

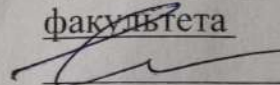
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МИНОБРНАУКИ РОССИИ

Юго-Западный государственный университет

УТВЕРЖДАЮ:

Декан механико-технологического факультета

 И.П. Емельянов

« 30 » 08 2021 г.

КОМПЛЕКТ ОЦЕНОЧНЫХ СРЕДСТВ (КОС)
для текущего контроля успеваемости
и промежуточной аттестации обучающихся
по учебной дисциплине

Иностранный язык в профессиональной деятельности
(наименование учебной дисциплины)

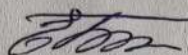
СПОП СПО – программа подготовки специалистов среднего звена
13.02.07 Электроснабжение (по отраслям)
(код и наименование специальности)

Форма обучения: заочная
(очная, очно-заочная, заочная)

КОС для текущего контроля успеваемости и промежуточной аттестации обучающихся по учебной дисциплине разработан на основе федерального государственного стандарта среднего профессионального образования по специальности 13.02.07 Электроснабжение (по отраслям), утвержденным приказом Минобрнауки России от 14 декабря 2017 г. № 1216, на основании учебного плана заочной формы обучения ОПОП СПО – программы подготовки специалистов среднего звена (далее – ППССЗ) 13.02.07 Электроснабжение (по отраслям), одобренного Ученым советом университета (протокол от «26» февраля 2021 г. № 6).

КОС для текущего контроля успеваемости и промежуточной аттестации обучающихся по учебной дисциплине рассмотрен и обсужден на заседании кафедры, рекомендован к реализации в образовательном процессе для обучения студентов заочной формы обучения по ППССЗ 13.02.07 Электроснабжение (по отраслям) на заседании кафедры иностранных языков (протокол от «01» июля 2021 г. № 15).

Зав. кафедрой
иностраннх языков



к.ф.н., доцент
Е.Г. Баянкина

Разработчик



к.ф.н., доцент
Р.В. Попадинец

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Зав. кафедрой
иностраннх языков



к.ф.н., доцент
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Разработчик



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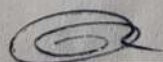
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Зав. кафедрой
иностраннх языков



к.ф.н., доцент
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СОДЕРЖАНИЕ

1	ПАСПОРТ ОЦЕНОЧНЫХ СРЕДСТВ	4
2	ОЦЕНОЧНЫЕ И КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА	6
2.1	ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ	6
2.2	КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ	14
3	ОПИСАНИЕ ОЦЕНОЧНЫХ ПРОЦЕДУР	18
3.1	ОПИСАНИЕ ОЦЕНОЧНЫХ ПРОЦЕДУР ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ	18
3.2	ОПИСАНИЕ ОЦЕНОЧНЫХ ПРОЦЕДУР ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ	19

1 ПАСПОРТ ОЦЕНОЧНЫХ СРЕДСТВ

Таблица 1.1 – Паспорт оценочных средств для текущего контроля успеваемости и контрольно-оценочных средств для промежуточной аттестации обучающихся по дисциплине

Осваиваемые и контролируемые разделы и темы учебной дисциплины	Коды формируемых и контролируемых компетенций	Коды формируемых и контролируемых результатов обучения по учебной дисциплине	Наименования оценочных/контрольно-оценочных средств	
			текущий контроль успеваемости	промежуточная аттестация обучающихся
1	2	3	4	5
1 Тема 1. Self-presentation	OK 10	31, 32, 33 У1, У2, У3	Вопросы для устного опроса по теме № 1.	Вопросы для зачета
2 Studying at the University (College) Travelling.	OK 10	31, 32, 33 У1, У2, У3	Вопросы для устного опроса по теме № 2. Ролевая игра «Встречи, представление, контакты»	Вопросы для зачета
3 My specialty / career	OK 10	31, 32, 33 У1, У2, У3	Вопросы для устного опроса по теме № 3.	Вопросы для зачета
4 Motivation letters. Different types of letters.	OK 10	31, 32, 33 У1, У2, У3	Вопросы для устного опроса по теме № 4.	Вопросы для зачета
5 Applying for a job.	OK 10	31, 32, 33 У1, У2, У3	Вопросы для устного опроса по теме № 5.	Вопросы для зачета
6 Internet	OK 10	31, 32, 33 У1, У2, У3	Вопросы для устного опроса по теме № 6.	Вопросы для зачета

2 ОЦЕНОЧНЫЕ И КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

2.1 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ

Оценочные средства для текущего контроля успеваемости предназначены для:

– оценки текущих образовательных достижений, обучающихся по овладению запланированными результатами обучения по учебной дисциплине, указанными в п. 1.2 РПД;

– определения основных причин затруднений, испытываемых обучающимися в достижении запланированных результатов обучения, и своевременной корректировки форм организации и содержания работы обучающихся во взаимодействии с преподавателем и самостоятельной работы обучающихся;

– повышения объективности оценивания образовательных достижений, обучающихся по овладению запланированными результатами обучения по учебной дисциплине.

2.1.1 *ВОПРОСЫ ДЛЯ УСТНОГО ОПРОСА*

В вопросах для устного опроса по каждой контролируемой теме отражены все знания, которые формируются у обучающихся при изучении данной темы. лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

Тема 1. Self-presentation

1. Can you tell a little bit about yourself?
2. What about your parents? What do they do?
3. Do you have any brothers or sisters?
4. Do you often get together?
5. Do you have close relations with any of your grandparents or other relatives?
6. Can you say that your family is typically Russian?
7. Do you have any traditions in your family?
8. How do you spend your free time?
9. What are your hobbies?
10. Are there any activities that you like doing in your free time?
11. How do you spend your workday?
12. Where do you work? How do you combine studies with work?
13. What professions/skills can students get after graduating from the universities?
14. What do teachers say about today's students?
15. What problems do students have today? Is it difficult to solve them?
16. What do you think about your future career?
17. What kind of activities is the most attractive for you?
18. Who helps you to choose a career?

19. Why do people try to get higher education?
20. What work will you never agree to do?
21. Do all universities provide the same level of knowledge?
22. What are the trends of today's youth fashion in clothes, music, ways of life?
23. How does the mass media describe the young generation?
24. What about the history of your city?
25. Do you like your country?
26. Which cities of Russia did you visit?
27. What sights did you see in your country?
28. Have you been at the Red Square?
29. What sights did you see in Saint-Petersburg?
30. What do you know about the history of your country?

Tema 2. Studying at the University (College).

1. What is education?
2. What are the basic stages of the educational system?
3. Where is education provided at?
4. What do applicants do to enter the university?
5. What are the key elements of university education?
6. What does the university offer?
7. What are the students provided with?
8. Are graduates guaranteed employment in their own specialty?
9. What do students do in their free time?
10. Where do students live while studying at the university?
11. What educational institution do you study at?
12. Why did you enter Belgorod University of Co-operation, Economics and Law?
13. Where is the university located and housed?
14. What is the student body of the university?
15. What modern facilities does the university possess?
16. What departments does the university include?
17. What specialists and bachelors does the university train?
18. How many terms are there in one academic year?
19. What sport facilities are there at your university?
20. What are the living conditions in the students' hostels, or dormitories?
21. Where do you study?
22. What university do you study?
23. What is your working day?
24. What time do you get up?
25. Do you do your morning exercises?
26. What do you have for breakfast?
27. How do you get to the University?
28. What is your academic program/plan?
29. What do you do at lectures and seminars?
30. What do you do after classes?

Tema 3. *My specialty / career*

1. Have you ever thought about what your future life is going to be like?
2. What are you going to do when you finish school?
3. Have you ever had a job interview?
4. What would your dream job be, and why?
5. Do you have a part-time job?
6. Do you think teenagers should work while they are at school?
7. Where can people look for a job?
8. What kind of jobs can people have?
9. Different jobs require different things. What does your future job require?
10. What field do you work in?
11. What is your line of work?
12. What is your line of business?
13. What kind of work can you do?
14. Are you employed?
15. Do you work full time?
16. Do you work half time?
17. Is this a permanent or a temporary job?
18. How long have you been working in this company?
19. What do you do at your work?
20. What are your responsibilities at work?
21. Do you work on commission?
22. Are you paid by hour?
23. Are you a business owner?
24. Does this position require a college degree?
25. Does this position require a lot of experience?
26. Do you work from 9 to 5?
27. Are your hours flexible?
28. Do you have to work shifts?
29. Can you work from home?
30. Does one need a license to work in this position?

Tema 4. How to write a letter in English? How to fill out a form.

1. What should you take in consideration while you are writing?
2. What are the general rules of writing?
3. What can be the purpose of your writing?
4. What should you keep in mind while writing?
5. Why are readers more interested in the results of the writer's thinking?
6. Can you write well?
7. How important for you is the ability to write well?
8. How important for your company is the ability of its employees to write well?
9. What is the most important to organize information properly?
10. What kind of information will help you to achieve your purpose?
11. What is the purpose of writing a letter of enquiry?

