

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего образования
"Казанский (Приволжский) федеральный университет"
Инженерный институт



УТВЕРЖДАЮ

Проректор по образовательной деятельности КФУ

Проф. Д.А. Таюрский

» _____ 20__ г.

подписано электронно-цифровой подписью

Программа дисциплины

Иностранный язык Б1.О.03

Направление подготовки: 12.04.04 - Биотехнические системы и технологии

Профиль подготовки: Медицинская и клиническая техника

Квалификация выпускника: магистр

Форма обучения: очное

Язык обучения: русский

Год начала обучения по образовательной программе: 2019

Автор(ы): Кочемасова Д.Р. , Усманов Т.Р.

Рецензент(ы): Мадякина Н.Ю.

СОГЛАСОВАНО:

Заведующий(ая) кафедрой: Кондратьева И. Г.

Протокол заседания кафедры No ____ от " ____ " _____ 20__ г.

Учебно-методическая комиссия Инженерного института:

Протокол заседания УМК No ____ от " ____ " _____ 20__ г.

Содержание

1. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения образовательной программы
2. Место дисциплины в структуре основной профессиональной образовательной программы высшего образования
3. Объем дисциплины (модуля) в зачетных единицах с указанием количества часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся
4. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий
 - 4.1. Структура и тематический план контактной и самостоятельной работы по дисциплине (модулю)
 - 4.2. Содержание дисциплины
5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю)
6. Фонд оценочных средств по дисциплине (модулю)
 - 6.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы и форм контроля их освоения
 - 6.2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания
 - 6.3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы
 - 6.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций
7. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля)
 - 7.1. Основная литература
 - 7.2. Дополнительная литература
8. Перечень ресурсов информационно-телекоммуникационной сети "Интернет", необходимых для освоения дисциплины (модуля)
9. Методические указания для обучающихся по освоению дисциплины (модуля)
10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем (при необходимости)
11. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине (модулю)
12. Средства адаптации преподавания дисциплины к потребностям обучающихся инвалидов и лиц с ограниченными возможностями здоровья

Программу дисциплины разработал(а)(и) доцент, к.н. Кочемасова Д.Р. (кафедра иностранных языков, Высшая школа иностранных языков и перевода), DRKochemasova@kpfu.ru ; доцент, к.н. (доцент) Усманов Т.Р. (кафедра иностранных языков, Высшая школа иностранных языков и перевода), TRUsmanov@kpfu.ru

1. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения образовательной программы

Выпускник, освоивший дисциплину, должен обладать следующими компетенциями:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОПК-1	Способен представлять современную научную картину мира, выявлять естественнонаучную сущность проблемы, формулировать задачи, определять пути их решения и оценивать эффективность выбора и методов правовой защиты результатов интеллектуальной деятельности с учетом исследований, разработки и проектирования биотехнических систем и технологий
УК-4	способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия
УК-5	способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия

Выпускник, освоивший дисциплину:

Должен знать:

- правила оформления устной и письменной монологической и диалоговой речи в ситуациях делового и профессионального общения;
- основные способы поиска профессиональной информации, основные приемы аналитико-синтетической переработки информации, правила составления аннотации и реферирования общенаучных текстов (не менее 2500 лексических единиц общего и специального характера, из них около 1000-1500 репродуктивно);
- правила составления и оформления научно-технической документации, научных отчетов, обзоров, докладов и статей.

Должен уметь:

- понимать устную (монологическую и диалогическую) профессиональную речь;
- понимать, переводить, реферировать и аннотировать литературу по узкому и широкому профилю специальности;
- активно владеть наиболее употребительной грамматикой и основными грамматическими явлениями, характерными для профессиональной речи;
- выделять главную и второстепенную информацию при чтении адаптированной и оригинальной литературы;
- оформлять полученную информацию в виде реферата, аннотации, сообщения, доклада;
- самостоятельно повышать уровень языковой компетенции, грамотно и рационально используя различную справочную литературу, словари и Интернет-ресурсы.

Должен владеть:

- нормативным произношением и ритмом речи; наиболее употребительной грамматикой и основными грамматическими явлениями, характерными для общенаучной речи;
- навыками устной коммуникации и применять их для общения на темы учебного, общенаучного и профессионального общения с учетом норм и правил англоязычного этикета;
- различными видами чтения адаптированной и оригинальной литературы (просмотровое, поисковое, аналитическое, с целью извлечения конкретной информации);
- монологической и диалогической речью в рамках общенаучной и профессиональной тематики;
- основами публичной речи (делать сообщения, доклады и презентации с предварительной подготовкой);
- основными навыками письменной коммуникации, необходимыми для ведения переписки в профессиональных и научных целях;
- основными приемами аннотирования, реферирования и перевода литературы по специальности.

Должен демонстрировать способность и готовность:

- участвовать в дискуссии, научной беседе, выражая определенные коммуникативные намерения;

-выступать с подготовленным монологическим сообщением по профилю своей научной специальности/темы, аргументировано излагая свою позицию и используя вспомогательные средства (графики, таблицы, диаграммы, Power Point и т.д.);

-понимать научно-профессиональную устную речь;

2. Место дисциплины в структуре основной профессиональной образовательной программы высшего образования

Данная учебная дисциплина включена в раздел "Б1.О.03 Дисциплины (модули)" основной профессиональной образовательной программы 12.04.04 "Биотехнические системы и технологии (Медицинская и клиническая техника)" и относится к обязательным дисциплинам.

Осваивается на 1 курсе в 1, 2 семестрах.

3. Объем дисциплины (модуля) в зачетных единицах с указанием количества часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся

Общая трудоемкость дисциплины составляет 4 зачетных(ые) единиц(ы) на 144 часа(ов).

Контактная работа - 36 часа(ов), в том числе лекции - 18 часа(ов), практические занятия - 18 часа(ов), лабораторные работы - 0 часа(ов), контроль самостоятельной работы - 0 часа(ов).

Самостоятельная работа - 108 часа(ов).

Контроль (зачёт / экзамен) - 0 часа(ов).

Форма промежуточного контроля дисциплины: отсутствует в 1 семестре; зачет во 2 семестре.

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

4.1 Структура и тематический план контактной и самостоятельной работы по дисциплине (модулю)

N	Разделы дисциплины / модуля	Семестр	Виды и часы контактной работы, их трудоемкость (в часах)			Самостоятельная работа
			Лекции	Практические занятия	Лабораторные работы	
1.	Тема 1. Тема 1. Grammar - Present Tenses. Professional vocabulary. Higher Education in the Russian Federation and abroad. Grammar. Narrative Tenses. Vocabulary. Engineering as a science. My field of research. Writing a CV.	1	0	0	0	2
2.	Тема 2. Тема 2. Grammar. Future Tenses. Vocabulary. Career in engineering. Research problem. Purpose and methods	1	0	0	0	14
3.	Тема 3. Тема 3. Grammar. Past Tenses. Relative Clauses. Vocabulary. Abbreviations, used in science, dates, mathematical symbols, Latin words. Types of materials. Summary writing.	1	0	0	0	14
4.	Тема 4. Тема 4. Grammar . Passive Voice. Adjectives and adverbs. Vocabulary. Manufacturing.	1	0	0	0	14
5.	Тема 5. Тема 5. Translation. Grammar Modal verbs. Conditional sentences	1	0	0	0	14
6.	Тема 6. Тема 6. Grammar. Non-finite verb forms. Participle. Vocabulary. Energy and temperature. Grammar Non-finite verb forms (Participle Constructions.). Vocabulary. Mechanisms. Writing a summary	1	0	0	0	14

N	Разделы дисциплины / модуля	Семестр	Виды и часы контактной работы, их трудоемкость (в часах)			Самостоятельная работа
			Лекции	Практические занятия	Лабораторные работы	
7.	Тема 7. Тема 7. Grammar - Non-finite verb forms. Gerunds. Vocabulary. Electricity. Writing an annotation. Grammar - Non-finite verb forms. Infinitives. Vocabulary. Describing equipment.	2	6	6	0	12
8.	Тема 8. Тема 8. Grammar - Non-finite verb forms. Infinitives. Complexes. Vocabulary . Reasoning. Arguments for and against. Writing a report. Presenting a paper. End-of-course Test. Writing a summary.	2	6	6	0	12
9.	Тема 9. Тема 9. Vocabulary. Mechanisms. Writing a summary	2	6	6	0	12
	Итого		18	18	0	108

4.2 Содержание дисциплины

Тема 1. Тема 1. Grammar - Present Tences. Professional vocabulary. Higher Education in the Russian Federation and abroad. Grammar. Narrative Tenses. Voczbulary Engineering as a science. My field of research. Writing a CV.

Тема 1. Тема 1. Grammar - Present Tences. Professional vocabulary. Higher Education in the Russian Federation and abroad. Grammar. Narrative Tenses. Voczbulary Engineering as a science. My field of research. Writing a CV.

Чтение и перевод текстов научного профиля, определение основной идеи текста, составление терминологического словаря, извлечение информации из текста, обсуждение содержания, правила составления CV , написание CV, беседа о геологических специальностях; выполнение грамматических упражнений

Тема 2. Тема 2. Grammar. Future Tenses. Vocabulary. Career in engineering. Research problem. Purpose and methods

Чтение и перевод текстов научного профиля, определение основной идеи текста, составление терминологического словаря, извлечение информации из текста, обсуждение содержания, беседа о карьерных возможностях магистрантов о проблемах научных исследований магистрантов; выполнение грамматических упражнений.

Тема 3. Тема 3. Grammar. Past Tenses. Relative Clauses. Vocabulary. Abbreviations, used in science, dates, mathematical symbols, Latin words. Types of materials. Summary writing.

Чтение и перевод текстов научного профиля, определение основной идеи текста, составление терминологического словаря, извлечение информации из текста, обсуждение содержания, правила составления аннотации к тексту. Составление аннотации. Чтение математических символов, дат, сокращений. Выполнение грамматических упражнений.

Тема 4. Тема 4. Grammar . Passive Voice. Adjectives and adverbs. Vocabulary. Manufacturing.

Тема 4. Тема 4. Grammar . Passive Voice. Adjectives and adverbs. Vocabulary. Manufacturing.

Чтение и перевод текстов научного профиля, определение основной идеи текста, составление терминологического словаря, извлечение информации из текста, обсуждение содержания. Выполнение грамматических упражнений.

Тема 5. Тема 5. Translation. Grammar Modal verbs. Conditional sentences

Письменный перевод текста по специальности со словарем , чтение текста научного характера, объемом 1500-1800 печатных знаков. Время выполнения 50 минут. Чтение текста научного характера (1200 п.з.) с последующим аннотированием. Беседа о специальности магистра в соответствии с профильной направленностью магистратуры.

Тема 6. Тема 6. Grammar. Non-finite verb forms. Participle. Vocabulary. Energy and temperature. Grammar Non-finite verb forms (Participle Constructions.) Vocabulary. Mechanisms. Writing a summary

Тема 6. Тема 6. Grammar. Non-finite verb forms. Participle. Vocabulary. Energy and temperature. Grammar

Non-finite verb forms (Participle Constructions.). Vocabulary. Mechanisms. Writing a summary
Чтение и перевод текстов научного профиля, определение основной идеи текста, составление терминологического словаря, извлечение информации из текста, обсуждение содержания. Правила реферирования научных текстов. Написание реферата. Выполнение грамматических упражнений.

Тема 7. Тема 7. Grammar - Non-finite verb forms. Gerunds. Vocabulary. Electricity. Writing an annotation. Grammar - Non-finite verb forms. Infinitives. Vocabulary. Describing equipment.

Чтение и перевод текстов научного профиля, определение основной идеи текста, составление терминологического словаря, извлечение информации из текста, обсуждение содержания, Выполнение грамматических упражнений. Написание аннотации к научному тексту в соответствии с профильной направленностью магистратуры.

Тема 8. Тема 8. Grammar - Non-finite verb forms. Infinitives. Complexes. Vocabulary . Reasoning. Arguments for and against. Writing a report. Presenting a paper. End-of-course Test. Writing a summary.

Тема 8. 8. Тема 8. Grammar - Non-finite verb forms. Infinitives. Complexes. Vocabulary . Reasoning. Arguments for and against. Writing a report. Presenting a paper. End-of-course Test. Writing a summary. Аннотирование текстов по специальности из интернет-источника, презентация результатов научной работы магистранта в соответствии с профильной направленностью магистратуры. Выполнение грамматических упражнений. Беседа на одну из заданных тем.

Тема 9. Тема 9. Vocabulary. Mechanisms. Writing a summary

Non-finite verb forms (Participle Constructions.). Vocabulary. Mechanisms. Writing a summary
Чтение и перевод текстов научного профиля, определение основной идеи текста, составление терминологического словаря, извлечение информации из текста, обсуждение содержания. Правила реферирования научных текстов. Написание реферата. Выполнение грамматических упражнений.

5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю)

Самостоятельная работа обучающихся выполняется по заданию и при методическом руководстве преподавателя, но без его непосредственного участия. Самостоятельная работа подразделяется на самостоятельную работу на аудиторных занятиях и на внеаудиторную самостоятельную работу. Самостоятельная работа обучающихся включает как полностью самостоятельное освоение отдельных тем (разделов) дисциплины, так и проработку тем (разделов), осваиваемых во время аудиторной работы. Во время самостоятельной работы обучающиеся читают и конспектируют учебную, научную и справочную литературу, выполняют задания, направленные на закрепление знаний и отработку умений и навыков, готовятся к текущему и промежуточному контролю по дисциплине.

Организация самостоятельной работы обучающихся регламентируется нормативными документами, учебно-методической литературой и электронными образовательными ресурсами, включая:

Порядок организации и осуществления образовательной деятельности по образовательным программам высшего образования - программам бакалавриата, программам специалитета, программам магистратуры (утвержден приказом Министерства образования и науки Российской Федерации от 5 апреля 2017 года №301).

Письмо Министерства образования Российской Федерации №14-55-996ин/15 от 27 ноября 2002 г. "Об активизации самостоятельной работы студентов высших учебных заведений".

Положение от 29 декабря 2018 г. № 0.1.1.67-08/328 "О порядке проведения текущего контроля успеваемости и промежуточной аттестации обучающихся федерального государственного автономного образовательного учреждения высшего образования "Казанский (Приволжский) федеральный университет".

Положение № 0.1.1.67-06/241/15 от 14 декабря 2015 г. "О формировании фонда оценочных средств для проведения текущей, промежуточной и итоговой аттестации обучающихся федерального государственного автономного образовательного учреждения высшего образования "Казанский (Приволжский) федеральный университет".

Положение № 0.1.1.56-06/54/11 от 26 октября 2011 г. "Об электронных образовательных ресурсах федерального государственного автономного образовательного учреждения высшего профессионального образования "Казанский (Приволжский) федеральный университет".

Регламент № 0.1.1.67-06/66/16 от 30 марта 2016 г. "Разработки, регистрации, подготовки к использованию в учебном процессе и удаления электронных образовательных ресурсов в системе электронного обучения федерального государственного автономного образовательного учреждения высшего образования "Казанский (Приволжский) федеральный университет".

Регламент № 0.1.1.67-06/11/16 от 25 января 2016 г. "О балльно-рейтинговой системе оценки знаний обучающихся в федеральном государственном автономном образовательном учреждении высшего образования "Казанский (Приволжский) федеральный университет".

