

2.1. Imagine that you are working in a trading company.

You have a contract with an American company for the supply of a large batch of meat. Your business partner from New York is calling on the issue of delivery delay of goods to Russia. He explains you that the ship, which is to deliver the order, needs urgent repairing.

He asks to transfer the delivery 2 weeks later. However, you have already got an obligation, in accordance with which you just need to get your product in time or you will suffer a loss.

2.2. Answer the following questions:

1. Do you agree to change the delivery terms?
2. Why is it so important to you not to change the terms?
3. Is there a possibility to find the other ship?
4. Is there a possibility to repair the ship?
5. Should you refuse the services of the company and quickly find another supplier or better try to reduce the delay, or to find another ship?
6. Do you have any other ideas?

2.3. While making your dialogue you should follow the instructions:

- phone to the supplier company;
- discuss the possibility of accelerating the delivery;

- offer the possible scheme of action, from your point of view (for example a search of another vessel);
- express your confidence in the future cooperation between your companies.

Don't forget to mention the following issues in your conversation:

- inform that urgent delivery is very important for you *(сообщите, что срочная поставка товара для вас имеет первостепенное значение);*
- insist that in this case you will require to pay penalty and all the expenses connected with the problems arisen*(настаивайте на том, что в противном случае вам придется потребовать выплаты штрафов и покрытия всех ваших убытков, возникших вследствие неисполнения контрактных обязательств);*
- say that these long terms of delivery are not acceptable at all *(убедите, что не можете согласиться с очень длительными сроками поставки);*
- share your ideas on the problem*(поделитесь своими соображениями и сделайте предложение по данному вопросу);*
- сообщите, что вопрос можно считать решенным, и вы рады прийти к соглашению.

2.4. Write down a letter of complaint:

- say exactly what is wrong;
- make a point connected with this;
- demand immediate action;
- ask for a compensation;
- give a warning.

Foreign language
Written work No. 2
(Execution of control works, classroom work)

(Формируемые компетенции: УК-4)

Maximum score - 10
Written work No. 2 consists of five tests, each rated at a maximum of 2 points.
The assignment is carried out in writing and is defended orally in the classroom. Five tests, each rated for a maximum of 2 points

The task was completed in full, without grammatical, lexical and phonetic errors	2 points
The task was not completed in full, there are not a large number of grammatical, lexical or phonetic errors	1 point
The task was not completed in full, there are many grammatical, lexical or phonetic errors	0 points

Foreign language classes are interactive and include tasks aimed at developing different types of speech activity: - monologue speech (presentation to an audience with short messages, a report; participation in discussions, discussions of topical topics using various means of argumentation) - dialogical speech (drawing up dialogues on a given topic, participation in discussions, discussions of current topics using various means of argumentation) - listening (adequate understanding of the information of the oral message) - reading (the ability to extract information from various sources, to adequately understand, transform and transmit the information received) - writing (the ability to correctly express one's thoughts in writing, observing the norms for constructing the text (consistency and consistency)).
In practical classes in a foreign language, tests are carried out on the following grammatical topics:
1. Present group times (УК-4.1, 31,32,33)
2. Times of the Past group (УК-4.1, 31,32,33)
3. Methods of transmitting future tense (УК-4.1, 31,32,33)
4. Passive voice (УК-4.1, 31,32,33)
5. Conditional sentences (УК-4.1, 31,32,33)

For the performance of the test in the practical lesson, students receive a maximum of 2 points for each test.

ENGLISH LANGUAGE

Low Level

Practical task № 1

(Формируемые компетенции: УК-4)

The maximum score is 15 (in total).

The answer should be provided in the form of an oral report or a message in the form of 1 file in doc. format and 1 Power Point file.

Evaluation criteria	
Composing a message	**– up to 5 points**
Preparation of a presentation on the issue	**– up to 5 points**
The work is done in full (answers to questions and presentation)	**– up to 15 points**

PRACTICE № 1

Below you are offered topics, one of which you need to choose, in order to write a research paper. The work should be in the form of an abstract and have a research focus. The volume of work is at least three pages.