12. What kind of information is required?
13. What do they stay for?
14. What does a letter of enquiry usually include?
15. What is the purpose of writing a purchase order letter?
16. What does the letter of order usually include?
17. What is the main idea of the first paragraph?
18. What things should be kept in mind when writing this kind of letter?
19. Why should you be very careful when writing this kind of letter?
20. What is the purpose of writing a letter of complaint?
21. What things should be kept in mind when writing this kind of letter?
22. What does the letter of complaint usually include?
23. What documentation should such kind of letter include?
24. What details should be included to back up your claim?
25. What is the purpose of writing a letter of response?
26. What does the letter of response usually include?
27. What things should be kept in mind when writing this kind of letter?
28. Why one should maintain a firm but respectful tone, and avoid aggressive language?
29. When are offers sent?
30. What kinds can they be?

Tema 5. Applying for a job

1. Where does the company usually publishes the advertisements?
2. What candidates do usually send to the company?
3. What is the role of Human Resources Department?
4. What is the role of CV in the process of recruitment?
5. What should CV look like?
6. What skills and qualities are most often sought by employers?
7. How long should your resume be?
8. What kind of position are you seeking?
9. What does the employer want to see?
10. Are you giving the employer what they want in your CV?
11. What sets you apart from your competitor?
12. Why do we learn foreign languages?
13. In what areas is English mostly used?
14. What are the main difficulties for you in learning foreign languages?
15. What do you need English for?
16. What role do the foreign languages play in the formation of language competencies of future economists?
17. Why is it necessary for economists to master a foreign language at a decent level to communicate freely?
18. What is an application form?
19. What sections does the application form usually contain?
20. What does the section «Academic background» include?
21. What do the applicants usually attach?
22. What does the section «Professional background» include?

23. What is the section «Proposed course of study» about?
24. Is it important to write a good Personal Essay?
25. What can you find at the end of the application form?
26. How can an application form influence your admission to the institution?
27. Are you a job-jumper?
28. Do you go after the position of a bookkeeper/doctor/engineer?
29. How can you prove being a qualified specialist?
30. What career objective have you got?

Tema 6. Internet

1. What is the Internet?
2. What would the world be like without the Internet?
3. Could you live without the Internet?
4. Is the Internet dangerous?
5. What kind of technology will replace the Internet?
6. What annoys you about the Internet?
7. Are you addicted to the Internet?
8. What do you think of social networking sites like Facebook or Instagram?
9. Can you remember the first time you used the Internet?
10. How does the Internet work? How would your life be different without the Internet?
11. What do you use the Internet for?
12. How has the Internet changed the world?
13. What's the best thing about the Internet?
14. Could the Internet have a better name?
15. What does the Internet need more of?
16. What is your favourite Internet site?
17. What do you think of the idea of Internet shopping or online dating?
18. Do you think people will prefer to live their lives on the Internet instead of real life?
19. What type of information do you usually search for?
20. Do you simply copy what you find?
21. Do you use the Internet to listen to music?
22. Do you read books or magazines online?
23. How many times a day do you use the Internet?
24. Can you tell me what your favourite website is?
25. Do you use social networks or chats? If yes, then what for?
26. Do you use online dictionaries?
27. Could you live a day without the Internet?
28. What's the first thing you do when you go online?
29. What are advantages and disadvantages of the Internet?
30. What is more important Internet or TV?

2.1.2 РОЛЕВАЯ ИГРА

Ролевые игры могут быть успешно использованы, поскольку они включают все виды речевой деятельности: чтение, говорение, письмо, аудирование. У обучающихся появляется реальная возможность общения на иностранном языке в процессе взаимодействия с другими участниками группы и могут преподавателем.

Ролевая игра по теме «Встречи, представление, контакты».

1. Situation: Opening the meeting
You are a chairman. Open the meeting using the following phrases:
Let's move onto the next item The next item on the agenda is Now we come to the question of...
2. Situation: Welcoming and introducing participants
You are a participant of the business meeting. Welcome the participants using the following phrases: I'd like to thank Marianne and Jeremy for coming over from London Thank you all for attending Thanks for your participation
3. Situation: Stating the principal objectives of a meeting
You are a participant of the business meeting. State the principal objectives of a meeting using the following phrases: (Name of participant) has agreed to take the minutes (Name of participant) has kindly agreed to give us a report on this matter (Name of participant) will lead point 1, (name of participant) point 2, and (name of participant) point 3 (Name of participant), would you mind taking notes today?
4. Situation: Giving apologies for someone who is absent
You are a participant of the business meeting. Give apologies for someone who is absent using the following phrases: I'd like to hand over to Mark, who is going to lead the next point Right, Dorothy, over to you
5. Situation: Reading the minutes (notes) of the last meeting
You are a secretary. Read the minutes (notes) of the last meeting using the following phrases: Good morning/afternoon, everyone If we are all here, let's ... get started (OR) ... start the m
6. Situation: Dealing with recent developments
You are a participant of the business meeting. Deal with recent developments using the following phrases: We will hear a short report on each point first, followed by a discussion round the table I suggest we go round the table first The meeting is due to finish at... We'll have to keep each item to ten minute. Otherwise we'll never get through We may need to vote on item 5, if we can't get a unanimous decision
7. Situation: Moving forward
You are a participant of the business meeting. Move forward using the following phrases: Have you all received a copy of the agenda? There are three items on the agenda. First, shall we take the points in this order? If you don't mind, I'd like to ... go in order (OR) skip item

1 and move on to item 3 I suggest we take item 2 last

8. Situation: Introducing the agenda

You are a participant of the business meeting. Introducing the agenda using the following phrases: First let's go over the report from the last meeting, which was held on (date) Here are the minutes from our last meeting, which was on (date)

9. Situation: Allocating roles

You are a secretary. Allocate roles using the following phrases: So, if there is nothing else we need to discuss, let's move on to today's agenda

Shall we get down to business?

Is there any other business?

If there are no further developments, I'd like to move on to today's topic

10. Situation: Agreeing on the ground rules for the meeting (contributions, timing, decision-making, etc.)

You are a participant of the business meeting. Agree on the ground rules for the meeting using the following phrases: Jack, can you tell us how the XYZ project is progressing? Jack, how is the XYZ project coming along?

John, have you completed the report on the new accounting package?

11. Situation: Introducing the first item on the agenda

You are a secretary. Introduce the first item on the agenda using the following phrases: I think that covers the first item. Shall we leave that item?

If nobody has anything else to add

12. Situation: Closing an item

You are a chairman. Close an item using the following phrases: So, let's start with...

Shall we start with...

So, the first item on the agenda is...

Pete, would you like to kick off?

Martin, would you like to introduce this item?

13. Situation: Next item

You are a chairman. Introduce next item using the following phrases: Please join me in welcoming (name of participant)

We're pleased to welcome (name of participant)

It's a pleasure to welcome (name of participant)

I'd like to introduce (name of participant)

I don't think you've met (name of participant)

14. Situation: Summarizing

You are a chairman. Summarize the meeting using the following phrases: Before we close, let me just summarize the main points. To sum up, ...In brief, ...Shall I go over the main points?

15. Situation: Finishing up

You are a secretary. Finish the meeting using the following phrases: The meeting is closed. I declare the meeting closed

16. Situation: Suggesting and agreeing on time, date and place for the next meeting
You are a chairman. Suggest and agree on time, date and place for the next meeting using the following phrases: I'm afraid, (name of participant) can't be with us today. She is in ... I have received apologies for the absence of (name of participant), who is in (place)

17. Situation: Thanking participants for attending
You are a chairman. Thank participants for attending using the following phrases: Right, it looks as though we've covered the main items
Is there any other business?

18. Situation: Closing the meeting
You are a secretary. Close the meeting using the following phrases: We're here today to ...
Our aim is to ...
I've called this meeting in order to ...
By the end of this meeting, I'd like to have ...

19. Situation: Meeting a client
You have arranged to meet a client along with your boss. You have never met this client before. Unfortunately, your boss is running about fifteen minutes late. Make 'small talk' with the client until your boss arrives.
Student A: Make small talk with the client.
Student B: You are the client. Make small talk with the employee
Use the following phrases:
"Where are you from?"
"What exactly does your company do?"
"Have you worked here very long?"
"How is business these days?"

20. Situation: Discussion
A group of Japanese businesspeople are going to be spending a few days visiting your company and your boss has asked you and your partner(s) to spend half a day showing them around your city.
With your partner(s), discuss where you would like to take them and draw up an itinerary using the phrases: "Do you think they would like the local food?"
"Perhaps we could take them golfing."
"What should we do after that?"
"I have a great place in mind."

21. Situation: Meeting a business partner
An American company has organized a reception to welcome a German business partner. Two high-ranking managers are about to meet. One of you is the visitor, the other an employee of the company receiving the visitor.
After you have met, try to engage your partner in a discussion about climate control and the necessity for a global initiative to curb global

warming. What does he/she believe are the ways your company can become forerunners in this development? Probe deeply to find out what your partner thinks.

22. Situation: A welcome party

You are an American executive who works for the U.S. subsidiary of a well-known, state-of-the-art high-tech German company.

As one of the hosts, you want to make your German colleague feel comfortable and welcome. You will start up the conversation with some nice, friendly comments. Of course you'll exchange names and you'll show interest by asking where he/she is from and other general questions about his/her background.

23. Situation: Interrupting

You are a participant of the meeting. The speaker is sharing the point of view that you want to support. Try to interrupt the speaker politely using the following phrases:

I never thought about it that way before

Good point!

