**ГОСУДАРСТВЕННОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ТУЛЬСКОЙ ОБЛАСТИ**

**«ТУЛЬСКИЙ ЭКОНОМИЧЕСКИЙ КОЛЛЕДЖ»**

Утверждаю:

Директор ГПОУ ТО «ТЭК»

\_\_\_\_\_\_\_\_\_\_\_\_А.В.Макарова

«30» апреля 2025 г.

Приказ № 25

**РАБОЧая ПРОГРАММа УЧЕБНОЙ ДИСЦИПЛИНЫ**

**ОГСЭ.04 Иностранный язык в профессиональной деятельности**

**ПО ПРОГРАММЕ ПОДГОТОВКИ СПЕЦИАЛИСТОВ СРЕДНЕГО ЗВЕНА ПО СПЕЦИАЛЬНОСТИ СРЕДНЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ**

**09.02.07 ИНФОРМАЦИОННЫЕ СИСТЕМЫ И ПРОГРАММИРОВАНИЕ**

**Квалификация: специалист по информационным системам**

Щекино

2025 г.

СОДЕРЖАНИЕ ПРОГРАММЫ

[**СОДЕРЖАНИЕ ПРОГРАММЫ 3**](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825287)

[**1. Общая характеристика 4**](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825288)

[1.1. Цель и место дисциплины в структуре образовательной программы 4](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825289)

[1.2. Планируемые результаты освоения дисциплины 4](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825290)

[**2. Структура и содержание ДИСЦИПЛИНЫ 4**](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825291)

[2.1. Трудоемкость освоения дисциплины 4](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825292)

[2.2. Содержание дисциплины 5](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825293)

[2.3. Курсовой проект (работа) 6](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825295)

[**3. Условия реализации ДИСЦИПЛИНЫ 7**](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825296)

[3.1. Материально-техническое обеспечение 7](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825297)

[3.2. Учебно-методическое обеспечение 7](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825298)

[**4. Контроль и оценка результатов освоения ДИСЦИПЛИНЫ 7**](file:///C%3A%5CUsers%5C%D0%95%D0%BB%D0%B5%D0%BD%D0%B0%5CDesktop%5C%D0%BF%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%9E%D0%9F%D0%9E%D0%9F-%D0%9F%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%9F%D1%80%D0%BE%D1%84%D0%B5%D1%81%D1%81%D0%B8%D0%BE%D0%BD%D0%B0%D0%BB%D0%B8%D1%82%D0%B5%D1%82%202024%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%20%D0%BF%D0%BE%20%D0%B8%D0%BD%D1%84%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%BE%D0%BD%D0%BD%D1%8B%D0%BC%20%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B0%D0%BC%5C%D0%A1%D0%BE%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D0%BE-%D0%B3%D1%83%D0%BC%D0%B0%D0%BD%D0%B8%D1%82%D0%B0%D1%80%D0%BD%D1%8B%D0%B9%20%D1%86%D0%B8%D0%BA%D0%BB%5C%D0%A1%D0%93.04%5C%D0%A1%D0%93.04%20%D0%98%D0%BD%D0%BE%D1%81%D1%82%D1%80%D0%B0%D0%BD%D0%BD%D1%8B%D0%B9%20%D1%8F%D0%B7%D1%8B%D0%BA%20%D0%A1%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%202024.docx#_Toc156825299)

1. Общая характеристика РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

«**ОГСЭ.04 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**»

1.1. Цель и место дисциплины в структуре образовательной программы

Цель дисциплины «ОГСЭ.04 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ» формирование системы знаний правил языка, инструментов овладения и использования языка для решения профессиональных задач в конкретной сфере профессиональной деятельности и обеспечивающей возможность реализации коммуникативных навыков на иностранном языке непосредственно в процессе реализации профессиональной деятельности.

Дисциплина «ОГСЭ.04 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ» включена в обязательную часть общего гуманитарного и социально-экономического цикла образовательной программы.

1.2. Планируемые результаты освоения дисциплины

Результаты освоения дисциплины соотносятся с планируемыми результатами освоения образовательной программы, представленными в матрице компетенций выпускника (п. 4.3 ОПОП-П).

В результате освоения дисциплины обучающийся должен:

|  |  |  |  |
| --- | --- | --- | --- |
| **Код ОК,** **ПК**  | **Уметь** | **Знать** | **Владеть навыками**  |
| ОК.01  | распознавать задачу и/или проблему в профессиональном и/или социальном контексте, анализировать и выделять её составные части; определять этапы решения задачи, составлять план действия, реализовывать составленный план, определять необходимые ресурсы | актуальный профессиональный и социальный контекст, в котором приходится работать и жить; основные источники информации и ресурсы для решения задач и/или проблем в профессиональном и/или социальном контексте | *-* |
| ОК.02  | определять задачи для поиска информации, планировать процесс поиска, выбирать необходимые источники информации; применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение в профессиональной деятельности;  | Номенклатуру информационных источников, применяемых в профессиональной деятельности;формат оформления результатов поиска информации | *-* |
| ОК.03 | определять актуальность нормативно-правовой документации в профессиональной деятельности; применять современную научную профессиональную терминологию; определять инвестиционную привлекательность коммерческих идей в рамках профессиональной деятельности, выявлять источники финансирования; находить интересные проектные идеи, грамотно их формулировать и документировать | содержание актуальной нормативно-правовой документации; современная научная и профессиональная терминология; возможные траектории профессионального развития и самообразования; правила разработки презентации |  |
| ОК.04  | организовывать работу коллектива и команды;взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности | психологические основы деятельности коллектива;психологические особенности личности | *-* |
| ОК.05 | грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке; проявлять толерантность в рабочем коллективе | правила оформления документов; правила построения устных сообщений; особенности социального и культурного контекста | *-* |
| ОК.09  | понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности;кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы | правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности | *-* |

2. Структура и содержание ДИСЦИПЛИНЫ

2.1. Трудоемкость освоения дисциплины

|  |  |  |
| --- | --- | --- |
| **Наименование составных частей дисциплины** | **Объем в часах** | **В т.ч. в форме практ. подготовки** |
| Учебные занятия | 160 | 160 |
| *Курсовая работа (проект)* | - | - |
| Самостоятельная работа | 8 |  |
| Промежуточная аттестация в *форме (дифференцированных зачетов в 6 и 8 семестрах)* | - | - |
| Всего | **168** | **160** |

