Автономная некоммерческая организация высшего образования «Московский информационно-технологический университет –
Московский архитектурно-строительный институт»
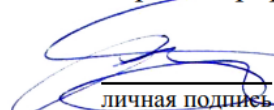
УТВЕРЖДАЮ

Первый проректор

_____ С.А. Забелина
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« 20 » _____июня_____ 2019 г.

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_____
(уч. звание, степень, ФИО авторов программы)

Рабочая программа дисциплины (модуля)

Иностранный язык в профессиональной деятельности
_____
(наименование дисциплины (модуля))

Направление подготовки (специальность): 09.03.04 Программная инженерия
(код, наименование без кавычек)

ОПОП: _____Системная и программная инженерия_____

Форма освоения ОПОП:_____очная

(очная, очно-заочная, заочная)

Общая трудоемкость: _____16_____(з.е.)

Всего учебных часов: _____576____ (ак. час.)

Формы промежуточной аттестации	СЕМЕСТР		
	очная		
Зачет, зачет, зачет, диф. зачет	5 6 7 8		

Москва 2019 г.

од начала подготовки студентов – 2019

СОДЕРЖАНИЕ

1. Общие положения

1.1. Цель и задачи учебной дисциплины

Цели и задачи изучения дисциплины «Иностранный язык в профессиональной деятельности» соотносятся с общими целями и задачами ОПОП по направлению подготовки 09.03.04 Программная инженерия (уровень бакалавриата).

Цель учебной дисциплины заключается в получении обучающимися теоретических знаний об иностранном языке (английском) с последующим применением в профессиональной деятельности и практических навыков по использованию иностранного языка в сфере информационных технологий.

Задачи учебной дисциплины:

1. формирование представлений о нормах изучаемого языка в традиционной общелитературной области, сфере официально-делового общения, в профессиональной сфере;
2. развитие умений иностранного языка в межличностном общении и профессиональной деятельности;
3. овладение навыками, навыками разговорной речи на иностранном языке, ведения дискуссии, полемики, диалога; навыками аннотирования, реферирования профессионально-ориентированного перевода.

1.2. Место учебной дисциплины в структуре основной профессиональной образовательной программы

Учебная дисциплина «Иностранный язык в профессиональной деятельности» реализуется в части **дисциплин по выбору** основной профессиональной образовательной программы высшего образования по направлению подготовки 09.03.04 Программная инженерия (уровень бакалавриата) **очной формы обучения.**

Изучение учебной дисциплины «Иностранный язык в профессиональной деятельности» базируется на знаниях и умениях, полученных обучающимися ранее в ходе освоения программного материала учебной дисциплины: «Иностранный язык».

Изучение учебной дисциплины «Иностранный язык в профессиональной деятельности» является базовым для последующего освоения программного материала учебной дисциплины: «Иностранный язык в профессиональной деятельности» по программе магистратуры.

1.3. Планируемые результаты обучения по учебной дисциплине в рамках планируемых результатов освоения основной профессиональной образовательной программы

Процесс освоения учебной дисциплины направлен на формирование у обучающихся следующих компетенций:

(УК-4).

В результате освоения учебной дисциплины обучающийся должен демонстрировать следующие результаты:

Код компетенции	Содержание компетенции	Результаты обучения

УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1. Знает литературную форму государственного языка, основы устной и письменной коммуникации на иностранном языке, функциональные стили родного языка, требования к деловой коммуникации. УК-4.2. Умеет выражать свои мысли на государственном, родном и иностранном языке в ситуации деловой коммуникации. УК-4.3. Имеет практический опыт составления текстов на государственном и родном языках, опыт перевода текстов с иностранного языка на родной, опыт говорения на государственном и иностранном языках

2. Объем учебной дисциплины, включая контактную работы обучающегося с преподавателем и самостоятельную работу обучающегося

Общая трудоемкость учебной дисциплины очная форма обучения составляет ___16___ зачетных единиц.

Вид учебной работы	Всего часов	Семестры			
		5	**6**	**7**	**8**
Аудиторные учебные занятия, всего	**112**	**32**	**32**	**32**	**16**
В том числе контактная работа обучающихся с преподавателем:	**112**	32	32	32	16
Учебные занятия лекционного типа	**0**				
Учебные занятия семинарского типа	**112**	32	32	32	16
Лабораторные занятия	**0**	0	0	0	0
Самостоятельная работа обучающихся, всего	**464**	**148**	**148**	**148**	**20**
В том числе:					
Подготовка к лекционным и практическим занятиям, самостоятельное изучение разделов дисциплины в ЭИОС	122	38	38	38	8
Выполнение практических заданий	310	100	100	100	10
Рубежный текущий контроль	32	10	10	10	2
Вид промежуточной аттестации		зачет	зачет	зачет	диф. зачет
Общая трудоемкость учебной дисциплины, з.е.	**16**	**5**	**5**	**5**	**1**

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3. Содержание учебной дисциплины

3.1. Учебно-тематический план по очной форме обучения

Объем учебных занятий составляет _____112_____ часов.
Объем самостоятельной работы – ___464_____ часа.

№ п/п	Раздел, тема	Виды учебной работы, академических часов				
		Всего	Самостоятельная работа, в т.ч. промежуточная аттестация	Контактная работа обучающихся с преподавателем		
				Всего	Лекционного типа	Семинарского типа
1	**2**	**3**	**4**	**5**	**6**	**7**
1.	Раздел 1. Computers in our life	36	**30**	**6**	**0**	**6**
2.	Тема 1.1. **English Verb. Active Voice** (Система времен английского глагола в действительном залоге)	18	**14**	**4**	**0**	**4**
3.	**Тема 1.2. Computers in our life** (Компьютеры в современной жизни)	18	**16**	**2**	**0**	**2**
4.	Раздел 2. Computer users	36	**30**	**6**	**0**	**6**
5.	**Тема 2.1 English Verb. Passive Voice** (Система времен английского глагола в страдательном залоге)	18	**14**	**4**	**0**	**4**
6.	**Тема 2.2. Computer users.** (Пользователи компьютеров).	18	**16**	**2**	**0**	**2**
7.	Раздел 3. Computer architecture	36	**30**	**6**	**0**	**6**
8.	**Тема 3.1. Sequence of Tenses** (Согласование времен)	18	**14**	**4**	**0**	**4**
9.	**Тема 3.2. Computer architecture.** (Архитектура компьютера).	18	**16**	**2**	**0**	**2**
10.	Раздел 4. History of computers	36	**30**	**6**	**0**	**6**

№						
11.	**Тема 4.1. Participle (Причастие)**	18	**14**	**4**	**0**	**4**
12.	**Тема 4.2. History of computers. (История развития компьютеров).**	18	**16**	**2**	**0**	**2**
13.	Раздел 5. Data Processing Concepts	36	**28**	**8**	**0**	**8**
14.	**Тема 5.1. Infinitive (Инфинитив)**	18	**14**	**4**	**0**	**4**
15.	**Тема 5.2. Data Processing Concepts.**	18	**14**	**4**	**0**	**4**
	Общий объем, часов	**180**	**148**	**32**	**0**	**32**
Форма промежуточной аттестации		зачет	**0**			
16.	Раздел 6. Computer Systems	36	**30**	**6**	**0**	**6**
17.	**Тема 6.1. Gerund (Герундий)**	18	**14**	**4**	**0**	**4**
18.	**Тема 6.2. Computer Systems. Software development.**	18	**16**	**2**	**0**	**2**
19.	Раздел 7. Storage units	36	**30**	**6**	**0**	**6**
20.	**Тема 7.1 Modal Verbs (Модальные глаголы)**	18	**14**	**4**	**0**	**4**
21.	**Тема 7.2. Storage units.**	18	**16**	**2**	**0**	**2**
22.	Раздел 8. Computer Programming	36	**30**	**6**	**0**	**6**
23.	**Тема 8.1. Subjunctive Mood (Сослагательное наклонение)**	18	**14**	**4**	**0**	**4**
24.	**Тема 8.2. Computer Programming.**	18	**16**	**2**	**0**	**2**
25.	Раздел 9. Business messages	36	**30**	**6**	**0**	**6**
26.	**Тема 9.1. Business skills**	**18**	**14**	**4**	**0**	**4**
27.	**Тема 9.2. Taking and giving messages.**	**18**	**16**	**2**	**0**	**2**
28.	Раздел 10. Business etiquette	**36**	**28**	**8**	**0**	**8**
29.	**Тема 10.1. How To Take A Phone Conversation. Telephone Etiquette Tips**	**18**	**14**	**4**	**0**	**4**
30.	**Тема 10.2. E-mail newsletters**	**18**	**14**	**4**	**0**	**4**
	Общий объем, часов	**180**	**148**	**32**	**0**	**32**
Форма промежуточной аттестации		зачет	**0**			

31	Раздел 11. Business letters	36	30	6	0	6
32	**Тема 11.1. Forms of business letters**	18	14	4	0	4
33	**Тема 11.2. Written communication within an organization**	18	16	2	0	2
34	Раздел 12. Written communication	36	30	6	0	6
35	**Тема 12.1. Writing telegrams, telexes, faxes**	18	14	4	0	4
36	**Тема 12.2. Writing effective e-mails. Pros and cons**	18	16	2	0	2
37	Раздел 13. Recruitment	36	30	6	0	6
38	**Тема 13.1. Recruitment. Working conditions**	18	14	4	0	4
39	**Тема 13.2. Writing CV and letter application.**	18	16	2	0	2
40	Раздел 14. The job of my dream	36	30	6	0	6
41	**Тема 14.1. Job interviews. The job of my dream**	18	14	4	0	4
42	**Тема 14.2. Presentations. Pros and cons.**	18	16	2	0	2
43	Раздел 15. Types of business organizations	36	28	8	0	8
44	**Тема 15.1. Business etiquette**	18	14	4	0	4
45	**Тема 15.2. Types of business organizations . Tips to start up**	18	14	4	0	4
	Общий объем, часов	180	148	32	0	32
Форма промежуточной аттестации		зачет	0			
46	Раздел 16. Company structure	36	20	16	0	16
47	**Тема 16.1. Company structure**	18	10	8	0	8
48	**Тема 16.2. How to become good in all areas**	18	10	8	0	8
	Общий объем, часов	36	20	16	0	16
Форма промежуточной аттестации		Зачет с оценкой	0			

4. Учебно-методическое обеспечение самостоятельной работы обучающихся по учебной дисциплине

4.1. Виды самостоятельной работы обучающихся по дисциплине

Очная форма

№ п/п	Раздел	Всего	Академическая активность, час	Форма академической активности	Выполнение практических заданий, час	Форма практического задания	Рубежный текущий контроль, час	Форма рубежного текущего контроля	Промежуточная аттестация
			Самостоятельная работа обучающихся						
		Всего	**Формы текущего контроля, в т.ч. самостоятельной работы**						**Промежуточная аттестация**
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Модуль 1. 5 семестр								
1.	Раздел 1. Computers in our life	**30**	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
2.	Раздел 2. Computer users	**30**	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
3.	Раздел 3. Computer architecture	**30**	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
4.	Раздел 4. History of computers	**30**	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
5.	Раздел 5. Data Processing Concepts	**28**	6	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0

		Общий объем, часов	148	38	-	100	-	10	-	0
	Форма промежуточной аттестации		**зачет**							
						Модуль 2. 6 семестр				
6.	Раздел 6. Computer Systems	30	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
7.	Раздел 7. Storage units	30	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
8.	Раздел 8. Computer Programming	30	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
9.	Раздел 9. Business messages	30	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
10.	Раздел 10. Business etiquette	28	6	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
	Общий объем, часов	**148**	**38**	-	**100**	-	10	-	0
	Форма промежуточной аттестации		**зачет**							
						Модуль 3. 7 семестр				

11.	Раздел 11. Business letters	**30**	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
12.	Раздел 12. Written communication	**30**	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
13.	Раздел 13. Recruitment	**30**	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
14.	Раздел 14. The job of my dream	**30**	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
15.	Раздел 15. Types of business organizations	**28**	6	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	20	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
Общий объем, часов		**148**	38	-	100	-	10	-	0
Форма промежуточной аттестации		**зачет**							
Модуль 4. 8 семестр									
16.	Раздел 16. Company structure	**20**	8	Подготовка к практическим занятиям, самостоятельное изучение раздела в ЭИОС	10	текстовые упражнения, лексико-грамматические упражнения	2	Контрольная работа	0
Общий объем, часов		**20**	8	-	10	-	**2**	-	**0**
Форма промежуточной аттестации		**Зачет с оценкой**							

4.2. Методические указания к самостоятельной работе по дисциплине

РАЗДЕЛ 1. Computers in our life

Тема 1.1. English Verb. Active Voice

(Система времен английского глагола в действительном залоге)
Цель: Повторение и закрепление грамматического материала по теме «Система времен английского глагола в действительном залоге» (УК-4).
Перечень изучаемых элементов содержания
1.   Настоящие времена (простое, продолженное, совершенное, совершенное продолженное).
2.   Прошедшие времена (простое, продолженное, совершенное, совершенное продолженное).
3.   Способы выражения будущего времени.
Вопросы для самоподготовки:
1.Выполнить грамматические упражнения

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

Тема 1.2. Computers in our life.

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).
Перечень изучаемых элементов содержания
1.   Лексика по теме.
2. Работа с текстом: перевод, изложение основных идей текста.
3. Подготовка пересказа, изложение своего мнения.

Вопросы для самоподготовки:

1.   Составить тематический глоссарий по теме.

2.   Составление диалогов по следующим проблемам: применение компьютеров в различных областях.

3.   Подготовка эссе, презентаций по теме с использованием активной лексики.

4.   Выполнение практических лексико-грамматических заданий

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос.

РАЗДЕЛ 2. Computer users.

Тема 2.1. **English Verb. Passive Voice.**

(Система времен английского глагола в страдательном залоге)
Цель: Повторение и закрепление грамматического материала по темам «Система времен английского глагола в страдательном залоге» (УК-4).
Перечень изучаемых элементов содержания
1. Настоящее простое время.
2. Прошедшее простое время.
3. Настоящее совершенное время.
4. Страдательный залог с модальными глаголами.
5. Конструкция *to have something done*.
Вопросы для самоподготовки:

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1.Выполнить практическое задание на изученную грамматику.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

Тема 2.2. Computer users. (Пользователи компьютеров).

Цель: *Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).*

Перечень изучаемых элементов содержания
1. Лексика по теме.

2. Работа с текстом: перевод, изложение основных идей текста.
3. Подготовка пересказа, аннотации.

Вопросы для самоподготовки:
1. Составить тематический глоссарий по теме.

2. Составление диалогов по следующим проблемам:

3. Подготовка эссе, презентаций по теме с использованием активной лексики.

4. Выполнение практических лексико-грамматических заданий

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос.

РАЗДЕЛ 3. Computer architecture.

Тема 3.1. Sequence of Tenses (Согласование времен)
Цель: *Повторение и закрепление грамматического материала по теме «Согласование времен» (УК-4).*

Перечень изучаемых элементов содержания
1. Правила последовательности времен.
2. Случаи отклонения от правил последовательности времен.
3. Косвенная речь.

Вопросы для самоподготовки:

1.Выполнить грамматические упражнения

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

Тема 3.2. Computer architecture.

Цель: *Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).*

Перечень изучаемых элементов содержания
1. Лексика по теме.
2. Работа с текстом: перевод, изложение основных идей текста.
3. Подготовка пересказа, аннотации.

Вопросы для самоподготовки:

1. Составить тематический глоссарий по теме.

2. Составление диалогов по следующим проблемам:

3. Подготовка эссе, презентаций по теме с использованием активной лексики.

4. Выполнение практических лексико-грамматических заданий

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос.

РАЗДЕЛ 4. History of computers.

Тема 4.1. **Participle. (Причастие)**

*Цель: Повторение и закрепление грамматического материала по теме «**Причастие**» (УК-4).*

Перечень изучаемых элементов содержания
1. Образование форм причастия.
2. Функции причастия.
3. Самостоятельный причастный оборот.

Вопросы для самоподготовки:
1.Выполнить грамматические упражнения

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

Тема 4.2. History of computers. (История развития компьютеров).

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).

Перечень изучаемых элементов содержания
1. Лексика по теме.
2. Работа с текстом: перевод, изложение основных идей текста.
3. Подготовка пересказа, аннотации.

Вопросы для самоподготовки:

1. Составить тематический глоссарий по теме.

2. Составление диалогов по следующим проблемам:

3. Подготовка эссе, презентаций по теме с использованием активной лексики.

4. Выполнение практических лексико-грамматических заданий

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос.

РАЗДЕЛ 5. Data Processing Concepts.

Тема 5.1. Infinitive (Инфинитив).
*Цель: Повторение и закрепление грамматического материала по теме «**Инфинитив**» (УК-4).*

Перечень изучаемых элементов содержания
1. Образование форм инфинитива.
2. Глаголы, требующие после себя употребления инфинитива.
3. Функции инфинитива.
4. Инфинитивный оборот Complex Object

5.   Инфинитивный оборот Complex Subject

Вопросы для самоподготовки:
1.Выполнить грамматические упражнения

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

Тема 5.2. Data Processing Concepts.

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).
Перечень изучаемых элементов содержания
1. Лексика по теме.
2. Работа с текстом: перевод, изложение основных идей текста.
3. Подготовка пересказа, аннотации.

Вопросы для самоподготовки:

1.   Составить тематический глоссарий по теме.

2.   Составление диалогов по следующим проблемам:

3.   Подготовка эссе, презентаций по теме с использованием активной лексики.

4.   Выполнение практических лексико-грамматических заданий

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос.

РАЗДЕЛ 6. Computer Systems. Software development.

Тема 6.1. Gerund (Герундий)
*Цель: Повторение и закрепление грамматического материала по теме «**Герундий**» (УК-4).*
Перечень изучаемых элементов содержания
1.   Образование герундия.
2.   Функции герундия.
3.   Глаголы, требующие после себя употребления герундия.
4.   Употребление герундия после предлогов.
5. *Перевод герундия на русский язык.*
Вопросы для самоподготовки:
1.Выполнить грамматические упражнения

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

Тема 6.2. Computer Systems. Software development.

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).
Перечень изучаемых элементов содержания
1.   Лексика по теме.
2.   Работа с текстом: перевод, изложение основных идей текста.
Вопросы для самоподготовки:
1.   Составить тематический глоссарий по теме.

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2. Составление диалогов по следующим проблемам:

3. Подготовка эссе, презентаций по теме с использованием активной лексики.

4. Выполнение практических лексико-грамматических заданий

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос.

РАЗДЕЛ 7. Storage units.

Тема 7.1. Modal Verbs (Модальные глаголы).
Цель: Повторение и закрепление грамматического материала по теме «Модальные глаголы» (УК-4).
Перечень изучаемых элементов содержания
1. Модальный глагол *can*, оборот *be able to*.

2. Модальный глагол *must*.

3. Глаголы *have to, need to*.

4. Модальные глаголы *should, ought to*

5. Использование модальных глаголов для выражения возможности/ невозможности, вероятности/невероятности совершения действия.

Вопросы для самоподготовки:
1.Выполнить грамматические упражнения

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

Тема 7.2. Storage units.

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).
Перечень изучаемых элементов содержания
1. Лексика по теме.
2. Работа с текстом: перевод, изложение основных идей текста.
Вопросы для самоподготовки:

1. Составить тематический глоссарий по теме.

2. Составление диалогов по следующим проблемам:

3. Подготовка эссе, презентаций по теме с использованием активной лексики.

4. Выполнение практических лексико-грамматических заданий

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос.

РАЗДЕЛ 8. Computer Programming.

Тема 8.1. Subjunctive Mood (Сослагательное наклонение)
*Цель: Повторение и закрепление грамматического материала по теме «**Сослагательное наклонение» (УК-4).***
Перечень изучаемых элементов содержания
1.   Образование сослагательного наклонения

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2.	Употребление сослагательного наклонения в условных предложениях.
3.	Употребление форм сослагательного наклонения в придаточных предложениях.
Вопросы для самоподготовки:
1.Выполнить грамматические упражнения

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений

Тема 8.2. Computer Programming.

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).
Перечень изучаемых элементов содержания
1.	Лексика по теме.
2.	Работа с текстом: перевод, изложение основных идей текста.
Вопросы для самоподготовки:
1.	Составить тематический глоссарий по теме.
2.	Составление диалогов по следующим проблемам:
3.	Подготовка эссе, презентаций по теме с использованием активной лексики.
4.	Выполнение практических лексико-грамматических заданий

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос.

РАЗДЕЛ 9. Business messages.

Тема 9.1. Business skills. Навыки делового общения.

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (УК-4).
Перечень изучаемых элементов содержания
1.	Лексика по теме.
2.	Деловое общение.
3.	Управленческие навыки.
4.	Предпринимательская компетентность.

Вопросы для самоподготовки:
1.	Составьте тематический англо-русский и русско-английский глоссарий по теме.
2.	Ответьте на вопросы:
•	 What do people need business skills for?
•	 What are the basic business skills?
•	 What are business skills?
1.	Согласитесь с данными утверждениями или опровергните их. Обоснуйте свой ответ.
•	You have to enter University and get an MBA degree in order to develop your business skills.
•	Business skills are essential only for senior management.
•	Lack of business skills means you are progressing in relationships with your colleagues.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и

групповой опрос, доклады.

Темы докладов:

What ability good business skills will give to you.

The perfect business project.

Тема 9.2. Taking and giving messages. Ведение деловых переговоров по телефону.

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).
Перечень изучаемых элементов содержания
1.   Лексика по теме.
2.   Виды сообщений
Вопросы для самоподготовки:

1.   Составить тематический глоссарий по теме.

2.   Ответьте на вопросы:

Does your company or do you have a voicemail greeting in English? If so, what is it?

What do you think are the advantages of using voicemail at work?

Do you ever play "telephone tag" with business contacts? (you call them and leave a message, they call you back and leave a message, etc.).

3.   Составление диалогов по следующим проблемам:

напишите диалог о том, что Вы позвонили директору компании, но его не оказалось на месте. Ваша задача, оставить ему голосовое сообщение, используя лексику урока.

4.   Подготовка эссе, презентаций по теме с использованием активной лексики:

•   What three things are important to do when leaving a message by phone .

•   What tips can you think of for using voicemail effectively?

1.   Выполнение практических лексико-грамматических заданий

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос.

РАЗДЕЛ 10. Business etiquette.

Тема 10.1. How To Take A Phone Conversation. Telephone Etiquette Tips

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).
Перечень изучаемых элементов содержания
1.   Структура и стиль телефонных переговоров.

2.   Правила поведения во время телефонных переговоров.

Вопросы для самоподготовки:

1.   Составьте тематический англо-русский и русско-английский глоссарий по теме.

2.   Позвоните деловому партнеру и сообщите, что отказываетесь от запланированного на следующий четверг завтрака, т.к. едете в командировку. Вы приносите свои извинения и предлагаете перенести завтрак на следующий вторник.

3.   Напишите диалог о встречи по телефону, пользуясь следующим планом:

- Сообщите с кем Вы хотите поговорить.
- Изложите суть вашей встречи.
- Уточните, где и во сколько должна пройти встреча.
- Попрощайтесь.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, доклады.

Темы докладов:

- The structure and style of telephone talks.

- What advice would you give to someone to help them telephone successfully?

- How to improve telephoning skills in English.

  Your strategies for reaching agreements on the telephone.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, проверка письменных грамматических упражнений .

Тема 10.2. E-mail newsletters. Информационный бюллетень.

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).

Перечень изучаемых элементов содержания

1. Лексика по теме.

2. Электронное письмо.

3. Структура и стиль оформления электронного письма.

Вопросы для самоподготовки:

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.

2. Ответьте на следующие вопросы:

- How has communication benefited from computarization?

- What is the function of communication in business?

- Which ways of communications are the most frequently used in business?

- What business communications do you consider the most effective and beneficial? Why?

3. Напишите электронное письмо Вашему менеджеру о своем переходе в другую компанию, пользуясь следующим планом:

- Сообщите причину вашего письма.
- Изложите суть вашей проблемы.
- Обратите внимание адресата, на его обязательства.
- Напишите, каких действий вы ждете от него.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, эссе.

Темы эссе:

- Is e-mailing secure?
- What are pros and cons of e-mailing?

РАЗДЕЛ 11. Business letters.

Тема 11.1. Forms of business letters. Виды деловых писем

Цель: *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (УК-4).*

Перечень изучаемых элементов содержания:

1. Лексика по теме.

2. Деловое письмо.

3. Структура и стиль оформления делового письма.

4. Виды деловых писем

Вопросы для самоподготовки:

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.

2. Ответьте на следующие вопросы:

• What kind of business letters you know?

• What are the peculiarities of a business letter?

• Are there differences between business letter and e-mail?

• Is there a strict order in writing a business letter?

3.   Напишите письмо деловому партнеру, в котором Вы сообщаете, что груз готов к отправке согласно расписанию. Уточните вес груза и дату доставки.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, эссе.

Темы эссе:

• Why are business letters an important part of doing business?

• What are advantages and disadvantages of business letters?

Тема 11.2. Written communication within an organization. Служебные документы.

Цель: *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (УК-4).*

Перечень изучаемых элементов содержания

1. Лексика по теме.
2. Служебные и докладные записки.
3. Программа мероприятия.
4. Рекомендации и руководства.
5. Протоколы заседаний.
6. Отчёты.

Вопросы для самоподготовки:

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.

2. Перечислите документы, с которыми Вам пришлось работать в последнее время.

3. Подготовьте программу мероприятия и подготовьте отчет о его проведении.

4. Напишите письмо деловому партнеру, в котором Вы отказываетесь от запланированного на следующий четверг завтрака, т.к. едете в командировку. Вы приносите свои извинения и

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предлагаете перенести завтрак на следующий вторник.

5. Напишите письмо-жалобу, пользуясь следующим планом:

6. Сообщите причину вашего письма.
7. Изложите суть вашей жалобы.
8. Обратите внимание адресата, в чем именно он нарушил свои обязательства.
9. Напишите, каких действий вы ждете от него.
10. Предупредите об ответных мерах в случае, если адресат не исправит ситуацию.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, эссе.

Темы эссе:

* Using the English language in a global organization.

* The importance of corporate written communication

РАЗДЕЛ 12. Written communication.

Тема 12.1. Writing telegrams, telexes, faxes. Телеграммы, телексы, факсы

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению) (УК-4).
Перечень изучаемых элементов содержания:
1. Лексика по теме.

2. Телеграммы. Факс.

3. Структура и стиль оформления телеграмм.

Вопросы для самоподготовки:

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.

2. Ответьте на следующие вопросы:

* *What type of telegrams could be?*

* *Is it important to send telegrams?*

* *What are the peculiarities of writing telegrams?*

* *Is it sent using coded signals?*

* *What is fax?*

* *Are there any special rules of sending a fax?*

1. Напишите телеграмму, соблюдая все правила.

> *You are Mrs Sharma of E-5 Naoroji Nagar, New Delhi. Draft a telegram to be sent to the principal of the school, where you are working, informing him about your inability to attend school on the re-opening day of the school after the summer break due to the cancellation of the Rajdhani Express from Mumbai, and requesting him to grant you four days leave. Do not use more than 25 words (inclusive of the receiver's address).*

2. *Send a fax to your mother asking her to send you your Class XII migration certificate of CBSE. Use all necessary steps.*

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, доклады.

Темы докладов:

● Is it necessary to send faxes in 21st century?

● Telegrams vs e-mails

Тема 12.2. Writing effective e-mails. Pros and cons. Электронная почта

Цель: *Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).*

Перечень изучаемых элементов содержания

1. Лексика по теме.

2. Структура и стиль оформления effective e-mails.

3. Правила написания effective e-mails

Вопросы для самоподготовки:

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.

2. Answer the following questions:

● When did E-mail come into the workplace?

● Why was it quickly adopted?

● Why should communicators be careful about E-mails?

1. Напишите электронное письмо в ситуации:

● You have received an E-mail from Adam, the business school teacher who is going to introduce a new business program. Write an E-mail to Adam, using all your notes.

1. Write your e-mail. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate to the situation.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, доклады.

Темы докладов:

● Are there any pros or cons of effective e-mail?

● What is better: to write an e-mail or face-to face conversation?

РАЗДЕЛ 13. Recruitment.

Тема 13.1. Recruitment. Working conditions. Прием на работу. Условия работы.

Цель: *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (УК-4).*

Перечень изучаемых элементов содержания

1. Лексика по теме.

2. Поиск работы.

3. Агентства по подбору персонала.

4. Требования к кандидатам.

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5.   Процедура отбора кандидатов.

Вопросы для самоподготовки:

1.   Составьте тематический англо-русский и русско-английский глоссарий по теме.

2.   Ответьте на следующие вопросы:

.   What is recruitment?

.   What is the difference of being recruited or hired?

.   What is the role of recruitment in business?

1.   Расскажите о процедуре приема на работу.

2.   Назовите основные, на Ваш взгляд, требования к кандидатам при приеме на работу.

3.   Составьте объявление о приеме на работу на должность в Вашей компании.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, эссе.

Темы эссе:

.   The perfect vacancy you have ever dreamed.

        .   The perfect employer and working duties. Your point of view.

        .   Finding a job using social media.

Тема 13.2. Writing CV and letter application. Резюме и сопроводительное письмо

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (УК-4).

Перечень изучаемых элементов содержания

1.   Лексика по теме.

2.   Структура написания заявлений.

3.   Виды резюме.

Вопросы для самоподготовки:

1.   Составьте тематический англо-русский и русско-английский глоссарий по теме.

2.   Ответьте на следующие вопросы:

.   What is the structure of CV?

.   What is the structure of the application form?

.   Should an application letter be handwritten, typed, or laser-printed?

.   Do you always tell the absolute truth in application letters?

1.   Напишите рекомендации по составлению сопроводительного письма. (e.g. Do write clearly. Don't use a pencil. etc.)

2.   Напишите свое резюме.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, эссе.

Темы эссе:

What impression do you try to give in an application letter?

Should the applicant tell the truth in his or her CV? Your opinion.

РАЗДЕЛ 14. The job of my dream.

Тема 14.1. Job interviews. Working conditions. The job of my dream. Типы собеседований при приеме на работу. Условия работы. Моя будущая профессия.

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (УК-4).
Перечень изучаемых элементов содержания:
1. Лексика по теме.
2. Виды собеседования.
3. Структура собеседования
4. Оплата труда и социальный пакет сотрудников.
5. Личностные качества, необходимые для успешной карьеры
6. Должностные обязанности.
7. Условия работы, работа по найму, полная/ неполная занятость.
8. Моя будущая профессия.

Вопросы для самоподготовки:
1. Составьте тематический англо-русский и русско-английский глоссарий по теме.
2. Ответьте на следующие вопросы:
- What was the worst thing about it?
- What difficult questions were you asked?
- Why do you think you were successful, or unsuccessful?
- If you could go through the interview again, what would you do differently?
- In an interview, do you always have to be completely honest?
- What impression do you try to give in an interview?
- What are your career ambitions?
- What should you do to climb the career ladder successfully?
- What qualities are necessary for a successful career in business?
- What are your (future) duties and responsibilities at work?
- What fringe benefits do you expect from your employer?

3. Подготовьте рекомендации для человека, которому предстоит первый раз в жизни пройти собеседование (e.g. Find out about the company. Prepare some questions to ask about the company and what the job entails, etc).

- Представьте, Вы рекрутер и нанимаете человека на работу.
1. Продумайте 10 вопросов Вашего интервью.
2. Проанализируйте достоинства и недостатки различных видов занятости.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, эссе.