I get your point

I see what you mean

24. Situation: Schedule

You are a member of the foreign delegation. While visiting your partners try to discuss the schedule with your colleagues using the following phrases:

There's something I'd like to discuss.

(Indirect) I'm afraid there is a slight problem with [my schedule].

(Direct) I want to complain about [my schedule].

25. Situation: Expressing opinions

You are a chairman. Express your opinion using the following phrases:

I (really) feel that...

In my opinion...

The way I see things...

If you ask me, ... I tend to think that...

26. Situation: Working hard

You are a manager at a bank. Business is difficult nowadays because of the weak economy.

Everyone needs to work hard in order for the bank to succeed.

Today, one of your employees asks to speak with you about an issue.

27. Situation: Asking for spelling

You are a bank worker and need to ask for details using the following phrases:

I'm afraid I don't quite understand what you are getting at

Could you explain to me how that is going to work?

I don't see what you mean. Could we have some more details, please?

28. Situation: Keeping the meeting on time

You are the speaker at the meeting. Try to keep the meeting on time using the following phrases:

What do you think about this proposal?

Would you like to add anything, (name of participant)?

Has anyone else got anything to contribute?

Are there any more comments?

29. Situation: Asking for information

You are a participant of the business meeting. Ask for information using the following phrases:

I didn't catch that. Could you repeat that, please?

I missed that. Could you say it again, please?

Could you run that by me one more time?

30. Situation: Asking for contributions for other participants

You are a participant of the business meeting. Ask for contributions for other participants using the following phrases:

Sorry, that's not quite right

I'm afraid you don't understand what I'm saying

That's not quite what I had in mind

That's not what I meant

2.1.3. ПРАКТИЧЕСКИЕ ЗАДАНИЯ (ПЕРЕВОД ТЕКСТОВ ПО СПЕЦИАЛЬНОСТИ)

Практические задания включают в себя лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

Вариант 1

EARLY DAYS OF ELECTRICITY

There is electricity everywhere in the world. It is present in the atom, whose particles are held together by its forces; it reaches us from the most distant parts of the universe in the form of electro-magnetic waves. Yet we have no organs that could recognize it as we see light, hear sound. We have to make it visible, tangible or audible; we have to make it perform work to become aware of its presence. There is only one natural phenomenon which demonstrates it unmistakably to our senses of seeing and hearing – thunder and lightning; but we recognize only the effects – not the force which causes them.

Small wonder, then, that Man lived for ages on this earth without knowing anything about electricity. He tried to explain the phenomenon of the thunderstorm to himself by imagining that some gods or other supernatural creatures were giving vent to their heavenly anger, or were fighting battles in the sky. Thunderstorms frightened our primitive ancestors; they should have been grateful to them instead because lightning gave them their first fires,

and thus opened to them the road to civilization. It is a fascinating question how differently life on earth would have developed if we had an organ for electricity.

We cannot blame the ancient Greeks for failing to recognize that the force which causes a thunderstorm is the same which they observed when rubbing a piece of amber: it attracted straw, feathers, and other light materials. Thales of Miletus, the Greek philosopher who lived about 600 BC, was the first who noticed this. The Greek word for amber is “electron”, and therefore Thales called that mysterious force electric. For a long time it was thought to be of the same nature as the magnetic power of the lodestone since the effect of attraction seems similar, and in fact there are many links between electricity and magnetism.

There is just a chance, although a somewhat remote one, that the ancient Jews knew something of the secret of electricity.

Perhaps the Israelites did know something about electricity; this theory is supported by the fact that the Temple at Jerusalem had metal rods on the roof which must have acted as lightning-conductors. In fact, during the thousand years of its existence it was never struck by lightning although thunderstorms abound in Palestine.

There is no other evidence that electricity was put to any use at all in antiquity, except that the Greek women decorated their spinning-wheels with pieces of amber: as the woollen threads rubbed against the amber it first attracted and then repelled them – a pretty little spectacle which relieved the boredom of spinning.

Вариант 2

CONDUCTORS, SEMICONDUCTORS AND INSULATORS

A conductor is an electrical material (usually a metal) which offers very little resistance to electrical current. The reason that certain materials are good conductors is that the outer orbits (the valence shells) in adjacent atoms overlap one another, allowing electrons to move freely between the atoms.

An insulator (such as glass or plastic) offers a very high resistance to current flow. The reason that some materials are good insulators is that the outer orbits of the atoms do not overlap one another, making it very difficult for electrons to move through the material.

A semiconductor is a material whose resistance is midway between that of a good conductor and that of a good insulator. Commonly used semiconductor materials include silicon and germanium (in diodes, transistors and integrated circuits), cadmium sulphide (in photoconductive cells), gallium arsenide (in lasers, and light-emitting diodes), etc. Silicon is the most widely used material, and it is found in many rocks and stones (sand is silicon dioxide).

Вариант 3

ELECTRIC CURRENT

Ever since Volta first produced a source of steady continuous current, men of science have been forming theories on this subject. For some time they could see no real difference between the newly-discovered phenomenon and the former understanding of static charges. Then the famous French scientist Ampere (after whom the unit of current was named) determined the difference between the current and the static charges. In addition to it, Ampere gave the current direction: he supposed it to flow from the positive pole of the source round the circuit and back again to the negative pole.

We consider Ampere to be right in his first statement but he was certainly wrong in the second, as to the direction of the current. The student is certain to remember that the flow of current is in a direction opposite to what he thought.

Let us turn our attention now to the electric current itself. The current which flows along wires consists of moving electrons. What can we say about the electron? We know the electron to be a minute particle having an electric charge. We also know that that charge is negative. As these minute charges travel along a wire, that wire is said to carry an electric current.

In addition to traveling through solids, however, the electric current can flow through liquids as well and even through gases. In both cases it produces some most important effects to meet industrial requirements.

Some liquids, such as melted metals for example, conduct current without any change to themselves. Others, called electrolytes, are found to change greatly when the current passes through them.

When the electrons flow in one direction only, the current is known to be d.c., that is, direct current. The simplest source of power for the direct current is a battery, for a battery pushes the electrons in the same direction all the time (i.e., from the negatively charged terminal to the positively charged terminal).

The letters a.c. stand for alternating current. The current under consideration flows first in one direction and then in the opposite one. The a.c. used for power and lighting purposes is assumed to go through 50 cycles in one second.

One of the great advantages of a.c. is the ease with which power at low voltage can be changed into an almost similar amount of power at high voltage and vice versa. Hence, on the one hand alternating voltage is increased when it is necessary for long-distance transmission and, on the other hand, one can decrease it to meet industrial requirements as well as to operate various devices at home.

Although there are numerous cases when d.c. is required, at least 90 per cent of electrical energy to be generated at present is a.c. A.c. finds wide application for lighting, heating, industrial, and some other purposes.

Вариант 4

TYPES OF ELECTRIC CURRENT

An electric current may be produced in a variety of ways, and from a number of different types of apparatus, e.g. an accumulator, a d.c. or an a.c. generator, or a thermionic valve. Whatever the source of origin, the electric current is fundamentally the same in all cases, but the manner in which it varies with time may be very different. This is shown by the graph of the current plotted against time as a base, and a number of examples are illustrated in Fig. 1. (a) represents a steady direct current (D.C.) of unvarying magnitude, such as is obtained from an accumulator.

(b) represents a D.C. obtained from a d.c. generator, and consists of a steady D.C. superimposed on which is a uniform ripple of relatively high frequency, due to the commutator of the d.c. generator. As the armature rotates the commutator segments come under the brush in rapid succession and produce a ripple in the voltage which is reproduced in the current.

(c) represents a pulsating current varying periodically between maximum and minimum limits. It may be produced by adding a D.C. to an A.C. or vice versa. The d.c.

component must be the larger if the current is to remain unidirectional. All the first three types, of current are unidirectional, i.e. they flow in one direction only.

(d) represents a pure alternating current (A.C.). The current flows first in one direction and then in the other in a periodic manner, the time of each alternation being constant. In the ideal case the current varies with time according to a sine law, when it is said to be sinusoidal. Considering the time of a complete cycle of current (a positive half-wave plus a negative half-wave) as equal to 360° , the instantaneous values of the current are proportional to the sine of the angle measured from the zero point where the current is about to rise in the positive direction*.

(e) represents a type of A.C. with a different wave form. Such an A.C. is said to have a peaked wave form, the term being self explanatory.

(f) represents an A.C. with yet another different wave form. Such an A.C. is said to have a flat-topped wave form, the term again being self-explanatory. Both this and the previous example represent cases of A.C. having non-sinusoidal wave forms.

(g) represents an example of an oscillating current, and is similar in shape to (d) except that it has a much higher frequency. An oscillating current is usually regarded as one having a frequency determined by the constants of the circuit, whereas an alternating current has a frequency determined by the apparatus supplying the circuit.

(h) represents another type of oscillating current which is known as damped. The current again has a constant frequency, but its amplitude is damped, i.e. it dies down, after which it is brought back to its original value.

(i) represents yet another type of oscillating current, this time known as a modulated current. The amplitude varies rhythmically between maximum and minimum values. It may even die down to zero.