2.2. Содержание дисциплины

|  |  |  |  |
| --- | --- | --- | --- |
| **Наименование разделов и тем** | **Содержание учебного материала, практических и лабораторных занятий,** *курсовая работа (проект)* | **Объем, ак. ч. / в том числе в форме практической подготовки, ак. ч.** | **Коды компетенций, формированию которых способствует элемент программы** |
| **1** | **2** | **4** | **5** |
| **Раздел 1. Английский язык в сфере IT: работа и общение** | **38/34** |  |
| **Тема 1.1.** **Международное****общение. Представление****и знакомство** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Пополнение разговорных клише для приветствия, прощания и представления. | 2 |
| **2** | Коммуникативные типы предложений в английском языке. | 2 |
| **3** | Активизация навыка говорения и передачи информации на иностранном языке | 2 |
| **Тема 1.2.** **Неформальный****разговор на известные****бытовые темы** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Культура и традиции англоязычных стран в бытовой тематике. Простые времена | 2 |
| **2** | Простые распространённые предложения со связками в диалогической речи | 2 |
| **3** | Развитие умений свернуть и развернуть информацию. Фразовые глаголы | 2 |
| **Тема 1.3.** **Основные виды****персональных****компьютеров** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Расширение потенциального словаря за счёт терминологии, новых значений известных слов. Работа с текстом | 2 |
| **2** | Активизация изученного материала в упражнениях. Имя существительное | 2 |
| **3** | Разговорный практикум о ключевых датах в истории развития персонального компьютера. Структуры вопросительного предложения | 2 |
| **Тема 1.4. Аппаратное обеспечение** | **Содержание учебного материала** | **10/8** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **8** |
| **1** | Изучение основных лексических единиц по теме. Активизация навыка чтения,перевода и выделения информации в тексте. Продолженные времена | 2 |
| **2** | Практикум «Hardware in use» с элементами деловой (ролевой) игры. | 2 |
| **3** | Письменный перевод инструкции к различным аппаратным средствам | 2 |
| **4** | Закрепление лексико-грамматического материала в упражнениях | 2 |
| **Самостоятельная работа обучающихся**-подготовка рассказа по описанию устройства | **2** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Тема 1.5.** **Программное****обеспечение. Виды****программ, их****распределение** | **Содержание учебного материала** | **10/8** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **8** |
| **1** | Усвоение лексики в текстовой работе. Особенности перевода текстов сиспользованием электронных словарей и переводчиков | 2 |
| **2** | Времена группы Perfect в лексико-грамматических упражнениях | 2 |
| **3** | Активизация навыка перевода с русского языка на иностранный с использованиемактивной лексики урока | 2 |
| **4** | Многообразие прикладных программ в диалогах студентов | 2 |
| **Самостоятельная работа обучающихся**-поиск и обработка информации по теме «Коммерческий статус программ» | **2** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Раздел 2 Современные вопросы профессиональной деятельности** | **64/62** |  |
| **Тема 2.1. Операционные системы**  | **Содержание учебного материала** | **8/8** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **8** |
| **1** | Комплексная работа с текстом. Пополнение лексики | 2 |
| **2** | Развитие навыка выражать и аргументировать личную точку зрения по теме. | 2 |
| **3** | Времена группы Perfect Continious | 2 |
| **4** | Практикум по переводу инструкций к операционным системам | 2 |
| **Тема 2.2. Программирование** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Активизация навыка чтения, перевода и выделения информации в тексте. | 2 |
| **2** | Отработка новой лексики в функциональной ситуации запроса информации. Словообразование | 2 |
| **3** | Разговорный практикум по теме. Закрепление грамматического материала | 2 |
| **Тема 2.3.** **Языки****программирования** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Пассивный залог в работе с текстом «Machine language» | 2 |
| **2** | Языковой тренинг по обращению за разъяснениями и уточнению интересующей информации по теме | 2 |
| **3** | Работа с текстами, аудио и видеоматериалами по теме. | 2 |
| **Тема 2.4. Проектирование программного продукта**  | **Содержание учебного материала** | **8/8** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **8** |
| **1** | Комплексная работа с текстом «Software engineering process» | 2 |
| **2** | Активизация навыка говорения. Монологическая речь по изученной теме с использованием профессиональной терминологии | 2 |
| **3** | Повторение и закрепление лексико-грамматического материала | 2 |
| **4** | Составление сообщения по теме для дальнейшего обсуждения | 2 |
| **Тема 2.5.** **Мир сетевой****информации** | **Содержание учебного материала** | **8/8** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **8** |
| **1** | Активизация лексики, навыка чтения, перевода и выделения информации в тексте | 2 |
| **2** | Языковой тренинг по теме «6 типов информационных ресурсов для получения актуальной информации».  | 2 |
| **3** | Инфинитив и его конструкции | 2 |
| **4** | Закрепление инфинитивных конструкций на текстовом материале | 2 |
| **Тема 2.6.** **Язык****программирования****Pascal** | **Содержание учебного материала** | **8/8** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **8** |
| **1** | Усвоение лексики в работе с текстом «Virtual Pascal». Герундий и его конструкции | 2 |
| **2** | Терминология программного кода на язык программирования Pascal | 2 |
| **3** | Разговорный практикум-обсуждение по теме. Применение герундия в речи | 2 |
| **4** | Закрепление пройденного материала | 2 |
| **Тема 2.7.** **Язык программирования****Delphi** | **Содержание учебного материала** | **8/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Комплексная работа с текстом. Причастия и конструкции с ними | 2 |
| **2** | Терминология программного кода на язык программирования Delphi | 2 |
| **3** | Разговорный практикум-обсуждение по теме. Применение причастий в речи | 2 |
| **Самостоятельная работа обучающихся**-выполнение грамматических заданий | **2** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Тема 2.8. Язык****программирования С+** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Активизация лексики, навыка чтения, перевода и выделения информации в тексте | 2 |
| **2** | Терминология программного кода на язык программирования С+ | 2 |
| **3** |  Разговорный практикум-обсуждение по теме. Применение причастий | 2 |
| **Тема 2.9. Базы данных** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Усвоение лексики в работе с текстом по теме. | 2 |
| **2** | Презентация базы данных на английском языке | 2 |
| **3** | Коммуникативный тренинг по теме. Закрепление неличных форм глагола | 2 |
| **Раздел 3 Этические нормы общения в решении профессиональных задач** | **34/34** |  |
| **Тема 3.1.** **Использование ресурсов****интернета** | **Содержание учебного материала** | **8/8** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **8** |
| **1** | Аналитическая работа с текстом «E-mail as the Internet resource» | 2 |
| **2** | Формы деловой переписки.  | 2 |
| **3** | Активизация навыка письма, с использованием клише, устойчивых словосочетаний и изученного лексического минимума | 2 |
| **4** | Закрепление лексико-грамматического материала | 2 |
| **Тема 3.2. Анализ дизайна сайта** | **Содержание учебного материала** | **10/10** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **10** |
| **1** | Web-дизайн. Применение различных видов чтения для поиска решения профессиональных задач. Сложное предложение | 2 |
| **2** | Перевод текстов описания сайтов для пополнения терминологии | 2 |
| **3** | Элементы создания и языкового оформления сайта на английском языке. | 2 |
| **4** | Согласование времён в сложном предложении | 2 |
| **5** | Разговорный практикум-обсуждение достоинств и недостатков различных сайтов | 2 |
| **Тема 3.3. Тестирование ПО и****информационных систем** | **Содержание учебного материала** | **10/10** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **10** |
| **1** | Комплексная работа с текстом. Придаточные условия и времени. | 2 |
| **2** | Разговорный практикум «Ведение деловых переговоров» с применением условных предложений. | 2 |
| **3** | Применение различных видов языкового поведения для поиска решения профессиональных задач. Косвенная речь | 2 |
| **4** | Применение навыков составления резюме, с использованием клише, устойчивых словосочетаний и изученного лексического минимума. | 2 |
| **5** | Языковая подготовка к собеседованию при трудоустройстве | 2 |
| **Тема 3.4.** **Управление качеством****программного****обеспечения** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Перевод оригинальных инструкций современных программных систем | 2 |
| **2** | Обобщение лексико-грамматического материала в ролевой игре «Must-have специалиста в сфере IT» . Сослагательное наклонение | 2 |
| **3** | Языковой тренинг по теме «Характеристики качества ПО » | 2 |
| **Раздел 4. Трудоустройство** | **32/30** |  |
| **Тема 4.1. Деловая встреча** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Профессии и должностные обязанности. Моя будущая профессия и работа в процветающей фирме. | 2 |
| **2** | Диалог «Деловая встреча». Уметь вести деловую беседу. | 2 |
| **3** | Основы делового общения в устной и письменной формах. Культура общения. Отработка выражений по теме. | 2 |
| **Тема 4.2. Деловые качества будущего специалиста** | **Содержание учебного материала** | **8/8** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **8** |
| **1** | Текст «Я – слушатель школы бизнеса». Совершенствовать технику работы со словарями. | 2 |
| **2** | Составление рассказа «Я буду слушателем школы бизнеса». Грамматическая тема: Future Simple. Ознакомление с лексическими опорами, используемыми для написания рассказа. | 2 |
| **3** | Текст «Деловые качества будущего специалиста». Планирование карьеры. Грамматическая тема: Страдательный залог. | 2 |
| **4** | Составление пересказа текста. Повторение лексического и грамматического материала. | 2 |
| **Тема 4.3. Интервью при приёме на работу** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Размещение объявлений о найме. Составление резюме. Собеседование при приёме на работу. Работа с диалогом «Интервью при приёме на работу». | 2 |
| **2** | Текст «Офис». Структура офиса. Ознакомление с лексическими единицами, используемыми при работе в офисе. | 2 |
| **3** | Диалог «В офисе». Ролевая игра. | 2 |
| **Тема 4.4. Деловая этика** | **Содержание учебного материала** | **6/6** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **6** |
| **1** | Tactful Language for social interfaction. Вежливый язык общения.  | 2 |
| **2** | Practice drills crossword puzzle | 2 |
| **3** | Деловой этикет Business etiguttle. Сослагательное наклонение. | 2 |
| **Тема 4.5.****Деловой разговор по телефону** | **Содержание учебного материала** | **6/4** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Практические занятия** | **4** |
| **1** | Основы общения по телефону. Как ответить на звонок. Ознакомление с лексическими опорами, используемыми при телефонном разговоре с деловым партнёром. Диалог «Разговор по телефону». | 2 |
| **2** | Составление делового разговора по телефону. Грамматическая тема: порядковые числительные. | 2 |
| **Самостоятельная работа обучающихся**- составление вопросов по профессиональной тематике | **2** | ОК 1, ОК 2, ОК.3, ОК 4, ОК 5, ОК 09 |
| **Всего:** | **168** |  |

# **3. условия реализации УЧЕБНОЙ дисциплины**

3.1. Материально-техническое обеспечение

КабинетИностранного языка, оснащенный в соответствии с приложением 3 ОПОП-П.

