Федеральное государственное бюджетное образовательное учреждение высшего образования
РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА И ГОСУДАРСТВЕННОЙ СЛУЖБЫ ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ
Среднерусский институт управления – филиал
Факультет Государственного и муниципального управления
КАФЕДРА «Иностранные языки»

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Местоположение: Среднерусский институт управления

УТВЕРЖДЕНА
кафедрой «Иностранные языки»
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1. ПЕРЕЧЕНЬ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ, СООТНЕСЕННЫХ С ПЛАНИРУЕМЫМИ РЕЗУЛЬТАТАМИ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

1.1. Дисциплина «Иностранный язык» обеспечивает овладение следующими компетенциями:

УК ОС-4 – способность осуществлять коммуникацию, в том числе деловую, в устной и письменной формах на государственном и иностранном(ых) языках.

Этапы освоения компетенций

Таблица 1

Код компетенции	**Наименование компетенции**	**Код этапа освоения компетенций**	**Наименование этапа компетенции**
УК ОС-4	Способность осуществлять коммуникацию, в том числе деловую, в устной и письменной формах на государственном и иностранном(ых) языках	УК ОС-4.1	Соблюдение требований к языку и форме общения, в том числе делового, в зависимости от коммуникативной задачи, решаемой на русском или иностранном языке

1.2. Результаты освоения компетенций

Таблица 2

ОТФ	Код этапа освоения компетенции	Результаты обучения
Соблюдение требований к языку и форме общения, в том числе делового, в зависимости от коммуникативной задачи,	УК ОС-4.1	– **сформированы знания:** - делового этикета страны изучаемого языка, - иноязычной лексики, применяемой в деловой сфере. **– сформированы умения:** -планировать деловую встречу (публичное выступление) на иностранном языке.

решаемой на русском или иностранном языке		**– сформированы навыки:** - владения специфической лексикой, распространенной в деловой сфере.

2. ОБЪЕМ И МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Данный курс входит в структуру Основной образовательной программы высшего профессионального образования в качестве дисциплины блока Гуманитарный, социальный и экономический цикл Б1.О.04 (базовая часть) и изучается на 1 и 2 курсах.

Данная дисциплина находится в логической взаимосвязи с курсами «Русский язык и культура речи» (содержит темы, касающиеся вопросов использования в русской речи иностранных заимствований, стилей речи). Кроме того, профессиональная направленность курса «Иностранный язык», изучение его с позиций функционирования в практике профессионального общения облегчит студентам изучение специальных дисциплин и дисциплин специализаций.

Объем дисциплины

Таблица 3

Вид учебных занятий и самостоятельная работа	Объем дисциплины (модуля), час.										
	Всего	Семестр									
		1	2	3	4	5	6	7	8	9	10
Заочная форма обучения											
Контактная работа обучающихся с преподавателем, в том числе:	32	8	8	8	8						
Лекционного типа (Л)											
Лабораторные работы (практикумы) (ЛР)											
Практического (семинарского) типа (ПЗ)	32	8	8	8	8						
Контролируемая самостоятельная работа обучающихся (КСР)											
Контактная внеаудиторная работа, в том числе проводимая в электронной информационно-образовательной среде											
Самостоятельная работа обучающихся (СР)	415	96	96	96	127						
Промежуточная форм		зач. с	зач.	зач.	экза						

аттестация	а		оц. конт.	с оц.	с оц.	мен						
	час.	21	4	4	4	9						
Общая трудоемкость	(час. / з.е.)	468	108/6	108/6	108/6	144/6						

3. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Структура дисциплины

Таблица 4

№ п/п	Наименование тем (разделов)	Объем дисциплины, час.						Форма текущего контроля успеваемости, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий				СР	
			Л	ЛР	ПЗ	КСР		
1.	Лексико-грамматические основы иностранного языка	64			5		59	Т, У, О
2.	Устройство на работу	63			4		59	У, РС
3.	Деловое общение	63			4		59	У, РС
4.	Деловая командировка	63			4		59	У, РС
5.	Составление резюме	65			5		60	У, РС
6.	Деловая переписка	64			5		59	У, РС
7.	Публичное выступление по направлению подготовки	65			5		60	РС, Т

№ п/п	Наименование тем (разделов)	Объем дисциплины, час.						Форма текущего контроля успеваемости, промежуточ-ной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий				СР	
			Л	ЛР	ПЗ	КСР		
Промежуточная аттестация		21						Зачет с оц., Конт., Экзамен
Всего:		468			32		415	

Примечание. Форма текущего контроля успеваемости: опрос (О), тестирование (Т), упражнения (У), речевая ситуация (РС).