Темы эссе:

- The perfect job you have ever dreamed.

- My future job.

Тема 14.2. Presentations. Pros and cons. 10 tips for improving your presentations and speeches. Проведение презентаций.

Цель: *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (УК-4).*

Перечень изучаемых элементов содержания

1. Виды презентаций.

2. Структура презентации.

3. Использование визуальных средств.

4. Описание схем и графиков.

5. Навыки, необходимые для проведения презентации.

6. Язык тела (невербальные средства коммуникации, включающие жесты, позы и др. невербальные знаки)

7. Идеальная презентация.

Вопросы для самоподготовки:

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.

2. Brainstorm the ideas that you associate with the word "presentation" then compare it with other groups

3. Ответьте на следующие вопросы:

- What emotions does the word "presentation" cause?
- Have you ever experienced delivering a presentation?
- Can you remember the best presentation you have ever heard?
- How do you feel when asked to make a presentation?
- Do you know any specific rules of giving a presentation?
- Do you have a flair for using PowerPoint?
- What kind of slides are the most illustrative and helpful?
- What is the most complicated thing for you about making a presentation?
- Do you like to look at people in the audience while delivering your material?
- How do you feel when people in the audience are talking during your presentation?
- Why is it necessary to distract from a computer and other electronic devices on the stage of brainstorming the ideas for your presentation?
- Do you agree that audience matters in your presentations?
- What is the essential basis for your narrative?
- If you want to clearly communicate the ideas to people what is your key tactics?
- To prove their ideas people often resort to superfluous details and examples. What is a necessary step to avoid this?
- What is crucial for hooking the audience?
- As the overall presentations are problem based, what is the main requirement for them?
- A presentation is supposed to make a change. Name the two possible outcomes of a presentation.
- What is it necessary to surprise your audience for?
- How are emotions important for your presentation?
- How do you understand the term "authenticity" in the text?
- What do the best stories infuse?
- Which aspect do we have to pay special attention to in the end?

- How does the author describe the impact of a good presentation?
1. Предложите свое определение термина «презентация».

2. Prepare a short opening for a presentation clearly demonstrating all your credentials.

3. Подготовьте презентацию на одну из предложенных тем:

    - A successful person in the world.

    - My future job.

    - Company you have ever dreamed.

    - The ideal emploee.

    - The perfect employer

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, доклады, презентации.

Темы докладов:

- Can you remember the best presentation you have ever heard?
- What are pros and cons of presentation?

РАЗДЕЛ 15. Types of business organizations.

Тема 15.1. Business etiquette. Деловой этикет.
Цель: Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (УК-4).
Перечень изучаемых элементов содержания:
1. Лексика по теме.

2. Правила поведения в бизнесе.

3. Современная деловая этика.

4. Национальные особенности этики и этикета.

Вопросы для самоподготовки:

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.

2. Ответьте на следующие вопросы:

. What is ethics?

. What is ethically responsible company?

. What are the duties of ethically responsible companies?

1. Подготовьте этический кодекс организации.

2. Проанализируйте различия между нормами делового этикета в России и Великобритании.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, эссе.

Темы эссе:

. How ethical are you in your business dealings? Your opinion

. E-mail etiquette.

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Тема 15.2. Types of business organizations. Tips to start up.

Цель: *Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (УК-4).*

Перечень изучаемых элементов содержания

1. Лексика по теме.

2. Виды организаций.

3. Особенности организации корпораций.

4. Особенности организации бизнеса.

5. Риски. Расходы.

Вопросы для самоподготовки:

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.

2. Дайте определения следующих терминов:

- customer

- consumer

- entrepreneur

- profit

1. Ответьте на следующие вопросы:

- What is the efficiency of start up?

- What risks can be in future?

- What is the potential customer?

- Do you need an advertisement?

- Who is an entrepreneur?

- What is the difference between for-profit and non-profit organizations? Support your answer with relevant examples.

- What is production?

- Specify the notion of 'just-in-time inventory'.

- What is marketing?

- Define such business operation as finance.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, презентации, доклады.

Темы презентаций:

- My business

- Advertising a product

Темы докладов:

- Some information about types of organizations.

- Some information about the similarity and difference of Russian and foreign organizations.

РАЗДЕЛ 16. Company structure.

Тема 16.1. Company structure.

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи в ситуациях профессионального общения. Обучение поисковому и просмотровому чтению профессионально-ориентированных текстов (УК-4).

Перечень изучаемых элементов содержания:

1. Лексика по теме.

2. Организационная структура компании.

3. Межфункциональная структура.

Вопросы для самоподготовки:

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.

2. Ответьте на следующие вопросы:

- How many different ways of organizing or structuring a company can you think of?

- If you work for a company or organization, how would you describe the company structure?

- What is the main idea of this structure?

1. Проанализируйте основные преимущества и недостатки различных организационных структур компаний.

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, доклад.

Темы докладов:

- A structure organized around different products.
- A cross-functional structure where people are organized into project teams.

Тема 16.2. How to become good in all areas

Цель: Активизация лексико-грамматического материала в диалогической и монологической речи. Обучение поисковому и просмотровому чтению (УК-4).

Перечень изучаемых элементов содержания

1. Виды переговоров.

2. Психология делового общения.

3. Межкультурные отличия в деловом общении специалистов.

4. Национальные особенности в процессе принятия решений.

5. Национальные особенности в процессе планирования профессиональной деятельности.

6. Национальные особенности в процессе сбора и обработки информации.

Вопросы для самоподготовки:

1. Составьте тематический англо-русский и русско-английский глоссарий по теме.

2. Согласитесь с приведенными ниже утверждениями или опровергните их. Обоснуйте свой ответ.

- Most companies have clear, coherent policies on social, environmental and ethical issues.

- If a company behaves with probity, it has high ethical standards.

- Business for Social Responsibility has a coherent approach to designing a corporate social

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responsibility management system.

- It's simple for a company to add a CSR management system to its day-to-day business.

- Codes of conduct are enough to ensure ethical behaviour.

- The guide says that a company's stakeholders should all be kept happy so that they are all retained by the company over the long term

1. Согласитесь с приведенными ниже утверждениями или опровергните их. Обоснуйте свой ответ

- In France you are expected to shake hands with everyone you meet.

- People in Britain shake hands just as much as people in Germany.

- In France people prefer talking about business during meals.

- It is not polite to insist on paying for a meal if you are in Italy.

- Visitors to Germany never get taken out for meals.

- German business people don't like to be called by their surnames.

- Make sure you know what the titles of the German people you meet are.

- Italian professionals are usually addressed by their titles.

- A humorous remark always goes down well all over the world.

1. Проанализируйте типичные ошибки участников деловых встреч.

2. Составьте рекомендации для участников переговоров с представителями разных культур (по Вашему выбору)

Формы контроля самостоятельной работы обучающихся: устный индивидуальный и групповой опрос, эссе.

Темы эссе:

- Some information about different culture manners.

- What the cultural manners in Russia are.

- Prepare some information about types of negotiations.

- Cultural and national aspects of business meetings and negotiations.

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 1

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**
2. **грамматические упражнения**
3. **лексические упражнения**

Варианты текстов к разделу 1:

Вариант 1.

COMPUTERS IN HUMAN LIFE

Computer is perhaps the best invention and one of the most significant achievements of human thought.

A computer does not necessarily mean a monitor, keyboard, mouse and a CPU. A computer is any machine or device that can compute and execute instructions given to it in the form of programs. So technically, even a cell phone is a computer. And so are desktops, laptops, tablet PCs and PDAs. Anything that can perform a series of operations on its own is a computer. This gives us the idea how great the role of computers is.

One of the most important advantages of computers is in the field of science for research and development. The satellites, the telescopes and almost all the research tools make use of computers.

Next important use of computers is in the medical field. Many high tech surgical machines and instruments are endowed with small computer systems so that any surgical process is recorded and monitored to avoid complications. Many clinical imaging processes are conducted with the help of computers, such as X-ray and CT scan, etc.

Computers are a must in the field of education. The Internet is a huge source of information. We surf the internet and simply need to google to find any information. Different universities deliver online degrees, and distance learning is spreading dramatically. Notebooks are used to write research paper and Word Processing software automatically corrects spelling and grammar mistakes.

Software is widely used in communication sphere. People can send messages by e-mail to a person who is thousands of miles away. Chat software enables one to chat with another person on a real-time basis. Video conferencing tools are becoming available.

Next, all financial transactions are done by computer software. They provide security, speed and convenience.

The field of entertainment has been revolutionized by computers. Animation, graphic image manipulation, movie making, music composition, three-dimensional model creating have made the entertainment experience hundred times better. Computer gaming is achieving new landmarks in terms of technology.

This is only the tip of the iceberg. Software engineers, writers, businessmen, employees in the field of telecommunication, banking, research, medicine use computers daily. Finally, just imagine one day without using your PC or any computer based application. You will surely understand the importance of this «thinking machine» in your life.

Вариант 2.
What is a computer?

A computer is a machine that performs tasks, such as calculations or electronic communication, under the control of a set of instructions called a program. Programs usually reside within a computer and are retrieved and processed by the computer's electronics. The program results are stored and routed to output devices, such as video display monitors or printers. A wide variety of activities is performed by computers reliably, accurately, and quickly.

Computers are extremely versatile. In fact, they are universal information processing machines. According to the Church-Turing thesis, computer with a certain minimum threshold capability is in principal capable of performing the tasks of any other computer. Therefore, computers with capabilities ranging from those of a personal digital assistant to a supercomputer may all perform the same tasks, as long as the time and memory capacity are not considerations. Therefore, the same computer designs may be adapted for tasks ranging from processing company payrolls to controlling unmanned spaceflights. Due to technological advancement, modern electronic computers are exponentially more capable than those of preceding generations (a phenomenon partially described by Moore's Law).

Варианты лексико- грамматических упражнений к разделу 1:

Вариант 1

Complete these sentences choosing a suitable variant. Закончите предложение, выбрав обстоятельство времени.

(??)They were very tired as they had been travelling _____.
(?)yesterday
(!)all day
(?)already
(??)Life will become more automated _____.
(!)in the future
(?)by 2100
(?)now
(??)Have you _____ been to Scotland?
(!)ever
(?)usually
(?)last month
(??)We had terrible weather _____.
(?)since then
(!)last week
(?)for a long time
(??)The girl was watching TV _____.
(!)when the telephone rang
(?)since 6 o'clock
(?)before the telephone rang
(??)_____ have you been living here?
(!)How long
(?)When
(??)Are you doing anything_____?
(?)for a long time
(!)tomorrow afternoon
(?)last evening
(??)He's working. He _____ works at night!
(!)always
(?)ever
(?)already
(??)_____ Ann had just left.
(!)When I arrived,
(?)The day before yesterday
(?)When I come

Вариант 2
Choose the correct form of the verb. Выберите правильную форму глагола.
(??)My name is Paola. I _____ from Spain.
(!)come
(?)am coming
(?)came
(??)I _____ to London six months ago to learn English.
(?)come
(!)came
(?)have come
(??)I _____ many English people yet, only my teachers.
(!)have not met
(?)didn't meet
(?)don't meet
(??)I _____ learning English at school in Switzerland when I was eleven.
(!)started
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(?)have started
(?)was starting
(??)I _____ English for nearly ten years.
(?)learn
(?)am learning
(!)have been learning
(??)When I came to London, I _____ anything at first.
(?)don't understand
(?)will not understand
(!)didn't understand
(??)My English _____ now.
(!)is improving
(?)has been improving
(?)improved
(??)I _____ an exam.
(?)had just taken
(!)have just taken
(?)just took
(??)If I _____, I'll move into the next class.
(?)will pass
(?)will have been passing
(!)pass
(??)I'm excited today because my parents _____ tomorrow to stay with me for a few days and
(!)are coming
(?)had come
(?) will be coming
(??)I _____ Mom and Dad for a long time.
(?)didn't see
(?)don't see
(!)haven't seen
(??)My parents _____ to England, and they don't speak English.
(?)had never been
(?)has never been
(!)have never been

Вариант 3:

(??) Choose the correct form of the verb. Выберите правильную форму глагола.
(~)Our baby Jack _____ now. He's just twelve months old. ~ is walking
(~)'How did you get here?' – 'We _____. It didn't take long.' ~ walked
(~)After ten miles I had to stop for a rest. We _____ non-stop for four hours. ~ had been walking
(??) Choose the correct form of the verb. Выберите правильную форму глагола.
(~)My dog looked guilty. He _____ some food from the kitchen table. ~ had taken
(~)It was a hard match. At half-time, the ambulance _____ one of the fooballers to hospital. ~ took
(~)'This shirt is £45, sir.' - 'That's fine. I _____ it.' ~ 'll take
(??) Choose the correct form of the verb. Выберите правильную форму глагола.
(~)I think we should buy a new car. We _____ this one for ages. ~ 've had
(~)Don't phone at 8.00 this evening. We _____ dinner then. ~ 'll be having
(~)We _____ a lovely picnic until my wife was stung by a bee. ~ were having

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(??) Choose the correct form of the verb. Выберите правильную форму глагола.
(~)'Where are my jeans?' 'I _____ them at the moment. Sorry.' ~ am washing
(~)My favourite white T-shirt went pink. I _____ with my daughter's red sweater. ~ had washed
(~)'Why are you all wet?' _____ the car.' ~ 've been washing my car
(??) Choose the correct form of the verb. Выберите правильную форму глагола.
(~)My sister is a teacher. She _____ history at the local high school. ~ teaches
(~)At the end of this term I _____ for six years. ~ will have been teaching
(~)This year Ingrid _____ Mathematics at Shimla Public School. ~ is teaching

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 2

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**
2. **грамматические упражнения**
3. **лексические упражнения**

Варианты текстов к разделу 2:

Вариант 1.

Computer Users
A computer is a device that processes data according to a set of instructions known as a program. The equipment is known as the hardware and the programs and data are the software. A special set of programs, called an operating system, provides an interface for the user and allows applications programs to communicate with the hardware.
Common applications programs include wordprocessors for creating and editing texts, spreadsheets for calculating mathematical formulae and databases for storing data in a way that allows the data to be sorted and searched. Anti-virus programs are used to detect and remove viruses (harmful programs that can reproduce themselves and attach themselves to other programs).
Some operating systems have graphical (user) interfaces that allow the computer user to select items from menus (lists of choices) and to start programs using an input device called a mouse.
This is done by pressing a button on the mouse i.e. clicking the mouse.
The main device for inputting the data is a typewriter-style keyboard and the output is commonly displayed on a monitor screen that looks like a small television screen.
There is a range of sizes and types of computer. Those designed for use by one person at a time are known as personal computers (PCs) although the term PC is usually only applied to personal computers that are compatible with the standards laid down by the company known as IBM (International Business Machines).
Personal computers include desktop computers (for use on an office desk) and handheld computers that can be carried around by the user.
Electronics can be added to desktop computers by plugging in expansion cards (electronic circuit boards that can be plugged into special sockets called expansion slots).It is also possible to build all the main parts of a computer into one electronic integrated circuit packaged as a single electronic chip (the common name for a microchip; an electronic integrated circuit in a small package) i.e. the 'computer on a chip'.
This enables computers to be built into other devices including household devices such as washing machines and fridges and to be incorporated into plastic cards i.e. smart cards, which are able to store information such as health records, drivers' licences, bank balances, etc.
Devices that include a computer circuit are commonly referred to as smart devices.
A multimedia computer can process different forms of data including text, graphics, audio (sound), animation and video. This enables computer systems to be used for a combination of education and entertainment, sometimes referred to as edutainment.
Unlike most machines, computers do not have a fixed purpose. They are multi-purpose tools. They can be used in a very wide variety of situations and are found in a wide range of systems including security

systems, cars and phones. Advanced systems, known as expert systems, enable computers to 'think' like experts. Medical expert systems, for example, can help doctors diagnose an illness and decide on the best treatment. As computer systems are developed, they are becoming more common and are gradually being used for more and more purposes. How they are developed, and for what purposes they are actually used in the future, can be influenced by computer users.

A variety of devices known as peripherals can be added externally to a computer.

One of the most common peripherals is a printer used for printing the computer output (the processed data or signals that come out of a computer system) on paper. A digital camera allows photographs to be input to a computer for editing. Not all computer systems are compatible i.e. they cannot use the same programs and data. Connecting computers together to form a network can provide the 'connectivity' required to enable computers and software to communicate and to share resources. Networks connected together form an internet. The connection of networks throughout the world is known as the Internet (note that a capital I is used) or, more simply, the Net. Various communication services are available on the Internet, including email (electronic mail) for sending and receiving text messages and IRC (Internet Relay Chat) which allows users to communicate using text messages in real-time i.e. without any delay, while the users are logged on (connected to a network system account, normally using a password) to the system.

An Internet service called FTP (File Transfer Protocol) is used for transferring data or program files between the powerful server computers that provide the network services and the client computers that use these services e.g. downloading music files. Note that copying data from a larger server system to a client is referred to as downloading and copying from the client to the server is known as uploading. One of the newest and most popular services available on the Internet is the World Wide Web (WWW) which is often simply referred to as the Web (note the use of the capital W). The Web contains interlinked documents called webpages. A set of related webpages stored together on a server computer is called a website. Websites, such as Dogpile and Askjeeves, give the user access to special programs called search engines that are designed to allow the user to find relevant webpages on the Web. An Internet system designed to provide free, interactive access to vast resources for people all over the world is sometimes referred to as an information superhighway. Services such as these allow people to telecommute (use their computers to stay in touch with the office while they are working at home). Computer uses mentioned in this unit include producing greetings cards; learning, using three-dimensional graphics programs called 'Splat the Cat' and 'Pets 3'; using the Microsoft Word wordprocessing program including features such as clipart (ready-drawn graphic images that can be inserted into documents); communicating on the Internet using email and chat programs including the use of email attachments (other types of files e.g. video files attached to simple email text messages); distance learning and videoconferencing (a form of communication over a network that uses video cameras so that the people taking part can see and hear each other); electronic classrooms or boardrooms; browsing the Web (moving from webpage to webpage using a Web browser program); selling, using a website; painting; scanning pictures; downloading music and creating CD-ROMs (compact disk read only memory, commonly referred to as CDs). CD-ROMs are storage devices that use laser light for reading and writing data. The most common storage device is a hard disk (a set of aluminium disks coated in a magnetic material and enclosed in a vacuum-sealed case) used for storing the operating system and applications programs as well as the user's data.

Вариант 2.

Users of computers
Computers are used by people in many ways. In business, computers track inventories with bar codes and scanners, check the credit status of customers, and transfer funds electronically. In homes, tiny

computers embedded in the electronic circuitry of most appliances control the indoor temperature, operate home security systems, tell the time, and turn videocassette recorders (VCRs) on and off. Computer programs, or applications, exist to aid every level of education, from programs that teach simple addition or sentence construction to programs that teach advanced calculus. Computers are used extensively in scientific research to solve mathematical problems, investigate complicated data, or model systems that are too costly or impractical to build, such as testing the air flow around the next generation of aircraft. Computers are employed by military in sophisticated communications to encode and unscramble messages, and to keep track of personnel and supplies.

How computers work

The physical computer and its components are known as hardware. Computer hardware includes the memory that stores data and program instructions; the central processing unit (CPU) that carries out program instructions; the input devices, such as a keyboard or a mouse, that allow the user to communicate with the computer; the output devices, such as printers and video display monitors, that enable the computer to present information to the user; and buses (hardware lines or wires) that connect these and other computer components. The programs that run on the computer are called software. Software is generally designed to perform a particular type of task – for example, to write a letter, to display and modify a photograph, or to direct the general operation of the computer.

Варианты лексико- грамматических упражнений к разделу 2:

Вариант 1.

(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)the
(#)doctor
(#)was
(#)sent
(#)for
(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)she
(#)is
(#)being
(#)looked
(#)after
(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)the
(#)film
(#)is
(#)much
(#)spoken
(#)about
(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)he
(#)is
(#)being
(#)operated
on
(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)he
(#)is
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(#)often
(#)waited
(#)for
(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)I
(#)don't
(#)like
(#)being
(#)laughed
(#)at
(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)the
(#)men
(#)were
(#)paid
(#)$400
(#)for
(#)the
(#)work
(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)I
(#)wasn't
(#)given
(#)the
(#)information
(#)I
(#)needed
(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)the
(#)police
(#)were
(#)given
(#)the
(#)information
(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)Tom
(#)was
(#)offered
(#)the
(#)job
(??)Put the words in the correct order to make sentences. Восстановите порядок слов в предложениях.

(#)Amanda
(#)was
(#)given
(#)the
(#)first
(#)prize

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Вариант 2.
(??) Choose the correct form of the verb.
(~)Hundreds of burglars _____ over the past six months. ~ have been arrested
(~)Yesterday five young men _____ with connection with one of the attacks. ~ were arrested
(~)He _____ on suspicion of murder. ~ was arrested
(~)The police chief says the murderer _____ by the weekend. ~ will have been arrested
(??) Choose the correct form of the verb.
(~)Ten people _____ since last week. ~ have been interviewed
(~)The candidates _____ at the moment. ~ are being interviewed
(~)You _____ next week. ~ will be interviewed
(~)By the time I came all three people _____. ~ had been interviewed
(~)The musician _____ immediately after the concert. ~ was interviewed
(??) Choose the correct form of the verb.
(~)The film _____ in 2006. ~ was made
(~)The top of the table _____ of glass. ~ is made
(~)Hundreds of employees _____ redundant since 2013. ~ have been made
(~)Everyone hates _____ a fool of. ~ being made
(??) Choose the correct form of the verb.
(~)Ann can't use the office at the moment. It _____. ~ is being redecorated
(~)The house _____ every year. ~ is redecorated
(~)We couldn't go to our favoutite restaurant because it _____. ~ was being redecorated
(~)The house looks shabby. It should _____. ~ be redecorated
(??) Choose the correct form of the verb.
(~)I promise that the work _____ on time. ~ will be done
(~)Something should _____ before it is too late. ~ be done
(~)What _____ to help him? ~ has been done
(~)As soon as the cake, remove it from the oven. ~ is done

Вариант 3:
Choose the correct form of the verb (Active or Passive). Выберите правильную форму глагола (в активном или страдательном залоге).
(??)Mount Everest and K2 _____ to be the two highest mountains in the world, but they are very different.
(?)believe
(?)is believed
(?)believed
(!)are believed
(??)Everest _____ for the first time in 1953.
(?)is climbed
(?)climbed
(!)was climbed
(?)has been climbed
(??)Since 1953 thousands of people _____ on Everest.
(!)have stood
(?)stood
(?)are standing
(?)have been standing
(??)You don't need to be a professional climber to climb Everest – every year many people _____ to the top by guides.
(?)take
(!)are taken
(?)have taken
(?)have been taken

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(??)In recent years the popularity of Everest _____ to cause problems.
(?)will begin
(?)was begun
(!)has begun
(?)begins
(??)Since 1953 thousands of tons of rubbish _____ at the foot of Everest.
(?)left
(?)leave
(?)has left
(!)have been left
(??)K2, deep in the Himalayas, _____ until 1859, seven years after Everest.
(?)did not measure
(?)had not measured
(?)has not been measured
(!)was not measured
(??)K2 is said to be the most dangerous mountain in the world, and it _____ as often as Everest has.
(?)doesn't climb
(?)hasn't climbing
(?)isn't being climbed
(!)hasn't been climbed
(??)Every year small numbers of mountaineers _____ to reach the top of K2, but not many succeed.
(!)try
(?)have tried
(?)are tried
(?)are trying
(??)Some of the worst Himalayan accidents in the last twenty years _____ on K2, and many lives have been lost.
(?)happen
(!)have happened
(?)will happen
(?)has happened
(??)Tourist expeditions started going to Everest in the 1980s, and the number of visitors _____ since then, but they don't go to K2.
(?)rises
(!)has risen
(?)has been risen
(?)rose

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 3

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**
2. **грамматические упражнения**
3. **лексические упражнения**

Варианты текстов к разделу 3:

The combination of the processor and memory is sometimes referred to as the CPU (central processing unit), although sometimes the processor itself is referred to as the CPU. The other parts connected to the CPU are known as peripherals. These can include input devices, output devices, storage devices and communications devices. Input devices include: keyboards, scanners, barcode readers, digital cameras, microphones and video cameras e.g. webcams (small digital video cameras used on the Web). Output devices include: monitors (VDU display screens), printers, plotters, loudspeakers, headphones. Storage devices include: magnetic tape, floppy disks (diskettes), hard disks, CD-ROMs, CD-R disks, CD-RW disks, DVDs and MO disks. A common communications device is a modem (a modulator/demodulator used for converting digital signals to analogue signals and vice versa to allow a computer to be connected to the ordinary telephone system).

A set of connectors used for carrying signals between the different parts of a computer is known as a bus. Data is transferred constantly between the processor and memory along the system bus. Each part of memory has its own memory address and the processor determines where processed data is stored by sending an address signal along an address bus and data along a data bus. This is synchronised by an electronic clock in the CPU that determines the operating speed of the processor. Transferring data between the processor and RAM can slow up the computer; therefore, some very expensive, extremely fast memory is usually used as a cache to hold the most frequently used data.

In a desktop computer, the CPU (central processing unit) and storage devices (pieces of equipment used for reading from and writing to a storage medium) are normally built inside a system unit which consists of a metal chassis enclosed in a flat desktop or a tower shaped case. Other peripherals are attached to the system unit by cables. Each peripheral uses its own driver card or controller (an expansion card that is plugged into special expansion slots in the system unit). Expansion cards contain the electronics required to communicate with and control the device e.g. video or graphics cards are used for monitors, soundcards are used for audio input/output and NICs (network interface cards) are used for connecting to other computers in a network. Extra memory can also be added to the computer using special memory expansion slots inside the computer. A portable computer that does not have enough space inside to fit expansion cards may use an external device called a port replicator to provide connections for peripherals.

Storage devices in the form of a disk or tape are used to store the programs and data that are not being used. Before a program or data can be used, it must be transferred from the storage device to the main RAM memory. Hard disks consist of a set of magnetic coated metal disks that are vacuum-sealed inside a case to keep out the dust. The magnetic surfaces of the disks are formatted using a read/write head to provide magnetic storage areas. These storage areas form concentric circles called tracks and each track is subdivided into sections called sectors. The disks are rotated at high speed and read from or written to by the read/write head that moves across the surface of the disks. In server computers, hard disks can be connected together and made to operate as one unit using RAID (a redundant array of inexpensive disks). This can speed up the system and provide a way of recovering data if the system crashes (fails suddenly and completely, usually referring to the failure of a hard disk). There is a variety of optical storage devices that use laser light to read or write to a disk, including: CD-ROMs (compact disk read only memory), CD-R (recordable compact disk), CD-RW (rewritable compact disk), DVD (digital versatile disk - previously known as digital video disk).

An input device called a barcode reader is a special type of scanner for reading barcodes (a set of printed bars of varying thickness that are used to identify a product e.g. used to price items in supermarkets).

When comparing computers, the power of the computer is important. This is mainly determined by the speed and capacity (size) of each part of the computer.

Speed is measured in hertz (Hz) i.e. cycles per second.

Capacity is measured in bytes (B) where 1 byte = 8 bits (binary digits) = 1 character.

CACHE MEMORY

Most PCs are held back not by the speed of their main processor, but by the time it takes to move data in and out of memory. One of the most important techniques for getting around this bottleneck is the memory cache.

The idea is to use a small number of very fast memory chips as a buffer or cache between main memory and the processor. Whenever the processor needs to read data it looks in this cache area first. If it finds the data in the cache then this counts as a 'cache hit' and the processor need not go through the more laborious process of reading data from the main memory. Only if the data is not in the cache does it need to access main memory, but in the process it copies whatever it finds into the cache so that it is there ready for the next time it is needed. The whole process is controlled by a group of logic circuits called the cache controller.

One of the cache controller's main jobs is to look after 'cache coherency' which means ensuring that any changes written to main memory are reflected within the cache and vice versa. There are several techniques for achieving this, the most obvious being for the processor to write directly to both the cache and main memory at the same time. This is known as a 'write-through' cache and is the safest solution, but also the slowest.

The main alternative is the 'write-back' cache which allows the processor to write changes only to the cache and not to main memory. Cache entries that have changed are flagged as 'dirty', telling the cache controller to write their contents back to main memory before using the space to cache new data. A write-back cache speeds up the write process, but does require a more intelligent cache controller.

Most cache controllers move a 'line' of data rather than just a single item each time they need to transfer data between main memory and the cache. This tends to improve the chance of a cache hit as most programs spend their time stepping through instructions stored sequentially in memory, rather than jumping about from one area to another. The amount of data transferred each time is known as the 'line size'.

If there is a cache hit then the processor only needs to access the cache. If there is a miss then it needs to both fetch data from main memory and update the cache, which takes longer. With a standard write-through cache, data has to be written both to main memory and to the cache. With a write-back cache the processor needs only write to the cache, leaving the cache controller to write data back to main memory later on.

HOW A DISK CACHE WORKS

Disk caching works in essentially the same way whether you have a cache on your disk controller or you are using a software-based solution. The CPU requests specific data from the cache. In some cases, the information will already be there and the request can be met without accessing the hard disk.

If the requested information isn't in the cache, the data is read from the disk along with a large chunk of adjacent information. The cache then makes room for the new data by replacing old. Depending on the algorithm that is being applied, this may be the information that has been in the cache the longest, or the information that is the least recently used. The CPU's request can then be met, and the cache already has the adjacent data loaded in anticipation of that information being requested next.

Варианты лексико- грамматических упражнений к разделу 3:

Вариант 1.
Which action comes first in each sentence?
(??)Andrew realized his mistake only hours after he had sent the money.
(#)He sent the money.
(#)He realized his mistake.
(??)When Liz arrived at the station, the group had left.
(#)The group left.
(#)Liz arrived at the station.
(??)When Liz arrived at the station, the group left.

(#)Liz arrived at the station.
(#)The group left.
(??)Marc had asked his father to lend him his car before, but this time he agreed.
(#)Marc asked his father to lend him the car.
(#)Marc's father agreed to lend him the car.
(??)When I got to the café, everyone ordered their drinks.
(#)I got to the café.
(#)Everyone ordered their drinks.
(??)When I got to the café, everyone had ordered their drinks.
(#)Everyone ordered their drinks.
(#)I got to the café.
(??)Sam had been in the room for some time before he realized it was the wrong class.
(#)Sam was in the room.
(#)Sam realized it was the wrong class.
(??)By the time the builders completed the work, we had already moved in.
(#)We moved in.
(#)The builders completed their work.
(??)When the builders had completed their work we moved in.
(#)The builders completed their work.
(#)We moved in.
(??)Helen started the course because she hadn't found a job.
(#)Helen didn't find a job.
(#)Helen started the course.
(??)Daniel got the job because he had been the best interviewee.
(#)He was the best interviewee.
(#)He got the job.

Вариант 2.
Match the two halves of the sentences.
(~)Denny didn't feel well ~ because he didn't sleep well that night.
(~)It was the longest walk ~ she had ever taken.
(~)Among the letters there was one ~ that had not come by post.
(~)It was for the first time ~ they had gone out together.
(~)Hardly had they caught the sight of this strange figure ~ when they burst into laughter.
(~)No sooner had Mr. Bingle come up to the horse ~ than it broke into a gallop.
(~)Hardly had his head touched the pillow ~ when he fell asleep at once.
(~)When we arrived at the hotel, we discovered ~ that the hotel manager had reserved the wrong room for us and therefore we didn't have enough space.
(~)It was the worst meal ~ I had ever eaten!
(~)She was unhappy – ~ her husband hadn't bought her a birthday present.
(~)By the time Grace decided to apply for the job, ~ the position had been filled.