Регламент № 0.1.1.67-06/91/13 от 21 июня 2013 г. "О порядке разработки и выпуска учебных изданий в федеральном государственном автономном образовательном учреждении высшего профессионального образования "Казанский (Приволжский) федеральный университет".

abbyu lingvo онлайн-словарь - <http://www.lingvo.ua/ru>

oxford learners dictionary - <http://www.oxfordlearnersdictionaries.com/>

6. Фонд оценочных средств по дисциплине (модулю)

6.1 Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы и форм контроля их освоения

Этап	Форма контроля	Оцениваемые компетенции	Темы (разделы) дисциплины
Семестр 1			
	Текущий контроль		
1	Письменное домашнее задание	ОПК-1 , УК-4	1. Тема 1. Grammar - Present Tenses. Professional vocabulary. Higher Education in the Russian Federation and abroad. Grammar. Narrative Tenses. Vocabulary Engineering as a science. My field of research. Writing a CV. 2. Тема 2. Grammar. Future Tenses. Vocabulary. Career in engineering. Research problem. Purpose and methods 3. Тема 3. Grammar. Past Tenses. Relative Clauses. Vocabulary. Abbreviations, used in science, dates, mathematical symbols, Latin words. Types of materials. Summary writing. 4. Тема 4. Grammar . Passive Voice. Adjectives and adverbs. Vocabulary. Manufacturing.
2	Устный опрос	ОПК-1 , УК-4	1. Тема 1. Grammar - Present Tenses. Professional vocabulary. Higher Education in the Russian Federation and abroad. Grammar. Narrative Tenses. Vocabulary Engineering as a science. My field of research. Writing a CV. 2. Тема 2. Grammar. Future Tenses. Vocabulary. Career in engineering. Research problem. Purpose and methods 3. Тема 3. Grammar. Past Tenses. Relative Clauses. Vocabulary. Abbreviations, used in science, dates, mathematical symbols, Latin words. Types of materials. Summary writing.
3	Письменная работа	ОПК-1 , УК-4	3. Тема 3. Grammar. Past Tenses. Relative Clauses. Vocabulary. Abbreviations, used in science, dates, mathematical symbols, Latin words. Types of materials. Summary writing.
4	Проверка практических навыков	ОПК-1 , УК-4	4. Тема 4. Grammar . Passive Voice. Adjectives and adverbs. Vocabulary. Manufacturing. 5. Тема 5. Translation. Grammar Modal verbs. Conditional sentences
5	Тестирование	ОПК-1 , УК-4	5. Тема 5. Translation. Grammar Modal verbs. Conditional sentences
Семестр 2			
	Текущий контроль		
1	Контрольная работа	ОПК-1 , УК-4	6. Тема 6. Grammar. Non-finite verb forms. Participle. Vocabulary. Energy and temperature. Grammar Non-finite verb forms (Participle Constructions.). Vocabulary. Mechanisms. Writing a summary 7. Тема 7. Grammar - Non-finite verb forms. Gerunds. Vocabulary. Electricity. Writing an annotation. Grammar - Non-finite verb forms. Infinitives. Vocabulary. Describing equipment. 8. Тема 8. Grammar - Non-finite verb forms. Infinitives. Complexes. Vocabulary . Reasoning. Arguments for and against. Writing a report. Presenting a paper. End-of-course Test. Writing a summary.

Этап	Форма контроля	Оцениваемые компетенции	Темы (разделы) дисциплины
2	Письменная работа	ОПК-1, УК-4	6. Тема 6. Grammar. Non-finite verb forms. Participle. Vocabulary. Energy and temperature. Grammar Non-finite verb forms (Participle Constructions.). Vocabulary. Mechanisms. Writing a summary 7. Тема 7. Grammar - Non-finite verb forms. Gerunds. Vocabulary. Electricity. Writing an annotation. Grammar - Non-finite verb forms. Infinitives. Vocabulary. Describing equipment. 8. Тема 8. Grammar - Non-finite verb forms. Infinitives. Complexes. Vocabulary. Reasoning. Arguments for and against. Writing a report. Presenting a paper. End-of-course Test. Writing a summary.
3	Проверка практических навыков	ОПК-1, УК-4	6. Тема 6. Grammar. Non-finite verb forms. Participle. Vocabulary. Energy and temperature. Grammar Non-finite verb forms (Participle Constructions.). Vocabulary. Mechanisms. Writing a summary 7. Тема 7. Grammar - Non-finite verb forms. Gerunds. Vocabulary. Electricity. Writing an annotation. Grammar - Non-finite verb forms. Infinitives. Vocabulary. Describing equipment.
	Зачет	ОПК-1, УК-4, УК-5	

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

Форма контроля	Критерии оценивания				Этап
	Отлично	Хорошо	Удовл.	Неуд.	
Семестр 1					
Текущий контроль					
Письменное домашнее задание	Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.	Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.	Задания выполнены более чем наполовину. Присутствуют серьезные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.	Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.	1
Устный опрос	В ответе качественно раскрыто содержание темы. Ответ хорошо структурирован. Прекрасно освоен понятийный аппарат. Продемонстрирован высокий уровень понимания материала. Превосходное умение формулировать свои мысли, обсуждать дискуссионные положения.	Основные вопросы темы раскрыты. Структура ответа в целом адекватна теме. Хорошо освоен понятийный аппарат. Продемонстрирован хороший уровень понимания материала. Хорошее умение формулировать свои мысли, обсуждать дискуссионные положения.	Тема частично раскрыта. Ответ слабо структурирован. Понятийный аппарат освоен частично. Понимание отдельных положений из материала по теме. Удовлетворительное умение формулировать свои мысли, обсуждать дискуссионные положения.	Тема не раскрыта. Понятийный аппарат освоен неудовлетворительно. Понимание материала фрагментарное или отсутствует. Неумение формулировать свои мысли, обсуждать дискуссионные положения.	2

Форма контроля	Критерии оценивания				Этап
	Отлично	Хорошо	Удовл.	Неуд.	
Письменная работа	Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.	Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.	Задания выполнены более чем наполовину. Присутствуют серьезные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.	Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.	3
Проверка практических навыков	Продемонстрирован высокий уровень освоения навыков, достаточный для успешного решения задач профессиональной деятельности.	Продемонстрирован хороший уровень освоения навыков, достаточный для решения большей части задач профессиональной деятельности.	Продемонстрирован удовлетворительный уровень освоения навыков, достаточный для решения отдельных задач профессиональной деятельности.	Продемонстрирован неудовлетворительный уровень освоения навыков, недостаточный для решения задач профессиональной деятельности.	4
Тестирование	86% правильных ответов и более.	От 71% до 85 % правильных ответов.	От 56% до 70% правильных ответов.	55% правильных ответов и менее.	5

Семестр 2

Текущий контроль

Контрольная работа	Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.	Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.	Задания выполнены более чем наполовину. Присутствуют серьезные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.	Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.	1
Письменная работа	Правильно выполнены все задания. Продемонстрирован высокий уровень владения материалом. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий.	Правильно выполнена большая часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.	Задания выполнены более чем наполовину. Присутствуют серьезные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.	Задания выполнены менее чем наполовину. Продемонстрирован неудовлетворительный уровень владения материалом. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.	2
Проверка практических навыков	Продемонстрирован высокий уровень освоения навыков, достаточный для успешного решения задач профессиональной деятельности.	Продемонстрирован хороший уровень освоения навыков, достаточный для решения большей части задач профессиональной деятельности.	Продемонстрирован удовлетворительный уровень освоения навыков, достаточный для решения отдельных задач профессиональной деятельности.	Продемонстрирован неудовлетворительный уровень освоения навыков, недостаточный для решения задач профессиональной деятельности.	3

Форма контроля	Критерии оценивания				Этап
	Отлично	Хорошо	Удовл.	Неуд.	
	Зачтено		Не зачтено		
Зачет	Обучающийся обнаружил знание основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по специальности, справился с выполнением заданий, предусмотренных программой дисциплины.		Обучающийся обнаружил значительные пробелы в знаниях основного учебно-программного материала, допустил принципиальные ошибки в выполнении предусмотренных программой заданий и не способен продолжить обучение или приступить по окончании университета к профессиональной деятельности без дополнительных занятий по соответствующей дисциплине.		

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

Семестр 1

Текущий контроль

1. Письменное домашнее задание

Темы 1, 2, 3, 4

Письменное домашнее задание

Темы 1, 2, 4, 6, 7, 9, 10, 11, 12

Темы 1, 2, 4, 6, 7, 9, 10, 11, 12

1. Listen and repeat these pairs of words [i:]- [ɪ]:

peach ?pitch; sleep-slip; sheep-ship; beans-bins; cheap-chip; leek-lick

2. Practice reading these sentences aloud, paying attention to the pronunciation of v and w.

We never watch television.

Why would anyone live in caravan?

Wendy very obviously loves her work.

Have you travelled all over the world?

Twenty of four of our visitors want wine.

I?m wondering whether to have a shower.

3. Listen to be in the contracted form:

I?m, You?re, He?s, She?s, It?s, We?re, They?re

4. Write these -ed forms in the correct columns in the table below.

Created, suffered, laughed, decided, enjoyed, mixed, died, hated, refused, disappeared, introduced, disappointed

[t] [d] [ɪd]

promised agreed excepted

5. Listen and circle the word you hear

a) cot got what

b) cot got what

c) cot got what

d) could good wood

e) could good wood

f) could good wood

g) curl girl whirl

h) curl girl whirl

i) curl girl whirl

6. Listen to different foreign students making requests. Complete the sentences with Could or Would. If student uses a [g]

sound, don?t write anything in the gap.

a) _____ you tell me the time?

b) _____ you lend me a pen?

c) _____ you open the window?

d) _____ you lend me 50 p?

e) _____ you read this for me?

f) _____ you carry my bag for me?

7. Listen and decide whether the words you hear are verbs, nouns or adjectives. Complete the table below. Notice that there is not always a word for each column.

e.g. Verb: arrange

Adjective: -

Noun: arrangement

8. Look at the letters ng in the words below and cross out g if it is not pronounced.

Youngest, singer, ingredients, ringing, young, language, longer, finger, banging, England.

9. Look at the verbs below. Seven of them are ?exceptions?. They are not weak forms but h at the beginning of the syllable is not pronounced. Use a dictionary to find the seven words. Check the meaning of any new words.

Hole, how, hour, who, whole, vehicle, behind, ghost, childhood, exhibition, rehearse, dishonest, honest, heir, inherit

10. Listen and circle the word you hear

a) Would you like a bet/vet?

b) I only want the best/vest.

c) Shal we take a boat/vote?

d) Hmmm, there is something with your bowels/vowels.

e) There are some bats/vats in the cellar.

f) Listen this groups of words and circle the one that is not pronounced [ɜ:]

g) girl, tired, beard, first

h) Worm, worn, world, work

i) Advertisement, university, reserved, western

j) Nurse, bury, suburb, disturb

k) Learn, earn, wear, early

12. Look at the words below. Mark them 1 if they are pronounced with [e] and 2 if they are pronounced with [ei].

Cigarette, they, death, anyone, newspaper, chain, leather, days, already, racing.

13. The words below are all exceptions to the sounds [ʃ], [tʃ] and spelling rules sh, ch. Listen and say how these underlined sounds are pronounced.

Christmas, explanation, Russian, machine

What other words do you know that are exceptions like these? Use a dictionary to check the spelling.

14. Circle the correct example word for each double vowel or diphthong symbol.

a) [ʊə] tour moan south

b) [eɪ] away night die

c) [ɔɪ] out bone enjoy

d) [aɪ] chair sky day

e) [aʊ] ocean moan now

f) [əʊ] now telephone south

g) [ɪə] fire here chair

h) [eə] near fire wear

15. Look at the words on the left and circle the correct short vowel symbol on the right.

a) son [ɒ] [ʌ] [ʊ]

b) police [ɒ] [ʌ] [ə]

c) dog [ɒ] [ʌ] [ʊ]

d) black [e] [æ] [ə]

e) good [ʊ] [ʌ] [ə]

f) business [ʌ] [ʊ] [ɪ]

g) rest [e] [ə] [æ]

1. Can you find ?general? word to describe each group of items below

Example: Fruits e.g. apples, oranges and peaches

1. e.g. shoes, a blouse, a jacket.

2. E.g. A sofa, an armchair, a table

3. E.g. A television, a washing machine, a food mixer

4. E.g. Washing powder, soap, milk, toilet paper

5. E.g. teddy bear, plastic gun, lego

6. E.g. Writing paper, envelopes

2. What word or phrase is being defined in these sentences?

1. A shop were you can buy a fashionable clothes.

2. A place with many shops, either outside or indoors.

3. A person who works in a shop.

4. The place where you can try on clothes in a shop.

5. The place where you pay for things in a shop.

6. To look round the shops without planning to buy anything.

7. The shop where you buy meat.

8. The shop where you buy medicines, baby products, shampoo etc.

3. Answer the questions about yourself and your country.

What's your first name?

What's your surname?

Is that a common name in your country?

Do you have a middle name?

Are you an only child?

Who is your oldest friend?

Do you work? If so, how many of your work colleagues are also your friends?

Do you have any ex-boyfriends or ex-girlfriends who speak English very well?

Are single-parent families becoming more common in your country?

In your country, do more and more people live together without getting married?

4. Draw your own family tree. Are there any relationships you cannot describe in English? Can you also write a short summary of your family background.

5. Read these sentences spoken by university students. What is each person studying?

1. We have to know every bone in a person's body.

2. I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright.

3. The way we use fertilizers is much more precise than twenty years ago.

4. We're going to concentrate on Freud and Jung this term.

5. I've been reading some books on time management.

6. Expressionism was really a reaction to the work of the Impressionists.

7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.

8. You must know this case - it's one of the most famous in legal history.

6. Replace the underlined verbs with different verbs that have the same meaning in the context.

1. Who is giving the lecture today? 2. Did she receive a grant for her course?

3. Is it more difficult to obtain a place at university?

4. You have to pass the exams before you can enter university.

5. He's studying physics, I think.

6. I think they're carrying out some research into the cause of asthma.

7. I didn't take any notes in the lecture yesterday.

8. The course goes on for three years.

7. Complete these definitions.

1. An architect _____

2. A university lecturer _____

3. An accountant _____

4. A vet _____

5. A lawyer _____

6. An engineer _____

7. A bricklayer _____

8. A stock broker _____

9. A mechanic _____

10. A surgeon _____

8. Write a list of friends, relatives and neighbours (just choose people who have jobs). Can you write down what each person does? Use a bilingual dictionary to help you if necessary.

Example: My uncle Jim is an engineer.

9. Can you write down a vegetable and fruit:

beginning with the letter 'p'?

beginning with the letter 'b'?

beginning with the letter 'm'?

beginning with the letter 'c'?

beginning with the letter 'a'?

10. Which is the odd one out in each group, and why?

1. Pork veal salmon beef

2. Salmon shrimp oyster lobster

3. Lettuce aubergin tomato cucumber

4. Peach onion mushroom courgette

5. Chicken lamb beef mussels

11. Here are some people talking about their hobbies. Can you guess what the hobby is in each case?

1. I usually use colour, but sometimes you get a better effect with black and white. It really depends on the subject.

2. I really enjoy going round the shops and markets looking for a bargain.

3. I try to practise every day, but sometimes it's difficult because I don't like to disturb my neighbours too much. And one

neighbour gets very angry if I play the same thing over and over again.