Содержание дисциплины

Тема 1. Лексико-грамматические основы иностранного языка

Лексико- грамматические основы языка; наиболее употребительные временные формы в ситуациях повседневного и официального общения.

Тема 2. Устройство на работу

Собеседование, интервью, постановка вопросов различных типов.

Тема 3. Деловое общение

Нормы делового этикета, профессии и должности, страны и национальности, деловое общение.

Тема 4. Деловая командировка

Прибытие в страну, транспорт, быт и сервис посещаемой страны.

Тема 5. Составление резюме

Основные правила составления резюме для поиска работы, написание автобиографии.

Тема 6. Деловая переписка

Виды деловых писем, общие правила деловой переписки, правила речевого этикета.

Тема 7. Публичное выступление по направлению подготовки

Правила оформления публичного выступления

4. МАТЕРИАЛЫ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ ОБУЧАЮЩИХСЯ И ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ

4.1. Формы и методы текущего контроля успеваемости и промежуточной аттестации.

4.1.1. В ходе реализации дисциплины «Английский язык» используются следующие методы текущего контроля успеваемости обучающихся:

при проведении практических занятий:

- опрос;
- упражнение;
- речевая ситуация;
- письменный тест;

при контроле результатов самостоятельной работы:

- тестирование;
- опрос
-

4.2. Материалы текущего контроля успеваемости

Вопросы для подготовки к опросу

Тема 1. Лексико-грамматические основы иностранного языка

1. Притяжательный падеж.
2. Притяжательные местоимения.
3. Глагол to be в Present Simple.
4. Глагол to be in the Past Simple, Future Simple Tense.
5. Present Simple Tense.
6. Утвердительная, вопросительная и отрицательная формы глагола.
7. Present Continuous Tense.
8. Множественное число существительных.
9. Артикли.
10. Past Simple.
11. Обороты there is/there are.
12. Предлоги места.
13. Типы вопросов.
14. Общий вопрос.
15. Специальный вопрос.
16. Present Perfect
17. Present Perfect Continuous Tense.
18. Степени сравнения прилагательных, наречий.
19. Past Perfect Tense.
20. Past Continuous Tense.
21. Оборот «used to».
22. Past Perfect Tense.
23. Past Continuous Tense.
24. Future Tenses
25. Modals
26. Passive Voice
27. Conditional Clauses. (I, II, III)

Упражнения

Тема 1. Лексико-грамматические основы иностранного языка

1. Работа с текстом

BUSINESS GRAMMAR. Word formation.

Most linguists in special chapters and manuals devoted to English word-formation consider as the chief processes of English word-formation affixation, conversion and compounding. Now let us consider the basic ways of forming words in the English language. Derivation may occur without any change of form, for example telephone (noun) and to telephone. This is known as conversion.

Compounding occurs when two or more words are joined together to make them one word. The meaning of the compound may be very different from the meanings of its components in isolation like the formation of earthquake from earth and quake.

Affixation is generally defined as the formation of words by adding derivational affixes to different types of bases. In conformity with the division of derivational affixes into suffixes and prefixes affixation is subdivided into suffixation and prefixation. Prefixation is the formation of words with the help of prefixes.A prefix (write → re-write; lord → over-lord) will rarely change syntactic category in English. The derivational prefix un- applies to adjectives (healthy → unhealthy), some verbs (do → undo), but rarely nouns. A few exceptions are the prefixes en- and be-. En- (em- before labials) is usually used as a transitive marker on verbs, but can also be applied to adjectives and nouns to form transitive verb: circle (verb) → encircle (verb); but rich (adj) → enrich (verb), large (adj) → enlarge (verb), rapture (noun) → enrapture (verb), slave (noun) → enslave (verb). The prefix be-, though not as productive as it once was in English, can function in a similar way to en- to mark transitivity, but can also be attached to nouns, often in a causative or privative sense: siege (noun) → besiege (verb), jewel (noun) → bejewel (verb), head (noun) → behead (verb).