3.2. Учебно-методическое обеспечение

**3.2.1. Основные печатные и/или электронные издания**

1. Английский для ИТ-Направлений IT-English. Автор Е.Ю.Бутенко, Издательство Москва Юрайт 2021
2. Русско-английский разговорник нового поколения Т.М. Никитина, Москва 2021г.
3. Учебник английский язык для колледжей. Автор Т.А. Карпова, Издательство КНОРУС Москва, 2022 г.
4. Учебник английского языка для деловых людей. Автор С.Н. Любимцева, Издательство Москва 2022г.

***3.2.2. Дополнительные источники***

1. Маньковская, 3. В. Деловой английский язык: ускоренный курс: учебное пособие / З.В. Маньковская. - Москва: ИНФРА-М, 2024. — 160 с. — (Высшее образование). - ISBN 978-5-16-019169-0.
2. Znanium: электронно-библиотечная система. URL: <https://znanium.com/catalog/product/2086860> (дата обращения: 02.02.2024). - Режим доступа: для авториз. пользователей. - Текст: электронный.

*Интернет-ресурсы: ﻿﻿﻿*

1. Интернет-ресурс с практическими материалами для формирования и совершенствования всех видов речевых умений и навыков.- URL: <http://study-english.info/> (дата обращения: 22.01.2024). - Текст: электронный.
2. ﻿﻿﻿Сайт для изучающих английский язык, студентов, преподавателей.- URL: [www.english-to-go.com](https://www.english-to-go.com/) (дата обращения: 22.01.2024). - Текст: электронный.
3. Интернет-ресурс с практическими материалами для формирования и совершенствования всех видов речевых умений и навыков.- URL: [www.macmillanenglish.com](https://www.macmillanenglish.com/) (дата обращения: 22.01.2024). - Текст: электронный

# **4. Контроль и оценка результатов освоения УЧЕБНОЙ Дисциплины**

|  |  |  |
| --- | --- | --- |
| **Результаты обучения** | **Показатели освоенности компетенций** | **Методы оценки** |
| ***Перечень знаний, осваиваемых в рамках дисциплины:***  |
| - актуальный профессиональный и социальный контекст, в котором приходится работать и жить; основные источники информации и ресурсы для решения задач и/или проблем в профессиональном и/или социальном контексте;-номенклатуру информационных источников, применяемых в профессиональной деятельности;формат оформления результатов поиска информации; | Отлично- «5» - теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. Хорошо-«4» - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. Удовлетворительно-«3» - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. Неудовлетворительно-«2» - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному | - устный опрос, тестирование, выполнение индивидуальных заданий различной сложности контрольные вопросы по теме;*-* оценка ответов в ходе беседы, подготовка презентаций домашние задания проблемного характера; - практические задания по работе с информацией, документами, литературой; подготовка и защита индивидуальных и групповых заданий- заполнение формы-резюме письма-презентация, постер, ролевые игры- заметки, тесты, устный опрос- выполнение заданий дифференцированного зачета |
| - психологические основы деятельности коллектива;психологические особенности личности; |
| - правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности;- Основные процессы управления проектом разработки. |
|  ***Перечень умений, осваиваемых в рамках дисциплины:*** |
| - распознавать задачу и/или проблему в профессиональном и/или социальном контексте, анализировать и выделять её составные части; определять этапы решения задачи, составлять план действия, реализовывать составленный план, определять необходимые ресурсы; | Отлично- «5» - теоретическое содержание материала освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному. Хорошо-«4» - теоретическое содержание материала освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками. Удовлетворительно-«3» - теоретическое содержание материала освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки. Неудовлетворительно-«2» - теоретическое содержание материала освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному | - устный опрос, тестирование, выполнение индивидуальных заданий различной сложности контрольные вопросы по теме;*-* оценка ответов в ходе беседы, подготовка презентаций домашние задания проблемного характера; - практические задания по работе с информацией, документами, литературой; подготовка и защита индивидуальных и групповых заданий- заполнение формы-резюме письма-презентация, постер, ролевые игры- заметки, тесты, устный опрос- выполнение заданий дифференцированного зачета |
| - определять задачи для поиска информации, планировать процесс поиска, выбирать необходимые источники информации; применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение в профессиональной деятельности;- организовывать работу коллектива и команды; |
| взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности; |
| - понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы; |
| - Создавать проект по разработке приложения и формулировать его задачи |

**ПРИЛОЖЕНИЕ 1**

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**1. Общие положения**

**Фонд оценочных средств (ФОС)** предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины «Иностранный язык в профессиональной деятельности»

ФОС включают контрольные материалы для промежуточной аттестации в форме дифференцированных зачетов в 6,8 семестрах.

**2. Результаты освоения дисциплины, подлежащие проверке**

|  |  |
| --- | --- |
| *КОД* | **Освоенные умения, усвоенные знания** |
| *У 1* | Понимать общий смысл четко произнесенных высказываний в пределах литературной нормы на известные темы (профессиональные и бытовые) |
| *У 2* | Понимать тексты на базовые профессиональные темы |
| *У 3* | Участвовать в диалогах на знакомые общие и профессиональные темы |
| *У4* | Строить простые высказывания о себе и о своей профессиональной деятельности |
| *У5* | Кратко обосновывать и объяснить свои действия (текущие и планируемые) |
| *У6* | Писать простые связные сообщения на знакомые или интересующие профессиональные темы |
| *З 1*  | Правила построения простых и сложных предложений на профессиональные темы |
| *З2* | Основные общеупотребительные глаголы (бытовая и профессиональная лексика) |
| *З3* | Лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности |
| З4 | Особенности произношения |
| З5 | Правила чтения текстов профессиональной направленности |

**3. Структура контрольного задания**

**3.1. Текст типового задания**

Проверяемые результаты обучения: З1, З2, З3,З4.З5, У1,У2,У3,У4,У5,У6

**3.1.1. Материал для промежуточной аттестации в 6 семестре**

**Вариант 1**

Задание 1. Переведите текст делового письма.

Dear Mr North

Thank you very much for your enquiry. We are of course very familiar with your range of vehicles and are pleased to inform you that we have a new line in batteries that fit your specifications exactly.

The most suitable of our products for your requirements is the Artemis 66 A Plus. This product combines economy, high power output and quick charging time and is available now from stock.

 enclose a detailed quotation with prices, specifications and delivery terms. As you will see from this, our prices are very competitive. I have arranged for our agent Mr Martin of Fillmore S. A. to deliver five of these batteries to you next week, so that you can carry out the laboratory tests. Our own laboratory reports, enclosed with this letter, show that our new Artemis 66 A Plus performes as well as any of our competitor s product and,

in some respects, outperforms them.

I look forward to hearing from you.

 Yours sincerely,

Fred Stock.

Задание 2. Напишите недостающие реквизиты.

**Вариант 2**

Задание 1. Переведите текст делового письма.

Dear Sirs

We have just received an enquiry from a multi-national organization owning several luxury hotels in East Africa. They are opening a new hotel next spring\* and have asked us to submit quotations for furniture and fittings in accordance with the attached list.

The articles in question must be hard-wearing7 and up-to-date in design and delivery by February of next year is essential. Will you please let us know, therefore, whether you will be able to complete an order for the quantities required within the time at your disposal.