(j) The next three examples represent various types of transient currents. These transient currents usually die away extremely rapidly, and times** are generally measured in microseconds. The first example shows a current dying away to zero, and is an example of a unidirectional transient. Theoretically it takes an infinite time to reach absolute zero.

(k) represents a simple a.c. transient. The current gradually dies down to zero as in the previous case, but this time it is an A.C. that is dying away.

(l) represents a peculiar, but not uncommon, type of a.c. transient. The current is initially unidirectional, but it gradually becomes an ordinary A.C. The positive halfwaves die away much more rapidly than the negative half-waves grow, so that the final amplitude is very much reduced.

Вариант 5

DIFFERENCE BETWEEN A.C. AND D.C.

A direct current (D.C.) flows continuously through a conducting circuit in one direction only, although it may not be steady so far as magnitude is concerned. It is unidirectional in character. An alternating current (A.C.), on the other hand, continually reverses in direction, as its name implies. Starting from zero, it grows in one direction, reaches a maximum, dies down to zero again, after which it rises in the opposite direction, reaches a maximum, again dying down to zero. It is thus continually changing in magnitude as well as direction, and this continual change causes certain effects of far-reaching importance.

It can be shown that high voltages are desirable for the economic transmission of a given amount of electric power. Take, for example, the transmission of 1000 kW. If the transmission voltage is 100 volts the current must be 10,000 amperes, but if the transmission voltage is 10,000 volts the current is only 100 amperes. The cross-section of the cables transmitting the power is determined by the current to be carried, and so in the former case the cables would need to be very much larger than in the latter case. It is true that the high-voltage cable would need to have more insulation, but even so, it would be very much cheaper than the larger low-voltage cable. A high voltage is therefore essential for the economic transmission of electric power. Again, a.c. generators can be designed and built for much higher voltages than can d.c. generators, the voltage of the latter being limited by the problem of sparking at the commutator, a component which is absent in the a.c. generator. Then there is the most important factor that it is easy to transform a.c. power from one voltage to another by means of the transformer, an operation that is denied to the d.c. system.

The transformer also enables the voltage to be stepped down at the receiving end of the transmission line to values which can readily be used by the various consumers. If necessary, it can be converted to the d.c. form for actual use, although this is not often necessary. There are certain processes for which D.C. is either essential or at any rate desirable but the utilization of electric power in the a.c. form is growing steadily. At the present day, by far the greater part* of the generation, transmission, and utilization of electric power is carried out by means of A.C.

Вариант 6

ELECTROCHEMICAL EFFECT

The chemical effect of an electric current is the basis of the electroplating industry; the flow of electric current between two electrodes (one being known as the anode and the other as the cathode) in a liquid (the electrolyte) causes material to be lost from one of the electrodes and deposited on the other.

The converse is true, that is, chemical action can produce an e.m.f. (for example, in an electric battery). All these electrochemical effects depend on the electrolyte. The majority of pure liquids are good insulators (for example, pure water is a good insulator), but liquids containing salts will conduct electricity. You should also note that some liquids such as mercury (which is a liquid metal) are good conductors.

Вариант 7

CELLS AND BATTERIES

A cell contains two plates immersed in an electrolyte, the resulting chemical action in the cell producing an e.m.f. between the plates. Cells can be grouped into two categories. A primary cell cannot be recharged and, after the cell is “spent” it must be discarded (this is because the chemical action inside the cell cannot be “reversed”). A secondary cell or storage cell can be recharged because the chemical action inside it is reversed when a “charging” current is passed through it.

Cells are also subdivided into “dry” cells and “wet” cells. A dry cell is one which has a moist electrolyte, allowing it to be used in any physical position (an electric torch cell is an example). A wet cell is one which has a liquid electrolyte which will spill if the cell is

turned upside down (a cell in a conventional lead- acid auto battery is an example). There is, of course, a range of sealed rechargeable cells which are capable of being discharged or charged in any position; the electrolyte in these cells cannot be replaced.

A battery is an interconnected group of cells (usually connected in series) to provide either a higher voltage and/or a higher current than can be obtained from one cell.

Вариант 8

STORAGE BATTERIES

Rechargeable cells are often connected in series to form a storage battery, a car battery being an example; a storage battery is frequently called an accumulator. The cells of the battery have a reversible chemical action and, when current is passed through them in the “reverse” direction (when compared with the discharging state); the original material of the electrodes is re-formed. This allows the battery to be repeatedly discharged and charged.

RESISTOR TYPES

A resistor is an element whose primary function is to limit the flow of electrical current in a circuit. A resistor is manufactured either in the form of a fixed resistor or a variable resistor, the resistance of the latter being alterable either manually or electrically. Many methods are employed for the construction of both fixed and variable resistors.

Вариант 9

TYPES OF INSTRUMENTS

Instruments are classified as either analogue instruments or digital instruments. An analogue instrument is the one in which the magnitude of the measured electrical quantity is indicated by the movement of a pointer across the face of a scale. The indication on a digital instrument is in the form of a series of numbers displayed on a screen; the smallest change in the indicated quantity corresponding to a change of ± 1 digit in the least significant digit (l.s.d.) of the number. That is, if the meter indicates 10.23 V, then the actual voltage lies in the range from 10.22 V to 10.24 V. Both types of instrument have their advantages and disadvantages, and the choice of the best instrument depends on the application you have in mind for it. As a rough guide to the features of the instruments, the following points are useful:

- a) an analogue instrument does not (usually) need a battery or power supply;
- b) a digital instrument needs a power supply (which may be a battery);
- c) a digital instrument is generally more accurate than an analogue instrument (this can be a disadvantage in some cases because the displayed value continuously changes as the measured value changes by a very small amount);
- d) both types are portable and can be carried round the home or factory.

Вариант 10

A GALVANOMETER OR MOVING-COIL INSTRUMENT

A galvanometer or moving-coil instrument depends for its operation on the fact that a current-carrying conductor experiences a force when it is in a magnetic field. The “moving” part of the meter is a coil wound on an aluminium former or frame which is free to rotate around a cylindrical soft-iron core. The moving coil is situated in the magnetic field produced by a permanent magnet; the function of the soft-iron core is to ensure that the

magnetic field is uniformly distributed. The soft-iron core is securely fixed between the poles of the permanent magnet by means of a bar of non-magnetic material.

The moving coil can be supported either on a spindle which is pivoted in bearings (often jewel bearings) or on a taut metal band (this is the so-called pivot less suspension). The current enters the “moving” coil from the terminal either via a spiral hairspring or via the taut band mentioned above. It is this hairspring (or taut band) which provides the controlling force of the instrument. The current leaves the moving coil either by another hairspring or by the taut band at the opposite end of the instrument.

When current flows in the coil, the reaction between each current-carrying conductor and the magnetic field produces a mechanical force on the conductor; this is the deflecting force of the meter.

This force causes the pointer to be deflected, and as it does so the movement is opposed by the hairspring which is used to carry current into the meter. The more the pointer deflects, the greater the controlling force produced by the hairspring.

Unless the moving system is damped, the pointer will overshoot the correct position; after this it swings back towards the correct position. Without damping, the oscillations about the correct position continue for some time. However, if the movement is correctly damped, the pointer has an initial overshoot of a few per cent and then very quickly settles to its correct indication. It is the aim of instrument designers to achieve this response.

Damping is obtained by extracting energy from the moving system as follows. In the moving-coil meter, the coil is wound on an aluminium former, and when the former moves in the magnetic field of the permanent magnet, a current (known as an eddy current) is induced in the aluminium former. This current causes power to be consumed in the resistance of the coil former, and the energy associated with this damps the movement of the meter.

1. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ

Контрольно-оценочные средства для промежуточной аттестации обучающихся обеспечивают решение следующих задач:

- оценка достижения обучающимися запланированных результатов обучения по учебной дисциплине, указанных в п. 1.2 РПД, и оценка компетенций обучающихся на этапе освоения данной учебной дисциплины (определение уровня сформированности компетенций, элементами которых являются указанные результаты обучения);
- принятие решения о необходимости внесения изменений и дополнений в РПД и (или) КОС по учебной дисциплине.

2.2.1 ВОПРОСЫ ДЛЯ ЗАЧЕТА

Вопросы для зачета, предназначены для проверки и оценки всех «знать», формируемых учебной дисциплиной и указанных в п. 1.2 РПД.

В вопросы для зачета, включены вопросы по всем темам учебной дисциплины, указанным в п. 2.2 РПД, при этом вопросы для зачета в сравнении с вопросами для устного опроса по контролируемым темам в рамках текущего контроля успеваемости имеют более общий и более широкий характер: каждый вопрос

рассчитан на проверку нескольких «знать» (комплекса знаний обучающегося).