The work is written in Russian, examples are given in English, with translation into Russian. The English text is highlighted in bold, dash and Russian translation is given in italics. A logical introduction and conclusion are required. The introduction explains the purpose of the study. The conclusion summarizes the results obtained. The list of references is drawn up in accordance with the general requirements of GOST.

Make a presentation based on your work, it should include key points, examples in English and a list of sources.

1. Terminology of your specialty in English. (УК-4.1, 4.2, 4.3)

2. Foreign inclusions in Russian advertising texts. (УК-4.1, 4.2, 4.3)

3. The characteristic features of the language of English advertising texts. (УК-4.1, 4.2, 4.3)

4. Proper name as a way of word formation. (УК-4.1, 4.2, 4.3)

5. Phraseological turns with a proper name component. (УК-4.1, 4.2, 4.3)

6. Abbreviated words and terms in English. (УК-4.1, 4.2, 4.3)

7. "False friends of the translator" in intercultural communication. (УК-4.1, 4.2, 4.3)

8. Terminological parallels, pros and cons. (УК-4.1, 4.2, 4.3)

9. English-language trademarks in advertisements (УК-4.1, 4.2, 4.3)

10. Ways to shorten words in English (УК-4.1, 4.2, 4.3)

11. Methods for decoding abbreviated words and terms in English. (УК-4.1, 4.2, 4.3)

12. Phraseologisms in English speech. (УК-4.1, 4.2, 4.3)

13. Use of phraseological units in English business speech. (УК-4.1, 4.2, 4.3)

14. Ways to form new words. (УК-4.1, 4.2, 4.3)

15. Principles of design and writing a business letter. (УК-4.1, 4.2, 4.3)

16. New meanings of old words and terms. (УК-4.1, 4.2, 4.3)

17. Processes and causes leading to the emergence of new words. (УК-4.1, 4.2, 4.3)

18. The role of advertising in business development. (УК-4.1, 4.2, 4.3)

19. Basic rules of public speaking in a foreign language. (УК-4.1, 4.2, 4.3)

20. The role of social networks in business. (УК-4.1, 4.2, 4.3)

21. The language of leadership (how to choose the right words so that your orders are heard by subordinates). (УК-4.1, 4.2, 4.3)

22. The perception of advertising and the attitude of young people towards it. (УК-4.1, 4.2, 4.3)

23. The language of modern management and its features. (УК-4.1, 4.2, 4.3)

24. Reflection of historical processes in the state symbols of the country. (УК-4.1, 4.2, 4.3)

25. Blog as a means of interpersonal communication. (УК-4.1, 4.2, 4.3)

26. Cultural factor in the study of a foreign language. (УК-4.1, 4.2, 4.3)

ENGLISH LANGUAGE

Low Level

Practical task number 2

(Формируемые компетенции: УК-4)

The maximum score is 20 (in total).

The answer should be provided in the form of an oral report or a message in the form of 1 file in doc format. and 1 Power Point file.

Evaluation criteria	
Written answers to questions	– up to 10 points
Preparation of a presentation on one of the questions	– up to 5 points
Detailed answer with a presentation on one of the questions	– up to 5 points
The work is done in full (answers to questions and presentation) -	**– up to 20 points**

Task 1. (УК-4.1, 4.2, 4.3)

• This assignment will allow you to learn a lot about the history and geography of the countries of the target language. You can find this country-specific information in Internet sources.

• Answer the following questions in English. Answers can be quite short and should be one or two sentences.

• One of the questions that will interest you the most should be set out in expanded form. On this issue, it is necessary to prepare a small presentation in electronic form (Power Point, 5-6 slides), which must be provided with photographs and text in English, as well as a small dictionary, that is, key phrases and words in English with translation for understanding.

10. What part of the United Kingdom is situated in the north?
11. What is the name of the biggest river of the UK?
12. How many people live in the capital of the UK?
13. When was the great English playwright Shakespeare born?
14. Where do English students wear school form?
15. What is the name of the English comedian who played at the dawn of the silent cinema?
16. What musical group was popular in 1960s in the UK?