(??)Match the two sentences
"I get up at 6.30," she said. ~ She said she got up at 6.30.
"I got up at 6.30 today," she said ~. She said she had got up at 6.30.
"I have to get up at 6.30," she said. ~ She said she had to get up at 6.30.

(??)Match the two sentences
"I'll phone on Friday," he said. ~ He said he would phone on Friday.
"I phoned on Friday," he said. ~ He said he had phoned on Friday.
"I can phone on Friday," he said. ~ He said he could phone on Friday.

(??)Match the two sentences

"We are working on two interesting projects at the moment," she said. ~ She said they were working on two interesting projects then.
"We have worked on an interesting project this year," she said. ~ She said they had worked on two interesting projects that year.
"We worked on two interesting projects last year," she said. ~ She said they had worked on two interesting projects the previous year.

(??)Match the two sentences
"Ms Archer has been chosen to run a new office in Madrid," he said. ~ He said Ms Archer had been chosen to run a new office in Madrid.
"Ms Archer is going to be chosen to run a new office in Madrid," he said. ~ He said Ms Archer was going to be chosen to run a new office in Madrid.
"Ms Archer can't be chosen to run a new office in Madrid," he said. ~ He said Ms Archer couldn't be chosen to run a new office in Madrid.

(??)Match the two sentences
"We didn't have much time for sight seeing," she said. ~ She said they hadn't had much time for sightseeing.
"We don't have much time for sight seeing," she said. ~ She said they didn't have much time for sightseeing.
"We won't have much time for sight seeing," she said. ~ She said they wouldn't have much time for sightseeing.

Вариант 3.
Choose the correct variant
(??)'I have something to show you,' I said to Alice.
(?)I told Alice that I had shown something to her.
(!)I told Alice that I had something to show her.
(?)I told Alice I had had something to show her.
(??) 'I'm going away tomorrow, mother,' he said.
(!)He told his mother that he was going away.
(?)He told his mother tat he went away.
(?)He told his mother that he had gone away.
(??) 'I've missed my train,' said Bill. 'Now I'll be late for work and my boss will be furious.'
(!)Bill said that he had missed his train; he would be late for work and his boss would be furious.
(?)Bill said that he had missed his train; he was late for work and his boss had been furious.
(?)Bill said that he missed his train; he was late for work and his boss would be furious.
(??) 'We have moved into our new flat. We don't like it nearly so much as our last one,' said my aunt.
(!)My aunt said they had moved into their flat but they didn't like it so much as their last one.
(?)My aunt said they would move into their flat but they didn't like it so much as their last one.
(?)My aunt said they had moved into their flat but they hadn't liked it so much as their last one.
(??)He said, 'My wife has just been made a judge.'
(?)He said his wife had just made a judge.
(?)He said his wife was made a judge.
(!)He said his wife had just been made a judge.
(??) 'We have a lift but very often it doesn't work,' they said.
(?)They said they had a lift but it hadn't worked.
(!)They said they had a lift but it didn't work.
(?)They said they had a lift but it wouldn't work.
(??) 'From one of the windows of my flat I can see the Eiffel Tower,' he said.
(?)He said that from one of the windows of his flat he had seen the Eiffel Tower.
(?)He said that from one of the windows of his flat he saw the Eiffel Tower.
(!)He said that from one of the windows of his flat he could see the Eiffel Tower.

(??) 'Nothing grows in my garden. It never gets any sun,' she said.
She said nothing grew in her garden because it never got any sun.
(?)She said nothing grew in her garden because it had never got any sun.
(?)She said nothing had grown in her garden because it never got any sun.
(??) 'I'm working in a restaurant, and don't much care for it,' she said.
(?)She said she worked in a restaurant and didn't much care for it.
(!)She said she was working in a restaurant and didn't much care for it.
(?)She said she was working in a restaurant and hadn't much cared for it.
(??) 'I'm living with my parents at present,' she said, 'but I hope to have a flat of my own soon.'
(!)She said she was living with her parents at the moment but she hoped to have a flat of her own soon.
(?)She said she was living with her parents at the moment but she had hoped to have a flat of her own soon.
(?)She said she lived with her parents at the moment but she hoped to have a flat of her own soon.
(??) 'How long have you been leaning English?' the examiner asked.
(?)The examiner asked how long I was learning English.
(?)The examiner asked how long I have been learning English.
(!)The examiner asked how long I had been learning English.
(??) 'Did you sleep well?' asked my hostess.
(?)My hostess asked if I slept well.
(?)My hostess asked if I was sleeping well.
(!)My hostess asked if I had slept well.
(??) 'I've just bought a car,' said Peter, 'but it's not insured yet so I can't take you for a drive.'
(?)Peter said he bought a car, but it wasn't insured yet so he couldn't take me for a drive.
(!)Peter said he had just bought a car, but it wasn't insured yet so he couldn't take me for a drive.
(?)Peter said he had just bought a car, but it hadn't been insured yet so he couldn't take me for a drive.
(??) 'I know it'll be hard,' he replied, 'but I don't mind hard work, and it'll be a good experience.'
(!)He replied he knew it would be hard, but he didn't mind hard work, and it would be a good experience.
(?)He replied he knew it was hard, but he wouldn't mind hard work, and it would be a good experience.
(?)He replied he knew it would be hard, but he didn't mind hard work, and it was a good experience.

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 4

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**
2. **грамматические упражнения**
3. **лексические упражнения**

Варианты текстов к разделу 4:

Вариант 1.

FOUR GENERATIONS OF COMPUTERS

The first vacuum tubes computers are referred to as first gen¬eration computers, and the approximate period of their use was from 1950 to 1959. UNIVAC 1 (UNF&rsal Automatic Computer) is an example of these computers which could perform thousands of calculations per second. Those devices were not only bulky, they were also unreliable. The thousands of vacuum tubes emitted large amounts of heat and burned out frequently.

The transistor, a smaller and more reliable successor to the vacuum tube, was invented in 1948. So-called second generation computers, which used large numbers of transistors were able to reduce
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computational time from milliseconds to microseconds, or millionths of seconds. Second-generation computers were smaller, faster and more reliable than first-generation computers.

Advances in electronics technology continued, and microelectronics made it possible to reduce the size of transistors and integrate large numbers of circuit elements into very small chips of silicon. The computers that were designed to use integrated circuit technology were called third generation computers, and the approximate time span of these machines was from 1960 to 1979. They could perform many data processing operations in nanoseconds, which are billionths of seconds.

Fourth generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits are much smaller than before; as many as 100 tiny circuits are placed now on a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic or metal.

Вариант 2.

Definition of a Computer - before 1935, a computer was a person who performed arithmetic calculations. Between 1935 and 1945 the definition referred to a machine, rather than a person. The modern machine definition is based on von Neumann's concepts: a device that accepts input, processes data, stores data, and produces output.

We have gone from the vacuum tube to the transistor, to the microchip. Then the microchip started talking to the modem. Now we exchange text, sound, photos and movies in a digital environment.

Computing milestones and machine evolution:

14th C. - Abacus - an instrument for performing calculations by sliding counters along rods or in grooves (graphic: Merriam Webster Collegiate Dictionary http://www.m-w.com/mw/art/abacus.htm)

17th C. - Slide rule - a manual device used for calculation that consists in its simple form of a ruler and a movable middle piece which are graduated with similar logarithmic scales (Picture from the The Museum of HP Calculators)

1642 - Pascaline--a mechanical calculator built by Blaise Pascal, a 17th century mathematician, for whom the Pascal computer programming language was named .

1804 - Jacquard loom - a loom programmed with punched cards invented by Joseph Marie Jacquard

ca 1850 - Difference Engine , Analytical Engine - Charles Babbage and Ada Byron (See her picture.). Babbage's description, in 1837, of the Analytical Engine, a hand cranked, mechanical digital computer anticipated virtually every aspect of present-day computers. It wasn't until over a 100 years later that another all purpose computer was conceived. Sketch of the Engine and notes by Ada Byron King, Countess of Lovelace.

1939 -1942 - Atanasoff Berry Computer - built at Iowa State by Prof. John V. Atanasoff and graduate student Clifford Berry. Represented several "firsts" in computing, including a binary system of of arithmetic, parallel processing, regenerative memory, separation of memory and computing functions, and more. Weighed 750 lbs. and had a memory storage of 3,000 bits (0.4K). Recorded numbers by scorching marks into cards as it worked through a problem. See diagram.

1940s - Colossus - a vacuum tube computing machine which broke Hitler's codes during WW II. It was instrumental in helping Turing break the German's codes during WW II to turn the tide of the war. In the summer of 1939, a small group of scholars became codebreakers, working at Bletchley Part in England. This group of pioneering codebreakers helped shorten the war and changed the course of history. See the the Bletchley Park Web site and its history. See more information on Codes and Ciphers in the Second World War at Tony Sales' site.

1946 - ENIAC- World's first electronic, large scale, general-purpose computer, built by Mauchly and Eckert, and activated at the University of Pennsylvania in 1946. ENIAC recreated on a modern computer chip. See an explanation of ENIAC on a Chip by the Moore School of Electrical Engineering, University of Pennsylvania. The ENIAC is a 30 ton machine that measured 50 x 30 feet. It contained 19,000 vacuum tubes, 6000 switches, and could add 5,000 numbers in a second, a remarkable accomplishment at the time. A reprogrammable machine, the ENIAC performed initial calculations for the H-bomb. It was also used to prepare artillery shell trajectory tables and perform other military and scientific calculations. Since there was no software to reprogram the computer, people had to rewire it to get it to perform different functions. The human programmers had to read wiring diagrams and know what each switch did. J. Presper Eckert, Jr. and John W. Mauchly drew on Alansoff's work to create the ENIAC, the Electronic Numerical Integrator and Computer.

1951-1959 - vacuum tube based technology. Vacuum Tubes are electronic devices, consisting of a glass or steel vacuum envelope and two or more electrodes between which electrons can move freely. First commercial computers used vacuum tubes: Univac, IBM 701.

1950s -1960s - UNIVAC - "punch card technology" The first commercially successful computer, introduced in 1951 by Remington Rand. Over 40 systems were sold. Its memory was made of mercury filled acoustic delay lines that held 1,000 12 digit numbers. It used magnetic tapes that stored 1MB of data at a density of 128 cpi. UNIVAC became synonymous with computer (for a while). See UNIVAC photo . See UNIVAC flow chart

1960 IBM 1620 - See photos at The Computer History Museum.

1960-1968 - transistor based technology. The transistor, invented in 1948, by Dr. John Bardeen, Dr. Walter Brattain, and Dr. William Shockley . It almost completely replaced the vacuum tube because of its reduced cost, weight, and power consumption and its higher reliability. See explanation and diagram of a transistor and what the first transistor looked like. The transistor is made to alter its state from a starting condition of conductivity (switched 'on', full current flow) to a final condition of insulation (switched 'off', no current flow).

1969 - The Internet, originally the ARPAnet (Advanced Research Projects Agency network), began as a military computer network.

1969-1977 - integrated circuits (IC) based technology. The first integrated circuit was demonstrated by Texas Instruments inventor, Jack Kilby, in 1958. It was 7/16" wide and contained two transistors. Examples of early integrated circuit technology: Intel 4004, Dec pdp 8, CRAY 1 (1976) - a 75MHz, 64-bit machine with a peak speed of 160 megaflops, (One million floating point operations per second) the world's fastest processor at that time. Now circuits may contain hundreds of thousands of transistors on a small piece of material, which revolutionized computing. Here is a diagram of a modern integrated circuit, known as a chip.

1976 - CRAY 1- The world's first electronic digital computer, developed in 1946. A 75MHz, 64-bit machine with a peak speed of 160 megaflops, (one million floating point operations per second) the world's fastest processor at that time.

1976 - Apples/MACs - The Apple was designed by Steve Wozniak and Steve Jobs. Apple was the first to have a "windows" type graphical interface and the computer mouse. Like modern computers, early Apples had a peripheral keyboard and mouse, and had a floppy drive that held 3.5" disks.The Macintosh replaced the Apple. See a picture of the The Apple III (1980 - 1985).

1978 to 1986 - large scale integration (LSI); Alto - early workstation with mouse; Apple, designed by Steve Wozniak and Steve Jobs. Apple was the first to have a "windows" type graphical interface and the computer mouse. See Apple/MACs evolution over time. The PC and clone market begins to expand. This begins first mass market of desktop computers.

1986 to today - the age of the networked computing, the Internet, and the WWW.

1990 - Tim Berners-Lee invented the networked hypertext system called the World Wide Web.

1992 - Bill Gates' Microsoft Corp. released Windows 3.1, an operating system that made IBM and IBM-compatible PCs more user-friendly by integrating a graphical user interface into the software. In replacing the old Windows command-line system, however, Microsoft created a program similar to the Macintosh operating system. Apple sued for copyright infringement, but Microsoft prevailed. Windows 3.1 went to Win 95, then Win 98, now Windows XP .... (There are other OSs, of course, but Windows is the dominant OS today. MACs, by Apple, still have a faithful following. Linux has a faithful following.

1995 - large commercial Internet service providers (ISPs), such as MCI, Sprint , AOL and UUNET, began offering service to large number of customers.

1996 - Personal Digital Assistants (such as the Palm Pilot became available to consumers. They can do numeric calculations, play games and music and download information from the Internet. SeeHow Stuff Worksfor a history and details.

First Computers

The first substantial computer was the giant ENIAC machine by John W. Mauchly and J. Presper Eckert at the University of Pennsylvania. ENIAC (Electrical Numerical Integrator and Calculator) used a word of 10 decimal digits instead of binary ones like previous automated calculators/computers. ENIAC was also the first machine to use more than 2,000 vacuum tubes, using nearly 18,000 vacuum tubes. Storage of all those vacuum tubes and the machinery required to keep the cool took up over 167 square meters (1800 square feet) of floor space. Nonetheless, it had punched-card input and output and arithmetically had 1 multiplier, 1 divider-square rooter, and 20 adders employing decimal "ring counters," which served as adders and also as quick-access (0.0002 seconds) read-write register storage.

The executable instructions composing a program were embodied in the separate units of ENIAC, which were plugged together to form a route through the machine for the flow of computations. These connections had to be redone for each different problem, together with presetting function tables and switches. This "wire-your-own" instruction technique was inconvenient, and only with some license could ENIAC be considered programmable; it was, however, efficient in handling the particular programs for which it had been designed. ENIAC is generally acknowledged to be the first successful high-speed electronic digital computer (EDC) and was productively used from 1946 to 1955. A controversy developed in 1971, however, over the patentability of ENIAC's basic digital concepts, the claim being made that another U.S. physicist, John V. Atanasoff, had already used the same ideas in a simpler vacuum-tube device he built in the 1930s while at Iowa State College. In 1973, the court found in favor of the company using Atanasoff claim and Atanasoff received the acclaim he rightly deserved.

Progression of Hardware

In the 1950's two devices would be invented that would improve the computer field and set in motion the beginning of the computer revolution. The first of these two devices was the transistor. Invented in 1947 by William Shockley, John Bardeen, and Walter Brattain of Bell Labs, the transistor was fated to oust the days of vacuum tubes in computers, radios, and other electronics.

The vacuum tube, used up to this time in almost all the computers and calculating machines, had been invented by American physicist Lee De Forest in 1906. The vacuum tube, which is about the size of a human thumb, worked by using large amounts of electricity to heat a filament inside the tube until it was cherry red. One result of heating this filament up was the release of electrons into the tube, which could be controlled by other elements within the tube. De Forest's original device was a triode, which could control the flow of electrons to a positively charged plate inside the tube. A zero could then be represented by the absence of an electron current to the plate; the presence of a small but detectable current to the plate represented a one.

Варианты лексико- грамматических упражнений к разделу 4:

Вариант 1.

Choose the correct form of the participle to replace the words *in italics*. Выберите правильную форму причастия, которая может заменить выделенную курсивом часть предложения.

(??)Can you see the woman *who's dressed* in red and sitting in the corner?

(?)dressing

(!)dressed

(??)*He has been promised* a reward, so he hope he will get it.

(!)having been promised

(?)having promised

(??)Letters *that are posted* before 5 p.m. should arrive the next day.

(?)posting

(!)posted

(??)The train *that is standing* on the platform 5 is for Manchester.

(!)standing

(?)stood

(??)*I haven't seen* the film, so I can't comment on it.

(!)not having seen

(?)not having been seen

(??)Firemen have rescued passengers *who were trapped* in the accident.

(?)trapping

(!)trapped

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(??)It took workmen days to clear up the litter *that was dropped* by the crowds.

(?)dropping

(!)dropped

(??)They live in a lovely house *that overlooks* the River Thames.

(!)overlooking

(?)overlooked

(??)The student *who is being examined* now is from another group.

(?)examining

(!)being examined

(??)People *who live* in blocks of flats often complain of loneliness.

(!)living

(?)lived

(??)The news *which was being broadcast* shocked everybody.

(?)broadcasting

(!)being broadcast

(??)The work *which is being carried* out by your group will contribute a lot to our research.

(?)carrying

(!)being carried

(??)There's someone *who is waiting* for you.

(!)waiting

(?)being waited

(??)*As I had forgotten* my keys, I couldn't get into my flat.

(!)having forgotten

(?)having been forgotten

Вариант 2.
Choose the correct form of the participle. Выберите правильную форму причастия.

(??)Jewellery _____ in the robbery has never been recovered.

(?)steeling

(!)stolen

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(?)having stolen

(??)I got a letter from the Tax Office _____ that I owe them $1,000.

(!)saying

(?)said

(?)being said

(??)Books _____ from the library must be returned in two weeks.

(?)borrowing

(?)having borrowed

(!)borrowed

(??)I had a long talk with Jack, _____ why it was important for him to work hard.

(!)explaining

(?)explained

(?)having been explained

(??)_____ everything into consideration, I've decided to give you a second chance.

(?)taken

(!)taking

(?)being taken

(??)A new film, _____ by Stephen Spielberg, will be released next month.

(?)making

(!)made

(?)having made

(??)The experiment _____ out at the laboratory is very important for our future work.

(?)having carried out

(!)carried out

(?)carrying out

(??)Not _____ the film, I can't comment on it.

(!)having seen

(?)seen

(?)being seen

(??)_____ my driving test, I was able to buy my first car.

(?)passing

(!)having passed

(?)passed

(??)_____ for many years, the painting turned up at the auction.

(?)being lost

(!)lost

(?) loosing

(??)With the agreement _____ the participants left the conference hall.

(!)having been reached

(?)being reached

(?)reaching

(??) Choose the correct form of the participle. Выберите правильную форму причастия.

(~)On my camera, there is a sticker which says _____ in Japan. ~ made

(~)I have a job in a café _____ sandwiches. ~ making

(~)The homework _____, I can afford to go out. ~ having been made

(??) Choose the correct form of the participle. Выберите правильную форму причастия.

(~)Books _____ out of the library must be returned within three weeks. ~ taken

(~)With the decision _____, nothing can make me give it up. ~ having been taken

(~)There were Japanese tourists everywhere, _____ photographs and buying souvenirs. ~ taking

(??) Choose the correct form of the participle. Выберите правильную форму причастия.

(~)The letter _____, he asked a colleague to check his English. ~ having been written

(~)I've spent the whole morning _____ an essay. ~ writing

(~)On the wall, there was some graffiti _____ in big black letters. ~ written

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 5

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**
2. **грамматические упражнения**
3. **лексические упражнения**

Варианты текстов к разделу 5:

Вариант 1.

DATA PROCESSING AND DATA PROCESSING SYSTEMS

The necessary data are processed by a computer to become useful information. In fact this is the definition of data processing. Data are a collection of facts — unorganized but able to be-organized into useful information. Processing is a series of actions or operations that convert inputs into outputs. When we speak of data processing, the input is data, and the output is useful information. So, we can define data processing as a series of actions or operations that converts data into useful in-formation.

We use the term data processing system to include the resources that are used to accomplish the processing of data. There are four types of resources: people, materials, facilities, and equipment. People provide input to computers, operate them, and use their output. Materials, such as boxes of paper and printer ribbons, are consumed in great quantity. Facilities are required to house the computer equipment, people and materials.

 The need for converting facts into useful information is not a phenomenon of modern life. Throughout history, and even prehistory, people have found it necessary to sort data into forms that were easier to understand. For example, the ancient Egyptians recorded the ebb and flow of the Nile River and used this information to predict yearly crop yields. Today computers convert data about land and water into recommendations to farmers on crop planting. Mechanical aids to computation were developed and improved upon in Europe, Asia, and America throughout the seventeenth, eighteenth, and nineteenth centuries. Modern computers are marvels of an electronics technology that continues to produce smaller, cheaper, and more powerful components.

Basic data processing operations

Five basic operations are characteristic of all data processing systems: inputting, storing, processing, outputting, and controlling. They are defined as follows.

Inputting is the process of entering data, which are collected facts, into a data processing system. Storing is saving data or information so that they are available for initial or for additional processing. Processing represents performing arithmetic or logical operations on data in order to convert them into useful information. Outputting is the process of producing useful information, such as a printed report or visual display.

Controlling is directing the manner and sequence in which all of the above operations are performed.

Вариант 2.

ADVANTAGES OF COMPUTER DATA PROCESSING

Computer-oriented data processing systems or just computer data processing systems are not designed to imitate manual systems. They should combine the capabilities of both humans and computers. Computer data processing systems can be designed to take advantage of four capabilities of. computers.

1.	Accuracy. Once data have been entered correctly into the computer component of a data processing system, the need for further manipulation by humans is eliminated, and the possibility of error is reduced. Computers, when properly programmed, are also unlikely to make computational errors. Of course, computer systems remain vulnerable to the entry by humans of invalid data.

2.	Ease of communications. Data, once entered, can be transmitted wherever needed by communications networks. These may be either earth or satellite-based systems. A travel reservations system is an example of a data communications network. Reservation clerks throughout the world may make an enquiry about transportation or lodgings and receive an almost instant response. Another example is an office communications system that provides executives with access to a reservoir of date, called a corporate data base, from their personal microcomputer work stations.

3.	Capacity of storage. Computers are able to store vast amounts of information, to organize it, and to retrieve it in ways that are far beyond the capabilities of humans. The amount of data that can be stored on devices such as magnetic discs is constantly increasing. All the while, the cost per character of data stored is decreasing.

4.	Speed. The speed, at which computer data processing systems can respond, adds to their value. For example, the travel reservations system mentioned above would not be useful if clients had to wait more than a few seconds for a response. The response required might be a fraction of a second.

Thus, an important objective in the design of computer data processing systems is to allow computers to do what they do best and to free humans from routine, error-prone tasks. The most cost-effective computer data processing system is the one that does the job effectively and at the least cost. By using computers in a cost-effective manner, we will be better able to respond to the challenges and opportunities of our post-industrial, information-dependent society.

Варианты лексико- грамматических упражнений к разделу 5:
Вариант 1.
Choose the correct form of the Infinitive. Выберите правильную форму инфинитива.
(??)My father allowed me _____ his car.
(!)to use
(?)use
(??)Let me _____ your bag.
(?)to carry
(!)carry
(??)Would you like me _____ now?
(!)to go
(?)go
(??)He doesn't want anybody _____.
(!)to know
(?)know
(??)What makes you _____ so?
(?)to think
(!)think
(??)The film was very sad. It made me _____ .
(?)to cry
(!)cry

Choose the correct form of the Infinitive. Выберите правильную форму инфинитива.
(??)What's happened here? I want _____ the truth.
(?)to tell
(!)to be told
(?)to have told

(??)In many countries English is the top priority language _____ at school.
(!)to be learnt
(?)to be learning
(?)to have learnt
(??)She returned to her motherland not _____ it again.
(!)to leave
(?)to be left
(?)to be leaving
(??)There was much _____ for the idea.
(?)to be saying
(!)to be said
(?)be said
(??)I expect you _____ to me instead of writing something.
(?)listen
(?)be listening
(!)to be listening
(??)Our group will _____ a test from 2 p.m. to 4 p.m.
(?)to be writing
(!)be writing
(?)write
(??)I am glad _____ you.
(?)to be meeting
(!)to have met
(?)to be met
(??)She is happy _____ this job.
(!)to have been offered
(?)have offered
(?)to have been offering
(??)She pretended _____ for me for all these months.
(?)to be waiting
(?)to be waited
(!)to have been waiting
(??)I am sorry _____ you so much trouble.
(!)to have given
(?)to be given
(?)to have been given

Вариант 2.
Choose the sentence which means the same as the sentence in the task. Выберите предложение, имеющее то же значение, что и предложение в задании
(??)They that the company lost a lot of money last year.
(!)The company is said to have lost a lot of money.
(?)The company is said to lose a lot of money.
(?)The company is said to be losing a lot of money.
(??)They believe that the company is losing a lot of money.
(?)The company is believed to have lost a lot of money.
(?)The company is believed to lose a lot of money.
(!)The company is believed to be losing a lot of money.
(??)I don't think the answer will please him.
(!)The answer is unlikely to please him.
(?)The answer was unlikely to please him.
(?)The answer is unlikely to be pleased.
(??)I don't think you need to take an umbrella. It doesn't look like raining.
(?)It is likely to rain.

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(!)It is unlikely to rain.
(?)It wasn't likely to rain.
(??)It is believed that the thieves got in through a window in the roof.
(?)The thieves are believed to get in through a window in the roof.
(?)The thieves are believed to be got in through a window in the roof.
(!)The thieves are believed to have got in through a window in the roof.
(??)They know that he speaks fluent English.
(!)He seems to speak fluent English.
(?)He seems to have spoken fluent English.
(?)He seems to be speaking fluent English.
(??)It is alleged that the man was driving at 110 miles an hour.
(?)The man is alleged to have driven at 110 miles an hour.
(!)The man is alleged to be driving at 110 miles an hour.
(?)The man is alleged to drive at 110 miles an hour.
(??)It is reported that the building has been badly damaged by the fire.
(!)The building is reported to have been badly damaged by the fire.
(?)The building is reported to be badly damaged by the fire.
(??)It was clear that they would speak a lot about the new director.
(!)The new director was sure to be spoken about.
(?)The new director is sure to be spoken about.
(?)The new director was sure to speak a lot.

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 6

Формы практического задания:
1.   **текст для чтения, перевода, обсуждения**
2.   **грамматические упражнения**
3.   **лексические упражнения**

Варианты текстов к разделу 6:
   Вариант 1.

HARDWARE, SOFTWARE, AND FIRMWARE

The units that are visible in any computer are the physical components of a data processing system, or hardware. Thus, the input, storage, processing and control devices are hardware. Not visible is the software — the set of computer programs, procedures, and associated documentation that make possible the effective operation of the computer system. Software programs are of two types: systems software and applications software.

Systems software are the programs designed to control the operation of a computer system. They do not solve specific problems. They are written to assist people in the use of the computer system by performing tasks, such as controlling all of the operations required, to move data into and out of a computer and all of the steps in executing an application program. The person who prepares systems software is referred to as a systems programmer. Systems programmers are highly trained specialists and important members of the architectural team.

Applications software are the programs written to solve specific problems (applications), such as payroll, inventory control, and investment analysis. The word program usually refers to an application program, and the word programmer is usually a person who prepares applications software.

Often programs, particularly systems software, are stored in an area of memory not used for applications software. These protected programs are stored in an area of memory called read only memory (ROM), which can be read from but not written on.

Firmware is a term that is commonly used to describe certain programs that are stored in ROM. Firmware often refers to a sequence of instructions (software) that is substituted for hardware. For example, in an instance where cost is more important than performance, the computer system architect might decide not to use special electronic circuits (hardware) to multiply two numbers, but instead write instructions (software) to cause the machine to accomplish the same function by repeated use of circuits already designed to perform addition.

Вариант 2.
FUNCTIONAL UNITS OF DIGITAL COMPUTERS

As we know, all computer operations can be grouped into five functional categories. The method in which these five functional categories are related to one another represents the functional organization of a digital computer. By studying the functional organization, a broad view of the computer is received.

The five major functional units of a digital computer are:
1)   Input— to insert outside information into the machine;
2) Storage or memory — to store information and make it available at the appropriate time;
3) Arithmetic-logical unit — to perform the calculations;
4) Output — to remove data from the machine to the outside world and
5) Control unit — to cause all parts of a computer to act as a team.

Figure 5 shows how the five functional units of the computer act together. A complete set of instructions and data are usually fed through the input equipment to the memory where they are stored. Each instruction is then fed to the control unit. The control unit interprets the instructions and issues commands to the other functional units to cause operations to be performed on the data. Arithmetic operations are performed in the arithmetic-logical unit, and the results are then fed back to the memory. Information may be fed from either the arithmetic unit or the memory through the output equipment to the outside world. The five units of the computer must communicate with each other. They can do this by means of a machine language which uses a code composed of combinations of electric pulses. These pulse combinations are usually represented by zeros and ones, where the one may be a pulse and the zero — a no-pulse. Numbers are communicated between one unit and another by means of these one-zero or pulse — no-pulse combinations. The input has the additional job of converting the information fed in by the operator into machine language. In other words, it transaltes from our language into the pulse — no-pulse combinations understandable to the computer. The output's additional job is converting the pulse — no-pulse combinations into a form understandable to us, such as a printed report.

Варианты лексико-грамматических упражнений к разделу 6:

Вариант 1.
(??)Choose the correct preposition. Выберите правильный предлог.
(~)He is not responsible _____ handling correspondence. ~ for
(~)He is surprisingly good _____ solving problems. ~ at
(~)I am afraid _____ misunderstanding. ~ of
(~)My father thinks I'm not capable _____ earning my own living. ~ of
(~)I was surprised _____ not being considered a member of the team. ~ at
(~)At the time I was very keen _____ getting an independent income. ~ on
(~)He is known to be good_____communicating with people. ~ at

(~)The reason _____ his not attending the meeting is quite clear. ~ for

(~)They showed no sign _____ recognizing us. ~ of

Choose correct prepositions and forms of the Gerund. Выберите правильный предлог и форму герундия.

(??)He succeeded _____ the task.
(!)in fulfilling
(?)with fulfilling
(?)in being fulfilled

(??)_____ you might make your life easier.
(?)in apologizing
(!)by apologizing
(?)by being apologized

(??)He congratulated the new members_____ to the community.
(!)on being admitted
(?)on admitting
(?)for admitting

(??)_____ the decision the participants began to shake hands.
(?)by reaching
(!)after reaching
(?)without reaching

(??)Those students who have only excellent marks may get their pass _____at the exam.
(?)without asking
(!)without being asked
(?)by asking

(??)The reason_____the story is that it is sensational.
(!)for publishing
(?)for being published
(?)of publishing

(??)He had the reputation _____a lot of tact.
(!)for having
(?)of having
(?)on having

(??)They claim that their method is the fastest way_____to speak a language.
(!)of learning
(?)in learning
(?)of being learnt

Вариант 2.
(??)Match the halves of the sentences. Соедините половины предложений.

(~)Begin by ~ making a list of what you have to do

(~)Be realistic: there is no point in ~ making plans you can't possibly keep

(~)Find a quiet place where you can work without ~ being interrupted

(~)If possible, use it only for ~ studying

(~)Check you have everything you need before ~ starting work

(~)Encourage yourself by ~ marking each topic on your list as you complete it

(~)Get used to ~ working independently

Вариант 3.