4. The great thing is you can do it when you like. I usually do it three or four times a week - either early in the morning, or after school. I only go for about 25 minutes but it really keeps me fit.
5. Obviously it saves me a lot of money; and in any case, I hate buying things in boutiques because so many things are badly made.
6. I joined a club because I wanted to get better, and I now play twice a week in the evenings. It has helped me a lot and I

have a much better memory for all the different moves and strategies.

7. I think this is a very common hobby for people like me, who have a house but don't have much money. That's why I started, but now I think I do a better job than many professionals.

12. Complete these sentences with a suitable verb.

How often do you _____ jogging?

She _____ hiking because she wanted to get more exercise. Unfortunately, she didn't like it and she _____ it _____ about six months later.

She has always _____ her own clothes; it's much cheaper than buying them.

He _____ old coins.

I _____ quite a lot of rock climbing when I'm on holiday.

I learnt to _____ the piano when I was at school.

I wanted to improve my chess, so I _____ a chess club.

I don't really _____ anything in my spare time.

13. Say:

five games where you can hit the ball (with various kinds of equipment).

four games where you can pass the ball.

three games where you can catch the ball.

two games where you can kick the ball. one game where you can head the ball.

14. What could you say in these situations? (If it is an apology, give an explanation/excuse if you think it is necessary.)

1. You get on a bus at the same time as another person and he/she almost falls over.

2. You arrange to meet some friends in the centre of town but you are twenty minutes late.

3. You are pushing your car into a side road and a stranger offers to help you.

4. A friend borrows a pen from you and then loses it. When they apologise, you want to reassure them.

5. Some English friends invite you to dinner. How could you thank them as you leave their house at the end of the evening?

6. A colleague at work tells you that a number of files are in a mess: papers are all in the wrong order and he doesn't know what to do. When he apologises to you for this mess, how can you reassure him, and what offer can you make?

7. You are unable to go to a meeting you arranged with a client at their office, and now you must write to them to explain.

8. Your company promised to send some information about new products to a customer last week. You still haven't sent the information and must now write to explain.

. Passengers are discussing a problem with a flight attendant. Listen and circle the correct answer.

1.

A) The seat is uncomfortable.

B) The seat is too close to the TV screen.

C) The seat is too far away from the TV screen.

2.

A) There's nothing in the seat pocket.

B) There's no safety instruction card in the seat pocket.

C) There isn't a magazine in the seat pocket.

3.

A) There's no sound coming through the headphones.

B) The sound from the headphones isn't clear.

C) The passenger didn't get headphones.

4.

A) Two passengers have the same seat number.

B) The passenger should be in a different seat.

C) The passenger wants to move to a window seat.

. Listen to each question. Choose the correct response.

7.

A. Oh, I met some friends and we went out for dinner.

B. Yes, it's too bad the weekend is over.

C. I worked all day on Monday.

D. I think I'll stay home and relax

8.

E. Yes, I think it was last night.

F. I don't really like playing games.

G. What time does it start

H. No, I fell asleep on the sofa.

9.

A. But I love classical music.

B. Yes, it's the next station.

C. We can take the bus from here.

D. I think they already changed it.

10.

A. It's a great game.

B. It's just not my favorite.

C. When I drive the car.

D. It makes me want to dance.

11.

A. He goes to the gym.

B. I think he rented a movie.

C. He said it's his last weekend.

D. He's moving to a new house.

12.

A. Yes, I had a really good time.

B. You can bring a friend if you like.

C. No, it's not my birthday.

D. Sure. What kind of party is it?

3. Listen to the following short conversations and answer the questions below.

13. What did the woman do on Saturday?

A) She went bowling with her boyfriend.

B) She had a boring weekend at home.

C) She met her girlfriends in the evening.

D) She stayed home and watched TV.

14. Who is the man?

A) A hotel guest.

B) A passenger.

C) A cyclist.

D) A taxi driver.

15. What does the woman say about the food?

A) She likes the cheese.

B) She made them herself.

C) She's never had goat meat before.

D) Her mother gave her the recipe.

4. Listen and circle the correct answer

16. The thing she hates the most _____.

A) taxis aren't air-conditioned.

B) Drivers drive too fast.

C) Drivers are rude

17. The thing he likes the most is _____.

A) the prices.

B) That the taxis are clean.

C) The drivers

18. The thing he hates the most is _____.

A) taxis are too expensive.

B) drivers don't speak English very well.

C) taxis are not very safe.

19. The thing she likes the most is that the _____.

A) taxis are comfortable.

B) Drivers speak English very well.

C) Drivers take credit cards.

5. Listen and circle the correct answer

20.

A) The cake is homemade.

B) The cake came from a store.

C) A friend brought the cake.

21.

A) He'll play now.

B) He might play later.

C) He doesn't play.

22.

A) He bought the game recently.

B) He played the game all day.

C) He doesn't like the game.

23.

A) She has brought the flowers for everyone.

B) She has brought the flowers for the woman's husband.

C) She has brought the flowers for the woman.

24.

A) He bought it.

B) It was a present.

C) He painted it himself.

25.

A) The cat isn't very friendly.

B) The cat is very friendly.

C) The cat is tired.

Тема 6

Read the article and mark the sentences T (true), F (false) or DS (doesn't say).

1. Craig doesn't eat any protein. 2. He eats ten jam sandwiches a day.

3. The only other things he eats are chocolate cereal and cake.

4. When he was a baby he didn't like solid food.

5. His obsession with jam sandwiches started when he was eleven.

6. Craig doesn't want to try any other kinds of food.

7. Doctors have done a lot of tests on Craig.

8. They think Craig's diet will change when he gets older.

9. Craig's family eat out about once a month.

10. Craig also has jam sandwiches when his family eat out.

b Guess what the highlighted words and phrases mean. Check with your teacher or a dictionary.

Jam today, tomorrow, yesterday...

Craig Flatman is every nutritionist's nightmare - a fifteen-year-old who never eats anything except bread and jam but unbelievably, is perfectly healthy! Although his diet contains hardly any protein and is 60% sugar, he is 1,84m tall, weighs 69kg, and his parents say he has never been seriously ill apart from typical childhood illnesses, Craig or 'Jam boy,

as his friends have nicknamed him, rejects any form of meat, fish, fresh fruit or vegetables. The only time he doesn't eat bread and jam is for breakfast when he has chocolate cereal, and for tea, when he occasionally has a slice of chocolate cake. He also drinks two pints of semi-skimmed milk a day.

Craig's strange diet started when he was four years old. As a baby he had refused to eat solid food, and rejected everything until his mother gave him a sugar sandwich when he was nine months old. He also ate chocolate spread sandwiches, and this, with milk, was his diet until he was four when he asked to try jam, and started an eleven-year obsession.

Craig sometimes craves some variety, but every time he tries something else he gets ill. Doctors believe that his condition

may have been caused by choking on solid food when he was a baby. They tell me I'll grow out of it, says Craig 'but I don't know if I'll ever change! Although Craig's parents eat a normal diet, their family meals are made more difficult by the

fact that Craig's sister Amy, 13, is a vegetarian. And every time they go out for a meal together, they have to phone in advance - to check they can bring jam sandwiches for Craig!

Read the article and tick (/) A, B, or C.

1. Looking for love

Looking for Love is an agency that finds partners for single people of any age. Read about Lisa.

My name's Lisa. I'm 25 years old and I'm from Manchester. I'm single and I'm looking for love.

I'm a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I like my job, but I'd like to work on a national newspaper one day. That's because I want to have the opportunity to work abroad.

I have a small group of friends who I've known for years. I even went to school with some of them! I'm not really extrovert but I do like going out and having fun. We usually go out to parties, nightclubs, and restaurants. I also like

cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies!
I'm not very sporty, but I like to keep fit. I stopped smoking last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea.

I prefer men who are interested in serious issues because I like talking about politics and what's happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance.

Please contact Looking for Love if you think you're the kind of person I'm looking for!

1. In her job, Lisa has to_____.

- A) travel to other countries
- B) write about politics
- C) interview politicians abroad

2. Lisa met all her friends_____.

- A) at school
- B) at work
- C) a long time ago

3. Lisa goes out_____.

- A) every night
- B) to quiet places
- C) with her friends

4. Lisa doesn't like_____.

- A) politics
- B) love stories
- C) Italian food

5. Lisa does exercise_____. A) every weekend

- B) more than once a week
- C) rarely

6. Lisa doesn't often have_____.

- A) vegetables
- B) red meat
- C) tea

7. Lisa prefers_____men.

- good looking
- B) hard-working
- C) funny

8. Lisa often has to_____.

- A) interview politicians in other countries
- B) talk about politics
- C) travel abroad

9. Lisa is_____.

- A) extrovert
- B) a good cook
- C) very funny

10. Lisa_____every week.

- A) goes to the gym
- B) goes jogging
- C) plays sport

11. Lisa often has .

- A) coffee
- B) fruit
- C) red meat

2. Airports are amazing mini-cities where there are hundreds of different jobs you can do. We spoke to three people who do very different things.

Sarah May, 34, terminal duty manager ?I started on the information desk and I did that for two years. Most of the time people were friendly, but occasionally I had to deal with some difficult questions and some very angry people. Last year, I

became a terminal duty manager. Now I deal with all kinds of things, including passenger complaints, visits by the rich and famous, heating failures, cleaning contracts, and health issues. In fact, I spend a lot of time walking around and

talking to people on my mobile.' John Hammond, 23, baggage handler ?Doing this job means I'm very fit, because I have

to carry bags and suitcases and put them onto the baggage trucks.

The best thing about my job is the people I work with. We have a lot of fun at work. The worst thing is the shift work. I hate working at night and very early in the morning. I don't think I'm going to do this job for ever, but I'll probably look for something else in the airport because I think it's a really exciting place to work.?

Tessa Reed, 28, airport engineer ?I studied engineering at university and worked in an office for a few years. I was quite bored, so when I saw an advert for an engineer at Heathrow airport, I decided to apply. There are all kinds of things to deal with here - ventilation, heating, escalators, lifts - my job can be very busy sometimes. So many things can go wrong!

I'm usually very tired when I get home, but I enjoy doing different things each day.?

12. Sarah started working at the airport_____ .

- A) last year
- B) two years ago
- C) more than two years ago

13. Sarah doesn't talk about_____ .

- A) security
- B) dealing with passenger's problems
- C) well-known passengers

14. In his job, John has to_____ .

- A) drive
- B) put bags onto trucks
- C) ride on the trucks

John likes_____ .

- A) working at different times of the day
- B) carrying heavy things ___
- C) the people that he works with

16. Tessa's job at the airport is her_____ .

- A) first job
- B) second job
- C) third job

17. Tessa enjoys her job because_____ .

- A) there is always something different to do
- B) she always has a lot to do
- C) she likes working in a big place

18. In his job, John doesn't have to_____ .

- A) start work early
- B) drive the trucks
- C) put suitcases onto trucks

How many ways are there to learn a language?

Do you want to learn a language? We interviewed three people who learned a language in very different ways.

June is 36 and a mother of two. She went to evening classes.

'I gave up working when I had my first child, but a year ago I joined a French evening class. At first, it was quite difficult.

We had to speak French all the time in the classroom and I didn't understand anything. Also, when you only have one lesson a week, you have to do a lot at home. I studied when the children were in bed and I listened to French tapes in the

car. At the end of the year I could speak French quite well.'

Tim is 23. He went to Italy to learn Italian.

'When I finished university, I wanted to travel and learn a language. I already knew a bit of Italian, so I decided to go there.

I didn't want to do formal lessons, so I bought some tapes and listened to them before I went. I travelled around the country for six months. It's the only way to learn! I didn't have much money, so I worked in bars. That meant I met a lot of people and learned a lot of Italian. I also had a great time. I'd definitely recommend it.'

Sasha is 29. She did an intensive course in London.

'I studied French and Spanish at university and got a job with computers. I missed learning a language, so I asked my boss for a month's holiday and enrolled on an intensive German course in London. We did six hours of lessons every day,

so it was quite hard work. We all communicated in German. The problem was when I went home, I spoke English again.

The course was fun and I learned a lot, but I'd like to do a course in Germany next time.'

19. June found learning a language_____ .

- A) easy
- B) boring

C) hard

20. She did a French class_____.

A) once a week

B) every evening

C) during the day

21. She did extra studying when she was_____.

A) looking after the children

B) driving

C) in bed

22. Tim went to Italy because he_____.

A) could speak Italian very well

B) knew some Italian

C) studied Italian at university

23. Before he went, he_____.

A) took some lessons

B) practised at home

C) bought a home-study book

24. When he was travelling he,_____.

A) met a lot of English people

B) spent a lot of money

C) spoke a lot of Italian

25. Sasha learned German_____.

A) at work

B) in Germany

C) at a language school

26. When she was in class, Sasha spoke_____.

A) a lot of English

B) German all the time

C) in different languages

Тема 7

1. Imagine you received Stephanie's e-mail asking about a friend of yours. Write an e-mail to answer it. Plan what you're

going to write using the paragraph summaries below. Use the Useful language box and Vocabulary Bank p.146

Personality to help you. Paragraph1: age, family, work/study;

Paragraph2: personality (good side); Paragraph3: Hobbies and interests; Paragraph4: any negative things.

2. Imagine you have some British friends in the UK, and you stayed with them for a week last month. Write a letter to thank them. Plan what you're going to say. Use 1-7 above and the Useful language box to help you. Check the letter for mistakes (grammar, punctuation and spelling).

2. Устный опрос

Темы 1, 2, 3

Темы 6, 7, 8

PARTICIPLE

Active Passive

Present writing being written

Perfect having written having been written

Past written

I. Use the appropriate form of the First Participle of the verbs brackets:

1. (to look) out of the window, she saw there was a man working in the garden, 2. That night, (to go) up to his room Shelton thought of his unpleasant duty. 3. (to descend) to the hall, he came on Mr. Dennant (to cross) to his study, with a

handful of official-looking papers. 4. The carriage was almost full, and (to put) his bag up in the rack, he took his seat. 5. (to know) that she couldn't trust Jim, she sent Peter instead. 6. (to do) all that was required, he was the last to leave the office. 7. (to return) home in the afternoon, she became conscious of her mistake. 8. He couldn't join his friends (to be) still busy in the laboratory. 9. (to finish) his work, he seemed more pleased than usual. 10. (to step) inside, he found himself in what had once been a sort of office. 11. He left the room again, (to close) the door behind him with a bang, 12. I

spent about ten minutes (to turn) over the sixteen

pages of 'The Times' before I found the chief news and articles. 13. (to turn) to the main street, he ran into Donald and Mary (to return) from school. 14. (to return) from the expedition he wrote a book about Central Africa. 15. (to get) out of bed she ran to the window and drew the curtain aside.

II. Point out the Complex Object with the First Participle. Translate the sentences into Russian:

1. I heard the visitor walking restlessly backwards and forwards. I also heard him talking to himself. 2. She turned and saw Shelton standing down there. 3. He felt his irritation mounting. 4. He found Dora reading a novel in their bedroom. 5. With amusement they watched them going. 6. We heard her walking on the stairs by the cellar. 7. At that moment I noticed Charles sitting a little farther in the hall. 8. For the first time she found herself wondering about him.