We will also be glad to have an estimate for the number of containers required and the approximate cost of packing.

Please let us have your quotation as soon as possible.

Yours faithfully

Jennifer Ring (Miss) Overseas Dept.

A.B. WHITE AND CO. LTD.

Задание 2. Напишите недостающие реквизиты.

**Вариант 3**

Задание 1. Переведите текст делового письма.

Dear Ms Chan:

My name is Sondra Kim and I am an account representative with Asian Beauty Products, Inc. in San Francisco.

The reason I am writing to you is that we have an exceptional new line of cosmetic products that give long-lasting improvement in skin and hair, and that have been good sellers in many salons.

I am enclosing a brochure and price list for your consideration. I would like to call on you next week, give you some samples, and see if you have an interest in learning more about our products. I look forward to talking to you at that time.

Sincerely,

Sondra Kim

Задание 2. Напишите недостающие реквизиты.

**Вариант 4**

Задание 1. Переведите текст делового письма.

April 1,

Dear Madam:

Two months ago you purchased a physical fitness and training program from our gym. This program is a twelve-week, four-times-a-week intensive course with one of our expert trainers. At that time, you promised to pay $500 for this service, which we allowed you to begin without a deposit.

Five weeks have passed and we are disappointed that we have not received any money from you. Perhaps it has slipped your attention, and we would like to give you the opportunity to fulfill your obligation to us.

Please call our Accounting Department immediately and let us know when we can expect payment.

Yours truly,

Ms. Sarah Lambert, Manager Accounting Department

cc. Collections Office

Задание 2. Напишите недостающие реквизиты.

**Вариант 5**

Задание 1. Переведите текст делового письма.

Software Unlimited, Inc.

Attn: Customer Service

To Whom It May Concern:

Please cancel my account and give me a full refund on my credit card. I was unable to use your software on my computer and loading it onto my computer gave me problems with other existing software.

When requesting a refund, I was told by one of your phone assistants that I could not cancel my account by fax without losing $50 set-up fee. I was also informed that I needed to write a letter of explanation to the Customer Service Department in order to get my money back.

Yours truly,

Задание 2. Напишите недостающие реквизиты.

**Вариант 6**

Задание 1. Переведите текст делового письма.

12 February 1995

Ms Liza Holm World Trade Ltd 5 Vironkatu Helsinki

Dear Ms Holm

As the Purchase Department Manager of World Trade Ltd you will be very excited to learn about our recently developed cutting machine MC3. It is very efficient and wastes very little timber.

The unique ability of the machine to economise on timber makes it the most useful machine available.

After you have read the enclosed brochure, I’m sure you will agree that MC3 offers unprecedented practicality and speed. Simply return the enclosed order form and let MC3 make your business even more profitable.

Yours sincerely

Beiyamin Boreland Sales Department Adviser

Задание 2. Напишите недостающие реквизиты.

**Вариант 7**

Задание 1. Переведите текст делового письма.

Dear Sirs

We have just received an enquiry from a multi-national organization owning several luxury hotels in East Africa. They are opening a new hotel next spring\* and have asked us to submit quotations for furniture and fittings in accordance with the attached list.

The articles in question must be hard-wearing7 and up-to-date in design and delivery by February of next year is essential. Will you please let us know, therefore, whether you will be able to complete an order for the quantities required within the time at your disposal.

Yours faithfully

Jennifer Ring (Miss) Overseas Dept.

A.B. WHITE AND CO. LTD.

Задание 2. Напишите недостающие реквизиты.

**Вариант 8**

Задание 1. Переведите текст делового письма.

Dear Mr N. Fairbanks

We have had difficulties with our last order which need correcting. On 15 March we ordered a BTA to use with our computer system. On 21 March we received a BTAC, but it is obviously incompatible with our system. We explained the mistake and returned the product, confident that the BTA would be delivered promptly. Yesterday, more than a month after placing our order we received another

BTAC.

1 am sure you can understand our concern. How would you feel if you were in our place? We know that everyone makes mistakes, but a further delay in the implementation of our system will cause us great inconvenience. Please send us a BTA before 15 May or refund our payment of $1,500.00.

Yours sincerely

Paul Bank Managing Director

Задание 2. Напишите недостающие реквизиты.

**Вариант 9**

Задание 1. Переведите текст делового письма.

FOURNIER ET CIE

Importers of Fashion Goods Avenue Ravigny 14

PARIS Paris XV

Jdp/AG 12 October 2007

The Western Shoe Co. Ltd.

Yeovil, Somerset s 19 3AF ENGLAND

Dear Sirs

We have heard from the British Embassy in Paris that you are producing for export hand-made shoes and gloves in natural materiajs.

There is a steady demand in France for high-quality of this type. Sales are not high, but a good price can be obtained for fashionable designs.

Will you please send us your catalogue and full details of your export prices and terms of payment, together with samples of leathers used in your articles and, if possible, specimens of some of the articles themselves.

We are looking forward to hearing from you.

Yours faithfully FOURNIER ET CIE SA

Задание 2. Напишите недостающие реквизиты.

**Вариант 10**

Задание 1. Переведите текст делового письма.

Mr Peter Kexby 12 May 1995

Falcon Trade Company Sunford Branch

10 Stockebridge St

Sunford

Dear Mr Kexby

SUBJECT: Credit Inquiry Concerning CIS Joint Metal Company, Manufacturer of Spanners P2

Would you please send me a summary of your credit experience with CIS Joint Metal Company. I assure you that your response will be kept completely confidential.

In applying for a credit account for our firm, CIS gave your name as a reference. We would like to hear about your credit experiences with the company: its credit terms, limit and paying habits.

We greatly appreciate your help in this matter, and we shall be happy to assist you in a similar manner whenever we can. Thank you for your time and consideration.

Yours sincerely

Edward Sharp Account Correspondent

Задание 2. Напишите недостающие реквизиты.

**Вариант 11**

Задание 1. Переведите текст делового письма.

J. White & Co. 5 May 1978

 Ltd. 254 Smuts Avenue   Cape Town

Dear Sirs

I see from the Camera Review that you are the South African agents for Messrs. Derby and Sons of London. Would you please send me price lists and catalogues’for

all Derives products you stock, as well as details of discounts and terms of payment. Are you prepared to grant special terms for annual orders totaling R 35,000 in value?

I would appreciate a visit from your representative when he is next in the Durban area: perhaps he could bring some samples of derives color transparencies, which are attracting a good deal of interest here. I look forward to your reply.

Yours faithfully

Задание 2. Напишите недостающие реквизиты.

**Вариант 12**

Задание 1. Переведите текст делового письма.

Maison d'Antiquites 29, rue Vavin Paris,XrVeme France

July 1, 2010

Mr. Jan Van der Reep Estate Specialist Associates Haarlem The Netherlands

Dear Mr. Van der Reep:

(Introduction)

I'm writing to introduce myself and my company. My name is Jean-Paul Richard and 1 am with an antiques company in Paris.

(Body of the letter)

Our company would like to establish ties with you for a mutually beneficial relationship. We buy and sell antiques. It is our understanding that you, as estate appraisers and consultants, are involved in the disposition of antique fbmishings.

(Conclusion)

I am enclosing my card and our company brochure. It would be a great pleasure to meet with you personally. I will be calling you next week to see what we can arrange.

Yours truly,

Jean-Paul Richard Executive Director

Enclosures: brochure, business card.

Задание 2. Напишите недостающие реквизиты.

**Вариант 13**

Задание 1. Переведите текст делового письма.

Software Unlimited, Inc.

Attn: Customer Service

To Whom It May Concern:

Please cancel my account and give me a full refund on my credit card. I was unable to use your software on my computer and loading it onto my computer gave me problems with other existing software.

When requesting a refund, I was told by one of your phone assistants that I could not cancel my account by fax without losing $50 set-up fee. I was also informed that I needed to write a letter of explanation to the Customer Service Department in order to get my money back.

Yours truly,

Задание 2. Напишите недостающие реквизиты.

**Вариант 14**

Задание 1. Переведите текст делового письма.

April 1, 1999

Dear Madam:

Two months ago you purchased a physical fitness and training program from our gym. This program is a twelve-week, four-times-a-week intensive course with one of our expert trainers. At that time, you promised to pay $500 for this service, which we allowed you to begin without a deposit.