Choose correct forms of the Gerund. Выберите правильную форму герундия.

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(??)Do you mind his _____ us?
(!)joining
(?)being joined
(?)having joined
(??)They were afraid to risk _____ the plan into effect.
(!)putting
(?)being put
(?)having put
(??)He appreciated _____ in his work.
(?)helping
(!)being helped
(?)having helped
(??)I enjoy making fun of people, and I don't mind _____ fun of.
(?)making
(!)being made
(?)having been made
(??)Poor weather conditions caused us to delay _____.
(!)setting off
(?)being set off
(?)having set off
(??)I appreciate now _____ the news yesterday.
(?)telling
(?)having told
(!) having been told
(??)I agree to make a report on the subject but only if it doesn't involve _____ (?)questions.
(?)asking
(!)being asked
(?)having been asked
(??)We keep _____ by changes in the plans.
(?)delaying
(!)being delayed
(?)having delayed
(??)He showed no sign of _____.
(?)hurting
(!)j being hurt
(?)having hurt
(??)It's not worth _____ upset about things beyond your control.
(!)j getting
(?)being got
(?)having got
(??)He insists on _____ for the work he has done in time.
(?)paying
(!)being paid
(?)having been paid

Вариант 4.
Choose correct forms of the verb. Выберите правильную форму глагола.
(??)How old were you when you learnt_____?
(!)to drive
(?)driving
(?)drive
(?)to be driving
(??)I don't mind _____ home, but I'd rather *get* a taxi.
(?)to walk
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(!)walking
(?)having walked
(?)walk
(??)I can't make a decision. I keep _____ my mind.
(?)to change
(?)change
(!)changing
(?)being changed
(??)He had made his decision and refused _____ his mind.
(!)to change
(?)change
(?)changing
(?)being changed
(??)Why did you change your decision? What made you _____ your mind?
(?)to change
(!)change
(?)changing
(?)being changed
(??)Did I really tell you I was unhappy? I don't remember _____ that.
(?)to say
(!)saying
(?)having said
(?)say
(??)I expect my advice _____.
(?)to follow
(!)to be followed
(?)following
(?)being followed
(??)'Remember _____Tom tomorrow.' 'OK. I won't forget.'
(!)to call
(?)calling
(?)having called
(?)being called
(??)The water here is not very good. I'd avoid _____ it if I were you.
(?)to drink
(!)drinking
(?)having drunk
(?)to have drunk
(??)I'd like the work _____ in time. (do)
(?)to do
(!)to be done
(?)doing
(?)being done

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 7

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**
2. **грамматические упражнения**
3. **лексические упражнения**

Варианты текстов к разделу 7:

Вариант 1.

STORAGE UNITS

Computer system architecture is organized around the primary storage unit because all data and instructions used by the computer system must pass through primary storage. Our discussion of computer system units will begin with the functions of the primary and secondary storage units. This leads to the examination of the central processing unit and from there to the consideration of the input and output units. Therefore, the sequence in which we'll describe the functional units of a digital computer is: 1) storage units, primary and secondary; 2) central processing unit; 3) input and output units. As you know, there are primary and secondary storage units. Both contain data and the instructions for processing the data. Data as well as instructions must flow into and out of primary storage.

Primary storage is also called main storage or internal storage. The specific functions of internal storage are to hold (store): 1) all data to be processed; 2) intermediate results of processing; 3) final results of processing; 4) all the instructions required for ongoing process. Another name for primary storage is memory, because of its similarity to a function of the human brain. However, computer storage differs from human memory in important respects. Computer memory must be able to retain very large numbers of symbol combinations, without forgetting or changing any details. It must be able to locate all its contents quickly upon demand. The combinations of characters, that is, the letters, numbers, and special symbols by which we usually communicate, are coded. The codes used by computer designers are based upon a number system that has only two possible values, 0 and 1 .'A number system with only two digits, 0 and I, is called a binary number system. Each binary digit is called a bit, from Binary digit. As the information capacity of a single bit is limited to 2 alternatives, codes used by computer designers are based upon combinations of bits. These combinations are called binary codes. The most common binary codes are 8-bit codes because an 8-bit code provides for 2/8, or 256 unique combinations of l's and O's, and this is more than adequate to represent all of the characters by which we communicate.

Data in the form of coded characters are stored in adjacent storage locations in main memory in two principal ways : 1) as "strings" of characters — in bytes; and 2) within fixed-size "boxes" — in words. A fixed number of consecutive bits that represent a character is called a byte. The most common byte size is 8-bit byte. Words are usually 1 or more bytes in length.

Secondary storage. Primary storage is expensive because each bit is represented by a high-speed device, such as a semiconductor. A million bytes (that is, 8 million bits) is a large amount of primary storage. Often it is necessary to store many millions, sometimes billions, of bytes of data. Therefore slower, less expensive storage units are available for computer systems. These units are called secondary storage. Data are stored in them in the same binary codes as in main storage and are made avail-able to main storage as needed.

Вариант 2.
STORAGE DEVICES
Storage media are classified as primary storage or secondary storage on the basis of combinations of cost, capacity, and access time. The cost of storage devices is expressed as the cost per bit of data stored. The most common units of cost are cents, millicents (0.001 cents) and microcents (0.000001 cents). The time required for the computer to locate and transfer data to and from a storage medium is called the access time for that medium. Capacities range from a few hundred bytes of primary storage for very small computers to many billions of bytes of archival storage for very large computer systems.

Memories may be classified as electronic or electromechanical. Electronic memories have no moving mechanical parts, and data can be transferred into and out of them at very high speeds. Electromechanical memories depend upon moving mechanical parts for their operation, such as mechanisms for rotating magnetic tapes and disks. Their data access time is longer than is that of electronic memories; however they cost less per bit stored and have larger capacities for data storage. For these reasons most computer systems use electronic memory for primary storage and electromechanical memory for secondary storage.

Primary storage has the least capacity and is the most expensive; however, it has the fastest access time. The principal primary storage circuit elements are solid-state devices: magnetic cores and semiconductors. For many years magnetic cores were the principal elements used in digital computers for primary storage. The two principal types of semiconductors used for memory are bipolar and metal-oxide semiconductors (MOS). The former is faster, the latter is more commonly used at present. Because data can be accessed randomly, semiconductor memories are referred to as random-access memory, or RAM.

There is a wide range of secondary storage devices. Typical hardware devices are rotating electromechanical devices. Magnetic tapes, disks, and drums are the secondary storage hardware most often used in computer systems for sequential processing. Magnetic tape, which was invented by the Germans during World War II for sound recording, is the oldest secondary storage medium in common use. Data are recorded in the form of small magnetized "dots" that can be arranged to represent coded patterns of bits.

Tape devices range from large-capacity, high-data-rate units used with large data processing systems to cassettes and cartridges used with small systems. Magnetic disk storage, introduced in the early 1960s, has replaced magnetic tape as the main method of secondary storage. As contrasted with magnetic tapes, magnetic discs can perform both sequential and random processing. They are classified as moving-head, fixed-head, or combination moving-head and fixed-head devices. Magnetic discs are the predominant secondary storage media. They include flexible, or floppy discs, called diskettes. The "floppies" were introduced by IBM in 1972 and are still a popular storage medium to meet the demands of the microcomputer market.

Варианты лексико-грамматических упражнений к разделу 7:

Вариант 1.
Choose the correct answer.
(??)Our teacher _____ speak three languages.
(!)can
(?)must
(?)may
(??)They _____ take every Friday off last year.
(!)were allowed to
(?)might
(?)could
(??)Your coat is quite new. You _____ buy another one.
(?)mustn 't
(!)needn 't
(?)can't
(??)I'd like _____ play chess.
(?)to have to
(!)to be able to
(?)to can
(??)Students _____ interrupt their teachers.
(?)cannot
(?)needn't
(!)mustn't
(??)He said he _____ stay any longer.

(?)might not
(!)couldn 't
(?)needn't
(??)I think I'll _____ go and explain it to them.
(?)must
(!)have to
(?)can
(??)Are you sure you'll _____ get to the bottom of it?
(?)can
(!)be able to
(?)may
(??)The woman got up and Grayson _____ see her face clearly before she switched off the light.
(?)might
(!)was able to
(?)could
(??)We _____ not get the medicine and returned home without it.
(?)might
(?)had to
(!)could
(??)_____ I have your book for a moment?
(?)Might
(?)Must
(!)May
(??)The boy _____ drive my car if he passes his exam.
(?)may
(!)will be allowed to
(?)can

Вариант 2.

Choose the correct answer.
(??)You _____ have any problems with Jack. He's such a good baby.
(?)*mustn't*
(!)*shouldn't*
(??)You _____ use cream in this sauce, but it makes it much tastier.
(!)*don't have to*
(?)*mustn't*
(??)I _____ watch my favourite TV programme because Sue rang up for a long chat.
(!)*couldn't*
(?)*wouldn't*
(??)Timmy's so stubborn. He just _____ do what he's told.
(?)*can't*
(!)*won't*
(??)I'm afraid I _____ come to your wedding as I'm on holiday in Australia.
(!)*cannot*
(?)*may not*
(??)I _____ get 10% off the marked price by paying in cash.
(!)*was able to*
(?)*could*
(??)I _____ to visit Uncle Tom in hospital after work, but I was too tired.
(!)*should have gone*
(?)*had to go*
(??)You _____ say a word about this to your mother. It's a surprise.
(?)*don't have to*
(!)*mustn't*

(??)Mr. Bumble told him that it was a Board night and that the Board had said that he _____ to appear before it.
(!)was
(?)had
(??)She _____ not stop here. The necessity to get out was even more urgent.
(!)must
(?)may
(??)Why are you late? You _____ come at 10 a.m.
(!)were
(?)had to
(??)Don't make such noise. We _____ wake the baby
(!)mustn't
(?)don't have to
(??)I'm sorry I couldn't come yesterday. I _____ work late.
(?)must
(!)had to

Вариант 3.
Choose the most likely explanation for each sentence.
(??)Megan *should* get good results in her exams.
(?) Megan has an *obligation* to get good results in her exams.
(!)It is *probable* Megan will get good results in her exams.
(??)I *couldn't* swim until I was 16 years old.
(?)I didn't have *permission* to swim until I 16 years old.
(!)I didn't have the *ability* to swim until I 16 years old.
(??)Passengers *may* smoke once the plane is a
(?)There is a *possibility* that passengers will once the plane is airborne.
(!)Passengers have *permission* to smoke on plane is airborne.
(??)No one *can* smoke on the London Underj
(?)No one has the *ability* to smoke on the London Underground.
(!)No one has *permission* to smoke on the London Underground.
(??)You *should* wear glasses.
(!)My *advice* is that you wear glasses.
(?)There is a *probability* that you will have to wear glasses.
(??)*Will* you answer the door?
(?)Are you at some time in the *future* going to answer the door?
(!)I'm *asking* you to answer the door.
(??)I *couldn't* get the top off the bottle.
(?)I did not have *permission* to get the top off t bottle.
(!)I did not *manage* to get the top off the bottle.
(??)You *must* be tired.
(!)I am *sure* you are tired.
(?)I *order* you to be tired.
(??)Andrew's got a meeting after work so he *may* not go to the party.
(?)Andrew does not have *permission* to go to the party.
(!)There's a *possibility* Andrew won't go to the party.
(??)You *needn't* have given me a lift.
(?)You gave me a lift. This was very kind but *not necessary*.
(!)You *didn't give* me a lift because it wasn't necessary.
(??)You *might* have helped to clear up after the party.
(!)I'm angry because I think you *ought to* have helped clear up.
(?)I think that there's just a *possibility* that you helped to clear up.

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Формы практического задания:
1. текст для чтения, перевода, обсуждения
2. грамматические упражнения
3. лексические упражнения

Варианты текстов к разделу 8:

Вариант 1.

COMPUTER PROGRAMMING

Programming is the process of preparing a set of coded instructions which enables the computer to solve specific problems or to perform specific functions. Theiessence of computer programming is the encoding of the program for the computer by means of algorythms. The thing is that any problem is expressed in mathematical terms, it contains formulae, equations and calculations^ But the computer cannot manipulate formulae, equations and calculations. Any problem must be specially processed for the computer to understand it, that is — coded or programmed.

The phase in which the system's computer programs are written is called the development phase. The programs are lists of instructions that will be followed by the control unit of the central processing unit (CPU). The instructions of the program must be complete and in the appropriate sequence, or else the wrong answers will result. To guard against these errors in logic and to document the program's logical approach, logic plans should be developed.

There are two common techniques for planning the logic of a program. The first technique is flowcharting. A flowchart is a plan in the form of a graphic or pictorial representation that uses predefined symbols to illustrate the program logic. It is, therefore, a "picture" of the logical steps to be performed by the computer. Each of the predefined symbol shapes stands for a general operation. The symbol shape communicates the nature of the general operation, and the specifics are written within the symbol. A plastic or metal guide called a template is used to make drawing the symbols easier.

The second technique for planning program logic is called pseudo code. Pseudo code is an imitation of actual program instructions. It allows a program-like structure without the burden of programming rules to follow. Pseudo code is less time-consuming for the professional programmer than is flowcharting. It also emphasizes a top-down approach to program structure.

Вариант 2.

BASIC
BASIC is the acronym for beginner's all-purpose symbolic instruction code. It was developed in Dartmouth College as an easy-to-learn programming language for students and inexpe¬rienced programmers. Its key design goal is simplicity. BASIC has become a very popular language in systems where many users share the use of a computer through terminals and it has become a universal language for personal computers.
The language BASIC is mathematically oriented, that is, its typical use is to solve problems of a mathematical nature. Be¬cause BASIC programs are usually executed from a terminal or microcomputer where input is entered through a keyboard and printed output is relatively slow, problems of a business nature requiring large volumes of input-output data are usually not practical.
PASCAL

PASCAL was invented in 1970 by Professor Niklaus Wirth of Zurich, Switzerland. It was named after the mathematician Blaise Pascal, who invented one of the earliest practical calculators. PASCAL is a mathematically oriented programming language and, as such, is most commonly used in mathematics, engineering, and computer science departments of colleges and universities. This language is somewhat unusual in that it was designed to be a structured language. This means that the program must be written in logical modules which are in turn called by a main controlling module. Much of PASCAL'S popularity is due to work done at the University of California at San Di-ego, where PASCAL has been implemented on several different computers including microcomputers.

Варианты лексико-грамматических упражнений к разделу 8:

Вариант 1.
Choose the correct form of the verb (There are no mixed type sentences)
(??)If I had realized you were a bad driver, I _____ with you.
(?)didn't come
(?)hadn't come
(?)wouldn't come
(!)would have come
(??)If Beth _____ to her home town, she could visit her parents.
(!)went
(?)had gone
(?)would go
(?)would have gone
(??)If the light were better, you _____ the sign.
(?)will see
(?)had seen
(!)would see
(?)would have seen
(??)If Jane _____ more careful, she wouldn't have left her watch in the changing room.
(?)were
(!)had been
(?)would be
(?)would have been
(??)If she _____ coffee late at night, she would have been able to sleep.
(?)didn't drink
hadn't drunk
(?)wouldn't drink
(?)wouldn't have drunk
(??)I _____ for the job if I were better qualified.
(?)applied
(?)had applied
(!)would apply
(?)would have applied
(??)We _____ a house if only we were given a bank loan.
(?)bought
(?)had bought
(!)would buy
(?)would have bought
(??)She wouldn't have married him if she _____ what was like.
(?)knew
(!)had known
(?)would know
(?)would have known

(??)If they _____ the significance of this event, they would be more alarmed.
(!)realized
(?)had realized
(?)would realize
(?)would have realized
(??)If her son _____ two years earlier, he wouldn't have had to do military service.
(?)were born
(!)had been born
(?)would be born
(?)would have been born
(??)If she were here, she _____ what to do.
(?)knew
(?)had known
(!)would know
(?)would have known
(??)If Joe _____ earlier, he would get to institute on time.
(!)got up
(?)had got up
(?)would get up
(?)would have got up
(??)He _____ the problem now if he were concerned about it.
(?)discussed
(?)had discussed
(!)would discuss
(?)would have discussed
(??)If I knew the address, I _____ it to you.
(?)gave
(?)had given
(!)would give
(?)would have given
(??)If I had known that you were in hospital, I _____ you.
(?)visited
(?)had visited
(?)would visit
(!)would have visited
(??)If the fire _____, their house wouldn't have been destroyed.
(?)didn't happen
(!)hadn't happened
(?)wouldn't happen
(?)wouldn't have happened
(??)If the sound _____ so loud, she wouldn't be so nervous.
(!)weren't
(?)hadn't been
(?)wouldn't be
(?)wouldn't have been
(??)If he _____ the door open, his cat wouldn't have eaten the fish.
(?)didn't leave
(!)hadn't left
(?)wouldn't leave
(?)wouldn't have left
(??)I _____ a taxi if I had realized that it was such a long way.
(?)took
(?)had taken
(?)would take

(!)would have taken

(??)If you had arrived ten minutes earlier, you _____ a seat.

(?)got

(?)had got

(?)would get

  (!)would have got

  Вариант 2.

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

The new assistant was difficult to deal with. We refused to work with him. ~ If the new assistant hadn't been so difficult to work wit, we wouldn't have refused to work with him.

The new assistant is difficult to deal with. We refused to work with him. ~ If the new assistant weren't so difficult to work wit, we wouldn't have refused to work with him.

The new assistant is difficult to deal with. We refuse to work with him. ~ If the new assistant weren't so difficult to work wit, we wouldn't refuse to work with him.

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

You are very absent-minded. You forgot about the arrangements. ~ If you weren't so absent-minded, you wouldn't have forgotten about the arrangements

You are very absent-minded. You forget about the arrangements. ~ If you weren't so absent-minded, you wouldn't forgot about the arrangements

You were very absent-minded. You forgot about the arrangements. ~ If you hadn't been so absent-minded, you wouldn't have forgotten about the arrangements

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

You are afraid of the exams because you didn't study properly during the term. ~ You wouldn't be afraid of the exams if you had studied properly during the term.

You are always afraid of the exams because you don't study properly during the term. ~ You wouldn't be afraid of the exams if you studied properly during the term.

You were afraid of the exams because you didn't study properly during the term. ~ You wouldn't have been afraid of the exams if you had studied properly during the term.

  Вариант 3.

Choose the correct form of the verb

(??)The old man wished he _____ touch with his relatives.

(!)had not lost

(?)**did not lose**

(?)**would not have lost**

(??)I wish I _____ what you are talking about.

(?)**understand**

(!)understood

(?)**would understand**

(??)We had a wonderful holiday in Italy. I wish we _____ there again next year.

(!)went

(?)**go**

(?)**will go**

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(??)They wished you _____ more in future.
(?)**will read**
(?)**read**
(!)**would read**
(??)They did not find the man. I wish they _____ who he was.
(?)discovered
(!)had discovered
(?)have discovered
(??) "He is gone," murmured Sibyl. "I wish you _____ him."
(?)saw
(!)had seen
(?)would see

(??)**The weather is awful. I wish it _____ raining.**
(?)had stopped
(?)will stop
(!)stopped
(??)**I am sorry to have missed you this morning. I wish I _____ you.**
(?)saw
(?)**have seen**
(!)**had seen**
(??)It was necessary that Tom _____ care of his sister.
(!)should take
(?)should have chosen
(?)will take
(??)It's so unfortunate that she _____ that phrase.
(?)should coose
(!)should have chosen
(?)has chosen
(??)This flat was vacant and Julia suggested that Tom _____ it.
(?)should have taken
(!)should take
(?)takes
(??)He was kind enough to suggest that I _____ the money.
(!)should have
(?)would have
(?)should have had
(??)He demanded that she _____ a little rest to look her best at the party.
(!)should have
(?)will have
(?)would have
(??)The chairman proposed that the question _____ in the agenda.
(?)should include
(?)should have been included
(!)should be included
(??)It is impossible that they _____ on the trip already.
(?)should start
(!)should have started
(?)have started
(??)**He speaks German as if it _____ his mother tongue.**
(?)should be
(?)**is**
(!)were
(??)I feel as if I _____ here before.

(?)have been
(!)had been
(?)should have been
(??)Fred hesitated as if the question _____ difficult.
(!)were
(?)is
(?)had been
(??)They both behaved as if nothing _____ .
(?)should happen
(!)had happened
(?)has happened
(??)He always makes wonderful speeches as if he _____ orator's skills.
(?)should be taught
(!)had been taught
(?)has been taught
(??)He looks as if he _____ a month on the Canary Islands.
(!)had spent
(?)spent
(?)should have spent
(??)He introduces me to his brother as if we_____ before.
(!)hadn't met
(?)haven't met
(?)didn't meet
(??)He acts as if he _____ responsible for it. But he is.
 (?)isn't
(!)weren't
(?)shouldn't be

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 9

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**
2. **грамматические упражнения**
3. **лексические упражнения**

Варианты текстов к разделу 9:
Вариант 1.

Business skills

You can't do business without business skills. Logical, isn't it? But having good business skills doesn't necessarily mean you have to have an MBA, have gone to University or had any formal business education. It does mean, however, that you have (or have the desire and drive to attain) certain skills which most successful business people have. These skills are basic skills such as communication, e-mailing, telephoning, meetings, negotiation and line management. They are also likely to include advanced skills such as conferencing, presentation, influencing, conflict management, leadership, critical thinking, and teambuilding.

Business skills are important at whatever level you work within an rganization: from working in a mailroom to running the company, good skills make you attractive to fellow-workers and employers. Business skills, whether acquired in a formal setting, a training room or even the school of life can make a huge difference because good skills will give you the ability to communicate effectively with colleagues, get your ideas across, make people want to listen to you, and what is more, hear what you have to say. Business skills give you an edge in the way you work with clients, plan a marketing campaign, challenge the competition, bring in new business, etc. Lack of them could mean you stay run of the mill. More and more companies expect their employees to attend training courses because the better skilled their people

are, the better their chances are of survival in a very tricky time in our economy. Training budgets are often the first things to get slashed during an economic downturn. The smart companies know that quite the opposite needs to happen: their people need to acquire more business skills to be able to cope with added pressures, scaled down staff and higher expectations.

However you get them, good business skills will last you your entire career and may even have a good impact on your personal life as well!

Вариант 2.

Leaving a message on an answering machine or Voice Mail

Though the world has gone tech-savvy, phone still remains an imperative part of all communications. It connects a person directly to the other and also helps in conveying information. While you cannot be around the phone all the time, an efficient way to make up for the unavailability would be to appoint someone who can take the message from the caller (if any). Though this might sound a simple task, there is an art in taking phone messages as well. It shows the interactive skills of the person appointed for the task. So, while appointing someone, ensure that the person is efficient in taking calls. There can be nothing more annoying and frustrating than to be handed a crumpled piece of paper, with semi-legible words written on it and being told that it's important. Phone message should be accurate and detailed, at the same time, allowing the owner to spend little or no time in deciphering the note.

When you call someone but they aren't there, often their voicemail "picks up" or answers the phone. Then you have to leave a message. Anyone who uses the phone in their job has to deal with voicemail. Have you ever started to leave a message on someone's voicemail, and then when you heard the "beep" sound, you didn't know what to say? When you're speaking a foreign language, talking without preparation can be challenging, especially when you cannot see or hear the person you're talking to. But with a little practice, you'll be a voicemail pro.

Варианты лексико-грамматических упражнений к разделу 9:

Вариант 1.

(??)Answer the questions. Выберите ответ на вопрос из предложенных вариантов.
(??)What do people need business skills for?
 (?) It's challenging and rewarding.
(!) To work within an organisation
(?) It's conferencing, presentation, influencing

Вариант 2.

(??). What are the basic business skills? Advanced?
(?) It's formal business education
(?) To work within an organisation
(!)It is conferencing, presentation, influencing, critical thinking, and teambuilding

(??).What ability will good business skills give to you?
(!) To give you the ability to communicate effectively with colleagues
(?) The survival in a very tricky time in our economy.
(?) Quite the opposite needs to happen

Вариант 3.

(??)Match the words from the text and their synonyms. Подберите к данным словам синонимы.
(~) career ~ job
(~) challenge ~ difficulty, problem

(~) challenging ~ demanding
(~) a desire- a wish
(~)to get across - to communicate successfully
(~) extra hours ~ overtime
(~) get paid ~ earn
(~) hire ~ employ
(~) rewarding ~ satisfying
(~) route ~ way
(~)to get slashed – reduced

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 10

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**

Варианты текстов к разделу 10:

Вариант 1.

How To Take A Phone Conversation. Telephone Etiquette Tips

A telephonic conversation is all about communicating in the right way, as it is different from a face-to-face conversation, which makes understanding the other person **pretty easy** for you. Observing telephone etiquette is **imperative**; especially if it's an official call that you are making or receiving. Most of us tend to forget some basic rules of telephonic conversations, which should be taken utmost care of. **For instance**, it's rare to see people being **polite** over the phone, as if every call is **unwarranted** and uncalled for. Check out some more phone conversation tips to help you update your phone skills. Read on to know what telephone etiquette you should observe, while on a call.

 Telephone Etiquette Tips:

 Speak Slowly & Clearly

It is not possible to watch the lip movement of the person speaking on the other side of the phone. So, at times, it can become difficult to understand what is being said, especially if the speaker is going too fast and is **lacking clarity** of speech. **Ditto** for you! Try to speak as clearly as you can, on the phone and don't rush through a conversation. Even you would not like to repeat yourself over and over again. Therefore, follow the key rule i.e. speak slowly and clearly. However, this does not mean that you start sleeping over the phone. Rather, maintain a **decent** tempo.

 Be **Well-Mannered**

It is important to follow proper etiquette during a telephonic conversation, more so when it is an official call. Always speak in a pleasant and **congenial** tone, so that the other person doesn't feel discouraged or start **presuming** that you do not want to **entertain** him/her, unless that is exactly what you want to do. Make sure that you do not interrupt the other person before he/she has completed the sentence. It can be very annoying for him/her. Also, try not to **engage** in an argument, especailly if it's an official call.

 Never Eat Or Chew During Call

Make sure that you are not eating or **chewing** anything during the call, as you won't be able to speak clearly and it will also give the person on the other side of the phone a very **crude** impression about you. While it may not be possible to sound very polished and **sophisticated** on the phone every time, for a **variety** of reasons, there are some basic things you need to avoid on the phone and eating or chewing is one of them. It will be better not to pick up the phone when you are eating something.

 Develop Listening Skills

Many people have a tendency to talk **incessantly** on the phone, while not giving the other person a chance to speak. Do realize that it is important to listen to the other side as well, **especially** if you are not the one to make the call. While listening to the caller, you can interrupt in an encouraging manner by saying 'yes', 'I see', 'okay', 'right,' 'I know what you mean', and so on.

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Варианты лексико-грамматических упражнений к разделу 10:

Вариант 1.

(??)Match English phrases from the text with their Russian equivalents. Подберите русские эквиваленты к английским словосочетаниям

(~)management~ менеджмент, управление

(~) difficult matter~сложный вопрос

(~) employee~ служащий, работающий по найму

(~) to be aware of the disadvantages~знать недостатки

(~) to deal with ~иметь дело с

(~) overcoming these challenges~преодолевать сложности

(~)company~ компания, товарищество, фирма

(~)get paid ~ зарабатывать

(~) provide you with a great sense of satisfaction~приносить чувство удовлетворения

(~) to get across ~ прийти к успешному соглашению

Вариант 2.

(??) Match English phrases from the text with their Russian equivalents. Подберите эквиваленты к словосочетаниям

(~)nefarious ~ evil or criminal

(~)illicit~ not allowed by laws or rules, or strongly disapproved of by society

(~)intend to ~ have something in your mind as a plan or purpose

(~)consent ~give your permission for something or agree to do something

(~)acquire ~ obtain something by buying it or being given it

(~)trigger ~ make something happen very quickly

(~)eliminate ~ completely get rid of something that is unnecessary or unwanted

(~) enhance ~ improve something

(~) sign up for ~ put your name on a list for something because you want to take part in it

(~)subscribe to ~pay money, usually once a year, to have copies of a newspaper or   magazine sent to you, or to have some other service

(~)opt-in~decide to join a group or system

(~) anticipate ~ expect that something will happen and be ready for it

(~) abuse ~ deliberately use something for the wrong purpose or for your own

(~) awareness ~ knowledge or understanding of a particular subject or situation

(~) endeavour ~ an attempt to do something new or difficult

Вариант 3.

(??)Read the text and decide if the following statements are True (T) or False (F).

(??) E-mail newsletters are used as a means of communicating messages to achieve commercial or fundraising efforts and are sent to everyone without pre-determined basis.

(!) True

(?) False

(??)The use of E-mail newsletters has made e-mail marketing popular among many companies.

(!) True

(?) False

(??)The cost of advertisements and newsletters that are mailed normally is relatively low in comparison to e-mail messages and E-mail newsletters.

(?) True

(!) False

(??) Opting in means that e-mail subscribers have consented to receiving e-mail correspondence on subjects that interest them.

(?) True

(!) False

(??)Internet system administrators are responsible for dealing with abuse of the net, including the sending of spam messages.

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(!) True
(?) False
 (??)E-mail newsletters and spam look different, so people don't have difficulty distinguishing between the two.
(?) True
(!) False
(??)A double opt in method is one of the most effective techniques for establishing an E-mail newsletter.
(!) True
(?) False
 (??)Criminal spam operations have been developed by marketers in order to eliminate the numerous disadvantages that were associated with E-mail marketing in the past.
(!) True
(?) False
 (??)Opt in E-mail newsletters and advertisements will be much more untargeted and irrelevant in some way to the consumer
(?) True
(!) False
(??)E-mail newsletters are specifically designed to be informative and useful, they can also contain advertisements and marketing efforts that will allow the owner of the newsletter to sell more products or services in the process.
 (!) True
(?) False

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 11

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**
2. **лексические упражнения**
3. **грамматические упражнения**

Варианты текстов к разделу 11:

Вариант 1.

Writing a CV
A CV is the most **flexible** and convenient way to make **application**s. It conveys your personal details in the way that presents you in the best possible light.

A CV is a marketing document in which you are marketing something: yourself! You need to "sell" your skills, **abilities**, qualifications and experience to employers. It can be used to make **multiple** applications to employers in a specific career area. For this reason, many large graduate **recruiter**s will not accept CVs and instead use their own application form.
An application form is designed to bring out the **essential** information and personal qualities that the employer requires and does not allow you to gloss over your weaker points as a CV does.
There is no "one best way" to construct a CV; it is your document and can be structured as you wish within the basic **framework** below. It can be on paper or on-line or even on a T-shirt (a gimmicky approach that might work for "creative" jobs but not generally advised!).
Get the basics right
There is no right or wrong way to write a CV but there are some common sections you should cover.
These include: personal and contact information; education and qualifications; work history and/or

experience; relevant skills to the job in question; own interests, **achievement**s or hobbies; and some **reference**s.

Presentation is key

A successful CV is always carefully and clearly presented, and printed on clean, **crisp** white paper. The layout should always be clean and well structured and CVs should never be crumpled or folded, so use an A4 **envelope** to post your applications.

Always remember the CV hotspot – the upper middle area of the first page is where the recruiter's eye will naturally fall, so make sure you include your most important information there.

Stick to no more than two pages of A4

A good CV is clear, **concise** and makes every point necessary without waffling. You don't need pages and pages of paper – you just keep things short and sweet. A CV is a **reassurance** to a potential employer, it's a chance to tick the right boxes. And if everything is satisfied, there's a better chance of a job interview. Also, employers receive dozens of CVs all the time so it's unlikely they'll read each one cover to cover. Most will make a judgment about a CV within sections, so stick to a maximum of two pages of A4 paper.