III. Use the Infinitive or the First Participle of the verbs in brackets to form a Complex Object:

1. A moment later they heard her bedroom door (to shut) with a bang. 2. I've never heard your canary (to sing). Is there anything the matter with the bird? 3. Would you like me (to make) you lunch, or have you had some? 4. I want you (to explain) the disappointment we had this morning. 5. She watched him (to pass) the gate and (to walk) down the street. 6. Through the chink in the shutters she watched Emma (to pick) cherries in the orchard. 7. The captain said something which made them (to laugh), he did not hear what it was. 8. They had their own pattern of life and expected me (to fit) in. 9. You can see him (to work) in his little garden every day. 10. She had never heard philosophy (to pass) those lips before. 11. I saw him (to put) his suitcase right here. 12. During that moment Miss Pembroke told a lie, and made Rickie (to believe) it was the truth. 13. Together they watched the old oak (to drop) its leaves. 14. He found them (to sit) together and (to talk) peacefully. They did not notice him (to approach). 15. He felt the water (to reach) his knees.

IV. Replace the attributive and adverbial clauses in the following sentences by participle phrases:

1. We were tired and thirsty, for we had been on the road since eight o'clock in the morning, and it was a hot day. 2. One day towards evening when both the old people were sitting in front of their cottage, they caught sight of a young girl with a bundle in her hand. 3. The lady was waiting for her sister who was arriving by the 7.30 train. 4. I hailed the first taxi that passed by and reached the station at ten minutes to three. 5. One morning, as Johnny was looking out of the window, he saw in his neighbour's orchard a great number of fine red apples which had fallen from the trees. 6. 'Villain!' cried he, as he ran down to him. 7. 'Oh, sir,' said the poor boy who was trembling with fear, 'it isn't my fault.' 8. 'May I come in?' she said as she pushed the door a little wider open. 9. 'I'm late,' she remarked, as she sat down and drew off her gloves. 10. Here and there were signs that the flower-beds had been trampled upon by excited villagers who tried to reach the windows. 11. As he did not know the way to the station very well he often stopped to ask people who were passing by. 12. He looked like an African savage who was being shown a simple conjuring trick. 13. The old woman told me with pride that the healthy-looking child that was playing beside us was her grandson. 14. She returned presently and brought a tray with a jug of milk. 15. The path which was leading through the coppice soon got lost in the high grass.

V. Translate the following word-groups into English. Pay attention to the place of the Second Participle:

иллюстрированный журнал; журнал, иллюстрированный известным художником; разбитое стекло; стекло, разбитое накануне; сломанный карандаш; ветка, сломанная ветром; взволнованные голоса; дети, взволнованные происшедшим; потерянный ключ; ключ, потерянный вчера; газеты, полученные из Лондона; закрытая дверь; дверь, запертая изнутри.

VI. Replace the attributive clauses in the following sentences by phrases with the Second Participle:

1. By a residential college we mean a college with a hostel which is usually situated on the same grounds as the principal building. 2. The slogan which was made by Mike's brother attracted everybody's attention. 3. They were all pleased with the results which were achieved by the end of the month. 4. His words, which he uttered in an undertone, reached my ears. 5. I asked the librarian to show me the magazines which were sent from London. 6. We were all looking at his smiling face which was framed in the window of the railway-carriage. 7. The English people love their green hedges which are covered with leaf and flower in summer, and a blaze of gold and red in autumn.

GERUND

Active Passive

Present writing being written

Perfect having written having been written

I. Use the appropriate form of the Gerund of the verbs in brackets:

1. (to speak) without (to think) is (to shoot) without aim. 2. Do you know what is peculiar about the English rule of (to drive)? 3. I'm glad to say that the lady didn't keep us (to wait). 4. I remember (to take) to Paris when I was a very small child. 5. I strongly suspect Gerald of (to know) all about it beforehand, though he swears he didn't. 6. Excuse me for not (to write) more at the moment. 7. She never lost the power of (to form) quick decisions. 8. He had an air of (to be) master of his fate, which was his chief attraction. 9. She denied (to see) me at the concert though I'm sure I saw her in the stalls. 10. I want to thank her for (to look) after the children while I was out. 11. He passed to the front door and out without (to

see) us. 12. I enjoy (to read) poetry. 13. I don't mind (to stay) here for a little while. 14. Are you going to keep me (to wait) all day? 15. They reproached us for (not to come) to the party; they were waiting for us the whole evening. 16. He suspected her of (to give) the police information about him while the workers were on strike. 17. I sat on the doorstep thinking over my chances of (to escape) from home. 18. There is very little hope of the work (to do) in time. 19. The coat showed evident signs of (to wear) on the preceding night. 20. (to avoid) the use of the perfect gerund is quite common if there is no fear of (to misunderstand).

II. Use the appropriate form of the Gerund and insert prepositions where necessary:

1. Newton, the famous scientist, was sometimes engaged (to work out) difficult problems. 2. ?There's no question (to forgive) you,? he said quickly. 3. Of course, I should insist (to pay) for my work. 4. I wonder if there's any use (to try) to improve him. 5. We began to speak only when we were out (to hear) of the old man. 6. I insist (to go) there at once. 7. We

all suspected him (to learn) it before and (to try) to conceal it from us. 8. They were all busy (to unpack) the books and (to put) them on the shelves, 9. (to hear) the news she ran over to the telephone to inform Gerald at once. 10. But (to make) this request Mr. Dennant avoided (to look) in his face. 11. I spent the rest of the time in the hall of the Station Hotel (to write) letters. 12. You can help me (to give) a piece of good advice, you're old enough to know it better. 13. (to discuss) the plan ourselves we decided to consult Mike's eldest brother who in our eyes was an expert. 14. He hesitated a little (to

open) the door. He had a feeling that there was somebody waiting for him inside. 15. (to hear) the sound of the door opened downstairs he tiptoed into the corridor and bent over the banister. 16. (to see) three little children dancing in the street to their own music he came up nearer to see them better. 17. Excuse me (to come) late.

III. Use the Gerund instead of the subordinate clauses. Insert prepositions if necessary: 1. I remember Mother reprimanded me when I spoiled her favourite fish-cake. 2. We recommended that work should start at once. 3. Thank you that you reminded me. 4. Nick suggested that we should dine at a restaurant to celebrate this little event. 5. He doesn't like when you interfere. 6. He prevents when I help him. 7. Nobody knew that they had agreed to take part in the expedition. 8. I insist that everything should be said in plain words so that there can't be any misunderstanding. 9. She dislikes when the children prompt one another and always gets very angry. 10. He wrote he would stay in Paris another week and did not explain why he was obliged to do so. 11. I can't recollect that they ever invited me to stay a weekend with them. 12. He was afraid that the news might cause excitement among the girls. 13. She disliked that he was so stubborn and would never listen to her reasons. 14. Nell denies that he is a bore. 15. I prefer that we should make use of tape-recording before we read the text. 16. Nobody objects that Peter lives with us. 17. We decided that we should join them in Glasgow.

IV. Translate into English, using the Gerund:

1. Я помню, что была больна в это время. 2. Она продолжала молчать, так как боялась обидеть его, если расскажет всю правду. 3. Нельзя привыкнуть к тому, что тебя оскорбляют. 4. Увидев меня, ребенок радостно улыбнулся. 5. Мать не могла не волноваться, так как детям давно пора было вернуться. 6. Она разорвала письмо на мелкие кусочки, не читая его. 7. Этот вопрос стоит обсудить. 8. Его оштрафовали за то, что он перешел улицу в

неположенном месте. 9. После того, что произошло, она избегала встречаться с ним. 10. Он подумывает о том, чтобы оставить работу и переехать в деревню. 11. Мне понравилась мысль о том, чтобы провести конец недели за

городом. 12. Вы не возражаете, если я зайду к вам сегодня вечером? 13. Я привыкла рано вставать, так как занятия в институте начинаются в 7.30. 14. Вы должны вовремя возвращать книги в библиотеку без напоминания, 15. Бесплезно пытаться достать билеты на этот спектакль. 16. Мы получали удовольствие, слушая, как он рассказывает о своих приключениях. 17. Видя, что я подхожу, они перестали разговаривать. 18. Она отрицала, что видела нас там. 19. Я не могу позволить себе купить такие дорогие часы. 20. Она казалась очень удивленной тем, что увидела меня там.

INFINITIVE

Active Passive

Present to write to be written

Continuous to be writing -

Perfect to have written to have been written

Perfect-Continuous to have been writing -

I. Comment on the form of the Infinitive

1. Lady Franklin was horrified at herself. To have asked his name, to have been told his name, and to have forgotten it! 2.

She seemed to be paying no attention to what was going round her. 3. He suddenly awoke from his queer trance, there was a decision to be made. 4. Good-bye, Mr. Jackson. Glad to have been of service to you. 5. I say, don't you think you ought to be going? 6. He was very tired, and to have been caught napping had irritated him and hurt his pride. 7. There are a great many things to be taken into consideration. 8. Judging from the books and papers on the writing table he must

have been working since they left him in the morning. 9. She told them to take off their shoes so that their footsteps could not be heard in the flat below. 10. 'We are very sorry to have disturbed you,' began Peter. 11. I want you to promise me you won't talk to Antonia about that sort of things. 12. That woman is still sitting. She seems to have been waiting over an hour. 13. Well, funny things seem to be happening. 14. To have been so happy and not to have known it! 15. There was nothing to be done, but to wait for the next express, which was due at four.

II. Supply the missing forms of the following infinitives:

to have been done, to be spoken to, to curl, to be breaking, to have nodded, to drive, to be ruined, to be rubbing, to land, to be spoken to, to turn, to have been sleeping, to be got, to be running.

III. Use the appropriate form of the infinitives in brackets

1. I'm so dreadfully sorry (to bother) you in this stupid way. 2. He kept late hours last night, he may still (to sleep). 3. 'She must (to be) very beautiful years ago,' Maren thought. 4. It's a secret, and no one else must (to tell). 5. Good-bye.

So pleased (to meet) you. 6. He's a talented engineer. He's supposed (to work) at a new invention. 7. Oh, my Margaret, my daughter. You should never (to go). It was all your father's fault. 8. She seems (to work) at her course paper since spring and says she has still a lot (to do). 9. I've just seen him passing the entrance door, so he can't (to work) at the laboratory as you say. 10. The next morning he seemed (to forget) it all. 11. It ought (to do) long ago; at least before their

leaving Blackstable. 12. She seemed at times (to seize) with an uncontrolled irritation and would say sharp and wounding things. 13. You probably think that I must (to live) a very gay life in France, but it wasn't so. 14. No words can describe it: it must (to see).

IV. Put to where necessary before the infinitives:

1. The teacher made me ... repeat it all over again. 2. You needn't... ask for permission, I let you ... take my books whenever you like. 3. Will you help me ... move the table? 4. He is expected ... arrive in a few days. 5. You seem ... know

these places very well. 6. You had better ... make a note of it. 7. I heard the door ... open and saw a shadow ... move across the floor. 8. He told me ... try ... do it once again. 9. I'd rather ...walk a little before going to bed. 10. There is nothing... do but ... wait till somebody comes ... let us out. 11. You ought not ...show your feelings. 12. Why not ... wait a little longer? 13. I felt her ... shiver with cold. 14. We should love you... stay with us. 15. You are not ... mention this to anyone. 16. We got Mother ... cut up some sandwiches. 17. Rose wanted them ... stop laughing, wanted the curtain ...come down. 18. I'll have ... go there. 19. There doesn't seem ... be anything wrong with you. 20. She helped me ... get over my fear. 21. Look here, Jane, why ... be so cross? 22. He was seen ... make a note of it. 23. What made you ... deceive me? 24. He was not able ... explain anything.

V. Translate the following sentences into Russian, paying attention to the use of the particle to, which implies the verb already mentioned:

1. He hadn't wanted to laugh then, nor did he want to now. 2. You needn't say anything if you don't want to. 3. Michael knew a lot, or seemed to. 4. Well, let's forget it, shall we? ? I'm glad to, thanks very much. 5. She always kept her mouth shut when told to. 6. It was my fault. I'm sorry. I didn't want to, I didn't mean to. 7. I know I should have come to you and told you about it, but I was afraid to. 8. I'd be glad to see you. Come any time you like. ? Darling, you know I long to. But I

can't. 9. You can't send that letter. ? I am certainly going to, by air-mail from Port Said. 10. I couldn't do what I wanted to.

VI. Respond to the following questions or statements, using the phrases from the list in brackets:

1. They say you read a lot. 2. Why didn't you invite them? 3. Will you write a letter to her? 4. Why can't you go with us? 5.

I'm afraid you can't come. 6. I see you haven't bought any oranges. 7. You must take more care of it. 8. She says you are

going to help her. 9. Why didn't you dance with him? 10. You didn't sign your test paper.

(Not so much as I used to; I simply didn't want to; Yes, if you wish me to; But I'll try to; I'm not allowed to; I meant to, but I

forgot; Yes, I ought to; I suppose I'll have to; He didn't ask me to; No, I forgot to.)

VII. Translate the sentences into English, using infinitives

I. С ней приятно разговаривать. 2. Вопрос был слишком сложный, чтобы обсудить его за час. 3. Я рад, что узнал правду. 4. Ты бы лучше не надоедал ему своими глупыми вопросами. 5. Этот вопрос слишком сложен, чтобы она могла решить его одна. 6. Он но такой человек, от которого можно ожидать помощи. 7. Было бы лучше убедить его

работать, чем принуждать его. 8. Мы очень довольны, что видели этот спектакль. 9. Кажется, дети уже забыли об этом печальном событии. 10. Вам следовало бы предупредить меня заранее. 11. Я молчала, так как мне нечего было сказать. 12. Они обещали мне помочь подготовиться к приему гостей. 13. Номер его телефона легко

запомнить. 14. Этот человек сидит здесь, должно быть, около часа. Кого бы это он мог ждать? 15. Вы помните, кто первый вошел в комнату? 16. Вряд ли он тот человек, который даст вам интересующие вас сведения. 17. Мы сделали вид, что не заметили его ошибки, чтобы не смущать его.

VIII. Paraphrase the following sentences, making the object of the infinitive the subject of the sentence:

Examples : 1. It is hard to please him.

He is hard to please.

2. It is pleasant to look at her,

She is pleasant to look at.

1. It is not difficult to remember the rule. 2. It's very comfortable to sit in my Grandfather's armchair. 3. She's a kind person. It's easy to deal with her. 4. It's not very easy to translate this passage. It contains some idiomatic expressions. 5. It is pleasant to look at the girl, but not at all pleasant to talk to her. She's pretty, but not very clever. 6. It was unpleasant to watch their quarrel. 7. It's always funny to listen to his stories. 8. It's not so very easy to answer this question.

IX. Make up sentences, using the following adjectives with infinitives (follow the examples of the previous exercise): easy to deal with, difficult to understand, pleasant to look at, hard to please, useful to remember, easy to answer, uncomfortable to sit on, easy to follow, difficult to avoid, pleasant to talk to, not far to seek, not easy to find.

3. Письменная работа

Тема 3

1. Read this review and circle the best heading for each paragraph.

1. The Good Guys Always Win is a missed opportunity. Starring John Devon and written by Carol West, all the ingredients were there for a great movie, but, alas, this one proves that the good guys sometimes lose. With their work together in the past, I was looking forward to seeing what they had been working on. The answer is a film that lets them down.