Five weeks have passed and we are disappointed that we have not received any money from you. Perhaps it has slipped your attention, and we would like to give you the opportunity to fulfill your obligation to us.

Yours truly,

Ms. Sarah Lambert, Manager Accounting Department

cc. Collections Office

Задание 2. Напишите недостающие реквизиты.

**Вариант 15**

Задание 1. Переведите текст делового письма.

October 9, 2007

Dear Ms. Andrews:

Thank you for taking the time to submit your bid to do the construction and installation for our Happy Homes project. We appreciate the time and effort you spent in preparing this.

Unfortunately, we must decline your bid at this time, as we have awarded the job to another company that has considerable experience in this type of project.

We thank you for your participation and hope we will be able to use your services at some time in the future.

Sincerely,

Michael Ellworth, Manager Happy Homes

Задание 2. Напишите недостающие реквизиты.

**3.1.2. Материал для промежуточной аттестации в 8 семестре**

**1 вариант**

Задание 1. Перевести текст.

The Bank of England

The Bank of England in the heart of the City of London is Britain's central bank. It is banker to the commercial banks and to the Government; manager of the National Debt; «lender of last resort»; regulator of monetary and credit conditions; and, not least supervisor of the banking system.

Commercial Banks

This is the broad title for institutions authorized under the Banking Act 1987 as deposit-taking institutions involved in the classic banking business of taking deposits and lending money, both in the retail and wholesale markets. In Britain, they include the retail banks and institutions\* Which offer banking services. In June 1994 there were 518 authorized banks including retail banks, merchant banks, branches of overseas banks, discount houses and banking subsidiaries of both banking and non- banking institutions from Britain and overseas.

Задание 2. Раскройте скобки и составьте предложения, соблюдая правильный порядок слов.

1. 1. (two letters/ I / this morning/ wrote)
2. 2. (Ann / very well / French / doesn’t speak)
3. (a lot of work / did / I / yesterday)
4. (London / do you know / well?)
5. (we / enjoyed / very much / the party)
6. (we / at the airport / some friends /met)
7. (every day / do / the same thing / we)
8. (football / don't like / very much /1)
9. (Tom / started / last week / his new ’job)
10. (K / speak English / want / fluently )

Задание 3. Устное сообщение по теме “About myself”.

**2 вариант**

Задание 1. Перевести текст.

Consumer rights

In their role as consumers, ordinary EU citizens are key players in the Union’s new frontier-free single market. The Union has in fact incorporated as the basis of its consumer policy, the protection of the five fundamental rights which lie at the heart of national policies. These are:

1. The protection of consumers ’ health and safety

Only products which will not endanger health or safety may be put on the market. This means setting safety requirements, providing full information about potential risks, protecting consumers against physi­cal injury.

1. The protection of consumers’ economic interests

There is for example a general ban on misleading advertising and unfair terms in contracts with consumers.

1. Consumer rights to information and education

Consumers need to be put in a position where they can make an informed choice among goods and services offered.

Задание 2. Раскройте скобки и употребите глагол в нужном времени, лице и числе.

1. Mr. Brown (to inform) us in the telephone conversation that the firm (to agree) to reduce the price.
2. I (to tell) the other day that the volume of business in this industry/almost (to double).
3. Two days ago they (to advise) us that the Puyers (to agree) to extend the validity of the L? Of Credit.
4. At yesterday's talk the firm (to draw) our attention to the fact, that they (to want) to double their purchases.
5. I (to team) from our conversation that the drop in the volume of business (to affect) the prices arid they (to plan), to draw up a new quotation.

Задание 3. Устное сообщение по теме “About Shchekino”.

**3 вариант**

Задание 1. Перевести текст.

Terms of Payment

1. Payment will be effected in US dollars within 30 days after receipt by the Vnesheconombank (Moscow) of the following documents:

1. 1 original and 4 copies of detailed invoice;
2. acceptance - delivery report;
3. 3 copies of packing list;

2. The Buyer has the right to deduct while effecting payment the amounts provided for in the Contract, i. e. agreed and liquidation damages, miscalculations, ets. if any.

Delivery Date

The goods ordered under the Contract (see Clause 1) are to be delivery in July, 9 … \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Marking

Marking is to be made in weatherproof paint both in English and Russian on 3 sides of the case (on the cover, on the front side and the left side of each case).

Each case must beat the following marking:

Handle with care

Do not drop

Задание 2. Раскройте скобки и употребите глагол в нужном времени лице и числе.

1. You can turn off the television. I (not/to watch) it
2. Last night Emma (to fall) asleep while she (to read).
3. Listen! Somebody (to play) the piano.
4. David is very lazy. He (not /to like) hard work.
5. 1 (to see) Diane yesterday. She (to drive) her new car.
6. (you /to watch') TV very often?
7. What (you/to do) at 6 o'clock last Sunday morning?

Задание 3. Устное сообщение по теме “I shall work in a prosperous firm”.

**4 вариант**

Задание 1. Перевести текст.

Scientific Management

Frederick Winslow Taylor (1856-1915) F1W. Taylor, called the Father of Scientific Management was an. engineer by training. Taylor believed that management's principal object should be to secure the maximum prosperity, for the employer, coupled with the maximum prosperity of each employee. The mutual interdependence of management and workers was a common message he expressed.

Taylor's view of «science» insisted upon the systematic observation and measurement of worker activities. Fie was driven by the notion of applying science to answer questions about efficiency, cooperation, and motivation. Taylor believed that inefficient rules of management inevitably lead inefficiency, low productivity, and low-quality work. He recommended developing a science of management, the scientific selection and development of human resources, and personal cooperation between management and workers. Taylor believed that conflict among employees would obstruct productivity and so should be eliminated.

Задание 2. Переведите данные предложения, помня о разных функциях Participle I в предложениях.

1. She looked at the falling
2. He saw the approaching ruin.
3. All the students studying at the Institute must learn a foreign language.
4. The fence surrounding the garden was newly painted.
5. They dined outside upon the terrace facing the Vesuvious.
6. The trees growing in the park were planted by the students.

Задание 3. Устное сообщение по теме “I am a listener of the Business school”.

**5 вариант**

Задание 1. Перевести текст.

Accounting and finance.

Accounting is frequently called the «language of business» because of its ability to communicate financial information about an organization. Various interested parties such as managers, potential investors, creditors, and the government depend, on a company’s accounting system to help them make informed financial decisions. An effective accounting system, therefore, must include accurate collecting, recording, classifying, summarizing, interpreting, and reporting of information on the financial status of an organization.

In order to achieve a standardized system, the accounting process follows accounting principles and rules. Regardless of the type of business or the amount of money involved, common procedures for handling and presenting financial information are used. Incoming money (revenues) and outgoing money (expenditures) are carefully monitored, and transactions are summarized in financial statements, which reflect the major financial activities of an organization.

Two common financial statements are the balance sheet and the income statement. The balance sheet shows the financial position of a company at one point in time, while the income statement shows the financial performance of a company over a period of time. Financial statements allow interested parties to compare one organization to another and/or to compare accounting periods within one organization. For example, an investor may compare the most recent income statement of two corporations in order to find out which one would be a better investment.

Задание 2. Написать и поставить 5 вопросов.

The students are translating the text now.

Задание 3. Устное сообщение по теме ”Business features of the future specialist”.

**6 вариант**

Задание 1. Перевести текст.

General definition of accounting

Today, it is impossible to manage to manage a business operation without accurate and timely accounting information. Managers and employees, lenders, suppliers, stockholders, and government agencies all rely on the information contained in two financial statements. These two report - the balance sheet and the income statement - are summaries of a firm's activities during a specific time period. They represent the results of perhaps tens of thousands of transactions that have occurred during the accounting period.

Accounting is the process of systematically collecting, analyzing, and reporting financial information. The basic product that an accounting firm sells is information needed for the clients.

Many people confuse accounting with bookkeeping.

Bookkeeping is a necessary part of accounting.

Bookkeeping are responsible for recording (or keeping) the financial data that the accounting system processes.

The primary users of accounting information are managers. The firm's accounting system provides the information dealing with revenues, costs, accounting receivables, amounts borrowed and owed, profits,' return on investment, and the like. This information cancan be compiled for the entire firm; for each product; for each sales territory, store, or individual salesperson; for each division or department; and generally in any way that will help those who manage the organization.