Suffixation is the formation of words with the help of suffixes. Suffixes usually modify the lexical meaning of the base and transfer words to a different part of speech. There are suffixes however, which do not shift words from one part of speech into another; a suffix of this kind usually transfers a word into a different semantic group, e. g. a concrete noun becomes an abstract one, as is the case with child—childhood, friend—friendship, etc.

2. Грамматические упражнения

Active Voice

Task 1. Put the verbs in the appropriate form.

1. You look really great! (you, train) _____ at the fitness center recently?
2. A: What (you, do) _____when the accident occurred?
3. B: I (try) _____to change a light bulb that had burnt out.

4. I (have) _____the same car for more than ten years. I'm thinking about buying a new one.

5. A: What do you call people in charge of or assisting in a library?

6. B: They (call) _____librarians.

7. I came to England six months ago. I started my economics course three months ago. When I return to Australia, I (study) _____for nine months and I (be) _____in England for exactly one year.

8. Sam (arrive) _____in San Diego a week ago.

9. Samantha (live) _____in Berlin for more than twenty years. In fact, she (live) _____there when the Berlin wall came down. 10.The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture (disappear, virtually) _____by the time Europeans first (arrive) _____in the New World.

11.Shhhhh! Be quiet! John (sleep) _____.

12.It (rain) _____all week. I hope it stops by Saturday.

13.I have not traveled much yet; however, I (visit) _____the Grand Canyon and San Francisco by the time I leave the United States.

14.I (see) _____many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.

15.In the last hundred years, traveling (become) _____much easier and very comfortable. In the 19th century, it (take) _____two or three months to cross North America by covered wagon. The trip (be) _____very rough and often dangerous. Things (change) _____a great deal in the last hundred and fifty years. Now the flight from New York to Los Angeles is a matter of hours.

16.When I (arrive) _____home last night, I discovered that Jane (prepare) _____a beautiful candlelight dinner.

Passive Voice

Task 1. Use the required tense of the Passive Voice instead of the infinitives in brackets.

1. Each candidate (to question) in turn by two separate interviewers.
2. He insisted on seeing the job advertisement before it (to publish).
3. My question about the balance sheet (not to answer) properly yet.
4. Her brother (to elect) president of the new concern last year.
5. The report (to receive) via e-mail and now (to print).
6. The delivery (to make) only after the advance payment.
7. The letter said that for his thesis in Marketing Andrew (to award) his M.D.

Task 2. Find the Passive Voice constructions and translate the sentences.

1. Fees are charged at an hourly rate.
2. The MBA programmes are intended for those who already have management experience and who are seeking to develop their careers.

3. He said that his laptop had been stolen and added that he would never buy such an expensive one again.

4. The bursaries are financed by donations from staff and students of the University and the campus union.

Task 3. Fill the gaps with the correct tenses (active or passive voice).

Hadrian's Wall

1. In the year 122 AD, the Roman Emperor Hadrian _____(visit) his provinces in Britain.2. On his visit, the Roman soldiers _____ (tell) him that Pictish tribes from Britain's north _____(attack) them. 3. So Hadrian _____(give) the order to build a protective wall across one of the narrowest parts of the country.4. After 6 years of hard work, the Wall _____(finish) in 128. 5. It _____(be) 117 kilometres long and about 4 metres high.

6. The Wall _____(guard) by 15,000 Roman soldiers. 7. Every 8 kilometres there _____ (be) a large fort in which up to 1,000 soldiers _____(find) shelter. 8. The soldiers _____(watch) over the frontier to the north and _____(check) the people who _____(want) to enter or leave Roman Britain. 9. In order to pass through the Wall, people _____(must go) to one of the small forts that _____ (serve) as gateways. 10.Those forts _____(call) milecastles because the distance from one fort to another_____ (be) one Roman mile (about 1,500 metres). 11.Between the milecastles there _____(be) two turrets from which the soldiers _____(guard) the Wall. 12.If the Wall (attack) by enemies, the soldiers at the turrets _____(run) to the nearest milecastle for help or _____ (light) a fire that _____(can / see) by the soldiers in the milecastle. 13.In 383 Hadrian's Wall _____(abandon). 14.Today Hadrian's Wall (be)_____ the most popular tourist attraction in northern England. 15.In 1987, it _____ (become) a UNESCO World Heritage Site.

Тема 2. Устройство на работу

1. Работа с текстом. Read this text and do the tasks given below.