A)The wrong title

B) A disappointing result

C)A good past record

2. The story is the same old plot of boy meets girl, boy loses girl, boy gets girl back. We've seen it a thousand times before. With women playing strong characters on our screens these days, we've had enough of the gentle heroine who just waits for the boy to fall in love with her. Patty LeBelle, who plays Wendy, cries and sighs but does little else, and those who saw her in Climbers will wonder what's happened to her.

A)An old-fashioned story

B)A fight for love

C)A new acting style

3. The dialogue is slow and too much of the film is people pausing and looking at each other. Donna Short, the director, must take most of the blame since it's her job to guide the actors. It's difficult to see exactly why she was given this film when her last two efforts, Catch Me, I'm Falling and The Man Next Door, were so unexciting. Let's hope that John Devon's career can recover.

A)A terrible script

B)Poor leadership

C)Future possibilities

4. 'I can't imagine being in any other profession. This job is my life. I do do a little TV work, but I'm mainly based in the theatre. Every night, Monday to Saturday, and twice on Thursdays. At the moment, I'm in a production of King Lear. I'm

playing Cordelia. It's a great role, and I've been lucky to have some very good reviews. The rest of the cast are so supportive - we're like a family - and John, the director, is marvellous. I just can't wait to get on the stage every night. And the audiences are so appreciative, too. We got a standing ovation last night.'

A)An actor's life for me

B)Luck is so important

C)The same every night

5. 'You actually feel a real sense of achievement once a house is finished. You know, you've seen it grow from just a hole in the ground to somewhere for someone to live in. And you've made it happen. You've dug the foundations, laid the

brickwork, put the roof on, put in the windows and the doors. It's actually very creative. Of course, it's hard work too, with

all the carrying and lifting you have to do. You have to be prepared to get dirty, and work outside in all weathers, but that's a small price to pay, if you ask me.?

A)Low cost housing

B)Building a building

C)I'd rather be inside

6. What does the writer enjoy most about the job?

?I spend about half of my time in my office, and the other half in court. I don't have customers. I have clients. They come to me with legal problems and I represent them. It's a very demanding job, because you feel responsible for what happens to your clients, but it's also very satisfying. One of my clients was recently arrested for a crime he hadn't committed, and I was able to persuade the police they'd made a mistake. It's a great feeling helping people when they're in trouble.?

- A)working in two places
- B)having a lot of responsibility
- C)being able to help clients
- D)arguing with the police

7. What does the writer dislike most about the job?

?Many people think that this is an easy job, but in fact it can get very tiring and lonely. You're often away from your family for long periods of time - maybe two or three weeks, if you have to go to Germany or somewhere. That can be difficult. I do love it, though. I like being on the road behind the wheel, and being able to look down on all the cars. But it's a pain when you have to unload all the boxes and stuff at the end of the journey. Still, it's all part of the job.?

- A)being on the road for so long
- B)the fact that the work is so easy
- C)driving through foreign countries
- D)the fact that the work is physical

8. According to the writer, one of the skills required to do this job well is....

?Well, I used to work for a tabloid, but now I work for a more serious paper.

I generally write two or three pieces a day. You really have to keep up with current affairs in this job, though. I'm often going to press conferences and interviewing politicians and famous people, so I have to know what questions to ask. The

most satisfying thing is seeing my name in print above a story. I look at it and think, ?I wrote that yesterday, and today millions of people are reading it.? Amazing!?

- A)being able to write quickly and accurately.
- B)knowing what is happening in the world,
- C)making sure your questions are answered,
- D)getting your name printed in the newspaper

3. You are going to read an extract from an autobiography. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

Although I left university with a good degree, I suddenly found that it was actually quite hard to find a job. After being unemployed for a few months, I realised I had to take the first thing that came along or I'd be in serious financial difficulties. And so, for six very long months, I became a market research telephone interviewer.

I knew it wasn't the best company in the world when they told me that I'd have to undergo three days of training before starting work, and that I wouldn't get paid for any of it. Still, I knew that the hourly rate when I actually did start full time would be a lot better than unemployment benefit, and I could work up to twelve hours a day, seven days a week if I wanted. So, I thought of the money I'd earn and put up with three days of unpaid training. Whatever those three days taught me ? and I can't really remember anything about them today - I wasn't prepared for the way I would be treated by the supervisors.

It was worse than being at school. There were about twenty interviewers like myself, each sitting in a small, dark booth with an ancient computer and a dirty telephone. The booths were around the walls of the fifth floor of a concrete office block, and the supervisors sat in the middle of the room, listening in to all of our telephone interviews. We weren't allowed

to talk to each other, and if we took more than about two seconds from ending one phone call and starting another, they would shout at us to hurry up and get on with our jobs. We even had to ask permission to go to the toilet. I was amazed how slowly the day went. Our first break of the day came at eleven o'clock, two hours after we started. I'll always remember that feeling of despair when I would look at my watch thinking, ?It must be nearly time for the break?, only to find that it was quarter to ten and that there was another hour and a quarter to go. My next thought was always, ?I can't believe I'm going to be here until nine o'clock tonight.?

It wouldn't have been so bad if what we were doing had been useful. But it wasn't. Most of our interviews were for a major telecommunications company. We'd have to ring up businesses and ask them things like, ?Is your telecoms budget more than three million pounds a year?? The chances are we'd get the reply, ?Oh, I don't think so. I'll ask my husband. This is a corner shop. We've only got one phone.? And so the day went on.

The most frightening aspect of the job was that I was actually quite good at it. ?Oh no!? I thought. ?Maybe I'm destined to be a market researcher for the rest of my life.? My boss certainly seemed to think so. One day - during a break, of course ? she ordered me into her office. ?Simon,? she said, ?I'm promoting you. From tomorrow, you're off telecoms and onto credit card complaints. I'm sure you can handle it. There's no extra pay, but it is a very responsible position.? Three weeks later I quit. It was one of the best decisions I've ever made.

9. Why did the writer become a market re
- B. He had the right university degree for the job.
C. It was the first job he was offered.
D. He knew it was only for six months.
10. The writer had doubts about the company when
- A they only offered him three days of training.
B they told him he wouldn't receive payment for his training.
C they told him he had to be trained first.
D he was told what the hourly rate would be.
11. His workplace could best be described as
- A large and noisy.
B silent and dirty.
C untidy and crowded.
D old-fashioned and uncomfortable.
12. How did he feel when he realised it wasn't time for the break yet?
- A He felt that he would have to go home early.
B He felt that he wouldn't survive to the end of the day.
C He felt that the end of the day seemed so long away.
D He felt that he must have made a mistake.
13. What would have made the job more bearable?
- A knowing that he was carrying out a valuable service
B being able to phone much larger companies
C not having to talk to shopkeepers
D not having to ring up businesses
14. What was unusual about Simon's promotion?
- A It showed how good he was at his job.
B It meant he would be phoning different people.
C It involved greater responsibility.
D There was no increase in salary.
15. What would be the most suitable title for this extract?
- A Typical Office Life
B Unpleasant Employment
C How To Earn a Decent Salary
D You Get What You Deserve

4. Read these extracts from descriptions of different journeys. Decide what the writer is implying by circling the correct answer.

16. Mary, weather quite hot and Tom is brown already. Very handsome! Had a wonderful journey here. Got to the airport on time and no delays to the flight, thank God. Decent food on the plane for a change. Hotel is marvellous just like in a brochure. We're off to a restaurant this evening. Hope everything is fine at home. Love, Alison.

Alison implies that

- A) Tom is not usually very attractive,
B) she has often travelled by plane,
C) hotels are usually a little disappointing.

17. And Leaving the mountains and travelling by tram to the coast, you realise why these are called the Salt Plains. Vast flat areas have been created where the sea water slowly disappears in the baking sun, leaving the salt behind. This is what provides local people with their only source of income. Even the children are involved in collecting the salt, which is then driven to factories in the north.

The writer implies that

- A) the people are damaging the environment,
B) the people dislike working in the heat,
C) we might not expect children to be working

18. March 12th. We covered 20 kilometres today, which everybody says is not bad in this weather. We are all well and looking forward to tomorrow when we should be able to see the mountain for the first time. We went through our plans for

crossing the river Dinka and everybody seems to know what they are doing. I only hope I can do my bit.

The writer implies that

- A) he is not very experienced,
B) they are experts at crossing rivers, C) he has made mistakes in the past.

19. You'd love it here, Mike. The nightlife is great. I've made some friends already and they've been showing me the sights. Tonight we're meeting at the cafe and then, who knows? The family I'm staying with are really friendly and even gave me my own key to the front door so I can come in when I like. A good example for Mum and Dad, eh?

The writer implies that

- A) he usually finds it difficult to make new friends,
- B) he wasn't expecting the family to be so friendly,
- C) his parents don't give him as much freedom as he'd like.

5. You are going to read a magazine article about going on holiday. For Questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

Getting Away From It All

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

It's not that we're an argumentative family, but it seems that where we are to spend two weeks in the summer relaxing brings out the worst in us. Before too long, we're all insisting on places and refusing others, the volume steadily increasing. My daughter discovers a lifelong ambition to go to India. Funny how she never mentioned it before. My son isn't going anywhere unless he can bring his dog and my husband doesn't mind where he goes as long as it's within five miles of a golf course.

As usual, it's left to someone, and guess who, to find somewhere that everybody is willing to accept (the dog goes to the neighbours, though). This can take some weeks of persuading, reminding and convincing on my part, but usually there's

a solution. Then it's time to plan the packing. It seems that everybody else believes that it can be done half an hour before we leave for the airport. My husband lays out things he wants to take and I put them back when he's not looking and get out the real holiday clothes. My daughter wants to take everything she owns. Each item she has to put back is the

subject of another argument.

Finally the day arrives and we get to the airport in plenty of time. This happens because I start to shout five hours earlier that we are going in five minutes, ready or not. Once at the airport, we check in. It sounds simple enough, but the thing is

that airports are full of people running around who don't know where to go. Not surprising since we only do it once a year

and we've forgotten where we went last time. We finally find the right desk, get rid of the bags and go through to the departure lounge.

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

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

20. The writer implies that her family

- A find it hard to agree on anything.
- B all have very different personalities.
- C don't usually fight over things.
- D don't care about each other's feelings.

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

- A not as strong as she claims.
- B amusing in a girl her age.
- C strange for someone like her.
- D a secret she should have shared.

22. The writer implies that

- A her son refuses to go with them.
- B the others try to make her agree.
- C nobody is really happy with the idea.
- D she gets the others to agree.

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

- A She doesn't like what he wears.
- B He forgets to choose things for her.
- C He can't decide what to take.
- D The clothes aren't suitable.

24. The writer implies that

- A it's not far from her house to the airport.

B they would be late if she didn't make a fuss. C airports are usually badly designed.

D people should go on holiday more often.

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

A finds flying an enjoyable experience.

B doesn't worry about problems.

C understands what pilots face.

D doesn't care about other passengers

Тема 15

Write your CV and a covering letter to apply for a job in the Olympics. Plan what you're going to write. Use the Useful language box and Vocabulary Bank Work p.152 to help you Check the letter for mistakes (grammar, punctuation and spelling).

1. You're going to listen to Martin Cinert from Prague talking about the night the River Vltava flooded. Mark the sentences T (true) or F (false).

His office wasn't at risk, but his flat was.

He took his wife and child to his parents' house.

He went back to the flat because he was excited by the situation.

Martin went to a place near his flat to watch the water level rising. 6

He looked out of the window and saw that his car park was starting to flood.

He was the last person to leave his block of flats.

Ah of the roads he tried were flooded now.

He decided to follow another car through the water.

Martin's car broke down as he drove through the water.

10 Ah the flats in his building were seriously damaged.

Listen again. Then in pairs, correct the false sentences.

What do you think you would have done in Martin's

2. You will hear five people talking about teenage crime. Match each speaker with the people A-F. There is one person you don't need.

A a journalist D a police officer

B a lawyer E a teacher

C a parent F a victim of teenage crime

3. You will hear part of an interview with two mountain climbers. Write D next to what Dan says, M next to what Marion says, and N next to what neither of them says.

1. Climbing is safer than driving.

2. I try to control the element of risk when I climb.

3. Avalanches are a climber's worst enemy.

4. Climbing helps me do my job better.

5. My job is quite boring.

6. My partner is not happy that I go climbing.

7. People with young children shouldn't go climbing.

8. Accidents are usually a climber's own fault.

Listen to two friends talking about a class they are going to join. Circle the correct answer.

1. Jack feels his photography skills are beginner / intermediate / advanced level.

2 Emma says she is comfortable with / unsure about / interested in cooking simple dishes.

3 Emma says that she's not good at dancing / she'd prefer to go to a dance class with friends / she'd rather not take a dance class.

4 Emma thinks she would prefer painting places / objects / people.

5 Jack offers to lend Emma money for the class / send Emma information about the class / take Emma to the class.

Listen to a young business man talking about job interviews. Underline the correct answer.

6. For Graeme the hardest thing about the interview was finding examples of his successes / finding ways to keep his answers short / finding time to get ready.

7. Graeme says the people who interviewed him were serious / friendly / clever.

8. Graeme thinks he answered a few / most / all of the questions well.

9. After the interview, Graeme thought someone with a different background / better qualifications / more experience would be chosen.

10. According to Graeme, on the day of the interview the most important thing is to be on time / as you usually are / well-dressed.

Listen to an interview with a snowboarder. Underline the correct answer.

11. Helen started snowboarding because she wanted to join a local team / keep up with other family members / have an opportunity to excel in a sport.

12. To learn new snowboarding tricks, Helen recommends consulting an expert / watching video clips on the internet /

making variations to moves you already know. 13. The aspect of snowboarding Helen particularly likes is perfecting a new move / putting in the physical effort required / pushing herself to a higher level.

14. What does Helen say about the course she went on?

She did it as part of a special local project. / She was offered it while doing a holiday job at a nearby resort. / She was promised a job assisting the instructors if she completed it.

15. In the immediate future, Helen plans to pursue both academic study and professional snowboarding / focus on snowboarding at an international level / keep up her snowboarding by instructing others.

Listen to a young woman talking about setting up a fashion company and underline the correct answer.

16. Anna decided to set up an online fashion company selling children's / women's / men's clothes.

17. Anna used money borrowed from her family / her own money / money borrowed from a friend to set up her business.

18. Nowadays, Anna runs the company from her bedroom / the garage / an office.

19. The speaker says the main reason for Anna's success is because of the people she knows in the fashion industry / the support she had from her family / the long hours she spent working.

20. Anna's best piece of advice for someone who wants to go into business is to get some experience / to get a qualification / to do some research

Listen to a woman talking about an adventure holiday she has been on and underline the correct answer.

21. Kim decided to go on an adventure holiday because she wanted to spend some time apart from her friends / learn to do some new activities / get plenty of sunshine.

22. Kim's adventure holiday was in Ireland / the USA / Canada.

23. Kim most enjoyed learning how to surf / sail / ride a horse on her holiday.

24. Kim's holiday ended by visiting some caves / the coast / the mountains.

25. People on the holiday were put in groups based on their abilities / interests / age.

Тема 22

1. You have been asked to write a report on either entertainment or sports facilities in your town for an English language magazine. With a partner, decide what kind of information would be most useful for visitors to your town.