Задание 2. Написать во всех временах.

The stockholders have held the annual meeting.

Задание 3. Устное сообщение по теме “My College”.

**7 вариант**

Задание 1. Перевести текст.

Some governments impose various regulations on businesses in/heir countries. Sometimes these regulations discourage foreign companies from enteming home market. In some countries all international businesses must have local partners.

In other countries a foreign firm must have at least one native in the top management of a branch or a subsidiary: Some governments, for example in Mexico, insist that the local partners have the controlling interest. However, big firms like IBM refuse to do business on these grounds and usually manage to find the way out.

Government regulations limit what a company may do. For example, some countries demand that the company files a plan indicating what it is going to produce, how many local workers it is going to hire and how much it will pay the workers. This plan must also fit into the government economic master plan. If the country changes its master plan, foreign firm must change its plans, too.

Задание 2. Исправьте предложения, используя пассивные конструкции.

1. This house built 100 years ago, — This house was built 100 years ago.
2. Football plays in most countries of the world.
3. Why did the letter send to the wrong address?
4. A garage is a place where cars repair.
5. Where are you born?
6. How many languages are speaking in Switzerland?
7. Somebody broke it» our house but nothing stolen.

Задание 3. Устное сообщение по теме ”Office”.

**8 вариант**

Задание 1. Перевести текст.

Corporation

1. A corporation is a business organization authorized by the state to conduct business and is a separate legal entity from its owners. It is the dominant form of American business because it makes it possible to gather together large amounts of capital.
2. Before a corporation may do business, it must apply for and receive a charter from the state. The state must approve the articles of incorporation, which describe the basic purpose and structure of the proposed corporation.
3. The stockholders usually meet once a year to elect directors, and to carry on other important business \* Each share of stock entitles its owner to one vote. A stock holder who cannot attend the meeting can legally authorize another to vote his or her shares by proxy. /
4. Management of a corporation consists of the board of directors, who decide corporate policy, and the officers, who carry on the daily operations. The board is elected by the stockholders, and the officers are appointed by the board.
5. Some specific duties of the board of directors are to declare dividends, authorize contracts, decide on executive salaries, and arrange major loans with hanks. Management's main means of reporting the corporations financial position and results of operations is its annual report.

Задание 2. Раскройте скобки и поставьте вопросы, соблюдая правильный порядок слов.

1. (working/Tom/today?)
2. (what/doing/the children?)
3. (you/listening/tome?)
4. (where/going/your friends?)
5. (your parents/television/watching?)
6. (what/cooking/Ann?)
7. (why/you/looking/at me?)

Задание 3. Устное сообщение по теме ”At the Company”.

**9 вариант**

Задание 1. Перевести текст.

Planning

1. A plan is a design for achieving some specific objectives. Plans can \_relate to short, medium or long-term intentions. Short-term plans are more v likely to contain precise objectives and can be more detailed schemes than long-term plans (often called «strategic plans»); the further it looks into the \*, future, the less certain it can be. However, there is little point in pursuing, activities if the business does not know what the intended outcome is. «If you don't know where you are going, how do you know when you've got there? »
2. The first step in planning is to state as clearly as possible the desired outcome — that, the objective. A fundamental skill of managing is the ability to set and communicate objectives.
3. Next, it is usual to look at the period over which the plan is to take effect and to set specific, measurable targets for quality, time and costs. This is to allow the plan to be monitored.

Задание 2. Заполните пропуски артиклями, где это необходимо.

1. My sister's \_\_\_\_\_teacher in \_\_\_\_\_school near Leicester. She has three children, two girls and \_\_\_\_\_boy \_\_\_\_\_girls are in her class at school.
2. I come to school by bus. This morning \_\_\_\_\_bus was late.
3. We arrived in \_\_\_\_\_Paris on \_\_\_\_\_third August.
4. Last night we had \_\_\_\_\_dinner in \_\_\_\_\_restaurant.
5. We had \_\_\_\_lovely holiday in \_\_\_\_Spain.
6. Yesterday I bought \_\_\_\_\_, blouse and \_\_\_\_skirt \_\_\_\_\_blouse was very expensive but \_\_\_\_skin was cheap.

Задание 3. Устное сообщение по теме ”Marketing”.

**10 вариант**

Задание 1. Перевести текст.

Control and Management

The job itself has never been thought through — at least not so far. And the century of patient analysis of managerial, inside phenomena, events and data, the century of patient, skillful work on the individual operations, and tasks within the business, has no counterpart with respect to the entrepreneurial job.

We can easily record and therefore quantify efficiency, that is, efforts. We have very few instruments to record and quantify effects, that is, the outsides But even the most efficient buggy-whip manufacturer would no longer be in business\* It is of little value to have the most efficient engineering department if it designs the wrong product. The Cuban subsidiaries of U.S. companies were by far the best ran and, apparently, the most profitable — let alone the least «troublesome» — of all U.S. operations in Latin America. This was, however, irrelevant to their expropriation. And it mattered little, during the period of IBM's great expansion in the fifties and sixties how «efficient» its operations were; its basic entrepreneurial idea was the right, the effective one.

Задание 2. Раскройте скобки и употребите глагол в нужном времени, лице и числе.

1. Please don’t make so much noise. I (to study).
2. Why (you/to look) at me like that? Have I said something wrong?
3. What (you/to do) at 10 p.m. yesterday? I (to celebrate) my birthday.
4. Last night I (to read) in bed when suddenly I (to hear) a scream.

Задание 3. Устное сообщение по теме ”How to start the own business ”

**11 вариант**

Задание 1. Перевести текст.

Planning

1. A plan is a design for achieving some specific objectives. Plans can \_relate to short, medium or long-term intentions.. Short-term plans are more v likely to contain precise objectives and can be more detailed schemes than long-term plans (often called «strategic plans»); the further it looks into the \*, future, the less certain it can be. However, there is little point in pursuing activities if the business does not know what the intended outcome is. «If you don't know where you are going, how do you know when you've got there?»
2. The first step in planning is to state as clearly as possible the desired outcome — that, the objective. A fundamental skill of managing is the ability to set and communicate objectives. j
3. Next, it is usual to look at the period over which the plan is to take effect and to set specific, measurable targets for quality, time and costs. This is to allow the plan to be monitored. .
4. Hi any planning activity, the managers never have all the information they need to make decisions. The Business Environment title in this series looks at some of the external pressures that affect the prosperity of a business. They cannot be ignored at the planning stage. Managers have to make forecasts about the effects that factors outside their control may have on their objectives.

Задание 2. Написать и поставить 5 вопросов.

I want to go into business with me friend.

Задание 3. Устное сообщение по теме “A sole proprietor ship ”.

**12 вариант**

Задание 1. Перевести текст.

Scientific Management

Taylor advocated maximum specialization of labor. He believed the person should become a specialist and master of specific tasks. Also, he assumed that increased efficiency would result from specialization. Taylor was unhappy with anything short of the one best way. He searched through the use of scientific methods for the one best way to manage.

Taylor tried to find a way to combine the interests of both management and labor to avoid the necessity for sweatshop management! He believed that the key to harmony was seeking to discover the one best way to do a job, determine the optimum work pace, train people to do the job properly, and reward successful performance by using an incentive pay system. Taylor believed that cooperation would replace conflict if workers and managers knew what was expected and saw the positive benefits of achieving mutual expectations!

Задание 2. Раскройте скобки и употребите глагол в нужном времени, лице и числе.

1. My father (to come) from Scotland.
2. Tom usually goes out in the evening. Yesterday evening he (to stay) at home.
3. How many cigarettes (you/to smoke) a day?
4. We (not/to eat) anything last night because we (not/to be) hungry.
5. According to the weather forecast it (to rain).
6. I (to play) the piano, but I (not/to play) very well.
7. My father (to teach) me how to drive when I was 17.

Задание 3. Устное сообщение по теме ”Computer science”.

**13 вариант**

Задание 1. Перевести текст.