Understand the job description

The clues are in the job application, so read the details from start to finish. Take notes and create bullet points, **highlighting** everything you can satisfy and all the bits you can't. With the areas where you're lacking, fill in the blanks by adapting the skills you do have. For example, if the job in question requires someone with sales **experience**, there's nothing stopping you from using any retail work you've undertaken – even if it was something to help pay the bills through university. It will demonstrate the skills you do have and show how they're **transferable**.

Tailor the CV to the role

When you've established what the job entails and how you can match each requirement, create a CV specifically for that role. Remember, there is no such thing as a generic CV. Every CV you send to a potential employee should be tailored to that role so don't be lazy and hope that a general CV will work because it won't.

Create a **unique** CV for every job you apply for. You don't have to re-write the whole thing, just adapt the details so they're **relevant**.

Making the most of skills

Under the skills section of your CV don't forget to mention key skills that can help you to stand out from the crowd. These could include: communication skills; computer skills; team working; problem solving or even speaking a foreign language. Skills can come out of the most **unlikely** places, so really think about what you've done to grow your own skills, even if you take examples from being in a local sports team or joining a voluntary group – it's all relevant.

Making the most of interests

Under interests, highlight the things that show off skills you've gained and employers look for. Describe any examples of positions of **responsibility**, working in a team or anything that shows you can use your own initiative. For example, if you ran your university's newspaper or if you started a weekend league football team that became a success.

Include anything that shows how **diverse**, interested and skilled you are. Don't include passive interests like watching TV, solitary hobbies that can be **perceive**d as you lacking in people skills. Make yourself sound really interesting.

Making the most of experience

Use assertive and positive language under the work history and experience sections, such as "developed", "organised" or "achieved". Try to relate the skills you have learned to the job role you're applying for. For example: "The work experience involved working in a team," or "This position involved planning, organisation and leadership as I was responsible for a team of people".

Really get to grips with the valuable skills and experience you have gained from past work positions, even if it was just working in a restaurant – every little helps.

Skills for your CV

A social work degree includes 200 days of assessed practice, carried out in professional settings, to gain essential practical skills for the role of social worker and to work as part of a social care workforce, increasingly in integrated teams and alongside professionals in the NHS, schools, police and housing.

Courses cover the study of ethics, including respecting diversity and promoting social justice. You will develop skills of judgement and become more accountable, reflective, critical and evaluative.

Transferable skills gained include:
- communication skills;
- analysing a situation and problem solving;
- managing conflict;
- advocacy;
- negotiating plans and goals.

You will also develop effective time management skills.

Including references

References should be from someone who has employed you in the past and can vouch for your skills and experience. If you've never worked before you're OK to use a teacher or tutor as a referee. Try to include two if you can.

Keep your CV updated

It's **crucial** to review your CV on a regular basis and add any new skills or experience that's missing. For example, if you've just done some **volunteer**ing or worked on a new project, make sure they're on there – potential employers are always **impress**ed with candidates who go the extra mile to boost their own skills and experience.

Варианты лексико-грамматических упражнений к разделу 11:

Вариант 1.

(??)Match the halves of the sentences. Соедините половины предложений.

(~) At the end I will suggest practical ways in which you as managers can motivate both… ~ … yourselves and the people who work for you.

(~) Good morning ladies and gentlemen, … ~ … and welcome to our session on the dynamics of motivation.

(~) Then I will give a short demonstration of … ~ … our prototype and explain what we have already achieved.

(~) Please feel free to raise questions at any… ~ … time on technical or financial aspects of the project and I shall do my best to answer them.

(~) To begin with, I shall … ~ … outline the main goals of the project.

(~) I would like to ask you to keep any questions you may have until the end, when… ~ … I hope we will also have time to discuss your personal experiences and particular work situations.

(~) Finally, I shall move on to the major … ~ … commercial applications and potential returns on investment.

(~) I will then turn to what we really mean by motivation, and look at the internal… ~ … and external factors that play a part in creating it.

(~) I would like to talk to you this afternoon about … ~ … why we feel our interactive video project is worth investing in.

(~) I shall start by looking at why motivation… ~ … is so important and why the ability to motivate is a vital management skill.

Вариант 2.

(??)Read this introduction to a presentation. Choose the correct words or phrases in italics:

(??)Good afternoon, ladies and gentlemen and welcome _____ our seminar on corporate property management.

(?)in
(!)To
(?)for

(??) I would like to _____ by telling some of the main issues in corporate property management (5) so in order you will be able to judge whether your company is devoting sufficient time to this question.

(?)starting

(!)commence
(?) begin
(??) I will then turn to some of the legal and financial aspects of property management, and will _____ how your companies may be affected by current and future legislation.
(!) explain
(?) tell
(?) look
(??)I will _____of the kinds of problems our clients have faced and explain what was done to solve them.
(?) illustrate
(?) discuss
!) give examples
(??)I will finish by giving a brief resume of the consultancy service that we offer, and I will explain what you _____ do if you would like to look into the matter further.
(?) need
(!) should
(?) shall
(??) As we are rather _____ for time, I would be grateful if you could rest any questions you may wish to raise until the end, when I will do my best to answer them.
(!)short
(?)hurried
(?) pressed

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 12

Формы практического задания:
1.   **текст для чтения, перевода, обсуждения**

Варианты текстов к разделу 12:
Вариант 1.

E-mail newsletters

E-mail **newsletter** marketing is a type of direct marketing that makes use of electronic mail as its communicating medium. E-mail marketing is regularly used as a **means** of communicating messages about commercial or **fundraising efforts** to a large audience, and one of the best ways to achieve this is through the use of e-mail newsletters. In the broadest sense, e-mail newsletters need **to be signed up** for, **subscribed** to or **opted-in** two, and then the owner of the e-mail newsletter will send periodic messages to everyone on the membership list, usually on **a pre-determined** basis. Some e-mail newsletters go out daily, weekly or monthly, while others only go out when there is something specific to say.

The term e-mail marketing, which is the foundation for e-mail newsletters, is often used to **refer to** the following characteristics:

•   **Sending out** e-mail messages with the primary purpose of **enhancing** a specific relationship between **merchants** and their **current** or past customers, as well as to encourage loyalty from customers and repeat business.

•   Sending out e-mail messages with the purpose of **acquiring** new potential customers, or in order to **convince** current and recent customers to purchase something new.

•   Adding advertisements to e-mail messages that are sent by other companies to their list of customers, and then sending those e-mails over the internet.

E-mail marketing through the use of E-mail newsletters has become popular among many companies, individuals and marketing **endeavours** for a number of reasons. There are a variety of advantages that are

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associated with e-mail marketing, especially when e-mail newsletters are involved. Some of these advantages include:

• The fact that mailing lists provide marketers with the ability to distribute a lot of information to a wide range of customers from a specific market or group at a cost that is relatively low.

• The fact that the delivery time is short for e-mail messages and E-mail newsletters in comparison to advertisements and newsletters that are mailed normally.

• The fact that compared to other media investments like direct mail and printed newsletter marketing, E-mail newsletters are much more cost effective and less expensive overall.

• E-mail newsletters allow advertisers to push the message to the audiences rather than **relying on** a customer to visit the website such as in website based advertising.

• E-mail newsletters can be easily tracked. Advertisers can use web bugs, auto responders, bounce messages, unsubscribe requests, click through and read receipts in order to measure both positive and negative responses and open rates as well as **to correlate** sales through marketing.

• Through E-mail newsletter marketing, advertisers are capable of generating repeat business both automatically and affordably as well.

• Through E-mail newsletter marketing, advertisers will be capable of reaching much more substantial numbers of e-mail subscribers that have opted in to receive the communication. Opting in means that they have **consented** to receiving e-mail correspondence from you on subjects that interest them.

• Because over half of all internet users access E-mail on a single typical day, using E-mail newsletters as a marketing endeavour means reaching out to many more people than other means of advertising or marketing.

• Specific interaction with messages is capable of **triggering** other E-mail newsletter messages to be delivered, or even other events, such as updating the recipient's profile in order to indicate their interest in a specific interest category for example.

• Perhaps one of the greatest benefits of all for this type of marketing is that it is completely paper free, and therefore eco friendly.

There are also some disadvantages that are associated with E-mail marketing through E-mail newsletters and using this marketing means to communicate with people. While many companies use E-mail newsletters as a means of communicating with their existing customers and past customers, there are also companies that send **unsolicited** E-mail messages to large groups of people in the form of spam. Internet system administrators often consider themselves to be responsible for dealing with **abuse** of the net, including the sending of spam messages. Most administrators possess what is a passionate dislike for receiving spam, which is defined as any E-mail message that was unsolicited. An entirely normal response to spamming is to take down an entire corporate website if they can trace the spam back to its creator. Most internet service providers do not tolerate spam, and their contracts permit such rash actions meaning that the spammer has no resource if he or she is caught and punished for the act.

Illicit E-mail marketing actually **predates** the **legitimate** versions of E-mail marketing and E-mail newsletter marketing. Because criminal spam operations have long been billing themselves as legitimate businesses, real legitimate businesses have had difficulty establishing themselves as legitimate. Sometimes E-mail newsletters and spam look similar, so people have difficulty distinguishing between the two. This is not because E-mail newsletter marketing is **nefarious** by any means, but rather because illegitimate spammers are constantly trying to pass themselves off as the real deal.

One of the most effective techniques for establishing an E-mail newsletter is to require a double opt in method, which requires that potential recipients manually confirm that they requested the E-mail newsletters by clicking on a unique link in an e-mail message and then entering a unique code that

confirms that yes, they actually did request the information in question. Responsible auto responder companies and E-mail marking companies regularly utilize this particular double opt in method in order to confirm each of their requests for an E-mail newsletter before they add those names and e-mail addresses to their member list.

Legitimate companies that are considering the use of E-mail newsletter marketing need to make sure that the program that they use does not **violate** spam laws in the country that they are operating within.

Opt In E-mail Newsletters

Opt in E-mail newsletters are known as permission marketing. This is a form of advertising through the E-mail where the recipient has consented ahead of time to receiving the E-mail messages. This is one of several methods of advertising via E-mail that have been developed by marketers in order to **eliminate** the numerous disadvantages that were associated with E-mail marketing in the past.

Opt in E-mail newsletters and other E-mail marketing is **evolving into** a technology utilizing a handshake protocol that exists between the receiver and the sender. This E-mail newsletter or E-mail marketing system is **intended to** create a higher degree of satisfaction between the marketer and the consumers. If opt-in E-mail newsletters and opt-in E-mail advertising are used, then the material that is E-mailed to the consumers will be **anticipated** and looked forward to. It is assumed, then, that the consumer is interested in receiving the material, making these E-mails unlike the unsolicited advertisements that spam marketers are sending. Ideally, opt in E-mail newsletters and advertisements will be much more personal, and will be relevant in some way to the consumer rather than untargeted in the way that spam E-mail messages are.

E-mail newsletters are a popular example for what permission marketing can achieve. E-mail newsletters are sent to the customers of a business, or to subscribers that are looking to receive certain information. These E-mail newsletters are capable of informing customers and other subscribers about upcoming events, special promotions, special deals for members, industry news, and all kinds of additional information. While E-mail newsletters are specifically designed to be informative and useful or relevant to the subscribers, they can also contain advertisements and marketing efforts that will allow the owner of the newsletter to sell more products or services in the process.

When a marketer has a foundation of contact information from users that opted in, they can send their promotional materials out automatically in the form of E-mail newsletters. They can also segment their promotions out in order to reach out to a myriad of different market segments, making E-mail newsletters a good way to promote your business without your E-mail marketing endeavours looking like purely advertisement.

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 13

Формы практического задания:

1. **текст для чтения, перевода, обсуждения**

Варианты текстов к разделу 13:

Вариант 1.

HR Recruiter Career Job Description

Fulfilling the tactical objectives of a business through hiring and retaining employees is one job of an HR recruiter. HR professionals can succeed in this important role by developing and implementing recruiting plans and strategies, striving to bring in the best people to fill company needs.

The HR recruiter position can be challenging and is often fast-paced. Professionals typically work with internal HR staff, hiring managers, college, and university placement officers, and use a network of established contacts to find the right people for a given position. If you aspire to become an HR recruiter, you can achieve your goal by pursuing the advanced skills and in-depth knowledge provided by a Masters in HR program.

Job Outlook and Salary

According to the U.S. Bureau of Labor Statistics (BLS), HR recruitment specialist jobs are predicted to grow 5% through 2024, likely due to changes in employment law, increased efforts by businesses to attract and retain quality workers and a complex and competitive business environment. Businesses can also drive demand for qualified HR experts to help them grow and prosper.

In addition, according to the latest statistics from the BLS, the annual salary of an HR recruiter was $57,420. The lowest 10% earned less than $33,000, while the highest 10% of recruiters reported earning more than $98,000 annually.

HR Recruiter Job Duties

One of the responsibilities of the HR recruiter is to seek out professionals with the right combination of experience, education and skills to fill a particular position. Employers typically depend on HR recruiters to attract employees who fit a job description and have the potential to become valuable additions to the company. To achieve this objective, HR recruiters typically work with hiring managers to develop recruiting plans and write job descriptions. Then, they publicize openings by posting them in appropriate outlets and work toward developing a pool of qualified individuals.

Check out our Human Resources Career Guide Here

HR professionals can identify recruiting opportunities by researching new sources for talent, cultivating relationships with industry professionals and networking with college placement officers and staffing company personnel. HR recruiters often represent an employer at public events, such as job fairs and community job outreach programs.

Additional HR recruiter duties are aligning the hiring process, beginning with screening applicants and interviewing potential hires, followed by making recommendations, writing offer letters, conducting reference checks and negotiating contracts.

Education and Training

A bachelor's degree is often the minimum education required for an HR recruiter. Some employers may require several years of work experience, although preference may be shown to candidates who hold professional HR certification or a Master's Degree in HR. Competition for these positions can be intense, so it may be beneficial to give yourself every possible advantage to help distinguish yourself from the crowd.

One way professionals can improve their prospects is by enrolling in a Master of Science in Human Resource Development degree program. Coursework typically includes organizational change management, human resource metrics and statistical research, workforce planning and financial management for profit.

Employers can be confident that professionals who have earned a Master's Degree in HR are able to:

- o   Demonstrate skills in budgeting and financial management
- o   Effectively develop, utilize and conserve human resources
- o   Make informed business decisions based on data and statistics
- o   Develop strong recruitment packages and measure their success
- o   Leverage advanced knowledge and skills to succeed as an HR recruiter

Are You Ready For a Challenging and Rewarding HR Recruiter Career?

HR recruiters can typically be relied upon to fill their role in building a strong workforce and adding to the bottom line. Professionals should have a variety of skills in this position, such as a knowledge of employment and labor law, strong interpersonal and communication skills and the ability to discern between good and bad candidates. Additional attributes that may serve HR recruiters well include cultural sensitivity, confidentiality and a strong sense of self-confidence.

In conclusion, a Master of Science in Human Resources Development degree can help give you the comprehensive knowledge and advanced skills necessary to take your career to the next level.

Вариант 2.
Job options

The majority of graduates go on to practise as social workers but the skills gained are also highly relevant for a range of related social care roles...

Jobs directly related to your degree include:
- Probation officer (Northern Ireland)
- Social worker

Jobs where your degree would be useful include:
- Adult guidance worker
- Advice worker
- Careers adviser
- Charity officer
- Community development worker
- Counsellor
- Volunteer coordinator
- Youth worker

Remember that many employers accept applications from graduates with any degree subject, so don't restrict your thinking to the jobs listed here.

Work experience

Previous work experience in an area relating to social work is extremely important for entry into the profession. This may be through paid positions or voluntary work and can include roles in community care centres, working with children or with vulnerable adults.

Any roles that show you can demonstrate empathy, along with a genuine desire to improve the quality of the lives of others, are helpful.

An interest or participation in your local community is also useful. Relevant voluntary work may be found through Volunteering Matters.

Search for placements and find out more about work experience and internships.

Most social workers are employed by local authority children's or adult services. Increasingly, however, opportunities are available with voluntary organisations or charities, such as:

- Action for Children
- Barnardo's
- National Society for the Prevention of Cruelty to Children (NSPCC)

Some social workers work for the National Health Service (NHS) in mental health trusts, community-based settings or in prisons; either employed directly or seconded from local authorities. There are also jobs available in the private sector, such as with private fostering agencies and it is possible to do supply work for social work staffing agencies.

Find information on employers in healthcare, social care, charity and voluntary work, and other job sectors.

In order to practise as a social worker, you will need to register with the:

- Health and Care Professions Council (HCPC) in England
- Care Council for Wales
- Northern Ireland Social Care Council (NISCC)
- Scottish Social Services Council (SSSC)

You will need to re-register every two years and take part in continuing professional development (CPD), which can include post-registration training, study and conferences. In Northern Ireland, newly qualified social workers are required to spend an assessed year in practice before they can register.

To progress or specialise, there are three levels of HCPC-approved, post-qualifying awards in five different areas of social work:

- children, their families and carers;
- leadership and management;
- practice evaluation;
- social work in mental health services;
- social work with adults.

These are usually studied part time in-service.

The HCPC also defines standards of proficiency in healthcare roles in England, including standards of proficiency in social care work. See each of the individual social care councils for the equivalent standards in Wales, Northern Ireland and Scotland.

Options for postgraduate study for those interested in other, or related, careers include community justice, social policy, social research, counselling and teaching.

For more information on further study and to find a course that interests you, see Masters degrees and search postgraduate courses.

Two in five graduates employed in the UK are working as social workers. Other occupations with more than 100 graduates include welfare and housing professionals and youth and community workers.

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 14

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**

Варианты текстов к разделу 14:

Вариант 1.

Presentations

When considering the English language skills required in the workplace today, the ability to give a presentation is probably the most important. Furthermore, this skill is also the most challenging for the

non-native speaker. Giving a formal presentation means you must stand up in front of an audience, try to sell your ideas, be convincing, diplomatic, concise, knowledgeable, and all in a foreign language!

The presentation should be given by the person who knows the subject.

Despite the challenges involved, more and more of my business English students are now called upon by their companies to give presentations in English although their language level may be below intermediate level. Presentations should be given by specialists in their particular field of work and not by those employees who simply have the best level of English.

Giving a presentation without advanced English.

This means that a company with international connections may have to choose someone to talk about his or her area of work even though their English language level is not good. However, it is possible to give presentations without having advanced English if you plan correctly, take time to practise pronunciation and key English phrases and rehearse your talk beforehand.

Ensure your presentation is divided into clear and easy to understand parts.

Ensuring your presentation is well planned is obviously necessary if you are going to speak in your native tongue. It is more necessary if you are making a presentation in English. Your presentation should have clearly separate parts such as in the following outline:

1) Introduction to the presentation.

Introduce yourself, your company and then what you are going to talk about.

2) Presentation body.

Divide your talk into parts, each part dealing with a separate subject. For example,

a)the history of the company,

b)the products we offer today,

c) our vision for the future.

3) Conclusion.

Depending on the subject, you may want to give a brief summary of what you have said and stress the main points.

After the summary, you can simply tell your audience that you have finished your presentation, thank them for attending and ask if they have any questions they would like to ask you.

Answering questions after the presentation.

Answering questions in English after your presentation could be the most difficult part because:

a) you may find the question difficult to understand, and

b) you must improvise your answers.

Checking for meaning.

Do not be afraid to ask the person asking the question to repeat what he/she said. If you are still not sure what was said exactly, you can check by saying:

"So what you're asking is: are there going to be any new products in the near future? Is that right?"

By checking in this way, you should eventually understand what the question is. In a multilingual environment, your audience should be sympathetic and understand you are not speaking in your native language.

Anticipating what the questions might be.

Another precaution you can take is to anticipate what questions may be asked. Before the presentation, brainstorm this and write down possible questions your audience may ask. Then imagine yourself answering these questions. Let the imaginary dialogue take place in your head - in English, of course! In this way, you will prepare yourself mentally as well as anticipate any words which may be used that you do not know in English. You can then look the words up in a dictionary.

Alternative ideas to help you with the questions session.

However, if you really feel your English is not at a sufficiently high level to answer questions, you may just leave out the option completely and not include it in your presentation. Alternatively, you could ask a colleague with a better level of English to come up and help you during the listeners' questions stage.

Be confident, be yourself during your presentation.

Whatever you decide, try not to place yourself in any situation which may cause you unnecessary stress or nervousness. Be in control, be yourself and never apologize for not speaking good English. Break the rules for giving presentations a little if you need to so that you can put over your message and ideas in a

way that suits you and your own knowledge of English. Your listeners will applaud your efforts and valour.

Вариант 2.

<div align="center">Presentations: the most challenging language skill.</div>

When considering the English language skills required in the workplace today, the ability to give a presentation is probably the most important. Furthermore, this skill is also the most challenging for the non-native speaker. Giving a formal presentation means you must stand up in front of an audience, try to sell your ideas, be convincing, diplomatic, concise, knowledgeable, and all in a foreign language!

The presentation should be given by the person who knows the subject.

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After the summary, you can simply tell your audience that you have finished your presentation, thank them for attending and ask if they have any questions they would like to ask you.

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Answering questions in English after your presentation could be the most difficult part because:

a)   you   may   find   the   question   difficult   to   understand,   and
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Do not be afraid to ask the person asking the question to repeat what he/she said. If you are still not sure what was said exactly, you can check by saying:

"So what you're asking is: are there going to be any new products in the near future? Is that right?"

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Another precaution you can take is to anticipate what questions may be asked. Before the presentation, brainstorm this and write down possible questions your audience may ask. Then imagine yourself answering these questions. Let the imaginary dialogue take place in your head - in English, of course! In this way, you will prepare yourself mentally as well as anticipate any words which may be used that you do not know in English. You can then look the words up in a dictionary.

Alternative ideas to help you with the questions session.

However, if you really feel your English is not at a sufficiently high level to answer questions, you may just leave out the option completely and not include it in your presentation. Alternatively, you could ask a colleague with a better level of English to come up and help you during the listeners' questions stage.

Be confident, be yourself during your presentation.

Whatever you decide, try not to place yourself in any situation which may cause you unnecessary stress or nervousness. Be in control, be yourself and never apologize for not speaking good English. Break the rules for giving presentations a little if you need to so that you can put over your message and ideas in a way that suits you and your own knowledge of English. Your listeners will applaud your efforts and valour.

16.2.2.3. Power Point should help you with your presentation - not complicate it.

This is not a lesson on how to use the tools from Power Point. This page is to help you use Power Point or any similar programme so that it makes giving your presentation in English easier and more manageable.

If you have read the previous section: planning your presentation, you will now know the points you want to mention and the order you are going to present those points. You will also have checked translations of technical words and expressions in the dictionary so you have the necessary vocabulary ready and at hand.

Designing a simple Power Point presentation in English.

You now need to transfer the order of your points to Power Point or a similar programme. The best way to do this is to make slides which are as simple as possible. The aim of the slides should be to:

a) serve as a prompt to indicate to your audience what you are saying now or what you are going to say next;

b) show important factual information that your audience may not hear or not have enough time to write down when spoken, eg. numbers, dates, names, etc;

c) provide you, the presenter, with a memory aid so you know what you are going to say at any moment during your presentation in English.

Avoid using animated transitions within the same slide.

Presentation software allows the user to do many wonderful things. You can create attractive effects if you use animations and transitions within one particular slide. This feature allows you to insert text, pictures and graphs into the same slide at any given moment from above, below, diagonally, with many spectacular results.

Ensure your presentation is easy to manage.

The problem with the animated transitions feature is that it is difficult to control. If you are giving a presentation in a foreign language, like English, which requires you to think carefully and concentrate on what you are saying, you should avoid animated transitions of this type in the slides. Using this feature requires even more reference to your notes so you know which transition is next. This can be distracting and add unnecessary confusion for you. It can also look unprofessional if you say you have finished talking about the content of a slide and forget to insert a transition. Then when you push the remote control button for the next slide and new topic, suddenly a graph or picture appears belonging to the previous slide!

If you use a simple slide format with no animated transitions, you can refer to the points on the screen one at a time to the end of the topic. When you click the remote control button, you know that the next topic/slide will appear with no surprises!

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 15

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**
2. **грамматические упражнения**
3. **лексические упражнения**

Варианты текстов к разделу 15:

Business etiquette

Ethical behaviour is doing things that are morally right. Ethics (countable noun) are moral beliefs about what is right or wrong. Ethics (uncountable noun) is the study of this.

Ethically responsible companies want to do the right thing in areas such as: employment and community: they want to pay attention to things that affect all

• people, not just their employees, in the areas where the company has its offices, factories and activities. the environment: they want to conduct business in ways that protect the

• environment to ensure that the air, rivers etc. are not polluted and plant and animal life are not endangered.

winning new business: they want to get business without engaging in corrupt

• behaviour, for example offering bribes - money given to someone so that they behave unethically.

 Companies want to be seen as good corporate citizens, with activities that are beneficial not only for their stakeholders - their employees, shareholders and so on - but for the community and society as a whole.

Accountability and transparency

Ethical corporate behaviour includes accountability - the idea that companies are completely responsible for what they do and that people should be able to expect them to explain their actions. Transparency is explaining this behaviour in a way that can be understood by outsiders, and not trying to hide anything. Companies may say that they demand high levels of probity and integrity - complete honesty - from their employees, and that they do not tolerate any form of misconduct. Corporate social responsibility Companies have long had codes of ethics and codes of conduct saying how their managers and employees should behave. Now they are looking at these issues in more systematic ways. They are designating executives to oversee the whole area of corporate social responsibility (CSR).

Вариант 2.

10 tips for improving your presentations and speeches.

Turn off the computer.

Don't do this. Preparation should be analogue at the beginning. Turn off the technology and minimize the distractions. You've got to get your idea out of your head and on the wall so you can see it, share it, make it better. We've got to see the details and subtract and add (but mostly subtract) where needed. And we've got to *see* the big picture. Ideas and patterns are easier to see when they are up on the wall or spread out on the table.

 Put the audience first.

If designed and told well, our story is really their story. Yes, the plot – the events and facts and the order in which they are arranged – may be unique to us, but the theme is universal. The message or the lesson must be accessible and useful for your particular audience. The advice may not be new and it may not sound exciting, but it's true: Know your audience.

 Have a solid structure.

Once you give the presentation the structure will often be invisible to the audience, but it will make all the difference.

Most presentations will not follow a classic story structure, but there are many narrative structures such as explanatory narratives, slice of life, and so on. The simple and obvious structure in my TEDxKyoto talk above follows a sort of "top-10 list". Any variation of a top-10 list (or countdown, etc.) creates an easy structure for both the presenter and the audience. The down side of a top-10 style is that it is nearly impossible to remember each point without writing it down. This is why I am providing this list in text form as well. For the live talk, my aim was not that the audience would remember each point, but rather that one or two points would stick with each person. And I hoped that the overall message would resonate and give people something to think about after the talk was finished.

 Have a clear theme.

What is it you REALLY want people to remember? What action do you want them to take? Details are important. Data and evidence and logical flow are important. But we must not lose sight of what is really important and what is not. Often, talks take people down a path of great detail and loads of

information, most of which is completely forgotten (if it was ever understood in the first place) after the talk is finished. The more details that you include and the more complex your talk, the more you must be very clear on what it is you want your audience to hear, understand, and remember. If the audience only remembers one thing, what should it be? Write it down and stick it on the wall so it's never out of your sight.

Remove the nonessential.

Cutting the superfluous is one of the hardest things to do because when we are close to the topic, as most presenters are, it *all* seems important. It may be true that it's all important, but when you have only ten minutes or an hour, you have to make hard choices of inclusion and exclusion. This is something professional storytellers know very well. What is included must be included for a good reason. I'm quite fond of the advice by the legendary writer Anton Chekhov: *"Remove everything that has no relevance to the story. If you say in the first chapter that there is a rifle hanging on the wall, in the second or third chapter it absolutely must go off. If it's not going to be fired, it shouldn't be hanging there"*.

Hook'em early.

We've got to hook our audience early. Don't waste time at the beginning with formalities or filler talk. Start with a bang. Get their attention and then sustain that interest with variety and unexpectedness, built upon structure that is taking them some place. Audiences usually remember the beginning and the ending the most – don't waste those important opening minutes. Too many presenters – and writers for that matter – get bogged down in back stories or details about minor – or even irrelevant – points at the beginning and momentum dies as audience members begin scratching their heads in confusion or boredom.

Show a clear conflict.

Not every presentation topic is about a problem that needs to be dealt with, but many are. And we can certainly improve almost any talk by being mindful of what is at stake and what the obstacles are to overcome. Here's a definition of Story from the book *Story Proof: The Science Behind the Startling Power of Story*: *"A character-based narration of a character's struggles to overcome obstacles and reach an important goal."* This is based off of the ol' Protagonist-complication-resolution story structure. It may not apply directly to every kind of talk you give, but many examples that we give or experiences that we share to illustrate a point will be about a problem that needed to be dealt with. Make things clear, engaging, and memorable by illustrating the struggle.

Demonstrate a clear change.

"A presentation that doesn't seek to make change is a waste of time and energy", says business guru Seth Godin. Presentations and talks are usually a mix of information, inspiration, and motivation. Anytime we get on a stage to speak we are talking about change. You can think of change in two ways. First, the content of every good presentation or story addresses a change of some kind. Second, an effective presentation or a story told well will create a change in the audience. Sometimes this can be a big change and sometimes it is quite small. Too often, though, the only change the presenter creates in the audience is the change from wakefulness to sleep.

Show or do the unexpected.

In classical storytelling, reversals are an important technique. Do the opposite of what the audience expects (their expectations were based on your earlier setup). Your surprises do not have to be overly dramatic ones. Often the best way is more subtle. You could, for example, pose questions or open up holes in people's knowledge and then fill those holes. Make the audience aware that they have a gap in their knowledge and then fill that gap with the answers to the puzzle (or guide them to the answers). Take people on a journey of discovery. And this journey is filled with bits of the unexpected. This is what keeps the journey moving forward.

Make 'em feel.

Yes, facts, events, structure are important, but what people remember—and what is more likely to push them to act – is the way the narrative made them feel.

Be authentic.

What I meant to say was a willingness to take a risk and be vulnerable was a necessary condition for authenticity. There are no formulas. Vulnerability is what makes us human. We are attracted to characters like Woody (Toy Story) because we see ourselves in their fragility. It's what makes them "human". Even super heroes are interesting only when we know that they have weakness, including the

perceived weakness of self doubt. What made Robin Williams such a remarkable and beloved entertainer was his humanity and his authenticity. This is not something you can fake. Faking authenticity is like faking good health. Sooner or later it's all going to come crashing down. Authenticity is built on honesty and a willingness to be vulnerable. It is risky, which is why authenticity is relatively rare, but so appreciated when it is found.

Wired for story

We are a storytelling animal. We are not a bullet-point-memorizing animal. We are wired to be attracted to story and to learn from them and to spread them. "The best stories infuse wonder", *Pixar's* Andrew Stanton says, "Everything depends on the context of the presentation, but in most cases a good presentation is a mix of logic, data, emotion, and inspiration." We are usually OK with the logic and data part, but fail on the emotional and inspirational end. Certainly leaders and educators need to infuse a bit of wonder into their talks that inspire people to make a change. A good presentation should not end when the speaker sits down or the class comes to an end.