PLAN the content.

Decide which report you are going to write.

Decide what headings you can use to divide up your report.

Decide what information to include under each heading.

WRITE 120-180 words, organized in three or four paragraphs with a heading. Use a neutral style (no contractions or colloquial expressions).

CHECK your report for mistakes (grammar, punctuation, and spelling).

Useful language

Talking in general

Most / _____ (cinemas in my town...) (paragraph 1)

(Cinemas) are usually / _____ to be (quite cheap.) (2)

In general / _____ (2)

Almost always / _____ (3)

4. Проверка практических навыков

Темы 4, 5

Темы 6, 7, 8

Написание статьи по теме исследования.

Например

?ROBOTS IN MANUFACTURING?

Today most robots are used in manufacturing operations. The applications of robots can be divided into three categories:

1. material handling

2. processing operations

3. assembly and inspection.

Material-handling is the transfer of material and loading and unloading of machines. Material-transfer applications require the robot to move materials or work parts from one to another. Many of these tasks are relatively simple: robots pick up parts from one conveyor and place them on another. Other transfer operations are more complex, such as placing parts in an arrangement that can be calculated by the robot. Machine loading and unloading operations utilize a robot to load and unload parts. This requires the robot to be equipped with a grip-per that can grasp parts. Usually the gripper must be designed specifically for the particular part geometry.

In robotic processing operations, the robot manipulates a tool to perform a process on the work part. Examples of such applications include spot welding, continuous arc welding and spray painting. Spot welding of automobile bodies is one of the most common applications of industrial robots. The robot positions a spot welder against the automobile panels and frames to join them. Arc welding is a continuous process in which robot moves the welding rod along the welding seam. Spray painting is the manipulation of a spray-painting gun over the surface of the object to be coated. Other operations in this category include grinding and polishing in which a rotating spindle serves as the robot's tool.

The third application area of industrial robots is assembly and inspection. The use of robots in assembly is expected to increase because of the high cost of manual labour. But the design of the product is an important aspect of robotic assembly. Assembly methods that are satisfactory for humans are not always suitable for robots. Screws and nuts are widely used for fastening in manual assembly, but the same operations are extremely difficult for an one-armed robot.

Inspection is another area of factory operations in which the utilization of robots is growing. In a typical inspection job, the robot positions a sensor with respect to the work part and determines whether the part answers the quality specifications. In nearly all industrial robotic applications, the robot provides a substitute for human labour.

5. Тестирование

Тема 5

Тема 3

Составление аннотации к тексту.

Прочитайте текст и обратите внимание на чтение математических знаков

The amount of current (in amps) flowing through a circuit will partly depend on the electromotive force (EMF) of the electrical supply. Electromotive force is measured in volts (V), and is generally called voltage. The voltage depends on the 'strength' of the electrical supply. In the diagram above, adding a second cell would supply a higher voltage.

The amount of current will also depend on electrical resistance (or resistance). This value - in ohms (Ω) - is a measure of how easily current can flow through the conductors and components in a circuit. For example, a lamp creates resistance because the filament- the metal wire inside it - is very thin. This limits the amount of current that can flow. Resistance also depends on the materials used as conductors. For example, copper has a low resistance and so is a good conductor.

Materials with very high resistance, such as plastics, are called electrical insulators (or insulators). Only very high voltages cause current to flow through them. Materials that are good insulators are used to insulate conductors. An example is plastic insulation around electric wires.

This stops people from touching the conductor and- if it is live (carrying current)- from getting a dangerous electric shock.

Семестр 2

Текущий контроль

1. Контрольная работа

Темы 6, 7, 8

Темы 6, 7, 8

PARTICIPLE

Active Passive

Present writing being written

Perfect having written having been written

Past written

I. Use the appropriate form of the First Participle of the verbs brackets:

- (to look) out of the window, she saw there was a man working in the garden,
- That night, (to go) up to his room Shelton thought of his unpleasant duty.
- (to descend) to the hall, he came on Mr. Dennant (to cross) to his study, with a handful of official-looking papers.
- The carriage was almost full, and (to put) his bag up in the rack, he took his seat.
- (to know) that she couldn't trust Jim, she sent Peter instead.
- (to do) all that was required, he was the last to leave the office.
- (to return) home in the afternoon, she became conscious of her mistake.
- He couldn't join his friends (to be) still busy in the laboratory.
- (to finish) his work, he seemed more pleased than usual.
- (to step) inside, he found

himself in what had once been a sort of office. 11. He left the room again, (to close) the door behind him with a bang, 12. I spent about ten minutes (to turn) over the sixteen pages of 'The Times' before I found the chief news and articles. 13. (to turn) to the main street, he ran into Donald and Mary (to return) from school. 14. (to return) from the expedition he wrote a book about Central Africa. 15. (to get) out of bed she ran to the window and drew the curtain aside.

II. Point out the Complex Object with the First Participle. Translate the sentences into Russian:

1. I heard the visitor walking restlessly backwards and forwards. I also heard him talking to himself. 2. She turned and saw Shelton standing down there. 3. He felt his irritation mounting. 4. He found Dora reading a novel in their bedroom. 5. With amusement they watched them going. 6. We heard her walking on the stairs by the cellar. 7. At that moment I noticed Charles sitting a little farther in the hall. 8. For the first time she found herself wondering about him.

III. Use the Infinitive or the First Participle of the verbs in brackets to form a Complex Object:

1. A moment later they heard her bedroom door (to shut) with a bang. 2. I've never heard your canary (to sing). Is there anything the matter with the bird? 3. Would you like me (to make) you lunch, or have you had some? 4. I want you (to explain) the disappointment we had this morning. 5. She watched him (to pass) the gate and (to walk) down the street. 6.

Through the chink in the shutters she watched Emma (to pick) cherries in the orchard. 7. The captain said something which made them (to laugh), he did not hear what it was. 8. They had their own pattern of life and expected me (to fit) in. 9. You can see him (to work) in his little garden every day. 10. She had never heard philosophy (to pass) those lips before. 11. I saw him (to put) his suitcase right here. 12. During that moment Miss Pembroke told a lie, and made Rickie (to believe) it was the truth. 13. Together they watched the old oak (to drop) its leaves. 14. He found them (to sit) together

and (to talk) peacefully. They did not notice him (to approach). 15. He felt the water (to reach) his knees.

IV. Replace the attributive and adverbial clauses in the following sentences by participle phrases:

1. We were tired and thirsty, for we had been on the road since eight o'clock in the morning, and it was a hot day. 2. One day towards evening when both the old people were sitting in front of their cottage, they caught sight of a young girl with a bundle in her hand. 3. The lady was waiting for her sister who was arriving by the 7.30 train. 4. I hailed the first taxi that passed by and reached the station at ten minutes to three. 5. One morning, as Johnny was looking out of the window, he saw in his neighbour's orchard a great number of fine red apples which had fallen from the trees. 6. 'Villain!' cried he, as

he ran down to him. 7. 'Oh, sir,' said the poor boy who was trembling with fear, 'it isn't my fault.' 8. 'May I come in?' she said as she pushed the door a little wider open. 9. 'I'm late,' she remarked, as she sat down and drew off her gloves. 10. Here and there were signs that the flower-beds had been trampled upon by excited villagers who tried to reach the windows. 11. As he did not know the way to the station very well he often stopped to ask people who were passing by. 12. He looked like an African savage who was being shown a simple conjuring trick. 13. The old woman told me with pride that the healthy-looking child that was playing beside us was her grandson. 14. She returned presently and

brought a tray with a jug of milk. 15. The path which was leading through the coppice soon got lost in the high grass.

V. Translate the following word-groups into English. Pay attention to the place of the Second Participle:

иллюстрированный журнал; журнал, иллюстрированный известным художником; разбитое стекло; стекло, разбитое накануне; сломанный карандаш; ветка, сломанная ветром; взволнованные голоса; дети, взволнованные происшедшим; потерянный ключ; ключ, потерянный вчера; газеты, полученные из Лондона; закрытая дверь; дверь, запертая изнутри.

VI. Replace the attributive clauses in the following sentences by phrases with the Second Participle:

1. By a residential college we mean a college with a hostel which is usually situated on the same grounds as the principal building. 2. The slogan which was made by Mike's brother attracted everybody's attention. 3. They were all pleased with the results which were achieved by the end of the month. 4. His words, which he uttered in an undertone, reached my ears. 5. I asked the librarian to show me the magazines which were sent from London. 6. We were all looking at his smiling face which was framed in the window of the railway-carriage. 6. The English people love their green hedges which are covered with leaf and flower in summer, and a blaze of gold and red in autumn.

GERUND

Active Passive

Present writing being written

Perfect having written having been written

I. Use the appropriate form of the Gerund of the verbs in brackets:

1. (to speak) without (to think) is (to shoot) without aim. 2. Do you know what is peculiar about the English rule of (to

drive)? 3. I'm glad to say that the lady didn't keep us (to wait). 4. I remember (to take) to Paris when I was a very small child. 5. I strongly suspect Gerald of (to know) all about it beforehand, though he swears he didn't. 6. Excuse me for not (to write) more at the moment. 7. She never lost the power of (to form) quick decisions. 8. He had an air of (to be) master

of his fate, which was his chief attraction. 9. She denied (to see) me at the concert though I'm sure I saw her in the stalls. 10. I want to thank her for (to look) after the children while I was out. 11. He passed to the front door and out without (to see) us. 12. I enjoy (to read) poetry. 13. I don't mind (to stay) here for a little while. 14. Are you going to keep me (to wait)

all day? 15. They reproached us for (not to come) to the party; they were waiting for us the whole evening. 16. He suspected her of (to give) the police information about him while the workers were on strike. 17. I sat on the doorstep thinking over my chances of (to escape) from home. 18. There is very little hope of the work (to do) in time. 19. The coat showed evident signs of (to wear) on the preceding night. 20. (to avoid) the use of the perfect gerund is quite common if there is no fear of (to misunderstand).

II. Use the appropriate form of the Gerund and insert prepositions where necessary:

1. Newton, the famous scientist, was sometimes engaged (to work out) difficult problems. 2. ?There's no question (to forgive) you,? he said quickly. 3. Of course, I should insist (to pay) for my work. 4. I wonder if there's any use (to try) to improve him. 5. We began to speak only when we were out (to hear) of the old man. 6. I insist (to go) there at once. 7. We

all suspected him (to learn) it before and (to try) to conceal it from us. 8. They were all busy (to unpack) the books and (to

put) them on the shelves, 9. (to hear) the news she ran over to the telephone to inform Gerald at once. 10. But (to make) this request Mr. Dennant avoided (to look) in his face. 11. I spent the rest of the time in the hall of the Station Hotel (to write) letters. 12. You can help me (to give) a piece of good advice, you're old enough to know it better. 13. (to discuss) the plan ourselves we decided to consult Mike's eldest brother who in our eyes was an expert. 14. He hesitated a little (to

open) the door. He had a feeling that there was somebody waiting for him inside. 15. (to hear) the sound of the door opened downstairs he tiptoed into the corridor and bent over the banister. 16. (to see) three little children dancing in the street to their own music he came up nearer to see them better. 17. Excuse me (to come) late.

III. Use the Gerund instead of the subordinate clauses. Insert prepositions if necessary:

1. I remember Mother reprimanded me when I spoiled her favourite fish-cake. 2. We recommended that work should start

at once. 3. Thank you that you reminded me. 4. Nick suggested that we should dine at a restaurant to celebrate this little event. 5. He doesn't like when you interfere. 6. He prevents when I help him. 7. Nobody knew that they had agreed to take part in the expedition. 8. I insist that everything should be said in plain words so that there can't be any misunderstanding. 9. She dislikes when the children prompt one another and always gets very angry. 10. He wrote he would stay in Paris another week and did not explain why he was obliged to do so. 11. I can't recollect that they ever invited me to stay a weekend with them. 12. He was afraid that the news might cause excitement among the girls. 13. She disliked that he was so stubborn and would never listen to her reasons. 14. Nell denies that he is a bore. 15. I prefer that we should make use of tape-recording before we read the text. 16. Nobody objects that Peter lives with us. 17. We decided that we should join them in Glasgow.

IV. Translate into English, using the Gerund:

1. Я помню, что была больна в это время. 2. Она продолжала молчать, так как боялась обидеть его, если расскажет всю правду. 3. Нельзя привыкнуть к тому, что тебя оскорбляют. 4. Увидев меня, ребенок радостно улыбнулся. 5. Мать не могла не волноваться, так как детям давно пора было вернуться. 6. Она разорвала письмо на мелкие кусочки, не читая его. 7. Этот вопрос стоит обсудить. 8. Его оштрафовали за то, что он перешел улицу в

неположенном месте. 9. После того, что произошло, она избегала встречаться с ним. 10. Он подумывает о том, чтобы оставить работу и переехать в деревню. 11. Мне понравилась мысль о том, чтобы провести конец недели за

городом. 12. Вы не возражаете, если я зайду к вам сегодня вечером? 13. Я привыкла рано вставать, так как занятия в институте начинаются в 7.30. 14. Вы должны вовремя возвращать книги в библиотеку без напоминания, 15. Бесполезно пытаться достать билеты на этот спектакль. 16. Мы получали удовольствие, слушая, как он рассказывает о своих приключениях. 17. Видя, что я подхожу, они перестали разговаривать. 18. Она отрицала, что видела нас там. 19. Я не могу позволить себе купить такие дорогие часы. 20. Она казалась очень удивленной тем, что увидела меня там.

INFINITIVE

Active Passive

Present to write to be written

Continuous to be writing -

Perfect to have written to have been written

Perfect-Continuous to have been writing -

I. Comment on the form of the Infinitive

1. Lady Franklin was horrified at herself. To have asked his name, to have been told his name, and to have forgotten it! 2.

She seemed to be paying no attention to what was going round her. 3. He suddenly awoke from his queer trance, there was a decision to be made. 4. Good-bye, Mr. Jackson. Glad to have been of service to you. 5. I say, don't you think you ought to be going? 6. He was very tired, and to have been caught napping had irritated him and hurt his pride. 7. There are a great many things to be taken into consideration. 8. Judging from the books and papers on the writing table he must

have been working since they left him in the morning. 9. She told them to take off their shoes so that their footsteps could

not be heard in the flat below. 10. "We are very sorry to have disturbed you," began Peter. 11. I want you to promise me

you won't talk to Antonia about that sort of things. 12. That woman is still sitting. She seems to have been waiting over an

hour. 13. Well, funny things seem to be happening. 14. To have been so happy and not to have known it! 15. There was nothing to be done, but to wait for the next express, which was due at four.

II. Supply the missing forms of the following infinitives:

to have been done, to be spoken to, to curl, to be breaking, to have nodded, to drive, to be ruined, to be rubbing, to land, to be spoken to, to turn, to have been sleeping, to be got, to be running.

III. Use the appropriate form of the infinitives in brackets

1. I'm so dreadfully sorry (to bother) you in this stupid way. 2. He kept late hours last night, he may still (to sleep). 3. "She must (to be) very beautiful years ago," Maren thought. 4. It's a secret, and no one else must (to tell). 5. Good-bye.