17. What is the name of the French woman who lived two centuries ago in England and made wax figures?
18. What animals are popular in
the UK? 10.What sports were born in
England? 11.Who was the famous
Scottish poet? 12.Where do Welsh live?
13.What are the oldest universities of the UK?
14.How old is London?
15.What was the name of the famous detective of Arthur Konan Doyle?
16.In what year was Robert Burns born?
21. At what age do children in the UK usually go to school?
22. Which literary character was the museum on Baker Street in London dedicated to?
23. What is the name of the English legendary hero connected with Sherwood Forest?
24. When is Halloween celebrated?
21.What is the population of the UK?
22.What is the highest mountain in Wales?
23.What sea is situated between the islands of Ireland and Great Britain?
24.Why are the British so fond of talking about the weather?
25.Who is the official head of the UK?
26.What is the most popular square of London?
27.What is the Tower of London now?
28.What plant is the symbol of Britain?
29.Which river flows in London?
34. What is the capital of Scotland?
35. What Chambers does the British Parliament consist of?
36. What was the name of the fearless Englishman who spent many years alone on a desert island?
37. What is the favorite drink of the British?
34.How old is Queen Elizabeth II?
39. What plant is the symbol of Scotland?
40. What is the name of the legendary monster that lives in one of Scotland's lakes?
41. Which city is the capital of Wales?
42. Where is the official residence of the royal family?
39.What is the name of the English flag?
40.What Park is the most popular in London?
41.What colors does the English flag have?

42. What interesting things can be seen at Madame Tussauds?
43. What are the most common English names?
46. What is the colour of a double-decker bus which can be seen on the streets of London?
47. What birds live on the territory of the Tower?
46. What language is spoken in Northern Ireland?
47. What ocean washes the UK?
48. Who sat at the head of the "round table"?
49. What is the highest mountain in the UK?
50. What are the two chambers of the British Parliament?
51. What ball is Rugby played?
54. What sport is played in Wimbledon?
55. What great event happened in London in 1666?
54. What was the profession of Christopher Wren?
55. Why do the Irish coins show the harp?
58. Who was the first English king?
59. Why did the Duke of Wellington become famous?
58. Who and when invented penicillin?
61. Who was the tragic Queen of Scots?
62. What is the name of the saint patron of lovers?

Practical task number 3
(Presentation with a message, class work)

(Формируемые компетенции: УК-4)

Maximum score - 10

Practical task number 3 consists of five oral presentations on the proposed topics, each estimated at a maximum of 2 points.

The assignment is performed orally and is defended orally in the classroom.

The maximum score for the entire task is 10 points	**10 баллов**
The task was completed in full, verbally defended in the classroom, the topic was disclosed, without grammatical, lexical and phonetic errors, each 2 points	**2 балла**
The assignment was not completed in full, verbally defended in the classroom, the topic was not fully disclosed, there are few grammatical, lexical or phonetic errors 1 point	**1 балл**
The task was not completed in full, verbally not defended in the classroom, the topic was not disclosed, there are many grammatical, lexical or phonetic errors 0 points	**0 баллов**

Foreign language classes are interactive and include tasks aimed at developing different types of speech activity:

- monologue speech (presentation to an audience with short messages, a report;
participation in discussions, discussions of topical topics using various means of argumentation)
- dialogical speech (drawing up dialogues on a given topic, participation in discussions, discussions of current topics using various means of argumentation)
- listening (adequate understanding of the information of the oral message)
- reading (the ability to extract information from various sources, to adequately understand, transform and transmit the information received)
- writing (the ability to correctly express one's thoughts in writing, observing the norms for constructing the text (consistency and consistency).