Перечень теоретических вопросов:

- 1) Какие виды деловых писем вы знаете?
- 2) Какова структура делового письма?
- 3) Какие виды обращений корректны для деловой коммуникации?
- 4) Как следует завершать деловое письмо?
- 5) Каковы особенности перевода деловых писем с русского языка на английский и наоборот?
- 6) Как принято вести диалог с зарубежными партнёрами?
- 7) Каковы особенности написания письма-запроса и ответа на него?
- 8) Каковы особенности написания письма-запроса и ответа на него?
- 9) Что является особенностью написания письма-претензии?
- 10) Что является особенностью написания письма-приглашения?
- 11) Какие требования предъявляются к речи говорящего по телефону?
- 12) Что значит быть приятным собеседником?
- 13) Если вы на первом этапе телефонного разговора имеете дело с секретарём фирмы или человека, которому звоните. Как необходимо вести себя в этом случае?
- 14) Каким должен быть деловой разговор по телефону?
- 15) Каковы особенности перевода деловых писем с русского языка на английский и наоборот?
- 16) Как поприветствовать человека?
- 17) Как представиться самому?
- 18) Как обратиться к собеседнику?
- 19) Как соблюдать регламент?
- 20) Какие моменты следует учесть, готовясь к деловому телефонному разговору?
- 21) Что необходимо знать для осуществления качественного и правильного перевода?
- 22) Каковы особенности построения предложений?
- 23) Каков первый этап создания текста перевода?
- 24) Что чаще всего вызывает затруднения при переводе текстов по специальности и деловых писем?
- 25) Каковы особенности перевода деловых писем с русского языка на английский и наоборот?
- 26) Как достичь максимально близкого перевода и соблюдения контекстуальных соответствий?
- 27) Что требует особого внимания при переводе текстов по специальности и деловых писем?
- 28) Какие знания необходимы на этапе анализа содержания исходного текста, предшествующем собственно переводу?
- 29) Какого стиля следует придерживаться при переводе текстов по специальности и деловых писем?
- 30) Какими переводческими «инструментами» следует пользоваться?

2.2.2 БТЗ ДЛЯ ЗАЧЕТА

В БТЗ для зачета, включены вопросы и задания по каждой теме учебной дисциплины, указанной в п. 2.2 РПД; в БТЗ отражены все «знать», формируемые учебной дисциплиной и указанные в п. 1.2 РПД.

Тестирование на промежуточной аттестации обучающихся проводится по __2__ вариантам. В каждый вариант включено 50 вопросов и заданий в 4 тестовых формах: в закрытой и открытой, на установление последовательности и соответствия.

В вопросах в закрытой форме приведено 4 дистрактора (варианта ответов), среди которых есть правильный и неправильные, но максимально похожие на правильный ответ. Каждый дистрактор состоит не более чем из 7 слов.

Все варианты для тестирования одинаковы по структуре содержания и равнозначны по сложности вопросов и заданий.

1. Вопросы в закрытой форме:

1.1 My uncle is a carpenter.

a) She b) I c) He d) His

1.2 His daughter is a musician.

a) She b) He c) Hers d) It

1.3 Their aunt is a manager.

a) He b) She c) They d) Her

1.4 Our parents are physicians.

a) He b) We c) They d) Our

1.5 My grandfather and grandmother are pensioners.

a) My b) They c) She d) He

1.6 His uncle (to be) a fitter.

a) are b) is c) am d) to be

1.7 My aunt (to have) those books.

a) have b) to have c) has

1.8 I (to be) his cousin.

a) is b) are c) am d) to be

1.9 Their friends (to be) students.

a) is b) are c) to be d) am

1.10 His son (to have) this article.

a) has b) have c) to have

1.11 My friends have ... discs.

a) this b) theirs c) these d) me

1.12 ... were students.

a) We b) I c) This d) That

1.13 This is my notebook, and that is

a) hers b) your c) you d) me

1.14 ... grandparents are pensioners.

a) Me b) Mine c) My d) Hers

1.15 ... are my pencils.

a) That b) These c) This d) We

1.16 When we were discussing educational systems of different countries we

used

a) skills b) Scheme C. the ways d) types

1.17 It is not difficult to use good. ... when you are eating.

a) manners b) children c). schemes d) speed

1.18 People ... knowledge about the world.

a) pass b) gain c) expect d) support

1.19 To transmit A. common cultural heritage is ... of general education.

a) made b) received c) the aim d) the design

1.20 The children are taught skills they will use ... their life.

a) above b) throughout c) though d) thought

1.21 Scientists solve a ... of complicated mathematical problems.

a) origin b) variety c) universe d) cell

1.22 The researchers always try to ... the facts.

a) refer b) measure c) satisfy d) unify

1.23 When people speak of technology they usually mean ... technology.

a) medical b) nuclear c) educational d) industrial

1.24 ... make our life and work easier.

a) Principles b). Laws c) Tools d) Facts

1.25 People had to get food, clothes and

a). shelter b) machines c) cars d) technologies

1.26 1. It is a good question

a) to be discussed b) was discussed c) discuss d) discusses

1.27 It must ... a very serious problem.

a) to be b) be c) been d) to being

1.28 We will continue ... the tools.

a). to test b) test c) to be test d) have tested

1.29 We need ... productivity.

a). increase b) are increasing c) to increase d) have increased

1.30 They have ... mechanical systems.

a) maintain b) to be maintained c).to maintain d) maintaining

2. Вопросы в открытой форме.

Fill in the blanks with the correct forms of the verbs in brackets

2.1. The new chemical _____ when it exploded. (TO TEST)

2.2 Acupuncture _____ by the Chinese long before the official medicine appeared. (TO DISCOVER)

2.3. The championship on 3-D Modelling _____ by the team of our University. (TO WIN)

2.4. Preparations _____ by the time the guests arrived. (TO FINISH)

2.5. Students with best exam results _____ the opportunity of having the industrial training abroad. (TO OFFER)

2.6. She couldn't answer the phone as she _____ for the job at that moment. (TO INTERVIEW)

2.7. The trains _____ because of the storm. (TO DELAY)

2.8. The graduate`s application _____ twice before he succeeded. (TO REJECT)

2.9. A wi-fi network _____ in some public places of our town. (TO ESTABLISH)

2.10. They asked us to pay but it _____ in advance. (TO PAY)

- 2.11. The student _____ to speak about his master's thesis work. (TO ASK)
- 2.12. Before the workers went on strike, a lot of their workmates _____. (TO FIRE)
- 2.13. Millions of mobile phones _____ in Asia this year. (TO SELL)
- 2.14. As our car _____ we had to rent one. (TO SERVICE)
- 2.15. Many accidents _____ by careless driving. (TO CAUSE)
- 2.16. By the next year the students _____ the full course of Thermodynamics. (TO STUDY)
- 2.17. Where's John? I want to talk to _____. (HE)
- 2.18. Christmas is the _____ holiday in Great Britain. (POPULAR)
- 2.19. The water _____. Can you turn it off? (TO BOIL)
- 2.20 Two hundred people _____ by the company. (TO EMPLOY)
- 2.21 Where's Jane? I want to talk to _____. (SHE)
- 2.22 The Sahara is the _____ desert in the world. (HOT)
- 2.23 We _____ in Spain last summer. (TO BE)
- 2.24 This house is very old. It _____ in 1930. (TO BUILD)
- 2.25 Who is that woman? Why are you looking at _____? (SHE)
- 2.26 It's _____ to go by car than by train. (CHEAP)
- 2.27 We _____ Rose in town a few days ago. (TO SEE)
- 2.28 Many accidents _____ by careless driving every year. (TO CAUSE)
- 2.29 We're going to the cinema. Do you want to come with _____? (WE)
- 2.30 A lot of money _____ in the robbery yesterday. (TO STEAL)

3. Вопросы на установление последовательности.

- 1) A) to focus his job B) a segment about his interests C) Elementary Education D) children in a regular classroom setting

Henry graduated from college with a degree in _____, and began searching for jobs. While doing an internship previously as a university student, he discovered his greatest strength and interest was teaching _____. He also had previous volunteer experience as a camp and youth counselor.

He therefore decided _____ hunt on elementary schools in his state. First, he prepared and printed a neat and comprehensive CV, highlighting his educational background, work and volunteer experiences. He then added a section pointing out his other skills in such areas as foreign languages and computer programming. Finally, he added _____, and listed some personal references.

- 2) A) lasts 30 to 60 minutes B) that we spend meetings C) per person per week D) revealed that workers

Since 2000, the amount of time _____ has increased by an estimated 10% per year. An average meeting _____, and we attend up to 10 meetings a week.

A recent study in the USA _____ spend an average of two hours a week in pointless meetings. Two hours _____ has been estimated at \$400 billion per year of lost productivity.

- 3) A) with a happy customer B) the most efficient production line C) watch the whole line D) moved through the factory

Henry Ford hated waste. His ambition was to produce_____for making his Model T cars. He thought about the process flow; beginning with raw materials and finishing _____driving a new car.

In Michigan, USA in 1913, Henry Ford created a moving, assembly line to produce cars. Every worker had a different job and the cars_____past each workstation. Mr. Ford had an office on the second floor so he could_____. If he saw that a part of the line was too slow or workers had to move too quickly, he would change the system until it was more efficient.

- 4) A) convenient, reliable, and efficient B) appreciated by coworkers C) as much as possible D) a major role

Besides playing_____in most individuals' personal lives, technology plays a major role in most businesspersons' professional lives, as it's_____. From text messaging to emailing and scanning files to Skyping, high-tech practices are common in companies.

To benefit_____from these practices, businesspersons must craft and send professional business emails, or emails that serve an official, company-related purpose and are appropriately written. Professional business emails are_____, customers, and potential clients alike.