So pleased (to meet) you. 6. He's a talented engineer. He's supposed (to work) at a new invention. 7. Oh, my Margaret, my daughter. You should never (to go). It was all your father's fault. 8. She seems (to work) at her course paper since spring and says she has still a lot (to do). 9. I've just seen him passing the entrance door, so he can't (to work) at the laboratory as you say. 10. The next morning he seemed (to forget) it all. 11. It ought (to do) long ago; at least before their

leaving Blackstable. 12. She seemed at times (to seize) with an uncontrolled irritation and would say sharp and wounding

things. 13. You probably think that I must (to live) a very gay life in France, but it wasn't so. 14. No words can describe it: it must (to see).

IV. Put to where necessary before the infinitives:

1. The teacher made me ... repeat it all over again. 2. You needn't... ask for permission, I let you ... take my books whenever you like. 3. Will you help me ... move the table? 4. He is expected ... arrive in a few days. 5. You seem ... know

these places very well. 6. You had better ... make a note of it. 7. I heard the door ... open and saw a shadow ... move across the floor. 8. He told me ... try ... do it once again. 9. I'd rather ... walk a little before going to bed. 10. There is nothing... do but ... wait till somebody comes ... let us out. 11. You ought not ... show your feelings. 12. Why not ... wait a little longer? 13. I felt her ... shiver with cold. 14. We should love you... stay with us. 15. You are not ... mention this to anyone. 16. We got Mother ... cut up some sandwiches. 17. Rose wanted them ... stop laughing, wanted the curtain ... come down. 18. I'll have ... go there. 19. There doesn't seem ... be anything wrong with you. 20. She helped me ... get over my fear. 21. Look here, Jane, why ... be so cross? 22. He was seen ... make a note of it. 23. What made you ... deceive me? 24. He was not able ... explain anything.

V. Translate the following sentences into Russian, paying attention to the use of the particle to, which implies the verb already mentioned:

1. He hadn't wanted to laugh then, nor did he want to now. 2. You needn't say anything if you don't want to. 3. Michael knew a lot, or seemed to. 4. Well, let's forget it, shall we? ? I'm glad to, thanks very much. 5. She always kept her mouth shut when told to. 6. It was my fault. I'm sorry. I didn't want to, I didn't mean to. 7. I know I should have come to you and told you about it, but I was afraid to. 8. I'd be glad to see you. Come any time you like. ? Darling, you know I long to. But I

can't. 9. You can't send that letter. ? I am certainly going to, by air-mail from Port Said. 10. I couldn't do what I wanted to.

VI. Respond to the following questions or statements, using the phrases from the list in brackets:

1. They say you read a lot. 2. Why didn't you invite them? 3. Will you write a letter to her? 4. Why can't you go with us? 5.

I'm afraid you can't come. 6. I see you haven't bought any oranges. 7. You must take more care of it. 8. She says you are

going to help her. 9. Why didn't you dance with him? 10. You didn't sign your test paper.

(Not so much as I used to; I simply didn't want to; Yes, if you wish me to; But I'll try to; I'm not allowed to; I meant to, but I

forgot; Yes, I ought to; I suppose I'll have to; He didn't ask me to; No, I forgot to.)

VII. Translate the sentences into English, using infinitives

1. С ней приятно разговаривать. 2. Вопрос был слишком сложный, чтобы обсудить его за час. 3. Я рад, что узнал правду. 4. Ты бы лучше не надоедал ему своими глупыми вопросами. 5. Этот вопрос слишком сложен, чтобы она могла решить его одна. 6. Он но такой человек, от которого можно ожидать помощи. 7. Было бы лучше убедить его

работать, чем принуждать его. 8. Мы очень довольны, что видели этот спектакль. 9. Кажется, дети уже забыли об этом печальном событии. 10. Вам следовало бы предупредить меня заранее. 11. Я молчала, так как мне нечего было сказать. 12. Они обещали мне помочь подготовиться к приему гостей. 13. Номер его телефона легко запомнить. 14. Этот человек сидит здесь, должно быть, около часа. Кого бы это он мог ждать? 15. Вы помните, кто

первый вошел в комнату? 16. Вряд ли он тот человек, который даст вам интересующие вас сведения. 17. Мы сделали вид, что не заметили его ошибки, чтобы не смущать его.

VIII. Paraphrase the following sentences, making the object of the infinitive the subject of the sentence:

Examples : 1. It is hard to please him.

He is hard to please.

2. It is pleasant to look at her,

She is pleasant to look at.

1. It is not difficult to remember the rule. 2. It's very comfortable to sit in my Grandfather's armchair. 3. She's a kind person. It's easy to deal with her. 4. It's not very easy to translate this passage. It contains some idiomatic expressions. 5. It is pleasant to look at the girl, but not at all pleasant to talk to her. She's pretty, but not very clever. 6. It was unpleasant to watch their quarrel. 7. It's always funny to listen to his stories. 8. It's not so very easy to answer this question.

IX. Make up sentences, using the following adjectives with infinitives (follow the examples of the previous exercise):

easy to deal with, difficult to understand, pleasant to look at, hard to please, useful to remember, easy to answer, uncomfortable to sit on, easy to follow, difficult to avoid, pleasant to talk to, not far to seek, not easy to find.

2. Письменная работа

Темы 6, 7, 8

Темы 6, 7, 8

Написание статьи по теме исследования. например: Acceleration and motion

If an object is at rest (not moving) and is free to move (not fixed), an external force- a force from outside -will make the object accelerate. This means the velocity of the object (the speed of its movement in a given direction) will increase. Velocity is measured in metres per second (m/s). If acceleration is constant- that is, if the rate of acceleration remains the same- it is measured as the increase in velocity (in metres per second) that is achieved each second. The unit of acceleration is therefore metres per second per second - stated as metres per second squared (m/s²).

If an object is in motion (moving) and is subjected to an opposing force- that is, one acting on it in the opposite direction- the object will decelerate. As with acceleration, deceleration is measured in m/s². If something moves in a straight line, we say its movement is linear- a car accelerating and driving along a straight road is an example of linear acceleration and linear motion.

On earth, acceleration due to gravity is roughly 10 m/s² ? In other words, if an object is dropped and left to free fall, its velocity will increase by 10 m/s every second (not allowing for air resistance). Acceleration and deceleration, such as that generated by aircraft and cars, can be compared with acceleration due to gravity. This relative measure is called G-force (G stands for gravity). An acceleration of 10 m/s² is measured as 1 G, 20 m/s² as 2 G (or 2 Gs), and so on.

3. Проверка практических навыков

Темы 6, 7

Темы 6, 7

Complex Subject with the Infinitive

I. Translate the sentences into Russian, pay attention to the complex subject

1. This seems to be a very difficult assignment. 2. The fortuneteller finally proved to be wrong in her predictions. 3. Our athletes are very likely to win the game. 4. She turned out to remember everything. 4. The police are said to have caught the criminal. 5. This student is sure to pass the exam. 6. Her new friends turned out to hate pop music. 7. He is believed to have spoken the truth in court. 8. Some of our students proved to have attended no classes this term.

II. Paraphrase the following sentences so as to use a complex subject.

Example: It is known that he is a great artist.

He is known to be a great artist.

1. It is known that he is a great book lover. 2. It was reported that many buildings had been damaged by the fire. 3. It is reported that the delegation has left London. 4. It is considered that this shop is the best in the district. 5. It is expected

that many people will attend the meeting. 6. It is said that the expedition has reached the North Pole. 7. It seems that this

book is very popular with children. 8. It seems that she knows French perfectly well. 9. It happened that he was at home at that time. 10. It appears that the house was built in the 18th century. 11. It proved that he was a very experienced worker. 12. It seems that the play has made a great impression on him. 13. It is likely that they will return soon. 14. It is certain that the article will be published in the newspaper. 15. It is sure that they will come here. 16. It is likely that the conference will be held in Moscow. 16. It is not likely that the weather will change soon. 17. It turned out that he was sleeping at the moment I phoned. 18. It seems she has forgotten everything. 19. It seemed that he was looking at the ghost. 20. It appeared that he was thinking of something. 21. It happens that money doesn't interest him at all.

III. Change complex object sentences into complex subject sentences

Example: Somebody saw the old lady leave the house in a hurry. (complex object)

The old lady was seen to leave the house in a hurry. (complex subject)

1. Nobody has ever seen him smile or laugh. 2. We never forced you to say that. 3. People have never heard her say a kind word to anybody. 4. They didn't allow us to enter. 5. They heard her sing in the hall. 6. They made John tell them the truth. 7. The doctor advised the patient to eat more fruit and vegetables. 8. We asked him to take part in the conference.

Зачет

Вопросы к зачету:

1) 3 семестр: Контрольная работа ♦ 3, (50 заданий, включает аспекты языка: аудирование, чтение, письмо, лексико-грамматические и фонетические задания;

2) письменный перевод со словарем текста по специальности или задание на поисковое чтение (с последующим письменным ответом на вопросы), объем 2000-2500 п. зн. 60 минут

Robots.

A robot is a mechanical or virtual artificial agent, usually an electromechanical machine that is guided by a computer program or electronic circuitry. When robots are virtual software agents, they are usually referred to as bots.

The word 'robot' was first used to denote a fictional humanoid in a 1920 play R.U.R. by the Czech writer, Karel Čapek but

it was Karel's brother Josef Čapek who was the word's true inventor. In an article in the Czech journal Lidové noviny in 1933, he explained that he had originally wanted to call the creatures featured in the play *laboři* (?workers?, from Latin labor). However, he did not like the word, and sought advice from his brother Josef, who suggested ?roboti?. The word *robota* means literally ?corvée?, ?serf labor?, and figuratively ?drudgery? or ?hard work? in Czech and (more general) ?work?, ?labor? in many Slavic languages.

The branch of technology that deals with the design, construction, operation, and application of robots, as well as computer systems for their control, sensory feedback, and information processing is robotics.

In general, robots can be autonomous or semi-autonomous and are now used in different fields. They have replaced humans in performing repetitive and dangerous tasks, which humans prefer not to do, or are unable to do because of size

limitations, or which take place in extreme environments such as outer space or the bottom of the sea. For instance, robots can now be used in industry, as in car manufacturing, or they can be used in homes to do the housework. Some robots may respond to speech or be even medical operating tools.

In 2008, Caterpillar Inc. developed a dump truck, which can drive itself without any human operator. Many analysts believe that self-driving trucks may eventually revolutionize logistics. By 2014, Caterpillar had a self-driving dump truck, which is expected to greatly change the process of mining. Some analysts believe that within the next few decades, most

trucks will be self-driving.

A literate or 'reading robot' named Marge has intelligence that comes from software. She can read newspapers, find and correct misspelled words, learn about banks like Barclays, and understand that some restaurants are better places to eat

than others are.

Baxter is a new robot that is different from other industrial robots because it can learn. A worker could teach Baxter how to perform a task by moving its hands in the desired motion and having Baxter memorize them. Extra dials, buttons, and controls are available on Baxter's arm for more precision and features. Any regular worker could program Baxter and it only takes a matter of minutes, unlike usual industrial robots that take extensive programs and coding in order to be used.

This means Baxter needs no programming in order to operate. No software engineers are needed. This also means Baxter can be taught to perform multiple, more complicated tasks.

3) Устное реферирование текста по специальности, объем 800-1000 п.зн., время подготовки 10-15 минут
Origins of quality control.

Modern quality control originated with Walter A. Shewhart, then working at Bell Telephone Laboratories. Shewhart devised a control chart named after him in 1923 and in 1931 published his method in *Economic Control of Quality of Manufactured Product*. Shewhart's method saw its introduction at Western Electric Company's Hawthorn plant in 1926.

Joseph Juran was one of the people trained in the technique. In 1928 he wrote a pamphlet entitled Statistical Methods Applied to Manufacturing Problems which was later incorporated into the AT&T Statistical Quality Control Handbook which is still in print. In 1951 Juran published his very influential Quality Control Handbook.

W. Edwards Deming went to Japan to assist in the preparation of the 1951 Japanese Census. Being an expert on statistical methods, the Japanese Union of Scientists and Engineers (JUSE), having heard of Shewhart's techniques, invited Deming to lecture on statistical quality control. Deming gave a series of lectures in 1950 aimed both at describing SQC and at motivating his audience of executives. He pointed out the linkage between quality, productivity, and potential

gains in market share. He found an enthusiastic audience. JUSE also invited Juran to lecture in 1954 with similar success, but by that time Deming had achieved wide prominence in Japan. With the great success enjoyed by SQC in Japan, and through his own abilities as a teacher and promoter of quality control and related management approaches, Deming became the iconic figure in the field, the "father of quality control." JUSE established the, by now, prestigious Deming Prize for quality-related achievements by individuals and organizations.

Japanese improvements in industrial performance eventually aroused interest in the United States in the early 1970s, led

by Lockheed Corporation. Quality control then took on a life of its own in this country

6.4 Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

В КФУ действует балльно-рейтинговая система оценки знаний обучающихся. Суммарно по дисциплине (модулю) можно получить максимум 100 баллов за семестр, из них текущая работа оценивается в 50 баллов, итоговая форма контроля - в 50 баллов.

Для зачёта:

56 баллов и более - "зачтено".

55 баллов и менее - "не зачтено".

Для экзамена:

86 баллов и более - "отлично".

71-85 баллов - "хорошо".

56-70 баллов - "удовлетворительно".

55 баллов и менее - "неудовлетворительно".