In practical classes in a foreign language, students speak to the audience with prepared messages on the proposed topics:

Message subject	**Maximum score for each presentation**
1. Business Letter. Structure and layout. Letter of application. Job Hunting. Job Interview. (УК-4.1, 4.2, 4.3)	**2**
. Communication and professional communication (УК-4.1, 4.2, 4.3)	**2**
. People and Economy (УК-4.1, 4.2, 4.3)	**2**
. How to start your own business. (УК-4.1, 4.2, 4.3)	**2**
. How to become a successful manager. (УК-4.1, 4.2, 4.3)	**2**

The final task for first-year students
"English"
Low Level

(Формируемые компетенции: УК-4)

1. Select an interesting event that has occurred in the recent period in the field of public, political, cultural or sports life of the country or the world. **(УК-4.1, 4.2, 4.3)**

2. Make a presentation about the event. The presentation should include 6 to 10 slides:
1) theme;
2) a small dictionary, which includes an owl and phrases with translation, which will help listeners understand the content of your speech;
3) photographs from the scene with signatures in the form of dates, numbers, names, titles in a foreign language (but not whole sentences);
4) 10 special and 2 general questions on the topic of the presentation (12 questions in total). 3.

Prepare a presentation on the topic of the presentation in a foreign language. The speech should be built logically: introduction, main part, conclusion.
1) In the introduction, you tell what you want to tell, when and where this event happened or is planned.
2) In the main part, you cover the event directly.
3) In conclusion, you make a conclusion, express your own attitude to this event and explain why you decided to share this news.

4. Compose a dialogue in English on the topic of your news, in which you discuss it with your partner. **(УК-4.1, 4.2, 4.3)**

5. The presentation, the text of the speech and the text of the dialogue are attached as separate files to the Moodle system, in the section "Examination task". **(УК-4.1, 4.2, 4.3)**

Assessment takes place on a **15-point scale:**
6 - points the text for the presentation with questions (3 points - literacy, method and manner of presentation of the text and 3 points - questions),
4 - points - presentation,
5 - points - dialogue (2 points - method and manner of presentation and 3 points - correctness of speech).

Test 3
Low Level
(Формируемые компетенции: УК-4, 4.1, 4.2)

1.According to the text, what is one reason why mergers and acquisitions often fail?Mergers are always headline news. Some financial commentators even regard them as an indicator of the economic health of a nation. Which is strange when you consider that most mergers and acquisitions fail. The deals themselves go through, and regardless of the high costs, the bankers get paid. But then the expected economies of scale prove elusive and there are clashes of corporate cultures. Employees become nervous and less efficient as they worry about losing their jobs. Depending on whose research you believe, 50 to 80 per cent of acquisitions fail to fulfil the strategic objective for which they were designed. Given all this, it is interesting to see a merger which is successful. And that is what seems to have happened when Promo and Truck Ads merged.

a) The costs involved are too high.
b) The companies involved have different attitudes to business.
c) The merger or acquisition is not given a clear goal.
d) Staff leave because they feel their jobs are not secure.

2.Lendel and Watson thought that many of the smaller operators in the industry … Eva Lendel started Promo in 1991, the same year Paul Watson founded Truck Ads. Both companies did the same thing: they ran poster campaigns on trucks for major advertisers. It was a new medium and both companies expanded quickly. It looked so easy and profitable that lots of small operators came into the business – which worried both of them because they felt that these new companies did not really know what they were doing. This, they felt, could have a negative effect on all companies in this sector. So Lendel and Watson formed a trade association to protect the reputation of their businesses. 'Out of all these companies that mushroomed up,' says Watson, 'almost none have survived. They just didn't offer a professional service.'

a) lacked professional standards.
b) had expanded too quickly.
c) wanted to set up a trade association.
d) were making excessive profits.

3.Before the merger, Lendel and Watson were aware that the two companies …Once they had the market largely to themselves, Lendel and Watson competed in some situations and collaborated in others. Whenever one had more campaigns than they could handle, they would subcontract to the other. Finally, Lendel suggested that her company buy Truck Ads. It helped that Lendel and Watson had known and respected each other for years. They knew from the trade association that they had many business values in common. And they knew they would lose business opportunities if they did not get bigger.

a) were already beginning to lose business.
b) had different strengths and weaknesses.
c) were doing too much subcontracting.
d) had similar ideas about business

4.What did Lendel do after the merger had been completed?Turning two workforces into one is never easy. 'Once the merger had gone through, I was relieved that there had been no redundancies,' says Lendel. 'I hadn't realised, though, how much loyalty there was to the Truck Ads brand. This impressed me but also worried me as we had wiped away the brand overnight. So I brought in lots of policies to make everyone feel part of the team and then I saw every employee individually to explain the advantages of the merger for them.'

a) She began putting staff in different teams
b) She refused to make any staff redundant.
c) She explained to all staff how the merger would benefit them.
d) She congratulated the staff on their loyalty to the new company.