- 5) A) understand one another B) deals, agreements, and any other information C) inhibit a business phone call's effects D) should be considered

Even with today's overall focus on technology, business phone calls, or phone calls intended to discuss_____of professional significance are important and often-utilized, as they allow experts from a number of different companies and organizations to completely_____. Like many other aspects of business, phone calls feature quite a few variables and elements that_____by those involved. Failing to consider these variables and elements can_____and negatively impact business relationships.

- 6) A) to guide the conversation B) a common business phone call practice C) is unable to talk at a given moment D) mutually beneficial

Receiving a business phone call is similarly straightforward. If one_____, the generally accepted practice is to answer a call and request that the caller phone back at a later time. Other than that, one simply answers, remains courteous and attentive, and allows the caller_____. It's recommended that one take notes during business phone calls.

Exchanging information, or providing contact details, pertinent figures or statistics, or other requested data is_____that can be started by the caller or the receiver. To exchange information, one simply asks the individual on the other end of the phone if he or she believes it would be_____to swap specified information. If an agreement is made, the received information should be taken note of.

- 7) A) rise to fame B) the world's largest computer C) Seattle, Washington D) January 2000

Bill Gates was born in_____. He has accomplished a lot in the business world, but his _____came when he developed Microsoft. He co-founded the company in 1975 with business partner and childhood friend, Paul Allen. Microsoft became_____software company.

Bill Gates was chairman of the company and Chief Executive Officer (CEO). He stepped down from his CEO position in_____, but continued as chairman and chief software architect.

- 8) A) or non-official talk B) the business world C) take short breaks D) use the term

The term "small talk" is frequently used in and outside of_____. However, if asked, few of the individuals who _____would be able to clearly explain what it means. And to enjoy and take full advantage of small talk, one must truly understand it.

Small talk,_____that's intended to provide a break from official conversation, is often used by business professionals. Most people_____during the work day to converse with others, and business employees aren't exceptions—even if they're taking a break from a conversation with another conversation.

- 9) A) as quickly as possible B) that the individual responsible C) for cancelled appointments D) will be forced to cancel

Occasionally, because of business professionals' ultra-busy workdays, one_____a scheduled appointment to fulfill another obligation. Common reasons_____include, but are not limited to: scheduling conflicts, illness, social obligations, and work mandates (or company-instituted guidelines that impact workers' schedules and are designed to meet a certain goal).

Whatever the reason an appointment is cancelled, it's important_____for the cancellation call the person(s) expected to attend the meeting_____, to inform them of the change and provide them with the maximum amount of time to restructure their own schedule.

- 10) A) commonly contact clients B) combine to make C) mutually beneficial agreements D) are utilized

Even with the prominence of text messages, emails, and live video chats in today's fast-paced professional and social landscapes, business experts_____, or individuals representing companies with which official contracts or agreements have been made, with business phone calls. Business phone calls_____by experts regularly because they allow for the maximum professional dialogue to be had, the mood and feelings of others to be better understood, and are inherently personal; all these things_____business

phone calls ideal for individuals who wish to develop and maintain profitable and _____.

- 11) A) business experts B) to see a number of C) typically issued in response D) find themselves

Today, it's common _____ different professionals in a number of different fields of employment engaged and rather busy with their work. However, _____ have an especially minimal amount of free time available in the office, and as such, they often _____ returning phone calls—or calling back fellow industry specialists who've contacted them regarding a matter of professional significance. Return phone calls are _____ to business call messages, or short summaries left when a professional isn't able to take a phone call, for the purpose of highlighting the reason that contact is being initiated.

- 12) A) to meet and discuss a matter B) have been important parts C) a face-to-face meeting D) developing professional relationships

As many quick-learning students of business, business phone calls are great for _____ and making agreements, for a number of different reasons. With that said, when a lot of time, money, and respect are on the line, it's not unusual for two or more individuals _____ of significance face-to-face.

Face-to-face meetings _____ of the business process for years, and all signs indicate that they will remain so for many years to come. However, arranging _____ is a process most often completed through a business phone call; thus, it's imperative that this call be as precise as possible.

- 13) A) of phone calls B) naturally unpredictable C) using a phone call D) responds to unexpected

As any industry specialist will attest to, the business world is _____; unforeseen obstacles and dilemmas are common, and can affect even the best-prepared individuals. Accordingly, it's how one _____ business setbacks that defines his or her career. The importance and prevalence _____ in business has been detailed in previous lessons, but the process of _____ to inform a client of an order mishap has not.

- 14) A) a fantastic company B) does everything correctly C) the nature of the industry D) with dissatisfied and potentially angry customers

The greatest business professional in the world, employed at _____ and completely focused on performing his or her work-related tasks, will undoubtedly be faced _____ at some point; these customers will speak of complaints that they believe to be entirely valid and pressing.

Because, as seasoned financial experts can attest to, even if one _____ in business, unforeseen dilemmas will appear; that's simply _____.

- 15) A) to customer complaints B) are addressed C) demanding, exhausting D) a business specialist

It must be emphasized that how _____ reacts to these issues will define his or her reputation, as well as that of his or her company. Furthermore, responding _____, or specific issues voiced by clients with regard to a transaction, can be _____, and aggravating, but it's once again imperative that the process be completed to the highest possible degree of quality.

Typically, customer complaints _____ over the phone, as the communication form is a favorite of business experts, given its personal and direct general nature.

- 16) A) may offer a service B) the periods of various success C) D) is actually the direct result

It might seem somewhat random when the economy encounters a downturn, companies struggle, and prices rise, but the process _____ of a number of specific factors, including business cycles. Business cycles refer to _____, struggle, and medium-quality profits encountered by companies in the normal course of the economy; these periods affect every individual. In other words, businesses _____ at an affordable price at one point in time and fail to become profitable, but may then see this same service bring in tons of cash at a later point; the difference isn't the business, but rather, is the economy.

- 17) A) encountered by companies B) may offer a service C) the direct result D) the economy encounters

It might seem somewhat random when _____ a downturn, companies struggle, and prices rise, but the process is actually _____ of a number of specific factors, including business cycles. Business cycles refer to the periods of various success, struggle, and medium-quality profits _____ in the normal course of the economy; these periods affect every individual. In other words, businesses _____ at an affordable price at one point in time and fail to become profitable, but may then see this same service bring in tons of cash at a later point; the difference isn't the business, but rather, is the economy.

- 18) A) to try and get ahead) B) through the grocery store C) the cumulative force of actions D) the free economy

Customers might not think about competition when they're walking _____ or making an online purchase, but it happens to be a cornerstone of business and _____ that impacts every single thing that's bought and sold. Technically, competition consists of _____ taken by companies that're designed to improve their market standing, sales, and ultimately, profits. But really, competition is simply what allows businesses _____ of each other, and consumers to get the best possible value.

- 19) A) respond by lowering B) a profitable retail location C) much cheaper bread
D) open a store of their own

Like many business ideas, competition is best explained through an example. Imagine that a company opens _____ and sells bread at an enormous profit. After another company notices all the profits that're being made through bread sales in this neighborhood, they may _____ and undercut the competition, or sell similar items or services for lower prices. The first company may _____ their own prices (so they sell more bread to their former customers, who're presumably buying the cheaper bread), and the end result is _____ for consumers. In this way, businesses going head-to-head benefits customers.

- 20) A) the tendency of some businesses B that's worth five dollars) C) recognize the discrepancy D) a business practice

Reverse competition, or _____ to purchase items that're being sold below market value (or the price that an item can reasonably be expected to sell for) and reprice them, is also _____ that's worth considering. Imagine that a bread company, to limit the success of other businesses, sells their bread _____ per loaf elsewhere for one dollar per loaf. Instead of being pushed out of the market, a competing business could _____ between the bread's value and its sale price, and then proceed to purchase all the first company's bread for one dollar and resell it for two dollars with their own label.

- 21) A) no other companies B) to charge whatever high prices C) a particular professional sphere D) over an industry

The effects of not having competition, in _____ or entire economies, are devastating to consumers and the wellbeing of citizens generally. Consider the example of railroad companies in Europe and America a couple centuries back that owned a multitude of tracks and land; essentially _____ existed to create competition (because the major railroad companies bought all the land and kept others from doing so), and they were able _____ they wanted. This described scenario is an example of a monopoly, or a situation when one company has complete control _____ and its prices due to a lack of competition.

- 22) A) a calculation of the business B) all the products made C) free market and large population D) business terms

Gross Domestic Product (GDP), or the measure of _____, services offered, and business conducted in a country over a set period of time, is another one of those _____ that's frequently referenced but seldom understood. Once again, GDP is simply _____ that's taken place in a country annually. The United States, for example, has the largest GDP in the world, thanks to its _____; other nations have solid GDPs as well, and the exact number usually corresponds to its country's economic system, development, natural resources, education, and more.

- 23) A) over a period of time B) on private consumption C) the value of exports D) gross domestic product

Similarly, the process of calculating GDP is simple and straightforward. GDP is comprised of “private consumption + total investments + government investments + government spending + the value of exports minus imports.” In other words, _____, which is once again the measure of all the business that’s taken place in a country _____, is determined by adding together money spent _____, personal investments, government investments, government spending, and _____ (minus imports, so that the total reflects the trade agreements that give money to the country at-hand).