Contract

A contract forms between the buyers and the sellers and great care is exercised and when the Contract is being prepared that all the legal obligations have been stated. As a rule the contract contains a number of clauses, such as:

1. Subject of the contract
2. Price
3. Terms of payment
4. Delivery
5. Inspection and test
6. Guarantee
7. Packing and marking
8. Arbitration
9. Transport
10. Insurance and other conditions

Here are clauses of a contract signed by a Russian trading organization (the Buyers) and a British company (the Sellers):

1. Subject of the contract

The sellers undertakes to sell and the Buyer to by on the basis of delivery FOB London, the complete equipment technology and technical documentation of the plant.

1. Price and Total Value of the Contract.

The total value of the contract including the cost of the complete equipment for the plant as well as technical documentation knowledge and experience.

Задание 2. Написать во всех временах.

My brother is investing his money in the private café.

Задание 3. Расскажите о рекламе.

**14 вариант**

Задание 1. Перевести текст.

Advertising and marketing in the future

Fundamental changes take place in many industrial societies. The main factors are the following:

The raw materials cost increases. Shortages and the high cost of raw materials produce an economic and moral pressure to avoid wastes. Advertising and marketing men can expect rapid changes in a variety of markets and industries. In energy, there will be a de­ crease in competitive advertising between the various, types. We will probably see a switch to more educational advertising for coal, gas and electricity. Advertising campaigns will be directed towards eliminating waste rather than increasing consumption. In consumer durables there will be a move a way from planned obsolescence. Cars, for example, will be replaced every five to ten years rather than every three. Total consumer expenditure will fall and price will become an even more important factor. In man­ufacturing, smaller companies will be squeezed out of existing markets.

In packaging, many products, like personal deodorants with their excessive use of raw materials, will change or disappear as paper and aluminum shortages push up the cost of packaging.

Задание 2. Перепишите предложение, изменив прямую речь на косвенную.

1. Charlie said “My father is in hospital”.
2. Charlie said “Nora and Jim are getting married next month”.
3. Charlie said “I haven’t seen Bill for a while”.
4. “Don't come before 6 o'clock”, I said to him.
5. “Eat more fruit and vegetables”, the doctor said.

Задание 3. Устное сообщение по теме ”Partnerships”.

**15 вариант**

Задание 1. Перевести текст.

Planning

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2. The first step in planning is to state as clearly as possible the desired outcome — that, the objective. A fundamental skill of managing is the ability to set and communicate objectives.

3. Next, it is usual to look at the period over which the plan is to take effect and to set specific, measurable targets for quality, time and costs. This is to allow the plan to be monitored.

Задание 2. Заполните пропуски предлогами, где это необходимо.

1. Helen is studying law \_\_\_\_\_university.
2. What is the longest river \_\_\_\_\_Europe.
3. Is there anything \_\_\_\_\_TV tonight?
4. We arrived \_\_\_\_\_the hotel after midnight.
5. Where is Mike? He is \_\_\_\_\_holiday.
6. I don't know any of the people \_\_\_\_\_this photograph.
7. I usually go to work \_\_\_\_\_car.

Задание 3. Устное сообщение по теме ”Accounting”.

**16 вариант**

Задание 1. Перевести текст.

Accounting and finance

Accounting is frequently called the «language of business» because of its ability to communicate financial information about an organization, Various interested parties such as managers, potential investors, creditors, and the government depend, on a company’s accounting system to help them make informed financial decisions. An effective accounting system, therefore, must include accurate collecting, recording, classifying, summarizing, interpreting, and reporting of information on the financial status of an organization.

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Задание 2. Поставить глагол во всех временах.

I want to go into business with my friend.

Задание 3. Устное сообщение по теме ” About myself”.

**17 вариант**

Задание 1. Перевести текст.

Faberge Jewelry: A Long Russian History

At the mm of the 19th century, Peter Faberge, the grandfather of the celebrated jeweler, moved from Schwedt-on-Oder to Ramu. Here, in 1814, was born his son Gustav, founder of the famous company and father of Peter Carl Faberge.

Destined to become the most famous of the Faberge's, Carl studied in Germany, Britain, Italy, and France. In 1870, at the age of 24, Carl came to St. Petersburg, Russia, to take over his father's business. Faberge was soon to enjoy his first taste of success. He won a gold medal at an all - Russian exhibition, praise from Alexander III, and the title of Jeweler to His Imperial Majesty and to the Royal Hermitage. Four years later, in 1885, he won international recognition in the form of a gold medal.

Faberge's greatest successes both at exhibitions and with the closely related royal families of Europe were his famous Easter eggs containing jeweled gifts. The first golden Easter egg was seen at the Numberg Exhibition. The idea of jeweled Easter eggs was itself nothing new the tradition of presenting Easter eggs which were generously decorated by court jewelers, dates back to the time of Louis XV.

Задание 2. Поставить выделенные существительные в множественное число.

1. I saw a boy in the street.
2. He is businessmen.
3. There is a fish in the jar.
4. Send the fax to him.
5. The director is jut.

Задание 3. Устное сообщение по теме “I shall work in a prosperous firm”.

**18 вариант**

Задание 1. Перевести текст.

Business ethics: a top concern

The fear of losing a job, the need to earn a profit to keep a project going, stealing a competitor's secret formula, and inflating a budget proposal are not new feeling and behaviors. They are indicators that meeting goals in tough and competitive economic times can lead to cut ethical comers. The ethical crisis in America is infecting business, politics, education, law, medicine, and every other industry and occupation. Furthermore, the ethical crisis is occulting not only in America but also worldwide. The US broadcast and print media repeatedly uncover unethical behavior.

Almost every day a news story informs us about a business manager or employee caught doing something illegal or unethical. But how many unethical acts are not reported? No one knows for sure*.*

Many business practices can't be neatly categorized either ethically correct or outright illegal. For example. Toys «R» US managers sent employees to rival Child World stores around the country to buy large quantities of heavily discounted items, which were then resold in their own stores. Is this misrepresentation or unethical?

As external competition heats up and bottom line, profits become thinner, more companies are attempting to gain market share in emerging overseas markets.

Задание 2. Написать во всех временах.

I want to go into business with me friend.

Задание 3. Устное сообщение по теме “I am a listener of the Business school”.

**19 вариант**

Задание 1. Перевести текст.

Generalities

One of the areas of management is marketing. Marketing is the process of planning and executing the conception, pric­ing, promotion and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.

Marketing makes products available where customers want them by transferring the ownership of products to buyers. The entire business organization is involved in a dual process of satis­fying customer needs and achieving organizational goals.

Implementation of marketing concept begins and ends with marketing information about customers — first to determine what customers need, and later to evaluate how well the firm is meeting those needs. I

A market consists of people with their needs, the ability to buy, and the desire and ability to sell. Markets are classified as con­sumer and industrial markets.

Задание 2. Раскройте скобки и употребите глагол в нужном времени, лице и числе.

1. Please don't make so much noise. I (to study).
2. Why (you/to look) at me like that? Have I said something wrong?
3. What (you/to do) at 10 p.m. yesterday? I (to celebrate) my birthday.
4. Last night I (to read) in bed when suddenly I (to hear) a scream.
5. (you/to watch) television then I phoned you?
6. Look! Somebody (to swim) in the river.

Задание 3. Устное сообщение по теме ”Business features of the future specialist”.

**20 вариант**

Задание 1. Перевести текст.

Effective Government Accounting

The need of central agencies tend to be different from those of the spending agencies or the legislature. Essentially, these differences reflect basic distinctions between macro- and micromanagement. Accounting is the common instrument of both. Standards may thus not always be uniform and may, in certain cases, take into account the unique features of an agency.

The standards must represent a balance between what is needed and what is practicable. If the latter is substantially different from the former, a phased implementation program may be appropriate, hi some cases, the existing standards may need to be replaced or modified, and the need as well as the utility of the proposed standard should be dearly demonstrable. The standards should be dear and viable. Above all, there should be a balance between the costs incurred in developing the standards and the expected benefits.[The standards are not substitutes for operations, nor do they consist of forms designed for the purpose of recording data. They provide the rationale, the philosophy, and the objective as well as the meaning for the regular accounting activity in a public entity.

Задание 2. Раскройте скобки и употребите глагол в нужном времени, лице и числе

1. Please be quiet. I (to try) to concentrate.
2. Excuse me, I (to look) for a phone box. Is there one near here?
3. We (to go) to the ladder while he (to paint) the ceiling yesterday.
4. What (you/to do) at this time yesterday?
5. You can turn off the TV. I (not/to watch) it
6. What (you/to go) at this time yesterday?
7. You can turn off the TV. I (not/to watch) it.