5.The production costs are … in our company.

a)low
b)plane
c)poor
d)cheap

6.An exporter must … the foreign market.

a)study
b)learn
c)teach
d)examine

7. Each point of our contract must be discussed very … .

a) carefully
b)often
c)good
d)interesting

8. We were in Canada … week and purchased some new equipment there.
a)past
b)fast
c)cast
d)last

9. Arizona is one of the … states, it's desert.
a)dry
b)drying
c)driest
d)drier

10. We flew right … the mountains and landed on a small lake high up in the mountains.
a)over
b)under
c)inside
d)into

11. What did you … for breakfast?
a)had
b)has
c)having
d)have

12.Does … have many employees in her company?

a)she
b)we
c)I
d)it

13.Укажите русский эквивалент (a – i) для английских слов (1 – 9).

a) lack (of) > нехватка
b) to offer> предлагать
c) home instructions> домашнее обучение
d) degree> степень
e) to introduce> вводить
k) advanced>углубленный
l) research>исследование
m) to attend>посещать
n) average> средний, обычный

14.Укажите время и залог (варианты 1 – 6) глаголов a – f

a) Present Continuous Passive> is being shown
b) Past Continuous Active was> boiling
c) Past Simple Active> contained
d) Present Perfect Passive> have been done
e) Present Perfect Active> has tasted
k) Future Simple Passive> will be developed

15.My brother _____ abroad before, so he enjoyed every moment of his visit to England.

a) wasn't
b) hadn't been
c) haven't been

16.Укажите соответствующее обозначение времени (a – f) для времен (1 – 6).

a)Past Continuous> yesterday at 3 o'clock
b) Present Perfect> since
c) Future Simple> in a month
d) Present Simple> usually
e) Present Continuous> at present
k) Future Perfect> by next Monday

17.Укажите правильный вариант перевода на английский язык слова «чувствительный»

a) sociable
b) sensitive
c) serious
d) separate

18.**Укажите правильный вариант перевода на английский язык слова «**сдержанный»

a) relaxed
b) relayed

c) reserved
d) reminded

19.**Укажите правильный вариант перевода на английский язык слова «**вежливый»

a) popular
b) polite
c) possible
d) plump

20.**Укажите правильный вариант перевода на английский язык слова «**грубый»

a) rude
b) rigid
c) risky
d) rough

21.**Укажите правильный вариант перевода на английский язык слова «**расстроенный»

a) unfortunate
b) unhappy
c) upset
d) upside

22.**Выберите правильное определение.**

a) to queue> to form or join a line while waiting;
b) to bypass> to avoid, make a way round
c) to imagine> to form a picture or idea in the mind
d) to mean> to represent; to have in mind as (for) a purpose
e) to ban> to forbid by law

23.**Выберите подходящий по смыслу модальный глагол (a – d):**

a) Ты *можешь* взять на вечер мою маши ну, я не против> may
b) Я *могу* переплыть это озеро дважды без остановки> can
c) От смеха я не *мог* говорить> could
d) По словам хозяина дома, мы *могли* делать все, что нам угодно> might

24.**Выберите подходящий по смыслу модальный глагол (a – d):**

a) Все студенты *должны* сдавать вступительные экзамены> must
b) Тебе не идет короткая стрижка, ты *должен* отрастить волосы подлиннее> should
c) Вы не *должны* учить всю поэму наизусть, выучите отрывок на выбор> needn't
d) Вы не *должны* нарушать наши правила, иначе будете оштрафованы> mustn't
e) Ты *должен* немедленно пойти и сознаться во всем> must
k) Ты *должен* немедленно снять эту ужасную шляпу> should
l) Ты не *должен* работать в одиночку – это опасно, дождись напарника> mustn't