- 24) A) high demand results B) wide-ranging impact C) supply and demand D) to hear and see references

In the business world, it’s common _____ to supply and demand. With that said, few individuals possess a thorough understanding of the idea and its _____ on markets, prices, and consumers. In short, _____ refers to the force of consumers (or how much customers want or need to buy something) in relation to the available supply (or how much of something companies are able to sell). Generally speaking, _____ in limited supply and increased prices, and low demand results in an ample supply and decreased prices.

- 25) A) enough of something available B) that produce a product or products C) are willing to pay more D) between supply and demand

This latter phenomenon - the correlation _____ and prices - might sound confusing at first, but it’s actually rather simple. When there isn’t _____ for sale to satisfy demand (or so that everyone who wants this “something” can simply purchase it), manufacturers, or businesses _____, charge more; they are able to do so because they aren’t faced with competition (as whatever they’re selling is in demand and presumably not offered by many other businesses), and customers _____ to secure said product. Inversely, if something is available in abundance, companies will have to contend with competition, or actions taken by a company that’re designed to improve its market standing, sales, and ultimately, profits.

- 26) A) to purchase something B) will build both naturally C) of supply and demand D) have no other way

An example will make the concept _____ entirely clear. Imagine that a company creates a fantastic video game system that many customers want to buy. Demand _____ and as the product isn’t available to buy (this marketing technique is utilized by many companies today; not being able _____ seems to create consumer buzz), and if the supply doesn’t increase to give every willing customer a system, prices will rise. In other words, if customers _____ to buy the system than through its manufacturer, and are having a hard time finding the system to buy, they’ll be willing to pay more to buy it.

- 27) A) sell a box of pasta B) for four dollars C) will be plenty of the product D) that's not proprietary

On the other side of the coin, a product _____, is widely accessible, and can be sold by any company - pasta, for instance - will be manufactured, marketed, and sold by a number of businesses. One company might _____ for \$10, and another company could respond to this price by selling their own pasta for six dollars, and another company could sell their pasta _____, and so on and so forth until the price has been driven down to a very affordable rate. Demand won't be particularly high in this scenario, as there _____ at-hand to go around. Moreover, demand comes before competition; if demand is relatively low because a supply is high, prices will fall and some degree of competition will occur.

- 28) A) want to be employed B) a high unemployment rate C) or the official percentage D) being out of work

Nobody - including business professionals and those who _____ - enjoys talking about unemployment, or the state of _____ for those who are fit to hold a job, but it's an important consideration of the financial industry. The unemployment rate, _____ of work-eligible persons who aren't currently hired, is often used to gauge the health of an area's economy generally; broadly speaking, _____ indicates a poorly performing economy, while a low unemployment rate indicates a solid economy.

- 29) A) an abundance of wealth B almost every eligible employee) C) when the national or statewide D) an unemployment rate

With that said, _____ of zero percent, meaning that every single eligible individual in an area is employed, is entirely unrealistic, and will never be seen. Full employment refers to an unemployment rate wherein _____ is working, and a rate wherein few additional individuals can be expected to work. The common reasons for these persons not working could include their coming into _____ but temporarily deciding against retirement, and their choosing for personal reasons (such as caring for a family member) not to seek employment. Generally, an unemployment rate of just five percent or so is indicative of full employment. Accordingly, _____ unemployment rate is somewhere in the ballpark of five percent, it means that few individuals are unable to find work.

- 30) A) demand in the first place B) highly intelligent business C) big stoves to cook with D) because people naturally

Utility, or the state of being beneficial and useful, falls under this category; many _____ students understand that market trends result directly from supply and demand, but other wonder why exactly there is _____.

The explanation is straightforward: demand, or the desire or need of consumers to own a certain product or receive a certain service, exists because these goods and services provide

customers with advantages, pleasure, or other fulfillment. In short, demand exists _____ want to buy things that improve the quality of life! Demand has existed and will always exist; even if everyone gave up their hobbies, made their own food, and lived simply, they would still “demand” sharp axes to cut wood, and _____, and strong materials to build with, and so on.

4. Вопросы на установление соответствия.

Match the two halves of these sentences:

1

1 There's been a slight mix-up	A but there seems to be some mistake.
2 I'm sorry to bother you	B with the reasons for the delay.
3 I'm not at all satisfied	C over your recent order.

2

1. If you don't send the payment today	A the figures I quoted were accurate.
2. Please accept our apologies for	B we will be forced to cancel the contract.
3. I'm quite sure that	C the late arrival of this flight.

3

1. Please accept our apologies for	A the company had more than 5000 employees.
2. In 1885	B from receipt of your written order.
3. The goods will be ready for shipment 3 to 4 weeks	C the delay in dispatching your order.

4

1. Do you think	A my seat on flight TR 998.
2. If someone keeps looking out of the window when you're talking,	B you could check my hotel booking?
3. I'd like to reconfirm	C they are probably not listening to what you are saying.

5

1. In answer to your enquiry	A I have investigated the problems she raised about health and safety.
2. According to our records	B payment of our invoice has not been received.
3. As requested by Ms. Renoir,	C we have pleasure in enclosing our price list.

6

1. I think we need to spend more money on marketing	A what you are saying.
2. It could be interesting	B if we want to grow the business.
3. I hear	C to invest a little bit more in new product development.

7

<ol style="list-style-type: none"> 1. The sales last month 2. We must constantly 3. I would be pleased 	<p>A improve our marketing techniques unless the business stops growing.</p> <p>B to provide you with any further information you may require.</p> <p>C were pretty good.</p>
---	--

8

<ol style="list-style-type: none"> 1. Would you, please, send me 2. I would like to have 3. We are interested in 	<p>A goods produced by your company.</p> <p>B your catalogue and price list?</p> <p>C some more information about the services you provide.</p>
---	--

9

<ol style="list-style-type: none"> 1. We would appreciate it if 2. Please return the enclosed envelope 3. Should you need any further information, 	<p>A please do not hesitate to contact me.</p> <p>B you could send us some samples.</p> <p>C with your payment.</p>
---	--

10

<ol style="list-style-type: none"> 1. I would be very grateful 2. The enclosed catalogue 3. Please contact us again 	<p>A if you have any questions</p> <p>B if you could send me this information.</p> <p>C will give you an idea of the type of products we supply</p>
--	--

11

<ol style="list-style-type: none"> 1. Everyone looks forward to meeting you 2. You were recommended to me by some friends of mine so 3. I would be pleased to discuss the position and my qualifications further 	<p>A. when you have had a chance to review my resume.</p> <p>B. and sharing holiday spirit with you at our Annual New Year Party.</p> <p>C. I would be interested in booking a double room at your hotel from 20 July to 2 August 2022.</p>
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12

<ol style="list-style-type: none"> 1. I can offer your company a strong work ethic, a wealth of experience, 2. You were recommended to me by some friends of mine so 3. I would be pleased to discuss the position and my qualifications further 	<p>A. and sharing holiday spirit with you at our Annual New Year Party.</p> <p>B. I would be interested in booking a double room at your hotel from 20 July to 2 August 2022.</p> <p>C. when you have had a chance to review my resume.</p>
---	--

13

<ol style="list-style-type: none"> 1. The opportunity presented in this listing is very interesting 2. I look forward to speaking with you 	<p>A. please let me know.</p> <p>B. and I believe that my strong technical experience and education will make me a very competitive candidate for</p>
--	---

<p>If I can provide you with any further information on my background and qualifications</p>	<p>this position. C. about this employment opportunity.</p>
--	---

14

<p>1. In my position as an Assistant Communications Director for ABC Company, 2. In addition to my enthusiasm, I will bring to the position strong communication skills, flexibility, and the ability to encourage others 3. I look forward to having the opportunity to meeting you in person</p>	<p>A. and hope to hear from you soon. B. I wrote articles for the company website, managed contributing articles, and wrote and sent a weekly email newsletter to subscribers. C. to work cooperatively with the department.</p>
--	---

15

<p>1. I appreciate having the opportunity to speak with you today 2. I really enjoyed our conversation 3. I'm skilled in several programming languages, and comfortable working as part of a team</p>	<p>A. and believe my background in developing apps makes me a strong match for this position. B. about the marketing assistant position at the ABCD company. C. to ship products on time and as bug-free as possible.</p>
---	--

16

<p>1. Thank you so much for meeting with me today 2. I have just completed my final year at the University of Chicago 3. I do not have any work experience</p>	<p>A. but I have a great wish to become the part of your company and do my best for its success. B. and would like to apply for a position of Marketing Specialist in your company. C. to discuss the Senior Developer position at Tech Company.</p>
--	---

17

<p>1. For your information we may add 2. We have seen your advertisement in the Business Weekly Journal, 3. If your goods meet our requirements, and we receive a favourable offer,</p>	<p>A. we will be able to represent your cameras in Eastern Europe. B. that our company was established five years ago. C. and we shall appreciate it if you will send us more detailed description of your cameras.</p>
---	--