We will not impact everyone in even our greatest presentations. But if we can get enough people talking about the content in the hours or days after our time on stage, then that may be enough. That's something. That's a small victory. Maybe we have lit a spark or motivated someone just a little to explore our message more deeply in future. That is change. It may not be a big change, but it is a change... and that is making a difference. And that is worth getting out of bed for.

ПРАКТИЧЕСКОЕ ЗАДАНИЕ К РАЗДЕЛУ 16

Формы практического задания:
1. **текст для чтения, перевода, обсуждения**
2. **грамматические упражнения**
3. **лексические упражнения**

Варианты текстов к разделу 16:

Вариант 1.

How to become good in all areas.

Few companies are clear about how to manage what can be an amorphous collection of internal initiatives and external relationships on social, environmental and ethical issues. Probity and responsibility must be embedded in a company's culture, strategy and operations from the top down. But how can this be done? A new guide from Business for Social Responsibility, a US non-profit research and advisory organization with 1,400 member companies and affiliates, attempts to answer this by taking the reader step by step through the process of designing a corporate social responsibility management system. Only a handful of companies have a full CSR management system in place, says the organization, which advises its members on how to make responsible practices integral to their strategy and operations. Its combined annual revenues of nearly $2,000 bn (£1,300bn) and employ 6m people. They include ABB, British Airways, Coca-Cola, Ikea, 32 Unilever and Wal-Mart. The scandals in the US have underlined how "corporate responsibility taskforces" and codes of conduct are not enough on their own and can sometimes be a smokescreen. Creating and building a successful CSR management system is a complex, long- term project for any company," says the report. "It involves a shift in the way a company conducts business and can be likened to implementing other large- scale change initiatives such as total quality management." The guide runs through basics such as who currently has responsibility for CSR in the company, why a better management structure might improve things and what "hotbutton" issues (child labour, drug pricing) face different sectors. It encourages companies to think hard about their stakeholders, what their concerns are, how credible and influential they are and whether they are a potential long-term partner or liability.

Different ways of etiquette in different countries

In Alphaland, businesspeople dress quite formally. The business suit is common, but for men, wearing non-matching jacket and trousers is also a possibility.

In Betatania, the dark business suit is obligatory for men. Some companies allow women to wear trouser suits.

In Gammaria, the business suit is almost as necessary as in Betatania, but with more variation in colours. Some companies require employees to wear formal clothes from Monday to Thursday, and allow less formal ones on what they call casual Fridays or dress-down Fridays. In some places, many banks and shops require people dealing with customers to wear uniforms so that they all dress the same.

In Deltatonia, people dress more casually at work than in the other countries. For men, suits and ties are less common than elsewhere. This is smart casual. Alexandra Adler continues her seminar on cross-cultural issues.

Entertaining and hospitality vary a lot in different cultures.

1. In Alphaland, entertaining is important. There are long business lunches in restaurants, where deals are discussed. Professional and private lives are separate, and clients are never invited home.

2. In Betatania, evenings are spent drinking and singing in bars with colleagues and clients.

3. In Gammaria, lunch can be important, but less so than in Alphaland. Important contacts may be invited to dinner at home. Corporate hospitality is a big industry, with clients invited to big sports events.

4. In Deltatonia, restaurants are rare outside the capital. Some entertainment takes place when important clients are invited to people's houses for dinner, or go sailing or to country houses for the weekend, etc.

Attitudes towards time can vary enormously.

In Busyville, people start work at eight, and officially finish at six, though many managers stay much longer. There is a culture of presenteeism: being at work when you 37 don't need to be. There is a two-hour lunch break, and a lot of business is done over restaurant lunches. (Lunch is the main meal. The working breakfast is rare.) There are no snacks between meals, just coffee, so eat properly at meal times.

As for punctuality, you can arrive up to 15 minutes 'late' for meetings. If invited to someone's house (unusual in business), arrive 15-30 minutes after the time given. Don't phone people at home about work, and don't phone them at all after 9 pm. There are a lot of public holidays (about 15) during the year. Busyville is empty in August, as many companies close completely for four weeks. Employees have five weeks' holiday a year and they usually take four of them in August.

Here are some other areas of potential cultural misunderstanding:

a. distance when talking to people: what is comfortable?

b. eye contact: how much of the time do people look directly at each other?

c. gesture: people make lots of facial gestures? How much do they move their arms and hands?

d. greetings/goodbyes: do people shake hands every time? Are there fixed phrases to say?

e. humour: is this a good way of relaxing people? Or is it out of place in some contexts?

f. physical contact: how much do people touch each other?

g. presents: when should you give them? When should you open them? What should you say when you receive one?

h. rules of conversation and the role of silence: how long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

Варианты лексико-грамматических упражнений к разделу 16:

Вариант 1.

(??)Choose true or false.

Ethical behaviour is doing things that are morally right.

!) true   ?) false

Accountability - the idea that companies are partially responsible for what they do.

?) true   !) false

Companies want to be seen as good corporate citizens.

!) true   ?) false
Companies may say that they demand high levels of probity and integrity from their employees.
!) true   ?) false
Ethically responsible companies want to get business without paying taxes.
?) true   !) false

Вариант 2.
Corporate responsibility, task forces and codes of conduct are always a smokescreen.
?) true   !) false

Probity and responsibility must be embedded in a company's culture.
!) true   ?) false

Codes of conduct are little part of rules to ensure ethical behaviour.
?) true   !) false

Creating and building a successful CSR management system is a long- term project for any company.
!) true   ?) false

Workday lasts from ten till eight everywhere.
?) true   !) false

Companies' different sectors sometimes face such problems as "hot button" issues (child labour, drug pricing).
!) true   ?) false

The business suit is common in Alphaland.
!) true   ?) false

If a company behaves without probity, it has low ethical standards.
!) true   ?) false

 There are casual Fridays in Betatania and Deltatonia.
?) true   !) false

 Entertaining has no importance in the majority of companies.
?) true   !) false

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 1:
Форма рубежного контроля – контрольная работа

Примерный тест

Choose the correct form of the verb. Выберите правильную форму глагола.
 (??)_____always _____ with your left hand?
(!)Do you … write
(?)Are you … writing
(?)Had you … been writing
(?)Will you … be writing
(??)We can't make any decision till he _____ here.

(?)is arriving
(?)will arrive
(!)arrives
(?)will be arriving
(??)This year Ingrid _____ History at Oxford University.
(!)is studying
(?)was studying
(?)studies
(?)has been studying
(??)We are leaving _____.
(!)tomorrow
(?)at 7.30 every day
(?)the other day
(?)recently
(??)We _____ the bus. Now we'll have to walk.
(?)missed
(!)have missed
(?)had missed
(?)miss
(??)I don't know if I've passed the exam. I haven't had my result _____.
already
(!)yet
(?)still
(?)just
(??)How long _____ wearing glasses?
(?)do you wear
(?)are you wearing
(?)have you worn
(!)have you been wearing
(??)He has been very ill _____.
(?)last month
(!)for the last month
(?)currently
(?)yet
(??)I didn't want to meet Paul so when he entered the room I _____.
(?)had been leaving
(?)was leaving
(!)left
(?)leave
(??)Unfortunately when I arrived Ann _____, so we only had time for a few (?)words.
(?)left
(!)was leaving
(?)had left
(?)had been leaving
(??)_____, four people were waiting outside the office.
(?)By 9.30
(!)When Sue arrived
(?)When Sue arrives
(?)By 9.30 tomorrow
(??)_____ the position had been filled.
(!)By last Monday
(?)By next summer
(?)Last June
(?)At the moment
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(??)After the two film stars landed at the small airport, they left quickly in a van that _____ for them since the early morning.
(?)waited
(?)was waiting
(!)had been waiting
(?)has been waiting
(??)Perhaps he _____ in time for lunch.
(?)arrives
(?)had arrives
(!)will arrive
(?)will have arrived
(??)This time next morning I _____ on a beach.
(!)will be sitting
(?)will sit
(?)will have sat
(?)am sitting
(??)I hope they _____ the road by the time we come back next summer.
(?)will repair
(?)will be repairing
(?)have repaired
(!)will have repaired
(??)_____I'll have been waiting for my exam results for over two months!
(?)At the moment
(?)By last Monday
(!)By next Wednesday
(?)When the letter arrived

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 2:
Форма рубежного контроля – контрольная работа
Choose the correct form of the verb. Выберите правильную форму глагола.
(??)Sorry. Your clothes _____.
(!)haven't been ironed
(?)hasn't been ironed
(?)haven't ironed
(?)hadn't been ironed
(??)The novel was _____.
(?)Charles Dickens written
(?)written Charles Dickens
(!)written by Charles Dickens
(?)written of Charles Dickens
(??)The experiment _____ under strict medical supervision.
(?)we carried out
(!)was carried out
(?)was carrying out
(?)carried out
(??)In the factory, they _____ a computer to plan the exact shape of the car.
(!)use
(?)are used
(?)is used
(?)uses
(??)Mary _____ by her parents. She is so lucky!
(?)was bought for her a flat
(!)was bought a flat

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(?)a flat was bought
(?)bought a flat
(??)Guess what _____ last night – Penny phoned me all the way from Saudi Arabia!
(!)happened
(?)was happened
(?)was happen
(?)has happened
(??)Your exam results _____ !

(!)have arrived

(?)have been arrived

(?)were arrived

(?)was arrived

(??)Every customer is _____ a receipt when they pay.

(?)give

(?)gave

(!)given

(?)giving

(??)_____ the rubbish bins emptied this morning?

(?)Is

(?)Did

(!)Were

(?)Do

(??)I'll email you because the new phone line _____ been put in yet.

(?)haven't

(!)hasn't

(?)don't have

(?)isn't

(??)We _____ by a loud noise during the night.
(?)woke up
(?)are woken up
(!)were woken up
(?)were waking up
(??)A new supermarket is going to _____ next year.
(?)build
(!)be built
(?)be building
(?)building
(??)There's somebody walking behind us. I think _____
(?)we are following
(?)we are being following
(?)we are followed
(!)we are being followed
(??)'Where _____ ?' 'In Chicago.'
(!)were you born
(?)did you born

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(?)are you born
(?)have you been born
(??)My grandfather was a builder. He _____ this house many years ago.
(?)build
(?)was built
(!)built
(?)be built
(??)A mystery is something that cannot _____.
(!)be explained
(?)been explained
(?)explain
(?)explained
(??)Silk must _____ by hand.
(?)be washing
(?)washed
(!)be washed
(?)washing

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 3:
Форма рубежного контроля – контрольная работа
Choose the correct form of the verb. Выберите правильную форму глагола.

(??)"I'm going to Italy next year."
Bill said he _____ to Italy the following year.
(!)was going
(?)is going
(?)went
(?)had been going
(??)"I work for a small advertising agency."
Bill said he _____ for a small advertising agency.
(?)was working
(!)worked
(?)had worked had
(?)been working
(??)"I'm a marketing manager."
Bill said he _____ was a marketing manager.
(?)is
(?)had been
(!)was
(?)has been
(??)"The company has just opened an office in Milan."
Bill said the company _____ an office in Milan.
(?)just opened
(?)has just opened
(?)was just opening
(!)had just opened
(??)"Our new office has been very successful."
Bill said their new office _____ very successful.
(!)had been
(?)have been
(?)was
(?)is
(??)"I've been chosen to run a new office in Naples."

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Bill said he _____ to run a new office in Naples.
(?)has been chosen
(!)had been chosen
(?)was chosen
(?)had chosen
(??)"I'm studying Italian in the evenings."
Bill said he _____ Italian in the evening.
(?)studied
(?)had studied
(?)had been studying
(!)was studying
(??)"I don't have much time to enjoy myself."
Bill said he _____ much time to enjoy myself.
(?)doesn't have
(!)didn't have
(?)hadn't had
(?)hasn't had
(??)"I haven't have a lunch with a friend for ages."
Bill said he _____ a lunch with a friend for ages.
(?)doesn't have
(?)didn't have
(!)hadn't had
(?)hasn't had
(??)"I hope my friends will come and visit me in Naples."
Bill said he hoped his friends _____ and visit him in Madrid.
(?)had come
(?)were coming
(?)came
(!)would come
(??)"I went to Milan last week."
Bill said he _____ to Milan the week before.
(?)went
(!)had been
(?)had gone
(?)was
(??)"I didn't have much time for sightseeing."
Bill said he _____ much time for sightseeing.
(!)hadn't had
(?)didn't have
(?)hadn't
(?)had had

(??)Read the sentence, then put the actions below in the order in which they happened in the sentence.
I went to bed after I'd had a bath and brushed my teeth.
(#)I had a bath.
(#)I brushed my teeth.
(#)I went to bed.

(??)Read the sentence, then put the actions in the order in which they happened.
(??)When I arrived at John's house, he had made a cake and done the washing-up.
(#)John made a cake.
(#)John did the washing-up.
(#)I arrived at John's house.

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(??)Read the sentence, then put the actions in the order in which they happened.
When I arrived at John's house, he made us a cup of tea.
(#)I arrived at John's house.
(#)John made a cup of tea.

(??)Read the sentence, then put the actions in the order in which they happened.
When we got to the theatre, the play had started and all the seats had been taken.
(#)People took the seats.
(#)The play started.
(#)We got to the theatre.

(??)Read the sentence, then put the actions in the order in which they happened.
We arrived at work in the morning and found that somebody had broken into the office during the night. So we called the police.
(#)Somebody broke into the office during the night.
(#)We arrived at work in the morning.
(#)We called the police.

(??)Read the sentence, then put the actions in the order in which they happened.
I went to Laura's house this morning and rang her doorbell, but there was no answer. She had gone out.
(#)Laura went out this morning.
(#)I rang her doorbell.
(#)There was no answer.

(??)Read the sentence, then put the actions in the order in which they happened.
I met Jim a few days ago. He had just come back from holiday. He looked very well.
(#)Jim came back from holiday a few days ago.
(#)I met him the same day.
(#)He looked very well.

(??)Read the sentence, then put the actions in the order in which they happened.
Yesterday Kevin got a phone call from Sally. He was very surprised. He had sent her lots of emails, but she'd never replied to them.
(#)Kevin sent Sally lots of emails.
(#)She never replied to them.
(#)Yesterday he got a phone call from her.
(#)He was very surprised.

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 4:
Форма рубежного контроля – контрольная работа
Choose the correct form of the participle. Выберите правильную форму причастия.

(??)Jack fell over, _____ his glasses.
(!)breaking
(?)broken
(?)being broken
(?)having broken
(??)_____ the book, I don't need to see the film.
(?)Read
(?)Reading
(?)Having been read
(!)Having read

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(??)_____ the driving test, I was able to buy a car.
(?)Passing
(?)Being passed
(!)Having passed
(?)Having been passed
(??)_____ for the meal, we left the restaurant.
(!)Having paid
(?)Paid
(?)Being paid
(?)Paying
(??)_____ in 2009, *Invictus* is based on a true story.
(?)Filming
(?)Having filmed
(?)Having been filmed
(!)Filmed
(??)_____ out of the window, I noticed two people arguing.
(?)Looked
(?)Being looked
(!)Looking
(?)Having looked
(??)_____ in a sunny spot, this rose can grow to a height of two metres.
(?)Plant
(!)Planted
(?)Planting
(?)Having planted
(??)The new project sounds _____ . I'm looking forward to working on it.
(!)exciting
(?)excited
(?)having excited
(?)having been excited
(??)It's _____ when you have to ask people for money.
(?)embarrassed
(!)embarrassing
(?)having embarrassed
(?)embarrass
(??)I had never expected to get the job. I was really _____ when I was offered it.
(?)amazing
(!)amazed
(?)having amazed
(?)being amazed
(??)I didn't find the situation funny. I was not _____.
(?)having amused
(?)amuse
(!)amusing
(?)amused
(??)He works very hard. It's not _____ that he's always tired.
(?)surprised
(?)being surprised
(?)having surprised
(!)surprising
(??)The teacher's explanation was _____. Most of the students didn't understand it.
(?)confused
(!)confusing
(?)being confused

(?)having been confused

(??)The kitchen hadn't been cleaned for ages. It was really _____.

(?)disgusted

(?)having been disgusted

(!)disgusting

(?)being disgusted

(??)There's no need to get _____ just because I'm a few minutes late.

(?)annoy

(?)having annoyed

(?)being annoyed

(!)annoyed

(??)I've been working very hard all day and now I'm_____.

(?)exhausting

(!)exhausted

(?)being exhausted

(?)having been exhausted

(??)I'm starting a new job next week. I'm very _____ about it.

(?)excitement

excited

(?)being excited

(?)having excited

(??)Which sentence means the same as the sentence *in italics*? Какое предложение имеет то же значение, что и предложение, выделенное *курсивом*?

Stored in a fridge, the dish will stay fresh for four days.

(!)If you store it in the fridge, the dish will stay fresh for four days.

(?)I stored the dish in the fridge for four days.

(??)Which sentence means the same as the sentence *in italics*? Какое предложение имеет то же значение, что и предложение, выделенное *курсивом*?

Being a doctor, people often ask me for advice.

(?)Doctors often ask me for advice.

(!)People ask me for advice because I am a doctor.

(??)Which sentence means the same as the sentence *in italics*? Какое предложение имеет то же значение, что и предложение, выделенное *курсивом*?

Having paid the entrance fee, we walked into the museum.

(!)After we have paid the entrance fee, we walked into the museum.

(?)If we had paid the entrance fee, we could have walked into the museum

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 5:

Форма рубежного контроля – контрольная работа

Choose the correct form of the verb. Выберите правильную форму глагола.

(??)Byron wrote: "I awoke one morning _____ myself famous".
(!)to find
(?)to be found
(?)find
(?)to have found

(??)She returned to her home town never _____ it again.
(?)leave
(!)to leave
(?)left
(?)to be left

(??)The population tends _____ every year.
(!)to be growing
(?)be growing
(?)to have grown
(?)have grown

(??)The Chinese language is too difficult _____ quickly.
(!)to learn
(?)to be learning
(?)be learning
(?)learn

(??)He is lucky _____ such experience.
(!)to have acquired
(?)have acquired
(?)to be acquired
(?)be acquiring

(??)He was made _____ that he had better keep silent.
(?)understand
(!)to understand
(?)to be understood
(?)have understood

(??)Possible promotion encouraged him _____ English.
(?)learn
(?)be learning
(?)to have learnt
(!)to learn

(??)Slang is not supposed _____ in the formal or official language.
(?)to use
(?)use
(?)be used
(!)to be used

(??)Do you happen _____ anything about the incident?
(!)to have heard
(?)heard
(?)to be heard
(?)hear

(??)Latin _____ to have been spoken by the majority of common people of the time.
(!)is said
(?)are said
(?)to be said
(?)said

(??)He is known _____ a third language.
(?)learn

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(!)to be learning
(?)to be learnt
(?)have learnt
(??)The laws _____ to be respected by the people.
(?)is supposed
(?)suppose
(?)supposed
(!)are supposed
(??)I must go now. I promised _____.
(?)be not
(!)not to be
(?)to not be late
(?)not be
(??)James doesn't speak very clearly. He is difficult _____.
(!)to understand
(?)to understand him
(?)to be understood
(?)to have understood
(??)I didn't hear you _____. You must have been very quiet.
(!)come
(?)to come
(?)came
(?)to have come
(??)I can't find the tickets. I seem _____ them.
(!)to have lost
(?)to lose
(?)to be losing
(?)to have been losing
(??)Tim isn't very reliable. He tends _____ things.
(!)to forget
(?)to have forgot
(?)to have been forgot
(?)to be forgot

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 6:
Форма рубежного контроля – контрольная работа
Choose the correct form of the verb. Выберите правильную форму глагола.
(??)I don't have far to go. It's not worth _____ a taxi.
(?)to take
(?)take
(?)to be taking
(!)taking
(??)I'm feeling a bit tired. I don't fancy _____ out.
(?)to go
(?)to have gone
(!)going
(?)to be going
(??)I've got a lot of luggage. Do you mind helping me?
(?)help
(?)to help
(?)having helped
(!)helping
(??)We don't like our apartment. We're thinking of _____.

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(!)moving
(?)to move
(?)having moved
(?)to be moving
(??)Ben never carries a lot of money with him. He is afraid of _____.
(?)robbed
(!)being robbed
(?)robbing
(?)having robbed
(??)I wouldn't go to see the film. It is not worth _____.
(?)be seen
(?)to see
(!)seeing
(?)seen
(??)I'm very tired after that long walk. I'm not used _____ so far.
(?)to walk
(!)to walking
(?)to have walked
(?)walk
(??)Dan had lots of photographs he'd taken while on holiday. He insisted on _____ them to me.
(?)show
(?)to show
(!)showing
(?)having shown
(??)Imagine having _____ only on your state grant!
(!)to live
(?)live
(?)living
(?)lived
(??)There is no point in _____ advice unless you are asked for it.
(!)giving
(?)being given
(?)having given
(?)having been given
(??)Some good ideas tend _____ to be forgot.
(?)to forget
(!)to be forgot
(?)being forgot
(?)forgetting
(??)I quite forgot _____ being invited to the party.
(?)be invited
(?)to be invited
(?)to have been invited
(!)being invited
(??)These reforms are sure _____ far-reached consequences.
(!)to have
(?)have
(?)have had
(?)having
(??)There's nobody at home. Everybody seems _____ out.
(?)going
(?)to go
(?)to be going

(!)to have gone
(??)The vase was very valuable. I was afraid _____ it.
(!)to touch
(?)touch
(?)touching
(?)having touched
(??)Sue is on holiday. I received a postcard from her yesterday. She seems _____ herself.
(!)to be enjoying
(?)be enjoying
(?)to have enjoyed
(?)enjoying
(??)These reforms are sure _____ far-reached consequences.
(!)to have
(?)have
(?)have had
(?)having

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 7:
Choose the correct form of the verb. Выберите правильную форму глагола.

(??)Students _____ to take drinks into class.
(!)aren't allowed
(?)can't
(?)mustn't
(?)don't have
(??)You've been sleeping all day. You be _____ tired.
(?)mustn't
(?)should
(?)shouldn't
(!)can't
(??)I've written the report so you _____ do it.
(?)mustn't
(?)have to
(!)needn't
(?)can
(??)We lost the match. We _____ played better.
(?)should
(!)should have
(?)must
(?)might have
(??)She _____ do the interview again.
(?)has
(!)has to
(?)ought
(?)have to
(??)He's not here. He _____ out.
(!)must have gone
(?)must be going
(?)must have been
(?)nedn't
(??)He was in prison at the time that the crime was committed. He _____ it.
(?)can't do
(!)couldn't have done
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(?)can be doing
(?)could have done
(??) 'I didn't see you at Michael's party last week.' – 'No, I had to work that night, so I
_____ _____'.
(?)didn't have to go
(!)couldn't go
(?)couldn't have gone
(?)must have gone
(??) ' We weren't sure which way to go. In the end we turned right.' – 'You went the wrong way. You
_____ left'.
(!)should have turned
(?)must have turned
(?)should turn
(?)must turn
(??)I don't know why you wanted to stay at that party. You _____ talking to all those
boring people.
(?)might have enjoyed
(?)can't be enjoying
(?)might be enjoying
(!)can't have enjoyed
(??)You _____ speak at the meeting if you don't feel like speaking.
(!)needn't
(?)mustn't
(?)can't
(?)wouldn't
(??)He must _____ her. The line of both is busy.
(?)call
(!)be calling
(?)have called
(?)have been calling
(??)Something _____ . He can't be late.
must have happened
(?)is to happen
(?)can't have happened
(?)can't happen
(??)We must _____ in the wrong direction. I don't recognize the road.
(?)walk
(?)have been walking
(!)be walking
(?)walking
(??)They must _____ each other for quite a time.
(?)know
(?)known
(?)knew
(!)have known
(??)Shall I buy a car? What's your advice? What _____ ?
(?)will you do
(!)would you do
(?)shall you do
(?)should you do
(??)You can't _____ long. I'm only five minutes late.
(?)wait
(?)be waiting
(!)have been waiting
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(?)have waited

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 8:
Форма рубежного контроля – контрольная работа
(??)I'm not going to bed yet. I'm not tired. If I _____ to bed now, I wouldn't sleep.
(?)go
(!)went
(?)had gone
(?)would go
(??)If I were rich, _____ a lot.
(?)I'll travel
(?)I can travel
(!)I would travel
(?)I travelled
(??)I wish I _____ have to work tomorrow, but unfortunately I do.
(?)don't
(!)didn't
(?)wouldn't
(?)won't
(??)The view was wonderful. If _____ a camera with me, I would have
taken some pictures.
(?)I had
(?)I would nave
(?)I would have had
(!)I'd had
(??)The weather is horrible. I wish it _____ raining.
(!)would stop
(?)stopped
(?)stops
(?)will stop
(??)You should take more exercise because that's the way to get fit. If you _____ more exercise
you will get fit.
(!)take
(?)took
(?)had taken
(?)would take
(??)Road travel is cheaper than rail travel in this country. As a result we have lots of traffic jams. If road
travel weren't cheaper than rail travel in this country we _____ so many traffic jams.
(?)would have
(!)wouldn't have
(?)would have had
(?)will have
(??)Cutting down rainforests has caused many unique plants and animals to become extinct. Many unique
plants and animals wouldn't have become extinct, if people _____ down rain forests.
(?)had cut
(!)hadn't cut
(?)would cut
(?)would have cut
(??)I can't take much exercise because I don't have enough free time. If I had more free time, I
_____ more exercise.
(?)would have taken
(?)will take
(!)would take

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(?)took
(??)Many people didn't realize that smoking was dangerous when they were young. Now they are middle-aged they are having serious health problems. If people _____ that smoking was dangerous when they were young, they wouldn't be having serious health problems now they are middle-aged.
(?)would realized
(?)realized
(?)would have realized
(!)had realized
(??)Hardly anyone was concerned about pollution in the 1960s. The first motorways were built then. The first motorways might never have been built if more people _____ concerned about pollution in the 1960s.
(?)would have been
(!)had been
(?)were
(?)would be
(??)People don't realise how important it is to conserve energy, so they do nothing about it. If people realized how important it is to conserve energy, they _____ something about it.
(?)would have done
(?)did
(?)had done
(!)would do
(??)I work 12 hours a day. I wish I _____ work so hard.
(?)don't have to
(?)wouldn't have to
(!)didn't have to
(?)mustn't
(??)My life is really boring. I wish it _____ more exciting.
(?)is
(?)will be
(!)were
(?)had been
(??)She sat in the chair as if the last energy _____ her.
(?)has left
(!)had left
(?)is leaving
(?)left
(??)She speaks as if she _____ a great authority on the matter.
(!)were
(?)is
(?)**would be**
(?)**should be**
(??)My doctor recommended that I_____ a specialist.
(?)saw
(!)should see
(?)will see
(?)should have seen
(??)It was his doctor who advised that he _____ his job.
(?)should be changed
(!)should change
(?)changed
(?)will change

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 9:

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Форма рубежного контроля – контрольная работа

(??)Find the adjective or adjectives that fit in each of the blanks best.

(??)We visited the museum, where we saw _____ artifacts.
(?) A lot of
(!)Ancient
(?) John's
(?) A room filled with

(??)I received _____ awards at the ceremony today.
(?) The manager's
(!)Two
(?) Information about
(?) Motivation at the

(??)Please get me a bag of _____ apples.
(?) Interesting
(!)Ripe red
(?) Oranges and
(?) Real

(??)The president sat in a _____ chair.
(?) Important
(?) Barber's
(?) Funny
(!) Leather

(??)_____ weather is the norm in San Francisco.
(?) Blue
(?) Big
(!)Foggy
(?) The best

(~) Decide whether you have to use farther or further:
(~)How much _____ do you plan to drive tonight? ~ farther
(~)I just can't go any _____. ~farther
(~)Do you have any _____ plans for adding on to the building? ~ further
(~)That's a lot _____ than I want to carry this heavy suitcase! further
(~)The _____ that I travel down this road, the _____ behind schedule I get. ~ farther
(~)How much _____ do you intend to take this legal matter? ~farther, further
(~) It's not that much _____ to the gas station. ~further
(~) How much _____ do I have to run, coach? ~ farther

(??)Choose the adjective from each of the following groups of words:
(~)interest, interesting, party ~ interesting
(~)amount, colorful, medicine ~ colorful
(~) fur, hilarious, cup(~) hilarious

(??). For each of the following sentences, choose the correct order of adjectives to fill in the blank.
(??)His grandfather lives in the _____ house down the street.
(!)big old yellow
(?) yellow old big
(?) old big yellow

(??)The shop offers all kinds of _____ objects.
(!)interesting old antique
(?) old antique interesting
(?) old interesting antique

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(??) We went for a long walk on a _____ trail.
(!)Beautiful new 5-mile
(?) New, beautiful 5-mile
(?) 5-mile new, beautiful

(??). Which of the following sentences is correct?
(?)He's a decent-judge of character.
(!)She submitted a 190-page document supporting her position.
(?)We're adopting a two year old parakeet.

(??) For each of the following sentences, choose the correct order of adjectives to fill in the blank.

(??)I was thrilled to receive a _____ book with my order.
(?)big, beautiful, leather-bound
(?)leather-bound, big, beautiful
(!) beautiful big leather-bound

(??)His clown costume consists of a red nose, oversized shoes, and a _____ jacket.
(!)Size 4X polka-dotted silk smoking
(?) polka-dotted silk smoking size 4X
(?) polka dotted size 4x silk smoking

(??) I've been shopping for the perfect _____ chopsticks.
(?) Japanese long sushi
(!)long Japanese sushi
(?) long sushi Japanese

(??)Choose the right answer (Выберите правильный вариант ответа)
(??) What is the comparative of "steep"?
 (?)more steep
 (?) steepper
(!) steeper

(??). What is the comparative of "likely"?
(?) likelyer
(!) likelier
c) more likely

(??) What is the comparative of "mad"?
(?) mader
(!) madder
(?) madier

(??) What is the comparative of "hot"?
(!) hotter
(?) more hot
(?) more hotter

(??) What is the comparative of "difficult"?
(?) difficultier
(!) more difficult
(?) difficulter

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(??). What is the comparative of "heat"?
(?) heater
(?) more heat
(!) none of these

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 10:
 Форма рубежного контроля – контрольная работа
(??)Andrew realized his mistake only hours after he had sent the money.
(#)He sent the money.
(#)He realized his mistake.
(??)When Liz arrived at the station, the group had left.
(#)The group left.
(#)Liz arrived at the station.
(??)When Liz arrived at the station, the group left.
(#)Liz arrived at the station.
(#)The group left.
(??)Marc had asked his father to lend him his car before, but this time he agreed.
(#)Marc asked his father to lend him the car.
(#)Marc's father agreed to lend him the car.
(??)When I got to the café, everyone ordered their drinks.
(#)I got to the café.
(#)Everyone ordered their drinks.
(??)When I got to the café, everyone had ordered their drinks.
(#)Everyone ordered their drinks.
(#)I got to the café.
(??)Sam had been in the room for some time before he realized it was the wrong class.
(#)Sam was in the room.
(#)Sam realized it was the wrong class.
(??)By the time the builders completed the work, we had already moved in.
(#)We moved in.
(#)The builders completed their work.
(??)When the builders had completed their work we moved in.
(#)The builders completed their work.
(#)We moved in.
(??)Helen started the course because she hadn't found a job.
(#)Helen didn't find a job.
(#)Helen started the course.
(??)Daniel got the job because he had been the best interviewee.
(#)He was the best interviewee.
(#)He got the job.