Задание 3. Устное сообщение по теме ”At the Company”.

**21 вариант**

Задание 1. Перевести текст.

Accounting and finance

Accounting is frequently called the «language of business» because of its ability to communicate financial information about an organization, Various interested parties such as managers, potential investors, creditors, and the government depend, on a company’s accounting system to help them make informed financial decisions. An effective accounting system, therefore, must include accurate collecting, recording, classifying, summarizing, interpreting, and reporting of information on the financial status of an organization.

In order to achieve a standardized system, the accounting process follows accounting principles and rules. Regardless of the type of business or the amount of money involved, common procedures for handling and presenting financial information are used. Incoming money (revenues) and outgoing money (expenditures) are carefully monitored, and transactions are summarized in financial statements, which reflect the major financial activities of an organization.

Задание 2. Заполните пропуски предлогами, где это необходимо.

1. I work \_\_\_\_\_a department store.
2. I well \_\_\_\_\_work.
3. I don't work \_\_\_\_\_Saturday.
4. I come \_\_\_\_\_Germany.
5. I work \_\_\_\_\_Rolls-Royce.
6. Mozart was born \_\_\_\_\_Salzburg \_\_\_\_\_1756.

Задание 3. Устное сообщение по теме ”How to start the own business ”

**22 вариант**

Задание 1. Перевести текст.

Advertising and marketing in the future

Fundamental changes take place in many industrial societies. The main factors are the following:

The raw materials cost increases. Shortages and the high cost of raw materials produce an economic and moral pressure to avoid wastes.

Advertising and marketing men can expect rapid changes in a variety of markets and industries. In energy, there will be a decrease in competitive advertising between the various types. We will probably see a switch to more educational advertising for coal, gas and electricity. Advertising campaigns will be directed towards eliminating waste rather than increasing consumption. In consumer durables there will be a move a way from planned obsolescence. Cars, for example, will be replaced every five to ten /ears rather than every three. Total consumer expenditure will fall and price will become an even more important factor. In manufacturing, smaller companies will be squeezed out of existing markets.

Задание 2. Заполните пропуски предлогами, где это необходимо.

1. Tom went \_\_\_\_\_the kitchen to make some coffee.
2. Regime is \_\_\_\_\_home today.
3. I don’t work \_\_\_\_\_Saturday afternoon.
4. I work \_\_\_\_\_Nestle.
5. Tom’s grandmother died \_\_\_\_\_1977 \_\_\_\_\_the age of 79.
6. Emma lives ... a small village \_\_\_\_\_the South of England.

Задание 3. Устное сообщение по теме “A sole proprietor ship ”.

**23 вариант**

Задание 1. Перевести текс.

Some governments impose various regulations on businesses in their countries. Sometimes these regulations discourage foreign companies from enterning home market. In some countries all international businesses must have local partners.

In other countries a foreign firm must have at least one native in the top management of a branch or a subsidiary: Some governments, for example in Mexico, insist that the local partners have the controlling interest. However, big firms like IBM refuse to do business on these grounds and usually manage to find the way out.

Government regulations limit what a company may do. For example, some countries demand that the company files a plan indicating what it is going to produce, how many local workers it is going to hire and how much it will pay the workers. This plan must also fit into the government economic master plan. If the country changes its master plan, foreign firm must change its plans, too.

Задание 2. Переведите предложения, обращая внимания на значения модальных глаголов.

1. Take an umbrella with you. It might rain.
2. May I ask you a question?
3. I am sorry, but we can't come to your party next Friday.
4. Tom can speak German bit he cannot speak French.
5. Could you close the window please?
6. The windows are very dirty. 1 must clean them.

Задание 3. Устное сообщение по теме ”Computer science”.

**24 вариант**

Задание 1. Перевести текст.

Consumer rights

In their role as consumers, ordinary EU citizens are key players in the Union’s new frontier-free single market. The Union has in fact incorporated as the basis of its consumer policy, the protection of the five fundamental rights which lie at the heart of national policies. These are:

1. The protection of consumers ’ health and safety

Only products which will not endanger health or safety may be put on the market. This means setting safety requirements, providing full information about potential risks, protecting consumers against physi­cal injury.

1. The protection of consumers’ economic interests

There is for example a general ban on misleading advertising and unfair terms in contracts with consumers.

1. Consumer rights to information and education

Consumers need to be put in a position where they can make an informed choice among goods and services offered.

Задание 2. Раскройте скобки и употребите глагол в нужном времени, лице и числе.

* 1. Please don’t make so much noise. I (to study).
	2. Why (you/to look) at me like that? Have I said something wrong?
	3. What (you/to do) at 10 p.m. yesterday? I (to celebrate) my birthday.
	4. Last night I (to read) in bed when suddenly I (to hear) a scream.

Задание 3. Устное сообщение по теме ”Partnerships”.

**25 вариант**

Задание 1. Перевести текст.

Scientific Management

Taylor advocated maximum specialization of labor. He believed the person should become a specialist and master of specific tasks. Also, he assumed that increased efficiency would result from specialization. Taylor was unhappy with anything short of the one best way. He searched through the use of scientific methods for the one best way to manage.

Taylor tried to find a way to combine the interests of both management and labor to avoid the necessity for sweatshop management! He believed that the key to harmony was seeking to discover the one best way to do a job, determine the optimum work pace, train people to do the job properly, and reward successful performance by using an incentive pay system. Taylor believed that cooperation would replace conflict if workers and managers knew what was expected and saw the positive benefits of achieving mutual expectations!

Задание 2. Заполните пропуски местоимениями some и any.

1. I’m going to the post office. I need \_\_\_\_\_stamps.
2. There aren’t \_\_\_\_\_shops in this part of town.
3. George and Alice haven’t got \_\_\_\_children.
4. Have you got \_\_\_\_\_brothers or sisters?
5. There are \_\_\_\_\_\_beautiful flowers in the garden.
6. Do you know \_\_\_\_\_good hotels in London?
7. "Would you like \_\_\_\_\_tea?" "Yes, please."

Задание 3. Устное сообщение по теме ”Accounting”.

**3.2.** Критерии оценки усвоения знаний и сформированности умений по УД:

Отметка “5” выставляется, если учащимся не допущено в работе ни одной ошибки, а также при наличии в технологической схеме 1 негрубой ошибки. Учитывается качество оформления работы, аккуратность учащегося, отсутствие орфографических ошибок.

Отметка “4” выставляется, если учащийся допустил 1 ошибку, а также при наличии 2-х негрубых ошибок. Учитывается оформление работы и общая грамотность.

Отметка “3” выставляется, если учащийся допустил до 3-х ошибок, а также при наличии 4-х негрубых ошибок. Учитывается оформление работы.

Отметка “2” выставляется, если ученик допустил более 4-х ошибок.

**3.3. Время на подготовку и выполнение:**

подготовка 30 мин.;

выполнение 1 часа 30 мин.;

оформление и сдача 15 мин.;

всего 2 часа 15 мин.

**4. Перечень материалов, оборудования и информационных источников, используемых для аттестации**

**Основные источники:**

1. Богацкий И. С. Бизнес – курс английского языка, Киев: 2020 г.,346с.
2. Жданова И. Ф. Новый англо – русский экономический словарь.- М.: Рус. Яз.- Медиа, 2020.

3. Бутенко, Е. Ю.   Английский язык для ит-направлений. It-english : учебное пособие для академического бакалавриата / Е. Ю. Бутенко. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2020. — 147 с. — (Бакалавр. Академический курс).

**Дополнительные источники:**

1. Дюканова Н. М. Бизнес – курс английского языка, Киев: 2020 г., 245с.
2. Шевелёва С. А. учебник, Деловой английский, М.: 2020 г, 257 с.
3. Линда Сайпрес Практика делового общения, М.: 2020 г., 320 с.
4. Русско – английский разговорник по внешне экономическим связям.

**Интернет – ресурсы:**

1.http://www.learn-english.ru

2.http://www.englishforbusiness.ru

3.http://www.homeenglish.ru

4.http://www.real-english.ru