Форма контроля	Процедура оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций	Этап	Количество баллов
Семестр 1			
Текущий контроль			
Письменное домашнее задание	Обучающиеся получают задание по освещению определённых теоретических вопросов или решению задач. Работа выполняется письменно дома и сдаётся преподавателю. Оцениваются владение материалом по теме работы, аналитические способности, владение методами, умения и навыки, необходимые для выполнения заданий.	1	5
Устный опрос	Устный опрос проводится на практических занятиях. Обучающиеся выступают с докладами, сообщениями, дополнениями, участвуют в дискуссии, отвечают на вопросы преподавателя. Оценивается уровень домашней подготовки по теме, способность системно и логично излагать материал, анализировать, формулировать собственную позицию, отвечать на дополнительные вопросы.	2	8
Письменная работа	Обучающиеся получают задание по освещению определённых теоретических вопросов или решению задач. Работа выполняется письменно и сдаётся преподавателю. Оцениваются владение материалом по теме работы, аналитические способности, владение методами, умения и навыки, необходимые для выполнения заданий.	3	5
Проверка практических навыков	Практические навыки проверяются путём выполнения обучающимися практических заданий в условиях, полностью или частично приближенных к условиям профессиональной деятельности. Проверяется знание теоретического материала, необходимое для правильного совершения необходимых действий, умение выстроить последовательность действий, практическое владение приёмами и методами решения профессиональных задач.	4	8
Тестирование	Тестирование проходит в письменной форме или с использованием компьютерных средств. Обучающийся получает определённое количество тестовых заданий. На выполнение выделяется фиксированное время в зависимости от количества заданий. Оценка выставляется в зависимости от процента правильно выполненных заданий.	5	5

Форма контроля	Процедура оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций	Этап	Количество баллов
Семестр 2			
Текущий контроль			
Контрольная работа	Контрольная работа проводится в часы аудиторной работы. Обучающиеся получают задания для проверки усвоения пройденного материала. Работа выполняется в письменном виде и сдаётся преподавателю. Оцениваются владение материалом по теме работы, аналитические способности, владение методами, умения и навыки, необходимые для выполнения заданий.	1	8
Письменная работа	Обучающиеся получают задание по освещению определённых теоретических вопросов или решению задач. Работа выполняется письменно и сдаётся преподавателю. Оцениваются владение материалом по теме работы, аналитические способности, владение методами, умения и навыки, необходимые для выполнения заданий.	2	8
Проверка практических навыков	Практические навыки проверяются путём выполнения обучающимися практических заданий в условиях, полностью или частично приближенных к условиям профессиональной деятельности. Проверяется знание теоретического материала, необходимое для правильного совершения необходимых действий, умение выстроить последовательность действий, практическое владение приёмами и методами решения профессиональных задач.	3	3
Зачет	Зачёт нацелен на комплексную проверку освоения дисциплины. Обучающийся получает вопрос (вопросы) либо задание (задания) и время на подготовку. Зачёт проводится в устной, письменной или компьютерной форме. Оценивается владение материалом, его системное освоение, способность применять нужные знания, навыки и умения при анализе проблемных ситуаций и решении практических заданий.		50

7. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля)

7.1 Основная литература:

1. Гальчук Л.М. Английский язык в научной среде: практикум устной речи: Учебное пособие [Электронный ресурс]

/ Гальчук Л.М. - 2изд. - М.: Вузовский учебник, НИЦ ИНФРА-М, 2016. - 80 с.: 60x90 1/16 (Обложка). - ISBN 978-5-9558-0463-7 (Вузовский учебник). - URL: <http://znanium.com/bookread2.php?book=518953>

2. Евстифеева, М. В. Теоретическая фонетика английского языка. Лекции, семинары, упражнения [Электронный ресурс] : учеб. пособие / М. В. Евстифеева. -М. : ФЛИНТА : Наука, 2012. - 168 с. - ISBN 978-5-9765-1115-6 (Флинта), ISBN 978-5-02-037670-0 (Наука). - URL: <http://znanium.com/bookread2.php?book=454083>

7.2. Дополнительная литература:

1. Reading science: учебное пособие для студентов доп. квалификации 'Переводчик в сфере проф. коммуникации'/

Казан. гос. ун-т, сост. доц. Одинокова. - Казань: Казан. гос. ун-т, 2007. - 50 с.

2. Щавелева, Е.Н. How to make a scientific speech: практикум по развитию умений публичного выступления на английском языке для студентов, диссертантов, научных работников технических специальностей: учебное пособие для студентов высших учебных заведений: Е.Н. Щавелева. - Москва: КНОРУС, 2007. - 91 с.

3. Ершова, О. В. Английская фонетика: от звука к слову: учеб. пособие по развитию навыков чтения и произношения [Электронный ресурс] / О. В. Ершова, А. Э.Максаева. - М. : ФЛИНТА :Наука, 2011. - 136 с. - URL: <http://znanium.com/bookread.php?book=429173>

4. Миньяр-Белоручева, А. П. Англо-русские обороты научной речи: учебное пособие [Электронный ресурс] / А. П.

Миньяр-Белоручева. - 6-е изд., стер. - М.: Флинта, 2012. - 144 с. - URL:

<http://znanium.com/bookread2.php?book=455419>

8. Перечень ресурсов информационно-телекоммуникационной сети "Интернет", необходимых для освоения дисциплины (модуля)

bbc english online - <http://www.bbc.co.uk/learningenglish/>

british council - <http://learnenglish.britishcouncil.org/en/>

puzzle english - <https://puzzle-english.com/>

9. Методические указания для обучающихся по освоению дисциплины (модуля)

Вид работ	Методические рекомендации
лекции	В ходе лекционных занятий вести конспектирование учебного материала. Обращать внимание на категории, формулировки, раскрывающие содержание тех или иных явлений и процессов, научные выводы и практические рекомендации, положительный опыт в ораторском искусстве. Желательно оставить в рабочих конспектах поля, на которых делать пометки из рекомендованной литературы, дополняющие материал прослушанной лекции, а также подчеркивающие особую важность тех или иных теоретических положений. Задавать преподавателю уточняющие вопросы с целью уяснения теоретических положений, разрешения спорных ситуаций.
практические занятия	В ходе практического занятия студенты должны: - внимательно слушать выступления своих однокурсников, при необходимости задавать им уточняющие вопросы; - принимать активное участие в обсуждении учебных вопросов: выступать с докладами, рефератами, обзорами научных статей, отдельных публикаций периодической печати, касающихся содержания темы семинарского занятия; - с целью разъяснения наиболее сложных проблем изучаемого материала задавать вопросы преподавателю. ♦
самостоятельная работа	Студент обязан в полном объеме использовать время самостоятельной работы, предусмотренное настоящей рабочей программой, для изучения соответствующих разделов дисциплины, и своевременно обращаться к преподавателю в случае возникновения затруднений при выполнении заданий в рамках самостоятельной работы. Прорабатывая материал лекций во время самостоятельной работы, студент обязан отметить в конспекте утверждения, определения, выводы, смысл или обоснованность которых ему непонятны, и обратиться к рекомендуемой литературе за разъяснениями. Если рекомендуемая литература не содержит требуемых объяснений, необходимо обратиться к преподавателю с во-просом на практическом занятии или во время, выделенное для индивидуальных консультаций. ♦
письменное домашнее задание	Обучающиеся получают задание по освещению определённых теоретических вопросов или решению задач. Работа выполняется письменно дома и сдаётся преподавателю. Оцениваются владение материалом по теме работы, аналитические способности, владение методами, умения и навыки, необходимые для выполнения заданий. ♦
устный опрос	Устный опрос проводится на практических занятиях. Обучающиеся выступают с докладами, сообщениями, дополнениями, участвуют в дискуссии, отвечают на вопросы преподавателя. Оценивается уровень домашней подготовки по теме, способность системно и логично излагать материал, анализировать, формулировать собственную позицию, отвечать на дополнительные вопросы.
письменная работа	Обучающиеся получают задание по освещению определённых теоретических вопросов или решению задач. Работа выполняется письменно и сдаётся преподавателю. Оцениваются владение материалом по теме работы, аналитические способности, владение методами, умения и навыки, необходимые для выполнения заданий. ♦
проверка практических навыков	Практические навыки проверяются путём выполнения обучающимися практических заданий в условиях, полностью или частично приближенных к условиям профессиональной деятельности. Проверяется знание теоретического материала, необходимое для правильного совершения необходимых действий, умение выстроить последовательность действий, практическое владение приёмами и методами решения профессиональных задач.

Вид работ	Методические рекомендации
тестирование	Тестирование проходит в письменной форме или с использованием компьютерных средств. Обучающийся получает определённое количество тестовых заданий. На выполнение выделяется фиксированное время в зависимости от количества заданий. Оценка выставляется в зависимости от процента правильно выполненных заданий.
контрольная работа	Внимательно выслушать данное на контрольную работу задание В случае недопонимания задания - переспросить у преподавателя суть задания Выполнять работу в установленные сроки. не использовать мобильный телефон и другие электронные устройства если это не разрешено преподавателем не списывать решение задания у других студентов♦
зачет	Зачёт нацелен на комплексную проверку освоения дисциплины. Обучающийся получает вопрос (вопросы) либо задание (задания) и время на подготовку. Зачёт проводится в устной, письменной или компьютерной форме. Оценивается владение материалом, его системное освоение, способность применять нужные знания, навыки и умения при анализе проблемных ситуаций и решении практических заданий. ♦

10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем (при необходимости)

Освоение дисциплины "Иностранный язык" предполагает использование следующего программного обеспечения и информационно-справочных систем:

Операционная система Microsoft Windows Professional 7 Russian

Пакет офисного программного обеспечения Microsoft Office 2010 Professional Plus Russian

Браузер Mozilla Firefox

Браузер Google Chrome

Adobe Reader XI

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен обучающимся. ЭБС "ZNANIUM.COM" содержит произведения крупнейших российских учёных, руководителей государственных органов, преподавателей ведущих вузов страны, высококвалифицированных специалистов в различных сферах бизнеса. Фонд библиотеки сформирован с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, учебно-методические комплексы, монографии, авторефераты, диссертации, энциклопедии, словари и справочники, законодательно-нормативные документы, специальные периодические издания и издания, выпускаемые издательствами вузов. В настоящее время ЭБС ZNANIUM.COM соответствует всем требованиям федеральных государственных образовательных стандартов высшего образования (ФГОС ВО) нового поколения.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "Консультант студента", доступ к которой предоставлен обучающимся. Многопрофильный образовательный ресурс "Консультант студента" является электронной библиотечной системой (ЭБС), предоставляющей доступ через сеть Интернет к учебной литературе и дополнительным материалам, приобретенным на основании прямых договоров с правообладателями. Полностью соответствует требованиям федеральных государственных образовательных стандартов высшего образования к комплектованию библиотек, в том числе электронных, в части формирования фондов основной и дополнительной литературы.

11. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине (модулю)

Освоение дисциплины "Иностранный язык" предполагает использование следующего материально-технического обеспечения:

Мультимедийная аудитория, вместимостью более 60 человек. Мультимедийная аудитория состоит из интегрированных инженерных систем с единой системой управления, оснащенная современными средствами воспроизведения и визуализации любой видео и аудио информации, получения и передачи электронных документов. Типовая комплектация мультимедийной аудитории состоит из: мультимедийного проектора, автоматизированного проекционного экрана, акустической системы, а также интерактивной трибуны преподавателя, включающей тач-скрин монитор с диагональю не менее 22 дюймов, персональный компьютер (с техническими характеристиками не ниже Intel Core i3-2100, DDR3 4096Mb, 500Gb), конференц-микрофон, беспроводной микрофон, блок управления оборудованием, интерфейсы подключения: USB, audio, HDMI. Интерактивная трибуна преподавателя является ключевым элементом управления, объединяющим все устройства в единую систему, и служит полноценным рабочим местом преподавателя. Преподаватель имеет возможность легко управлять всей системой, не отходя от трибуны, что позволяет проводить лекции, практические занятия, презентации, вебинары, конференции и другие виды аудиторной нагрузки обучающихся в удобной и доступной для них форме с применением современных интерактивных средств обучения, в том числе с использованием в процессе обучения всех корпоративных ресурсов. Мультимедийная аудитория также оснащена широкополосным доступом в сеть интернет. Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение.

Компьютерный класс, представляющий собой рабочее место преподавателя и не менее 15 рабочих мест студентов, включающих компьютерный стол, стул, персональный компьютер, лицензионное программное обеспечение. Каждый компьютер имеет широкополосный доступ в сеть Интернет. Все компьютеры подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Лингафонный кабинет, представляющий собой универсальный лингафонно-программный комплекс на базе компьютерного класса, состоящий из рабочего места преподавателя (стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Tutor, головная гарнитура), и не менее 12 рабочих мест студентов (специальный стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Student, головная гарнитура), сетевого коммутатора для структурированной кабельной системы кабинета.

Лингафонный кабинет представляет собой комплекс мультимедийного оборудования и программного обеспечения для обучения иностранным языкам, включающий программное обеспечение управления классом и SANAKO Study 1200, которые дают возможность использования в учебном процессе интерактивные технологии обучения с использованием современных мультимедийных средств, ресурсов Интернета.

Программный комплекс SANAKO Study 1200 дает возможность инновационного ведения учебного процесса, он предлагает широкий спектр видов деятельности (заданий), поддерживающих как практики слушания, так и тренинги речевой активности: практика чтения, прослушивание, следование образцу, обсуждение, круглый стол, использование Интернета, самообучение, тестирование. Преподаватель является центральной фигурой процесса обучения. Ему предоставляются инструменты управления классом. Он также может использовать многочисленные методы оценки достижений учащихся и следить за их динамикой. SANAKO Study 1200 предоставляет учащимся наилучшие возможности для выполнения речевых упражнений и заданий, основанных на текстах, аудио- и видеоматериалах. Вся аудитория может быть разделена на подгруппы. Это позволяет организовать отдельную траекторию обучения для каждой подгруппы. Учащиеся могут работать самостоятельно, в автономном режиме, при этом преподаватель может контролировать их действия. В состав программного комплекса SANAKO Study 1200 также входит модуль Examination Module - модуль создания и управления тестами для проверки конкретных навыков и способностей учащегося. Гибкость данного модуля позволяет преподавателям легко варьировать типы вопросов в тесте и редактировать существующие тесты.

Также в состав программного комплекса SANAKO Study 1200 также входит модуль обратной связи, с помощью которых можно в процессе занятия провести экспресс-опрос аудитории без подготовки большого теста, а также узнать мнение аудитории по какой-либо теме.

Каждый компьютер лингафонного класса имеет широкополосный доступ к сети Интернет, лицензионное программное обеспечение. Все универсальные лингафонно-программные комплексы подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Специализированная лаборатория оснащена оборудованием, необходимым для проведения лабораторных работ, практических занятий и самостоятельной работы по отдельным дисциплинам, а также практик и научно-исследовательской работы обучающихся. Лаборатория рассчитана на одновременную работу обучающихся академической группы либо подгруппы. Занятия проводятся под руководством сотрудника университета, контролирующего выполнение видов учебной работы и соблюдение правил техники безопасности. Качественный и количественный состав оборудования и расходных материалов определяется спецификой образовательных программ.

12. Средства адаптации преподавания дисциплины к потребностям обучающихся инвалидов и лиц с ограниченными возможностями здоровья

При необходимости в образовательном процессе применяются следующие методы и технологии, облегчающие восприятие информации обучающимися инвалидами и лицами с ограниченными возможностями здоровья:

- создание текстовой версии любого нетекстового контента для его возможного преобразования в альтернативные формы, удобные для различных пользователей;
- создание контента, который можно представить в различных видах без потери данных или структуры, предусмотреть возможность масштабирования текста и изображений без потери качества, предусмотреть доступность управления контентом с клавиатуры;

- создание возможностей для обучающихся воспринимать одну и ту же информацию из разных источников - например, так, чтобы лица с нарушениями слуха получали информацию визуально, с нарушениями зрения - аудиально;
- применение программных средств, обеспечивающих возможность освоения навыков и умений, формируемых дисциплиной, за счёт альтернативных способов, в том числе виртуальных лабораторий и симуляционных технологий;
- применение дистанционных образовательных технологий для передачи информации, организации различных форм интерактивной контактной работы обучающегося с преподавателем, в том числе вебинаров, которые могут быть использованы для проведения виртуальных лекций с возможностью взаимодействия всех участников дистанционного обучения, проведения семинаров, выступления с докладами и защиты выполненных работ, проведения тренингов, организации коллективной работы;
- применение дистанционных образовательных технологий для организации форм текущего и промежуточного контроля;
- увеличение продолжительности сдачи обучающимся инвалидом или лицом с ограниченными возможностями здоровья форм промежуточной аттестации по отношению к установленной продолжительности их сдачи:
- продолжительности сдачи зачёта или экзамена, проводимого в письменной форме, - не более чем на 90 минут;
- продолжительности подготовки обучающегося к ответу на зачёте или экзамене, проводимом в устной форме, - не более чем на 20 минут;
- продолжительности выступления обучающегося при защите курсовой работы - не более чем на 15 минут.

Программа составлена в соответствии с требованиями ФГОС ВО и учебным планом по направлению 12.04.04 "Биотехнические системы и технологии" и магистерской программе Медицинская и клиническая техника .