(??)Match the two halves of the sentences.
(~)Denny didn't feel well ~ because he didn't sleep well that night.
(~)It was the longest walk ~ she had ever taken.
(~)Among the letters there was one ~ that had not come by post.
(~)It was for the first time ~ they had gone out together.
(~)Hardly had they caught the sight of this strange figure ~ when they burst into laughter.
(~)No sooner had Mr. Bingle come up to the horse ~ than it broke into a gallop.
(~)Hardly had his head touched the pillow ~ when he fell asleep at once.
(~)When we arrived at the hotel, we discovered ~ that the hotel manager had reserved the wrong room for us and therefore we didn't have enough space.
(~)It was the worst meal ~ I had ever eaten!
(~)She was unhappy – ~ her husband hadn't bought her a birthday present.

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(~)By the time Grace decided to apply for the job, ~ the position had been filled.

(??)Match the two sentences
"I get up at 6.30," she said. ~ She said she got up at 6.30.
"I got up at 6.30 today," she said ~. She said she had got up at 6.30.
"I have to get up at 6.30," she said. ~ She said she had to get up at 6.30.

(??)Match the two sentences
"I'll phone on Friday," he said. ~ He said he would phone on Friday.
"I phoned on Friday," he said. ~ He said he had phoned on Friday.
"I can phone on Friday," he said. ~ He said he could phone on Friday.

(??)Match the two sentences
"We are working on two interesting projects at the moment," she said. ~ She said they were working on two interesting projects then.
"We have worked on an interesting project this year," she said. ~ She said they had worked on two interesting projects that year.
"We worked on two interesting projects last year," she said. ~ She said they had worked on two interesting projects the previous year.

(??)Match the two sentences
"Ms Archer has been chosen to run a new office in Madrid," he said. ~ He said Ms Archer had been chosen to run a new office in Madrid.
"Ms Archer is going to be chosen to run a new office in Madrid," he said. ~ He said Ms Archer was going to be chosen to run a new office in Madrid.
"Ms Archer can't be chosen to run a new office in Madrid," he said. ~ He said Ms Archer couldn't be chosen to run a new office in Madrid.

(??)Match the two sentences
"We didn't have much time for sight seeing," she said. ~ She said they hadn't had much time for sightseeing.
"We don't have much time for sight seeing," she said. ~ She said they didn't have much time for sightseeing.
"We won't have much time for sight seeing," she said. ~ She said they wouldn't have much time for sightseeing.

(??)Choose the correct variant
(??)'I have something to show you,' I said to Alice.
(?)I told Alice that I had shown something to her.
(!)I told Alice that I had something to show her.
(?)I told Alice I had had something to show her.
(??) 'I'm going away tomorrow, mother,' he said.
(!)He told his mother that he was going away.
(?)He told his mother tat he went away.
(?)He told his mother that he had gone away.
(??) 'I've missed my train,' said Bill. 'Now I'll be late for work and my boss will be furious.'
(!)Bill said that he had missed his train; he would be late for work and his boss would be furious.
(?)Bill said that he had missed his train; he was late for work and his boss had been furious.
(?)Bill said that he missed his train; he was late for work and his boss would be furious.
(??) 'We have moved into our new flat. We don't like it nearly so much as our last one,' said my aunt.
(!)My aunt said they had moved into their flat but they didn't like it so much as their last one.
(?)My aunt said they would move into their flat but they didn't like it so much as their last one.
(?)My aunt said they had moved into their flat but they hadn't liked it so much as their last one.
(??)He said, 'My wife has just been made a judge.'

(?)He said his wife had just made a judge.
(?)He said his wife was made a judge.
(!)He said his wife had just been made a judge.

(??)Choose the correct variant

(??) 'We have a lift but very often it doesn't work,' they said.
(?)They said they had a lift but it hadn't worked.
(!)They said they had a lift but it didn't work.
(?)They said they had a lift but it wouldn't work.
(??) 'From one of the windows of my flat I can see the Eiffel Tower,' he said.
(?)He said that from one of the windows of his flat he had seen the Eiffel Tower.
(?)He said that from one of the windows of his flat he saw the Eiffel Tower.
(!)He said that from one of the windows of his flat he could see the Eiffel Tower.
(??) 'Nothing grows in my garden. It never gets any sun,' she said.
She said nothing grew in her garden because it never got any sun.
(?)She said nothing grew in her garden because it had never got any sun.
(?)She said nothing had grown in her garden because it never got any sun.
(??) 'I'm working in a restaurant, and don't much care for it,' she said.
(?)She said she worked in a restaurant and didn't much care for it.
(!)She said she was working in a restaurant and didn't much care for it.
(?)She said she was working in a restaurant and hadn't much cared for it.
(??) 'I'm living with my parents at present,' she said, 'but I hope to have a flat of my own soon.'
(!)She said she was living with her parents at the moment but she hoped to have a flat of her own soon.
(?)She said she was living with her parents at the moment but she had hoped to have a flat of her own soon.
(?)She said she lived with her parents at the moment but she hoped to have a flat of her own soon.

(??)Choose the correct variant
(??) 'How long have you been leaning English?' the examiner asked.
(?)The examiner asked how long I was learning English.
(?)The examiner asked how long I have been learning English.
(!)The examiner asked how long I had been learning English.
(??) 'Did you sleep well?' asked my hostess.
(?)My hostess asked if I slept well.
(?)My hostess asked if I was sleeping well.
(!)My hostess asked if I had slept well.
(??) 'I've just bought a car,' said Peter, 'but it's not insured yet so I can't take you for a drive.'
(?)Peter said he bought a car, but it wasn't insured yet so he couldn't take me for a drive.
(!)Peter said he had just bought a car, but it wasn't insured yet so he couldn't take me for a drive.
(?)Peter said he had just bought a car, but it hadn't been insured yet so he couldn't take me for a drive.
(??) 'I know it'll be hard,' he replied, 'but I don't mind hard work, and it'll be a good experience.'
(!)He replied he knew it would be hard, but he didn't mind hard work, and it would be a good experience.
(?)He replied he knew it was hard, but he wouldn't mind hard work, and it would be a good experience.
(?)He replied he knew it would be hard, but he didn't mind hard work, and it was a good experience.

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 11:
Форма рубежного контроля – контрольная работа

(??)Choose the correct form of the Infinitive. Выберите правильную форму инфинитива.

(??)My father allowed me _____ his car.
(!)to use

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(?)use
(??)Let me _____ your bag.
(?)to carry
(!)carry
(??)Would you like me _____ now?
(!)to go
(?)go
(??)He doesn't want anybody _____.
(!)to know
(?)know
(??)What makes you _____ so?
(?)to think
(!)think
(??)The film was very sad. It made me _____ .
(?)to cry
(!)cry

(??)Choose the correct form of the Infinitive. Выберите правильную форму инфинитива.

(??)What's happened here? I want _____ the truth.
(?)to tell
(!)to be told
(?)to have told
(??)In many countries English is the top priority language _____ at school.
(!)to be learnt
(?)to be learning
(?)to have learnt
(??)She returned to her motherland not _____ it again.
(!)to leave
(?)to be left
(?)to be leaving
(??)There was much _____ for the idea.
(?)to be saying
(!)to be said
(?)be said
(??)I expect you _____ to me instead of writing something.
(?)listen
(?)be listening
(!)to be listening
(??)Our group will _____ a test from 2 p.m. to 4 p.m.
(?)to be writing
(!)be writing
(?)write
(??)I am glad _____ you.
(?)to be meeting
(!)to have met
(?)to be met
(??)She is happy _____ this job.
(!)to have been offered
(?)have offered
(?)to have been offering
(??)She pretended _____ for me for all these months.
(?)to be waiting
(?)to be waited
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(!)to have been waiting
(??)I am sorry _____ you so much trouble.
(!)to have given
(?)to be given
(?)to have been given

(??)Choose the sentence which means the same as the sentence in the task. Выберите предложение, имеющее то же значение, что и предложение в задании
(??)They said that the company lost a lot of money last year.
(!)The company is to have lost a lot of money.
(?)The company is said to lose a lot of money.
(?)The company is said to be losing a lot of money.
(??)They believe that the company is losing a lot of money.
(?)The company is believed to have lost a lot of money.
(?)The company is believed to lose a lot of money.
(!)The company is believed to be losing a lot of money.
(??)I don't think the answer will please him.
(!)The answer is unlikely to please him.
(?)The answer was unlikely to please him.
(?)The answer is unlikely to be pleased.
(??)I don't think you need to take an umbrella. It doesn't look like raining.
(?)It is likely to rain.
(!)It is unlikely to rain.
(?)It wasn't likely to rain.
(??)It is believed that the thieves got in through a window in the roof.
(?)The thieves are believed to get in through a window in the roof.
(?)The thieves are believed to be got in through a window in the roof.
(!)The thieves are believed to have got in through a window in the roof.
(??)They know that he speaks fluent English.
(!)He seems to speak fluent English.
(?)He seems to have spoken fluent English.
(?)He seems to be speaking fluent English.
(??)It is alleged that the man was driving at 110 miles an hour.
(?)The man is alleged to have driven at 110 miles an hour.
(!)The man is alleged to be driving at 110 miles an hour.
(?)The man is alleged to drive at 110 miles an hour.
(??)It is reported that the building has been badly damaged by the fire.
(!)The building is reported to have been badly damaged by the fire.
(?)The building is reported to be badly damaged by the fire.
(??)It was clear that they would speak a lot about the new director.
(!)The new director was sure to be spoken about.
(?)The new director is sure to be spoken about.
(?)The new director was sure to speak a lot.

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 12:
Форма рубежного контроля – контрольная работа

(??)Choose correct prepositions and forms of the Gerund. Выберите правильный предлог и форму герундия.
(??)He succeeded _____ the task.
(!)in fulfilling
(?)with fulfilling
(?)in being fulfilled

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(??)_____ you might make your life easier.
(?)in apologizing
(!)by apologizing
(?)by being apologized
(??)He congratulated the new members_____ to the community.
(!)on being admitted
(?)on admitting
(?)for admitting
(??)_____ the decision the participants began to shake hands.
(?)by reaching
(!)after reaching
(?)without reaching
(??)Those students who have only excellent marks may get their pass _____at the exam.
(?)without asking
(!)without being asked
(?)by asking
(??)The reason_____the story is that it is sensational.
(!)for publishing
(?)for being published
(?)of publishing
(??)He had the reputation _____a lot of tact.
(!)for having
(?)of having
(?)on having
(??)They claim that their method is the fastest way_____to speak a language.
(!)of learning
(?)in learning
(?)of being learnt

(??)Match the halves of the sentences. Соедините половины предложений.
(~)Begin by ~ making a list of what you have to do
(~)Be realistic: there is no point in ~ making plans you can't possibly keep
(~)Find a quiet place where you can work without ~ being interrupted
(~)If possible, use it only for ~ studying
(~)Check you have everything you need before ~ starting work
(~)Encourage yourself by ~ marking each topic on your list as you complete it
(~)Get used to ~ working independently

(??)Choose correct forms of the Gerund. Выберите правильную форму герундия.
(??)Do you mind his _____ us?
(!)joining
(?)being joined
(?)having joined
(??)They were afraid to risk _____ the plan into effect.
(!)putting
(?)being put
(?)having put
(??)He appreciated _____ in his work.
(?)helping
(!)being helped
(?)having helped
(??)I enjoy making fun of people, and I don't mind _____ fun of.
(?)making
(!)being made

(?)having been made
(??)Poor weather conditions caused us to delay _____.
(!)setting off
(?)being set off
(?)having set off
(??)I appreciate now _____ the news yesterday.
(?)telling
(?)having told
(!) having been told
(??)I agree to make a report on the subject but only if it doesn't involve _____ (?)questions.
(?)asking
(!)being asked
(?)having been asked
(??)We keep _____ by changes in the plans.
(?)delaying
(!)being delayed
(?)having delayed
(??)He showed no sign of _____.
(?)hurting
(!)j being hurt
(?)having hurt
(??)It's not worth _____ upset about things beyond your control.
(!)j getting
(?)being got
(?)having got
(??)He insists on _____ for the work he has done in time.
(?)paying
(!)being paid
(?)having been paid

(??)Choose correct forms of the verb. Выберите правильную форму глагола.
(??)How old were you when you learnt_____?
(!)to drive
(?)driving
(?)drive
(?)to be driving
(??)I don't mind _____ home, but I'd rather get a taxi.
(?)to walk
(!)walking
(?)having walked
(?)walk
(??)I can't make a decision. I keep _____ my mind.
(?)to change
(?)change
(!)changing
(?)being changed
(??)He had made his decision and refused _____ his mind.
(!)to change
(?)change
(?)changing
(?)being changed
(??)Why did you change your decision? What made you _____ your mind?
(?)to change

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(!)change
(?)changing
(?)being changed
(??)Did I really tell you I was unhappy? I don't remember _____ that.
(?)to say
(!)saying
(?)having said
(?)say
(??)I expect my advice _____.
(?)to follow
(!)to be followed
(?)following
(?)being followed
(??)'Remember _____Tom tomorrow.' 'OK. I won't forget.'
(!)to call
(?)calling
(?)having called
(?)being called
(??)The water here is not very good. I'd avoid _____ it if I were you.
(?)to drink
(!)drinking
(?)having drunk
(?)to have drunk
(??)I'd like the work _____ in time. (do)
(?)to do
(!)to be done
(?)doing
(?)being done

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 13:
Форма рубежного контроля – контрольная работа

(??)Choose the correct form of the participle to replace the words in italics. (??)Letters that are posted before 5 p.m. should arrive the next day.
(?)posting
(!)posted
(??)The train that is standing on the platform 5 is for Manchester.
(!)standing
(?)stood
(??)I haven't seen the film, so I can't comment on it.
(!)not having seen
(?)not having been seen
(??)Firemen have rescued passengers who were trapped in the accident.
(?)trapping
(!)trapped
(??)It took workmen days to clear up the litter that was dropped by thecrowds.
(?)dropping
(!)dropped
(??)They live in a lovely house that overlooks the River Thames.
(!)overlooking
(?)overlooked
(??)The student who is being examined now is from another group.
(?)examining
(!)being examined

(??)People who live in blocks of flats often complain of loneliness.
(!)living
(?)lived
(??)The news which was being broadcast shocked everybody.
(?)broadcasting
(!)being broadcast
(??)The work which is being carried out by your group will contribute a lotto our research.
(?)carrying
(!)being carried
(??)There's someone who is waiting for you.
(!)waiting
(?)being waited
(??)As I had forgotten my keys, I couldn't get into my flat.
(!)having forgotten
(?)having been forgotten

(??)Choose the correct form of the participle. Выберите правильную форму причастия.
(??)Jewellery _____ in the robbery has never been recovered.
(?)steling
(!)stolen
(?)having stolen
(??)I got a letter from the Tax Office _____ that I owe them $1,000.
(!)saying
(?)said
(?)being said
(??)Books _____ from the library must be returned in two weeks.
        (?)borrowing
(?)having borrowed
(!)borrowed
(??)I had a long talk with Jack, _____ why it was important for him to work hard.
(!)explaining
(?)explained
(?)having been explained
(??)_____ everything into consideration, I've decided to give you a second chance.
(?)taken
(!)taking
(?)being taken
(??)A new film, _____ by Stephen Spielberg, will be released next month.
(?)making
(!)made
(?)having made
(??)The experiment _____ out at the laboratory is very important for our future work.
(?)having carried out
(!)carried out
(?)carrying out
(??)Not _____ the film, I can't comment on it.
(!)having seen
(?)seen
(?)being seen
(??)_____ my driving test, I was able to buy my first car.
(?)passing
(!)having passed
(?)passed

(??)_____ for many years, the painting turned up at the auction.
(?)being lost
(!)lost
(?) loosing
(??)With the agreement _____ the participants left theconference hall.
(!) having been reached
(?)being reached
(?)reaching

(??) Choose the correct form of the participle. Выберите правильную форму причастия.
(~)On my camera, there is a sticker which says _____ in Japan. ~ made
(~)I have a job in a café _____ sandwiches. ~ making
(~)The homework _____, I can afford to go out. ~ having been made

(??) Choose the correct form of the participle. Выберите правильную форму причастия.
(~)Books _____ out of the library must be returned within three weeks. ~ taken
(~)With the decision _____, nothing can make me give it up. ~ having been taken
(~)There were Japanese tourists everywhere, _____ photographs and buying souvenirs. ~ taking

(??) Choose the correct form of the participle. Выберите правильную форму причастия.
(~)The letter _____, he asked a colleague to check his English. ~ having been written
(~)I've spent the whole morning _____ an essay. ~ writing
(~)On the wall, there was some graffiti _____ in big black letters. ~ written

(??)Answer the questions. Выберите ответ на вопрос из предложенных вариантов.
(??)What do people need business skills for?
 (?) It's challenging and rewarding.
(!) To work within an organisation
(?) It's conferencing, presentation, influencing

(??). What are the basic business skills? Advanced?
(?) It's formal business education
(?) To work within an organisation
(!)It is conferencing, presentation, influencing, critical thinking, and teambuilding

(??).What ability will good business skills give to you?
(!) To give you the ability to communicate effectively with colleagues
(?) The survival in a very tricky time in our economy.
(?) Quite the opposite needs to happen

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 14:
Форма рубежного контроля – контрольная работа

(??)Choose the correct form of the verb (There are no mixed type sentences)
(??)If I had realized you were a bad driver, I _____ with you.
(?)didn't come
(?)hadn't come
(?)wouldn't come
(!)would have come
(??)If Beth _____ to her home town, she could visit her parents.
(!)went
(?)had gone(?)would go
(?)would have gone

(??)If the light were better, you _____ the sign.
(?)will see
(?)had seen
(!)would see
(?)would have seen
(??)If Jane _____ more careful, she wouldn't have left her watch in the changing room.
(?)were
(!)had been
(?)would be
(?)would have been
(??)If she _____ coffee late at night, she would have been able to sleep.
(?)didn't drink
hadn't drunk
(?)wouldn't drink
(?)wouldn't have drunk
(??)I _____ for the job if I were better qualified.
(?)applied
(?)had applied
(!)would apply
(?)would have applied
(??)We _____ a house if only we were given a bank loan.
(?)bought
(?)had bought
(!)would buy
(?)would have bought
(??)She wouldn't have married him if she _____ what was like.
(?)knew
(!)had known
(?)would know
(?)would have known
(??)If they _____ the significance of this event, they would be more alarmed.
(!)realized
(?)had realized
(?)would realize
(?)would have realized
(??)If her son _____ two years earlier, he wouldn't have had to do military service.
(?)were born
(!)had been born
(?)would be born
(?)would have been born

(??)Choose the correct form of the verb (There are no mixed type sentences)

(??)If she were here, she _____ what to do.
(?)knew
(?)had known
(!)would know
(?)would have known
(??)If Joe _____ earlier, he would get to institute on time.
(!)got up
(?)had got up
(?)would get up
(?)would have got up
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(??)He _____ the problem now if he were concerned about it.
(?)discussed
(?)had discussed
(!)would discuss
(?)would have discussed
(??)If I knew the address, I _____ it to you.
(?)gave
(?)had given
(!)would give
(?)would have given
(??)If I had known that you were in hospital, I _____ you.
(?)visited
(?)had visited
(?)would visit
(!)would have visited
(??)If the fire _____, their house wouldn't have been destroyed.
(?)didn't happen
(!)hadn't happened
(?)wouldn't happen
(?)wouldn't have happened

(??)If the sound _____ so loud, she wouldn't be so nervous.
(!)weren't
(?)hadn't been
(?)wouldn't be
(?)wouldn't have been
(??)If he _____ the door open, his cat wouldn't have eaten the fish.
(?)didn't leave
(!)hadn't left
(?)wouldn't leave
(?)wouldn't have left
(??)I _____ a taxi if I had realized that it was such a long way.
(?)took
(?)had taken
(?)would take
(!)would have taken
(??)If you had arrived ten minutes earlier, you _____ a seat.
(?)got
(?)had got
(?)would get
(!)would have got

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.
The new asistant was difficult to deal with. We refused to work with him. ~ If the new assistant hadn't been so difficult to work wit, we wouldn't have refused to work with him.
The new assistant is difficult to deal with. We refused to work with him. ~ If the new assistant weren't so difficult to work wit, we wouldn't have refused to work with him.
The new assistant is difficult to deal with. We refuse to work with him. ~ If the new assistant weren't so difficult to work wit, we wouldn't refuse to work with him.

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

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You are very absent-minded. You forgot about the arrangements. ~ If you weren't so absent-minded, you wouldn't have forgotten about the arrangements

You are very absent-minded. You forget about the arrangements. ~ If you weren't so absent-minded, you wouldn't forgot about the arrangements

You were very absent-minded. You forgot about the arrangements. ~ If you hadn't been so absent-minded, you wouldn't have forgotten about the arrangements

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.

You are afraid of the exams because you didn't study properly during the term. ~ You wouldn't be afraid of the exams if you had studied properly during the term.

You are always afraid of the exams because you don't study properly during the term. ~ You wouldn't be afraid of the exams if you studied properly during the term.

You were afraid of the exams because you didn't study properly during the term. ~ You wouldn't have been afraid of the exams if you had studied properly during the term.

(??)Read the text and decide if the following statements are True (T) or False (F).

(??) E-mail newsletters are used as a means of communicating messages to achieve commercial or fundraising efforts and are sent to everyone without pre-determined basis.
 (!) True
(?) False

(??)The use of E-mail newsletters has made e-mail marketing popular among many companies.
(!) True
(?) False

(??)The cost of advertisements and newsletters that are mailed normally is relatively low in comparison to e-mail messages and E-mail newsletters.
(?) True
(!) False

 (??) Opting in means that e-mail subscribers have consented to receiving e-mail correspondence on subjects that interest them.
(?) True
(!) False

 (??)Internet system administrators are responsible for dealing with abuse of the net, including the sending of spam messages.
(!) True
(?) False

 (??)E-mail newsletters and spam look different, so people don't have difficulty distinguishing between the two.
(?) True
(!) False

(??)A double opt in method is one of the most effective techniques for establishing an E-mail newsletter.
(!) True
(?) False

 (??)Criminal spam operations have been developed by marketers in order to eliminate the numerous disadvantages that were associated with E-mail marketing in the past.
(!) True
(?) False

 (??)Opt in E-mail newsletters and advertisements will be much more untargeted and irrelevant in some way to the consumer
(?) True
(!) False

(??)E-mail newsletters are specifically designed to be informative and useful, they can also contain advertisements and marketing efforts that will allow the owner of the newsletter to sell more products or services in the process.
 (!) True
(?) False

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 15:
Форма рубежного контроля – контрольная работа

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.
The new asistant was difficult to deal with. We refused to work with him. ~ If the new assistant hadn't been so difficult to work wit, we wouldn't have refused to work with him.
The new assistant is difficult to deal with. We refused to work with him. ~ If the new assistant weren't so difficult to work wit, we wouldn't have refused to work with him.
The new assistant is difficult to deal with. We refuse to work with him. ~ If the new assistant weren't so difficult to work wit, we wouldn't refuse to work with him.

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.
You are very absent-minded. You forgot about the arrangements. ~ If you weren't so absent-minded, you wouldn't have forgotten about the arrangements
You are very absent-minded. You forget about the arrangements. ~ If you weren't so absent-minded, you wouldn't forgot about the arrangements
You were very absent-minded. You forgot about the arrangements. ~ If you hadn't been so absent-minded, you wouldn't have forgotten about the arrangements

(??)Match the sentences which have the same meaning. Соедините предложения, имеющие одинаковое значение.
You are afraid of the exams because you didn't study properly during the term. ~ You wouldn't be afraid of the exams if you had studied properly during the term.
You are always afraid of the exams because you don't study properly during the term. ~ You wouldn't be afraid of the exams if you studied properly during the term.
You were afraid of the exams because you didn't study properly during the term. ~ You wouldn't have been afraid of the exams if you had studied properly during the term.

(??)Choose the correct form of the verb (There are no mixed type sentences)
(??)If I had realized you were a bad driver, I _____ with you.
(?)didn't come
(?)hadn't come
(?)wouldn't come
(!)would have come
(??)If Beth _____ to her home town, she could visit her parents.
(!)went
(?)had gone(?)would go
(?)would have gone
(??)If the light were better, you _____ the sign.
(?)will see
(?)had seen
(!)would see
(?)would have seen
(??)If Jane _____ more careful, she wouldn't have left her watch in the changing room.
(?)were
(!)had been
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(?)would be
(?)would have been
(??)If she _____ coffee late at night, she would have been able to sleep.
(?)didn't drink
hadn't drunk
(?)wouldn't drink
(?)wouldn't have drunk
(??)I _____ for the job if I were better qualified.
(?)applied
(?)had applied
(!)would apply
(?)would have applied
(??)We _____ a house if only we were given a bank loan.
(?)bought
(?)had bought
(!)would buy
(?)would have bought
(??)She wouldn't have married him if she _____ what was like.
(?)knew
(!)had known
(?)would know
(?)would have known
(??)If they _____ the significance of this event, they would be more alarmed.
(!)realized
(?)had realized
(?)would realize
(?)would have realized
(??)If her son _____ two years earlier, he wouldn't have had to do military service.
(?)were born
(!)had been born
(?)would be born
(?)would have been born

(??)Choose the correct form of the verb (There are no mixed type sentences)
(??)If she were here, she _____ what to do.
(?)knew
(?)had known
(!)would know
(?)would have known
(??)If Joe _____ earlier, he would get to institute on time.
(!)got up
(?)had got up
(?)would get up
(?)would have got up
(??)He _____ the problem now if he were concerned about it.
(?)discussed
(?)had discussed
(!)would discuss
(?)would have discussed
(??)If I knew the address, I _____ it to you.
(?)gave
(?)had given
(!)would give

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(?)would have given
(??)If I had known that you were in hospital, I _____ you.
(?)visited
(?)had visited
(?)would visit
(!)would have visited
(??)If the fire _____, their house wouldn't have been destroyed.
(?)didn't happen
(!)hadn't happened
(?)wouldn't happen
(?)wouldn't have happened

(??)If the sound _____ so loud, she wouldn't be so nervous.
(!)weren't
(?)hadn't been
(?)wouldn't be
(?)wouldn't have been
(??)If he _____ the door open, his cat wouldn't have eaten the fish.
(?)didn't leave
(!)hadn't left
(?)wouldn't leave
(?)wouldn't have left
(??)I _____ a taxi if I had realized that it was such a long way.
(?)took
(?)had taken
(?)would take
(!)would have taken
(??)If you had arrived ten minutes earlier, you _____ a seat.
(?)got
(?)had got
(?)would get
(!)would have got
(??)Match the halves of the sentences. Соедините половины предложений.
 (~) At the end I will suggest practical ways in which you as managers can motivate both… ~ … yourselves and the people who work for you.
  (~) Good morning ladies and gentlemen, … ~ … and welcome to our session on the dynamics of motivation.
(~) Then I will give a short demonstration of … ~ … our prototype and explain what we have already achieved.
 (~) Please feel free to raise questions at any… ~ … time on technical or financial aspects of the project and I shall do my best to answer them.
(~) To begin with, I shall … ~ … outline the main goals of the project.
(~) I would like to ask you to keep any questions you may have until the end, when… ~ … I hope we will also have time to discuss your personal experiences and particular work situations.
(~) Finally, I shall move on to the major … ~ … commercial applications and potential returns on investment.
(~) I will then turn to what we really mean by motivation, and look at the internal… ~ … and external factors that play a part in creating it.
(~) I would like to talk to you this afternoon about … ~ … why we feel our interactive video project is worth investing in.
(~) I shall start by looking at why motivation… ~ … is so important and why the ability to motivate is a vital management skill.

(??)Read this introduction to a presentation. Choose the correct words or phrases in italics:

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(??)Good afternoon, ladies and gentlemen and welcome _____ our seminar on corporate property management.
(?)in
(!)To
(?)for

(??) I would like to _____ by telling some of the main issues in corporate property management (5) so in order you will be able to judge whether your company is devoting sufficient time to this question.
(?)starting
(!)commence
(?) begin
(??) I will then turn to some of the legal and financial aspects of property management, and will _____ how your companies may be affected by current and future legislation.
(!) explain
(?) tell
(?) look
(??)I will _____of the kinds of problems our clients have faced and explain what was done to solve them.
(?) illustrate
(?) discuss
!) give examples
(??)I will finish by giving a brief resume of the consultancy service that we offer, and I will explain what you _____ do if you would like to look into the matter further.
(?) need
(!) should
(?) shall
(??) As we are rather _____ for time, I would be grateful if you could rest any questions you may wish to raise until the end, when I will do my best to answer them.
(!)short
(?)hurried
(?) pressed

(??)Scan the text (10 tips for improving your presentations and speeches.) Complete the sentences with the words given below. Подставьте слова в предложения.
(~)When you brainstorm the ideas it is better to _____ some from what you pooled. ~share
(~)Preparing a presentation it is necessary to know what _____ audience you are supposed to speak in front of. ~particular
(~)The author hoped the message would _____ and give people food for thinking. ~resonate
(~)In their public speaking, people are often inclined to overloading their speech by data and examples. So, permanent sticking to the theme will help them _____ more information. ~relevance
(~)Clarifying the issue of inclusion and exclusion the author uses Anton Chekhov's quotation about eliminating elements that have no _____ to the story. ~confusion
(~)Referring to the special techniques in the beginning, it is vital to avoid irrelevant points not to _____ _____ in minor details. ~obstacles
(~)The overall number of presentations are devoted to suggestions of overcoming the _____. ~inspiration
(~)Presentations are usually aimed at informing, _____ and motivating.
(~)Reversals as techniques for hooking the audience's attention should not be _____ dramatic ones. ~overly
(~)Don't forget that we are usually attracted to people who demonstrate their authenticity by revealing their own _____.~fragility

(??)Match the halves of the sentences. Соедините половины предложений.
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(~)Giving a formal presentation means … ~ … you must stand up in front of an audience
(~)Despite the challenges involved, more and more of my business English students are now called… ~ … upon by their companies to give presentations in English
(~)Ensuring your presentation is well planned is obviously necessary if you are… ~ … going to speak in your native tongue.
(~)Depending on the subject, you may want to give a brief summary of … ~ … what you have said and stress the main points.
(~)Do not be afraid to ask the person asking… ~ … the question to repeat what he/she said.
(~)Another precaution you… ~ … can take is to anticipate what questions may be asked.
(~)Let the imaginary dialogue … ~ … take place in your head - in English.
(~)If you really feel your English is not at a sufficiently high level to answer questions, … ~ … you may just leave out the option completely and not include it in your presentation.
(~)You will also have checked translations of technical words and expressions in the … ~ … dictionary so you have the necessary vocabulary ready and at hand.
(~)Presentation software … ~ … allows the user to do many wonderful things.
(~)It can also look unprofessional if you say… ~ … you have finished talking about the content of a slide and forget to insert a transition.
(~)If possible, avoid writing everything … ~ … you are going to say on the slide.
(~)Point prompts will be short phrases, pictures, graphs or tables which only introduce … ~ … what you are going to say but do not say it for you.
(~)It is also useful to write down on the cards the useful "signpost" … ~ … phrases in English you should use to structure your presentation.