25.**Закончите предложения.**

a) If I were you> I would stop smoking.
b) If people did not drop litter on streets> our town would be much cleaner

c) If I didn't have a car> I would cycle to work
d) I wish> I had drinking water.-
e) If it were not so late now> I would go to see him
k) If I'm there and see him> I'll tell him about it
l) If you had packed your things beforehand> you would have got to the station in time
m) I would have sent you a postcard while I was on holiday> if I had had your address

26.**Выберите правильный вариант и заполните пропуски** - Do you have any plans for tomorrow? Well, I _____ to have a job interview with an applicant.

a) will go
b) go
c) am going

27.**Выберите правильный вариант и заполните пропуски** Five hundred years ago they _____ tea.

a) drink no
b) do not drink
c) didn't drink

28.**Выберите правильный вариант и заполните пропуски**It _____ Sunday yesterday and the students _____ to school.

a) were; didn't go
b) was; didn't go
c) is; don't go

29. **Выберите правильный вариант и заполните пропуски** He _____ faster than we _____ when we were younger.

a) runs … did
b) run … did
c) ran … do

30. **Выберите правильный вариант и заполните пропуски** Which of you _____ to collaborate with us?

a) want
b) does want
c) wants

31.**Выберите правильный вариант и заполните пропуски** Nobody _____ such nasty weather.

a) doesn't like
b) likes
c) is like

32.**Выберите правильный вариант перевода данного предложения на русский язык**
Сообщили, что делегация уже приехала.

a) The delegation was reported already to arrive.
b) The delegation was reported to have already arrived.

c) The delegation was reported to have already been arrived.

33.**Выберите правильный вариант и заполните пропуски** I can speak English _____ than you.

a) good
b) better
c) the best

34.**Выберите правильный вариант и заполните пропуски** This model is _____ product in the market today.

a) expensive
b) more expensive
c) the most expensive

35.**Выберите правильный вариант и заполните пропуски** My birthday is _____ next Monday

a) on
b) in
c) –

36.**Выберите правильный вариант и заполните пропуски** The concert will start _____ half an hour.

a) in
b) at
c) between

37.**Выберите правильный вариант и заполните пропуски** Simon is going _____ Cambridge on the first of September.

a) in
b) to
c) at

38.**Выберите правильный вариант и заполните пропуски** He combines the simple and the _____ to create a masterpiece.

a) complicated
b) complete
c) complain

39.**Выберите правильный вариант и заполните пропуски** This palace____in the XVII century.

a) was built
b) is built
c) will be built

40.**Выберите правильный вариант и заполните пропуски** Every time the seas ___ by chemical pollutions.

a) are poisoned
b) were
poisoned
c) have been being poisoned

41.**Выберите правильный вариант и заполните пропуски** The program ____ by the company last year.

a) is not used
b) was not used
c) will not be used

42.**Выберите правильный вариант и заполните пропуски** My article ___ at the moment.
a) is typed
b) is being typed
c) is using

43.**Выберите правильный вариант перевода выделенной части предложения**I don't like being asked such questions.

a) задавать такие вопросы
b) когда мне задают такие вопросы
c) когда мне задавали такие вопросы

44.**Выберите правильный вариант и заполните пропуски** Take my best congratulations. Your diploma _____ great impression on everyone today.

a) is made
b) have made
c) has made

45. **Выберите правильный вариант и заполните пропуски** In this hotel dinner___ at 2 p.m.

a) is being served
b) is served
c) are served

46.**Выберите правильный вариант и заполните пропуски** He was very surprised by the _____of the film and by his own popularity.

a) success
b) divorce
c) fiction

47.**Выберите правильный вариант и заполните пропуски** He faces a lot of _____ in his life.

a) challenge
b) changeable
c) character

48.**Выберите правильный вариант и заполните пропуски** He's forty-five. He's _____.

a) old
b) middle-aged
c) young

49.**Выберите правильный вариант и заполните пропуски** Our aim is _____ professional skills.

a) master
b) mastered

c) to master

50.**Выберите правильный вариант и заполните пропуски** Your suggestion needs _____ .

a) discussion
b) to discuss
c) discussing