18

<p>1. Not only is school a place of education,</p> <p>2. People often say that our modern way of life, with its individualism and fast speed,</p> <p>3. Friends enjoy doing things together and</p>	<p>A. they have a lot of interests in common.</p> <p>B. it is a place where young people develop and reaffirm their identities within peer groups and where much of their socializing takes place.</p> <p>C. has made the world a lonely place.</p>
---	--

19

<p>1. If you think you are not one of those people</p> <p>2. Good manners are important across the globe,</p> <p>3. So many of us live and work surrounded by people,</p>	<p>A. but it is hard to find true friendship.</p> <p>B. whose buying habits are influenced by advertisements, you are most probably mistaken.</p> <p>C. but that doesn't mean they are the same.</p>
---	---

20

<p>1. The rules of politeness vary greatly all over the world,</p> <p>2. It's also all the techniques supermarkets use</p> <p>3. In many countries people shake hands when they greet each</p>	<p>A. to make customers buy more than they have actually planned.</p> <p>B. from country to country everywhere.</p> <p>C. but in others it might be seen as aggressive.</p>
--	--

21

<p>1. In spite of all the differences most of the countries have to face one problem nowadays:</p> <p>2. At the same time in China the government had to start a campaign during the Olympics to give up bad habits such as</p> <p>3. If parents find that their child is especially talented,</p>	<p>A. spitting in public, littering the streets and using bad language.</p> <p>B. the disappearance of good manners.</p> <p>C. they have to take some important and difficult decisions.</p>
--	---

22

<p>1. I knew that it would be difficult to find a good job in this area,</p> <p>2. While in Western cultures it is polite to keep eye-contact during a conversation, in other countries</p> <p>3. As we can see good manners are treated seriously all over the world,</p>	<p>A. that's why we should learn and follow them.</p> <p>B. so I decided to set up my own business.</p> <p>C. it is best to show your respect by not looking directly at the speaker.</p>
--	--

that's why we should learn and follow them.	
---	--

23

<ol style="list-style-type: none"> 1. Everybody knows that looking good 2. In early versions of fairy tales there is much more cruelty and violence 3. Some of the most important discoveries in history have been made 	<ol style="list-style-type: none"> A. in the stories published for children today. B. by people studying at Cambridge University. C. helps to feel good.
--	--

24

<ol style="list-style-type: none"> 1. Good people become victims and must work impossibly hard 2. These books try to help people deal with the many difficulties of life 3. Instead of blaming others 	<ol style="list-style-type: none"> A. so that they can become happy and feel strong inside themselves. B. we should learn how we ourselves can change to improve the situation. C. to solve their problems and find happiness.
--	--

25

<ol style="list-style-type: none"> 1. British education has many different faces, but one goal. Its aim is to realize the potential of all, 2. School is also a focal point for many activities 3. When you move to a different country or region 	<ol style="list-style-type: none"> A. which complement young people's academic and vocational education. B. for the good of the individual and society as a whole. C. learning the local language will help you to communicate and integrate with the local community.
--	--

26

<ol style="list-style-type: none"> 1. There's been a slight mix-up 2. I'm sorry to bother you 3. I'm not at all satisfied 	<ol style="list-style-type: none"> A. but there seems to be some mistake. B. with the reasons for the delay. C. over your recent order.
--	---

27

1. If you don't send the payment today 2. Please accept our apologies for 3. I'm quite sure that	A the figures I quoted were accurate. B we will be forced to cancel the contract. C the late arrival of this flight.
--	--

28

1. Please accept our apologies for 2. In 1885 3. The goods will be ready for shipment 3to 4 weeks	A the company had more than 5000 employees. B from receipt of your written order. C the delay in dispatching your order.
---	--

29

1. How much is this tin of 2. If you ask your teacher questions 3. We finally got to the stadium just in	A. time to see the match start. B. tuna, sir? C. you'll know the subject better.
--	--

30

1.If you don't send the payment today 2. accept our apologies for 3. I'm quite sure that	A. the figures I quoted were accurate. B. we will be forced to cancel the contract. C. the late arrival of this flight
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3.1 ОПИСАНИЕ ОЦЕНОЧНЫХ ПРОЦЕДУР ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ

3.1.1 Применяемое оценочное средство текущего контроля успеваемости – ВОПРОСЫ ДЛЯ УСТНОГО ОПРОСА

Описание процедуры:

Процедура представляет собой развернутые монологические ответы обучающихся на вопросы, задаваемые преподавателем по контролируемой теме (вопросы приведены отдельно по каждой контролируемой теме в п. 2.1.1 настоящего КОС).

Вопросы, как правило, заранее сообщаются обучающимся для того, чтобы они имели возможность подготовиться к устному опросу, в том числе по дополнительным источникам.

На практическом занятии вопросы задаются преподавателем поочередно. Обучающимся предоставляется возможность отвечать по желанию или по выбору преподавателя.

После ответа на каждый вопрос преподаватель может задать дополнительные вопросы, направленные на детализацию и (или) углубление учебного материала. К ответу на дополнительные вопросы могут привлекаться как обучающийся, отвечавший на данный вопрос, так и другие обучающиеся учебной группы.

Результаты устного опроса (оценки по 5-балльной шкале) преподаватель сообщает сразу после ответа, обучающегося на конкретный вопрос или по завершении всего устного опроса.

Критерии оценки

Оценка **«отлично»** выставляется обучающемуся, если он демонстрирует глубокое знание содержания вопроса, дает точные определения основных понятий, аргументированно и логически стройно излагает учебный материал, иллюстрирует свой ответ актуальными примерами (типовыми и нестандартными), в том числе самостоятельно найденными, не нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

Оценка **«хорошо»** выставляется обучающемуся, если он владеет содержанием вопроса, но допускает некоторые недочеты при ответе, допускает незначительные неточности при определении основных понятий, недостаточно аргументированно и (или) логически стройно излагает учебный материал, иллюстрирует свой ответ типовыми примерами.

Оценка **«удовлетворительно»** выставляется обучающемуся, если он освоил основные положения контролируемой темы, но недостаточно четко дает определение основных понятий и дефиниций, затрудняется при ответах на дополнительные вопросы, приводит недостаточное количество примеров для иллюстрирования своего ответа, нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

Оценка **«неудовлетворительно»** выставляется обучающемуся, если он не владеет содержанием вопроса или допускает грубые ошибки, затрудняется дать основные определения, не может привести или приводит неправильные примеры, не отвечает на уточняющие и (или) дополнительные вопросы преподавателя или допускает при ответе на них грубые ошибки.

3.2 ОПИСАНИЕ ОЦЕНОЧНЫХ ПРОЦЕДУР ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ

Промежуточная аттестация обучающихся проводится в форме зачета.

Описание процедуры:

На зачете процедура включает в себя:

- ответы обучающегося на вопрос(ы) для зачета;
- решение обучающимся одной производственной задачи;
- определение оценки по промежуточной аттестации.

Вопрос для устного ответа, обучающегося из числа вопросов, приведенных в п. 2.2.1 настоящего КОС, и производственную задачу из числа производственных задач, приведенных в п. 2.2.3 настоящего КОС, выбирает преподаватель.

На подготовку к ответу, обучающемуся предоставляется не менее 20 минут.

При подготовке к ответу обучающийся может делать записи и пользоваться ими при ответе. Решение производственной задачи осуществляется в письменной форме.

Преподаватель может задать обучающемуся уточняющие вопросы для детализации ответа обучающегося и (или) предложенного им решения производственной задачи.

Результат промежуточной аттестации (оценка по 5-балльной шкале (или на зачете – по дихотомической шкале)) сообщается обучающемуся по окончании его ответа».

«Описание процедуры:

На зачете, процедура включает в себя:

- бланковое тестирование;
- определение оценки по промежуточной аттестации.

Тестирование проводится по 2 вариантам. Варианты формируются по БТЗ для или зачета, приведенного в п. 2.2.2 настоящего КОС.

На выполнение тестирования отводится 60 минут.

Каждый вопрос (задание) оценивается по дихотомической шкале: выполнено – 1 балл, не выполнено – 0 баллов.

Применяется следующая шкала перевода баллов в оценку по 5-балльной шкале:

- 50-40 балла соответствуют оценке «отлично»;
- 39-26 баллов – оценке «хорошо»;
- 25-22 баллов – оценке «удовлетворительно»;
- 21 баллов и менее – оценке «неудовлетворительно».

Результат промежуточной аттестации (оценка по дихотомической шкале) сообщается обучающемуся по окончании его ответа»

Критерии оценки:

Оценка «зачтено» выставляется обучающемуся, если он:

- владеет терминологией учебной дисциплины;
- способен общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
- способен читать и переводить (со словарем) иностранные тексты профессиональной направленности;
- способен самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;
- освоил лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;

- соблюдает нормы произношения;
- владеет лексикой иностранного языка общепотребительного, делового, терминологического и профессионального содержания;
- освоил типовые способы построения высказываний в устной и письменной речи;
- владеет основными способами работы над языковым и речевым материалом.

Оценка «**незачтено**» выставляется обучающемуся, если он:

- не владеет терминологией учебной дисциплины;
- не знает значительной части (50% и более) содержания учебного материала; допускает грубые ошибки в его изложении;
- допускает грубые ошибки при выполнении практических заданий.
- не соблюдает нормы произношения
- не способен самостоятельно совершенствовать устную и письменную речь.