РУБЕЖНЫЙ КОНТРОЛЬ К РАЗДЕЛУ 16:
Форма рубежного контроля – контрольная работа

(??)Choose the best equivalent
(??) We understood that Mr Smith was willing to meet the British Prime Minister.
(?)It understood that Mr Smith was willing to meet the Prime Minister
(!) It was understood that Mr Smith was willing to meet the Prime Minister
(?) They understood that Mr Smith was willing to meet the Prime Minister

(??) People consider that this surgeon is a brilliant practitioner.
(!) It is considered that the surgeon is a brilliant practitioner.
(?) It was considered that the surgeon is a brilliant practitioner.
(?)We considered that the surgeon is a brilliant practitioner.
(??) When Chain came in on Sunday morning and saw the result, people say that he danced.
(!)When Chain came in on Sunday morning and saw the result, it is said that he danced.
(?)When Chain came in on Sunday morning and saw the result, it had been sad said that he danced.
(?) When Chain came in on Sunday morning and saw the result, it said that he danced.

(??) Somebody claims that the drug produced no undesirable side effects.
(?) It was claimed that the drug produces no undesirable side effects.
(?)They claimed that the drug produces no undesirable side effects.
(!) It is claimed that the drug produces no undesirable side effects.
(??) People expect that the electricity supply industry will be running into surplus capacity by next year.
(!) It is expected that the electricity supply industry will be running into surplus capacity by next year.
(?) It is said that the electricity supply industry will be running into surplus capacity by next year.
(?) They are expected that the electricity supply industry will be running into surplus capacity by next year.
(??) Most people now think that only a small fraction of the nitrous oxide emitted to the atmosphere each year comes from fossil-fuel use, primarily coal.
(?) It's been now thought that only a small fraction of the nitrous oxide emitted to the atmosphere each comes from fossil-fuel use, primarily coal.

(?) It is now think that only a small fraction of the nitrous oxide emitted to the atmosphere each comes from fossil-fuel use, primarily coal.

(!) It is now thought that only a small fraction of the nitrous oxide emitted to the atmosphere each comes from fossil-fuel use, primarily coal.

(??) At the present time, researchers believe that the only problem with daytime sleep is that it is too short.

(!) At the present time, it is believed that the problem with daytime sleep is only that it is too short.

(?) At the present time, they believed that the problem with daytime sleep is only that it is too short.

(?) At the present time, it was believed that the problem with daytime sleep is only that it is too short.

(??) Although the government expects the patient to pay for his treatment, he will be reimbursed via the state medical insurance scheme.

(?) Although it has expected that the patient will pay for his treatment, he will be reimbursed via the State medical insurance scheme.

(!) Although it is expected that the patient will pay for his treatment, he will be reimbursed via the State medical insurance scheme.

(?) Although he is expected that the patient will pay for his treatment, he will be reimbursed via the State medical insurance scheme.

(??) If one person chooses to cause serious injury to another, we should presume that he or she realises that there is always a risk of death.

(?) If one person chooses to cause serious injury to another, it would be presumed that he or she realises that there is always a risk of death.

(?) If one person chooses to cause serious injury to another, it is presumed that he or she realises that there is always a risk of death.

(!) If one person chooses to cause serious injury to another, it should be presumed that he or she realises that there is always a risk of death.

(??) Someone also alleged that he amassed wealth by exploiting his high credit with the Palmyra court.

(?) It is also alleged that he amassed wealth by exploiting his high credit with the Palmyra court.

(?) It should be also alleged that he amassed wealth by exploiting his high credit with the Palmyra court.

(!) It was also alleged that he amassed wealth by exploiting his high credit with the Palmyra court.

(??)Match answers and questions

 (~)It's time to get up. ~ Is it time to get up?

(~)It was getting dark. ~ Was it getting dark?

(~) It takes him 3 minutes to get dressed. ~ Does it take him 3 minutes to get dressed?

(~) It will be late to apologize. ~Will it be late to apologize?

(~) It rained heavily last night. ~Did it rain heavily last night?

(??)Find Russian equivalents to English sentences.

(~) It's a pity to find him ill. ~   Жаль найти его больным.

(~)It seems to me that Anna is 17. ~ Мне кажется, что Анне 17 лет.

(~)It will be foggy. ~   Будет туманно.

(~)It won't take much time to mend your shoes. ~ Для того, чтобы починить твои туфли, не понадобится много времени.

(~)It isn't far from here to the city centre. ~ Отсюда до центра города недалеко.

(??)Choose true or false.

(??)Ethical behaviour is doing things that are morally right.

!) true   ?) false

(??)Accountability - the idea that companies are partially responsible for what they do.

?) true   !) false

(??)Companies want to be seen as good corporate citizens.

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!) true ?) false

(??)Companies may say that they demand high levels of probity and integrity from their employees.
!) true ?) false

(??)Ethically responsible companies want to get business without paying taxes.
?) true !) false

(??)Corporate responsibility, task forces and codes of conduct are always a smokescreen.
?) true !) false

(??)Probity and responsibility must be embedded in a company's culture.
!) true ?) false

(??)Codes of conduct are little part of rules to ensure ethical behaviour.
?) true !) false

(??)Creating and building a successful CSR management system is a long- term project for any company.
!) true ?) false

(??)Workday lasts from ten till eight everywhere.
?) true !) false

(??)Companies' different sectors sometimes face such problems as "hot button" issues (child labour, drug pricing).
!) true ?) false

(??)The business suit is common in Alphaland.
!) true ?) false

(??)If a company behaves without probity, it has low ethical standards.
!) true ?) false

(??) There are casual Fridays in Betatania and Deltatonia.
?) true !) false

(??) Entertaining has no importance inthe majority of companies.
?) true !) false

Оформление работ, выполняемых в рамках самостоятельной работы, осуществляется в соответствии с Методическими указаниями по оформлению письменных работ обучающихся в рамках самостоятельной работы, утвержденными Учебно-методическим советом МИТУ-МАСИ, Протокол № 2 от 25 июня 2015 года.

Конкретные практические задания и задания для рубежного контроля определяются в учебно-методических материалах по работе обучающихся в электронной информационно-образовательной среде МИТУ-МАСИ с применением технологий электронного обучения по данной дисциплине, утверждаемых ежегодно кафедрой.

5. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по учебной дисциплине

5.1. Форма промежуточной аттестации обучающегося по учебной дисциплине
Контрольным мероприятием промежуточной аттестации обучающихся по учебной дисциплине является **зачет и экзамен,** которые проводятся в **устно-письменной** форме.

5.2. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Код компетенции	Содержание компетенции (части компетенции)	Результаты обучения	Этапы формирования компетенций в процессе освоения образовательной программы
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	**Знать**: лексический и грамматический минимум, в объеме, необходимом для работы с иноязычными текстами профессиональной направленности и осуществления взаимодействия на иностранном языке.	Формирование знаний происходит на этапе освоения лексического и грамматического минимума: чтения и анализа текстов, статей, воспроизведение диалогов и монологов; правил речевого этикета.
		Уметь: читать и переводить иноязычную литературу по профилю подготовки, самостоятельно находить информацию о странах изучаемого языка из различных источников (периодические издания, Интернет, справочная, учебная, художественная литература); взаимодействовать и общаться на иностранном языке	Формирование умений происходит на этапе обучения переводу и пересказу текстов по теме; пользуясь дополнительной литературой, на этапе поиска страноведческих данных, извлекая при этом необходимую для работы информацию, выявляя способы наиболее целесообразного использования языковых средств в соответствии со структурой и содержанием задания;
		Владеть: одним из иностранных языков на уровне профессиональной коммуникации	Формирования навыков и получения опыта происходит на этапе проведения конференций (выступления, аргументации, ведение диалогов на иностранном языке в объеме, предусмотренном учебной программой), написания эссе.

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

Код компетенции	Этапы формирования	Показатель оценивания	Критерии и шкалы

	компетенций	компетенции	оценивания
УК-4	Этап формирования знаний.	Уровень освоения программного материала, логика и грамотность изложения, умение самостоятельно обобщать и излагать материал.	1) обучающийся глубоко и прочно освоил программный материал, исчерпывающе, последовательно, грамотно и логически стройно его излагает, тесно увязывает с задачами и будущей деятельностью, не затрудняется с ответом при видоизменении задания, умеет самостоятельно обобщать и излагать материал, не допуская ошибок – 9-10 баллов; 2) обучающийся твердо знает программный материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, может правильно применять теоретические положения -7-8 баллов; 3) обучающийся освоил основной материал, но не знает отдельных деталей, допускает неточности, недостаточно правильные формулировки, нарушает последовательность в изложении программного материала - 5-6 баллов; 4) обучающийся не знает значительной части программного материала, допускает существенные ошибки -0-4 балла.
УК-4	Этап формирования умений.	Выступления, ведение диалогов на иностранном языке в объеме, предусмотренном учебной программой, написание эссе.	1) свободно справляется с задачами и практическими заданиями, правильно обосновывает принятые решения, задание выполнено верно, даны ясные аналитические выводы к решению задания, подкрепленные теорией - 9-10 баллов; 2) владеет необходимыми умениями и навыками при выполнении практических заданий, задание выполнено верно, отмечается хорошее развитие аргумента, однако отмечены погрешности в ответе, скорректированные при собеседовании -7-8 баллов; 3) испытывает затруднения в выполнении практических заданий, задание выполнено с ошибками, отсутствуют логические выводы и заключения к решению5-6 баллов;
УК-4	Этап формирования навыков и получения опыта.	Аналитическое задание -конференции, -публичные выступления, - аргументации, - ведение диалогов на иностранном языке в	4) практические задания, задачи выполняет с большими затруднениями или задание не выполнено вообще, или задание выполнено не до конца, нет четких выводов и заключений по

		объеме. Решение практических заданий и задач, владение навыками и умениями при выполнении практических заданий, самостоятельность, умение обобщать и излагать материал.	решению задания, сделаны неверные выводы по решению задания - 0-4 баллов.

5.4. 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

<u>**Примерные вопросы для проведения промежуточной аттестации обучающихся по учебной дисциплине**</u>

Тексты для чтения, перевода, обсуждения:

At present a great deal of the work force of most countries is engaged in creating, processing, storing, communicating and just working with information. Computers have become commonplace in homes, offices, stores, schools, research institutes, plants.

The use of computers in business, industry and communication services is widespread today. Computer-controlled robots are able to improve the quality of manufactured products and to increase the productivity of industry. Computers can control the work of power stations, plants and docks. They help in making different decisions and in management of economy.

The work of banks depends upon computer terminals for millions of daily operations. Without these terminals, records of deposits and withdrawals would be difficult to maintain, and it would be impossible to make inquiries about the current status of customer accounts.

Computers form a part of many military systems including communication and fire control. They are applied for automatic piloting and automatic navigation. Space exploration depends on computers for guidance, on-board environment and research.

Computers find application in astronomy and upper atmosphere research. Weather forecasting, library information services can benefit from computers too.

It is interesting to note that computers are widely used in medicine. They became valuable medical diagnostic tools. Computers are used for optical scanning and image processing, ranging from pattern recognition to image processing. Technicians can operate computer tomography scanners which combine x-rays with computer technology to give sectional views of the body of patients. The views then can be combined into a single image shown on the screen.

It should be noticed that learning on a computer can be fun. Students spend more time with computer-aided instruction performing the assigned task, as compared with conventional classroom.

At last air traffic control is impossible without computer application. It fully depends upon computer-generated information.

Many other uses of computers that we cannot imagine at present will become commonplace in the transition from an industrial to post industrial, or information society.

Read the following sentences A-E. What problems 1-5 do they refer to?

1. Computer addiction

2. Cybercrimes

3. Technological dependence

A. We are sorry to announce that the Flight 345 to Rome is delayed.

B. He should go to a psychologist. He spends hours surfing the Web.

C. I've been trying to carry out me home assignment without the use of computer.

D. Technology changes so quickly that we have to scrap computers when

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4. Loss of privacy   they become obsolete.

5. Computer anxiety   E. I've been getting emails about offers for products I do not need.

6. Electronic waste   F. My computer system was broken and some useful information has been destroyed.

Темы и вопросы для беседы:

Read the statements. Say which of them you agree or disagree with. Give some reasons to support your opinion.

1. Our society has developed technological dependence. When computers are down, our way of life breaks down: planes stop flying, telephones don't work, and banks have to close.

2. Computers produce electronic waste, plastic cases and microchips that have to be recycled or just thrown away.

3. They are responsible for health problems, e.g. computer addiction, an inappropriate use of computers.

4. Cybercrime is creating serious problems.

Темы эссе:

Citizens may feel loss of privacy due to unauthorized use of personal data or receiving unwanted electronic messages.

The Web has become a dangerous territory for children and teenagers.

The Internet is a wonderful resource for lonely and elderly people.

There is no need to read books nowadays. Everything can be found online.

APPLICATION OF PERSONAL COMPUTERS

Personal computers have a lot of applications, however, there are some major categories of applications: home and hobby, word processing, professional, educational, small business and engineering and scientific.

Home and hobby. Personal computers enjoy great popularity among experimenters and hobbyists. They are an exciting hobby. All hobbyists need not be engineers or programmers. There are many games that use the full capabilities of a computer to provide many hours of exciting leisure-time adventure.

The list of other home and hobby applications of PCs is almost endless, including: checking account management, budgeting, personal finance, planning, investment analyses, telephone answering and dialing, home security, home environment and climate control, appliance control, calendar management, maintenance of address and mailing lists and what not.

Word processing. At home or at work, applications software, called a word processing program, enables you to correct or modify any document in any manner you wish before printing it. Using the CRT monitor as a display screen, you are able to view what you have typed to correct mistakes in spelling or grammar, add or delete sentences, move paragraphs around, and replace words. The letter or document can be stored on a diskette for future use.

Professional. The category of professional includes persons making extensive use of word processing, whose occupations are particularly suited to the desk-top use of PCs. Examples of other occupations are accountants, financial advisors, stock brokers, tax consultants, lawyers, architects, engineers, educators and all levels of managers. Applications programs that are popular with persons in these occupations include accounting, income tax preparation, statistical analysis, graphics, stock market forecasting and computer modeling. The electronic worksheet is, by far, the computer modeling program most widely used by professionals. It can be used for scheduling, planning, and the examination.

Educational. Personal computers are having and will continue to have a profound influence upon the classroom, affecting both the learner and the teacher. Microcomputers are making their way into classrooms to an ever-increasing extent, giving impetus to the design of programmed learning materials that can meet the demands of student and teacher.

Two important types of uses for personal computers in education are computer-managed instruction (CMI), and computer-assisted instruction (CAI). CMI software is used to assist the instructor in the management of all classroom-related activities, such as record keeping, work assignments, testing, and grading. Applications of CAI include mathematics, reading, typing, computer literacy, programming languages, and simulations of real-world situations.

Темы и вопросы для беседы:

1. What are the main spheres of PC application? 2. Do you enjoy computer games? 3. Is it necessary for a person to be an analyst or a programmer to play computer games? 4. What other home and hobby applications, except computer games, can you name? 5. What is "a word processing program"? 6. What possibilities can it give you? 7. Can you correct mistakes while typing any material and how? 8. What other changes in the typed text can you make using a display? 9. Which professions are in great need of computers? 10. How can computers be used in education?

Темы эссе:

1. Living in a digital age.
2. Computers at work.
3. Computer essentials.
4. Inside the system. Technical specifications.

COMPUTER SYSTEM ARCHITECTURE

As we know all computer systems perform the functions of inputting, storing, processing, controlling, and outputting. Now we'll get acquainted with the computer system units that perform these functions. But to begin with let's examine computer systems from the perspective of the system designer, or architect.

It should be noted that computers and their accessory equipment are designed by a computer system architect, who usually has a strong engineering background. As contrasted with the analyst, who uses a computer to solve specific problems, the computer system architect usually designs computer that can be used for many different applications in many different business. For example, the product lines of major computer manufacturers such as IBM, Digital Equipment Corporation and many others are the result of the efforts of teams of computer system architects. Unless you are studying engineering, you don't need to become a computer system architect. However, it is important that as a potential user, applications programmer or systems analyst you understand the functions of the major units of a computer system and how they work together.

Темы и вопросы для беседы:
Ответьте на вопросы, используя информацию текста.

1. Who designs computers and their accessory equipment? 2. What is the role of an analyst? 3. Is it necessary for a user to become a computer system architect? 4. What functions do computer systems perform? 5. What types of computers do you know? 6. What is the principle of operation of analog computers? 7. How do digital computers differ from analog computers? 8. Where are digital and analog computers used? 9. What are hybrid computers? 10. Where do they find application?

Темы эссе:
Basic software

- The operating system.
- Word processing.

- Spreadsheets.
- Databases.

THE FIRST COMPUTERS

In 1930 the first analog computer was built by American named Vannevar Bush. This device was used in Wbrld War II to help aim guns. Many technical developments of electronic digital computers took place in the 1940s and 1950s. Mark I, the name given to the first digital computer, was completed in 1944. The man responsible for this invention was Professor Howard Aiken. This was the first machine that could figure out long lists of mathematical problems at a very fast rate.

In 1946 two engineers at the University of Pennsilvania, J. Eckert and J. Maushly, built their digital computer with vacuum tubes. They named their new invention ENIAC (the Electronic Numerical Integrator and Calculator).

Another important achievement in developing computers came in 1947, when John von Neumann developed the idea of keeping instructions for the computer inside the computer's memory. The contribution of John von Neumann was particularly significant. As contrasted with Babbage's analytical engine, which was designed to store only data, von Neumann's machine, called the Electronic Discrete Variable Computer, or EDVAC, was able to store both data and instructions. He also contributed to the idea of storing data and instructions in a binary code that uses only ones and zeros. This simplified computer design. Thus computers use two conditions, high voltage, and low voltage, to translate the symbols by which we communicate into unique combinations of electrical pulses. We refer to these combinations as codes.

Neumann's stored program computer as well as other machines of that time were made possible by the invention of the vacuum tube that could control and amplify electronic signals. Early computers, using vacuum tubes, could perform computations in thousandths of seconds, called milliseconds, instead of seconds required by mechanical devices.

Темы и вопросы для беседы:

When was the first analog computer built? 2. Where and how was that computer used? 3. When did the first digital computers appear? 4. Who was the inventor of the first digital computer? 5. What could that device do? 6. What is ENIAC? Decode the word. 7. What was J.Neumann's contribution into the development of computers? 8. What were the advantages of EDVAC in comparison with ENIAC? 9, What does binary code mean? 10. Due to what invention could the first digital computers be built?

Темы эссе:

Computer essentials.
The first calculating devices.
Some first computer models.

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

Промежуточная аттестации по учебной дисциплине проводится в соответствии с Положением о промежуточной аттестации обучающихся по основным профессиональным образовательным программам в Российском государственном социальном университете и Положение о балльно-рейтинговой системе оценки успеваемости обучающихся по основным профессиональным образовательным программам – программам среднего профессионального образования, программам бакалавриата, программам специалитета, программам магистратуры в Российском государственном социальном университете.

На промежуточную аттестацию отводится 20 рейтинговых баллов.

Ответы обучающегося на контрольном мероприятии промежуточной аттестации оцениваются педагогическим работником по 20 - балльной шкале, а итоговая оценка по учебной дисциплине выставляется по пятибалльной системе для экзамена/дифференцированного зачета и по системе зачтено/не зачтено для зачета.

Критерии выставления оценки определяются Положением о балльно-рейтинговой системе оценки успеваемости обучающихся по основным профессиональным образовательным программам – программам среднего профессионального образования, программам бакалавриата, программам специалитета, программам магистратуры в Российском государственном социальном университете.

6. Перечень основной и дополнительной учебной литературы для освоения учебной дисциплины

6.1. Основная литература:

1. *Стогниева, О. Н.* Английский язык для ит-направлений. English for information technology: учебное пособие для академического бакалавриата / О. Н. Стогниева. — М.: Издательство Юрайт, 2017. — 143 с. [Электронный ресурс]. URL: https://www.iprbookshop.ru/book/8DC3C7F3-90EB-4D4C-945A-491A90816CEF

6.2. Дополнительная литература:

1. *Якушева, И. В.* Деловой английский язык. Introduction into professional english: учебник и практикум для академического бакалавриата / И. В. Якушева, О. А. Демченкова. — 3-е изд., испр. и доп. — М.: Издательство Юрайт, 2017. — 221 с. [Электронный ресурс]. URL: https://www.iprbookshop.ru/book/7889CA96-AACF-4398-98BA-921FDF10BE90

2. *Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1: учебное пособие для прикладного бакалавриата / Р. И. Куряева. — 6-е изд., испр. и доп. — М.: Издательство Юрайт, 2016. — 264 с.* [Электронный ресурс]. URL: https://www.iprbookshop.ru/book/FD21C090-0232-4698-B30C-A2793E18EC2B

7. Перечень ресурсов информационно-коммуникационной сети Интернет, необходимых для освоения учебной дисциплины

Название электронного ресурса	Описание электронного ресурса	Используемый для работы адрес
Диссертацион-ный зал Россий-ской государ-ственной биб-лиотеки	В настоящее время Электронная библиотека диссертаций РГБ содержит более 620 000 полных текстов диссертаций и авторефератов	http://diss.rsl.ru
Университетская информационная система РОС-СИЯ (УИС РОССИЯ)	Университетская информационная система РОССИЯ (УИС РОССИЯ) – электронная библиотека и база для исследований и учебных курсов в области экономики, управления, социологии, лингвистики, философии, филологии, меж-дународных отношений и других гуманитарных наук. УИС РОССИЯ поддержива-ется на базе Научно-исследовательского вычислитель-ного центра МГУ имени М.В. Ломоносова	https://uisrussia.msu.ru/
Научное насле-дие России	Библиотека содержит научные труды известных рос-сийских и зарубежных ученых и исследователей, рабо-тавших на территории России. Программа Президиума РАН.	http://e-heritage.ru/index.html
Электронная библиотека учебников	На сайте представлены учебники, лекции, доклады, мо-нографии по естественным и гуманитарным наукам.	http://studentam.net

Cyberleninka	Содержит каталог научной периодики по большому количеству научных дисциплин, который содержит полную информацию о научных журналах в электронном виде, включающую их описания и все вышедшие выпуски с содержанием, темами научных статей и их полными текстами.	http://cyberleninka.ru/journal
Единое окно доступа к образователь-ным ресурсам	Информационная система предоставляет свободный доступ к каталогу образовательных интернет-ресурсов и полнотекстовой электронной учебно-методической библиотеке для об-щего и профессионального образования	http://window.edu.ru/library
Электронные библиотеки. Электронные библиотеки, сло-вари, энцикло-педии	Интернет-ресурсы образовательного и научно-образовательного назначения, оформленные в виде электронных библиотек, словарей и энциклопедий, предоставляют открытый доступ к полнотекстовым ин-формационным ресурсам, представленным в электрон-ном формате — учебникам и учебным пособиям, хре-стоматиям и художественным произведениям, истори-ческим источникам и научно-популярным статьям, справочным изданиям и др.	http://gigabaza.ru/doc/131454.html
Библиотека юридической литературы	Электронная библиотека открытого доступа (моногра-фии, диссертации, книги, статьи, новости и аналитика, конспекты лекций, рефераты, учебники).	http://pravo.eup.ru/

8. Методические указания для обучающихся по освоению учебной дисциплины

Освоение обучающимся учебной дисциплины «Иностранный язык профессиональной деятельности» предполагает изучение материалов дисциплины на аудиторных занятиях и в ходе самостоятельной работы. Аудиторные занятия проходят в форме практических занятий. Самостоятельная работа включает разнообразный комплекс видов и форм работы обучающихся.

Для успешного освоения учебной дисциплины и достижения поставленных целей необходимо внимательно ознакомиться с настоящей рабочей программы учебной дисциплины. Ее может представить преподаватель на вводной лекции или самостоятельно обучающийся использует информацию на официальном Интернет-сайте Университета.

Следует обратить внимание на список основной и дополнительной литературы, которая имеется в электронной библиотечной системе http://biblioclub.ru, на предлагаемые преподавателем ресурсы информационно-телекоммуникационной сети Интернет. Эта информация необходима для самостоятельной работы обучающегося.

При подготовке к аудиторным занятиям необходимо помнить особенности каждой формы его проведения.

Подготовка к занятию семинарского типа

При подготовке и работе во время проведения лабораторных работ и занятий семинарского типа следует обратить внимание на следующие моменты: на процесс предварительной подготовки, на работу во время занятия, обработку полученных результатов, исправление полученных замечаний.

Предварительная подготовка к учебному занятию семинарского типа заключается в изучении теоретического материала в отведенное для самостоятельной работы время, ознакомление с инструктивными материалами с целью осознания задач лабораторной работы/практического занятия, техники безопасности при работе с приборами, веществами.

Работа во время проведения учебного занятия семинарского типа включает несколько моментов:

консультирование студентов преподавателями и вспомогательным персоналом с целью предоставления исчерпывающей информации, необходимой для самостоятельного выполнения предложенных преподавателем задач, ознакомление с правилами техники безопасности при работе в лаборатории;

самостоятельное выполнение заданий согласно обозначенной учебной программой тематики.

Самостоятельная работа.

Для более углубленного изучения темы задания для самостоятельной работы рекомендуется выполнять параллельно с изучением данной темы. При выполнении заданий по возможности используйте наглядное представление материала. Более подробная информация о самостоятельной работе представлена в разделах «Учебно-методическое обеспечение самостоятельной работы по дисциплине (модулю)», «Методические указания к самостоятельной работе по дисциплине (модулю)».

Подготовка к зачету, экзамену**.**

К зачету/экзамену необходимо готовится целенаправленно, регулярно, систематически и с первых дней обучения по данной дисциплине. Попытки освоить учебную дисциплину в период зачетно-экзаменационной сессии, как правило, приносят не слишком удовлетворительные результаты.

При подготовке к экзамену по теоретической части выделите в вопросе главное, существенное (понятия, признаки, классификации и пр.), приведите примеры, иллюстрирующие теоретические положения.

После предложенных указаний у обучающихся должно сформироваться четкое представление об объеме и характере знаний и умений, которыми надо будет овладеть по дисциплине.

9. Информационно-технологическое обеспечение образовательного процесса по учебной дисциплине

9.1. Информационные технологии

1. Персональные компьютеры;
2. Доступ к интернет
3. Проектор.

9.2. Программное обеспечение

1. Microsoft® Office Professional Plus 2007 Russian Academic OPEN No Level
2. Acrobat Reader DC

9.3. Информационные справочные системы

№№	Название электронного ресурса	Описание электронного ресурса	Используемый для работы адрес
1.	ЭБС «Университетская библиотека онлайн»	Электронно-библиотечная система, электронные книги и аудиокниг, учебники для ВУЗов, средних специальных учебных заведений и школы, а также научные монографии, научная периодика, в т.ч. журналы ВАК.	http://biblioclub.ru/
2.	Электронная библиотека Издательского дома «Гребенников»	Журналы издательства «Гребенников».	http://grebennikon.ru/ Доступ с любого компьютера в сети Университета
3.	Научная электронная библиотека eLIBRARY.ru	Поиск по рефератам и полным текстам статей, опубликованных в российских и зарубежных научно-технических журналах.	http://elibrary.ru/ Доступ с любого компьютера в сети Университета на 276 журналов по подписке Университета. Доступ к 5493 журналам с полным текстом в открытом доступе, из них российских журналов 5022.
4.	ЭБС издательства «Юрайт»	Электронно-библиотечная система, коллекция электронных версий книг.	http://www.iprbookshop.ru/
5.	ЭБС издательства «Лань»	Электронно-библиотечная система, электронные книги, учебники для ВУЗов. Коллекция «Музыка»	http://e.lanbook.com/
6.	ЭБС «Библиороссика»	Электронно-библиотечная система, содер-	http://bibliorossica.com

		жащая полнотекстовые учебники, учебные пособия, монографии и журналы в электронном виде. 5100 изданий открытого доступа	
7.	База данных EastView	Полнотекстовая база данных периодики.	http://ebiblioteka.ru/ С любого компьютера в сети Университета
8.	База данных международного индекса научного цитирования – Scopus:	Библиографическая и реферативная информация и инструменты для отслеживания цитируемости статей, опубликованных в научных изданиях.	http://www.scopus.com/ Доступ с любого компьютера в сети Университета.
9.	**Международный индекс научного цитирования Web of Science (Web of Knowledge)**	Библиографическая и реферативная информация и инструменты для отслеживания цитируемости статей, опубликованных в научных изданиях. Университета.	Перед входом в WoS необходимо войти на сайт ResearcherID - https://www.researcherid.com/ResearcherID. Вход в WoS: http://login.webofknowledge.com/ В разделе "ВЫПОЛНЕНИЕ ВХОДА ДЛЯ ПОЛЬЗОВАТЕЛЕЙ В ОРГАНИЗАЦИИ" выбрать значение: "Russian Higher Education & Research (FEDURUS)" На следующей странице в разделе "Выберите Вашу Организацию" выбрать проект "FEDURUS". Далее ввести логин и пароль, полученный в ResearcherID. Доступ с любого компьютера в сети Университета.
10.	**Видеотека учебных фильмов «Решение»**	Коллекция учебных видеофильмов «Решение» позволяет организовать обучение в интерактивном формате по различным направлениям подготовки.	http://eduvideo.online
11.	**Президентская библиотека им. Б.Н.Ельцина**	Общегосударственное электронное хранилище цифровых копий важнейших документов по истории, теории и практике российской государственности, русскому языку, а также мультимедийных образовательных, научно-образовательных, культурно-просветительских и информационно-аналитических ресурсов.	https://www.prlib.ru/

10. Материально-техническое обеспечение образовательного процесса по учебной дисциплине

Для изучения учебной дисциплины **«Иностранный язык в профессиональной деятельности»** в рамках реализации основной профессиональной образовательной программы по соответствующему направлению подготовки используются:

Учебная аудитория для занятий семинарского типа: оснащена специализированной мебелью (стол для преподавателя, парты, стулья, доска для написания мелом); техническими средствами обучения (видеопроекционное оборудование, средства звуковоспроизведения, экран и имеющие выход в сеть Интернет), а также (при наличии) демонстрационными печатными пособиями (таблицы «Основная грамматика английского языка»), экранно-звуковыми средствами обучения (CD «Разговорный английский»; демонстрационными материалами (лицензированные видеофильмы по данному направлению профессиональной деятельности).

Помещения для самостоятельной работы обучающихся: оснащены специализированной мебелью (парты, стулья) техническими средствами обучения (персональные компьютеры с доступом в сеть интернет и обеспечением доступа в электронно-информационную среду университета, программным обеспечением).

11.Образовательные технологии

Освоение учебной дисциплины «Иностранный язык в профессиональной деятельности» предусматривает использование в учебном процессе активных и интерактивных форм проведения учебных занятий в форме деловых и ролевых игр в сочетании с внеаудиторной работой с целью формирования и развития профессиональных навыков обучающихся.

Удельный вес учебных занятий, проводимых в интерактивных формах составляет не менее 25 % аудиторных занятий (определяется учебных планом ОПОП).

В рамках учебной дисциплины предусмотрены встречи с руководителями и работниками организаций, деятельность которых связана с направленностью (профилем) реализуемой основной профессиональной образовательной программы.

Учебные часы дисциплины «Иностранный язык в профессиональной деятельности» предусматривают классическую контактную работу преподавателя с обучающимся в аудитории и контактную работу посредством электронной информационно-образовательной среды в синхронном и асинхронном режиме (вне аудитории) посредством применения возможностей компьютерных технологий (электронная почта, электронный учебник, тестирование).

По заочной форме обучения для обучающихся факультета дистанционного обучения освоение учебной дисциплины осуществляется исключительно с применением дистанционных образовательных технологий.

Методика применения дистанционных образовательных технологий при реализации учебной дисциплины «Иностранный язык в профессиональной деятельности» представлена в приложениях основной профессиональной образовательной программы соответствующего направления.