Job Interview.

A job interview is a process in which a potential employee is evaluated by an employer for prospective employment in their company, organization, or firm. During this process, the employer hopes to determine whether or not the applicant is suitable for the role. A job interview typically precedes the hiring decision, and is used to evaluate the candidate. The interview is usually preceded by the evaluation of submitted résumés from interested candidates, then selecting a small number of candidates for interviews. Potential job interview opportunities also include networking events and career fairs. The job interview is considered one of the most useful tools for evaluating potential employees. It also demands significant resources from the employer, yet has been demonstrated to be notoriously unreliable in identifying the optimal person for the job. An interview also allows the candidate to assess the corporate culture and demands of the job.

Multiple rounds of job interviews may be used where there are many candidates or the job is particularly challenging or desirable. Earlier rounds may

involve fewer staff from the employers and will typically be much shorter and less in-depth. A common initial interview form is the phone interview, a job interview conducted over the telephone. This is especially common when the candidates do not live near the employer and has the advantage of keeping costs low for both sides.

Once all candidates have been interviewed, the employer typically selects the most desirable candidate and begins the negotiation of a job offer. In light of its popularity, a stream of research has attempted to identify the constructs (ideas or concepts) that are measured during the interview to understand why

interviews might help us pick the right people for the job. These constructs can be classified into three categories: job-relevant interview content (constructs interview questions are designed to assess), interviewee performance (applicant behaviors unrelated to the applicant characteristics the interview questions are designed to assess but nevertheless influence interviewer evaluations of interviewee responses), and potentially job-irrelevant interviewer biases (personal and demographic characteristics of applicants that may influence interviewer evaluations of interviewee responses in an illegal, discriminatory way).

Job-relevant interview content

Interview questions are generally designed to tap applicant attributes that are specifically relevant to the job for which the person is applying. The job-relevant applicant attributes that the questions purportedly assess are thought to be necessary for one to successfully perform on the job. The job-relevant constructs that have been assessed in the interview can be classified into three categories: general traits, experiential factors, and core job elements. The first category refers to relatively stable applicant traits. The second category refers to job knowledge that the applicant has acquired over time. The third category refers to the knowledge, skills, and abilities associated with the job.

2. Упражнения

1. Вставьте в текст следующие слова:

capital, competition, plan, market, facility, investment, flow, products, expenses, overheads, stock, sales

A few years ago I decided to start my own business.

I live by the sea and I love surfing, so I knew that there would be a (1) _____ for surfboards, wetsuits and all the other equipment surfers need.

There were already other shops in the area selling similar (2) _____ , so I knew there would be quite a lot of (3) _____ , but I still thought I could make a success of it.

I had already built up a certain amount of (4) _____ in my bank account but I knew I would need an overdraft (5) _____ , so I asked the bank what I needed to do.

They told me I needed to prepare a business (6) _____ with a detailed cash (7) _____ .

I was pleasantly surprised that they immediately agreed to provide the overdraft.

I deliberately opened my shop in May so I knew (8) _____ would be good, but when you start a business, the (9) _____ are very high as well.

In addition to (10) _____ – rent, regular bills and so on – you also have to make quite a big (11) _____ in computers, equipment and of course, (12) _____ .

It's too early to say, but things seem to be going OK. I'm keeping my fingers crossed!

Тема 3. Деловое общение

1. Работа с текстом. Read this text and do the tasks given below.

Negotiation

Anyone who has contact with customers is a salesperson – that includes the telephonist who answers the phone and the service engineer who calls to repair a machine. So that probably includes you!

The relationship between a salesperson and a client is important: both parties want to feel satisfied with their deal and neither wants to feel cheated. A friendly, respectful relationship is more effective than an aggressive, competitive one.

A salesperson should believe that his or her product has certain advantages over the competition. Customers want to be sure that they are buying a product that is good value and of high quality. People in business are not going to spend their company's money on something they don't really need (unlike consumers, who can sometimes be persuaded to buy 'useless' products like fur coats and solid gold watches).

Some salespeople adopt a direct 'hard sell' approach, while others use a more indirect 'soft' approach. Which approach do you prefer? Whichever approach is used, in the end perhaps a good salesperson is someone who can persuade anyone to buy anything. On the other hand, maybe a good salesperson is someone who knows how to deal with different kinds of people and who can point out how his or her product will benefit each individual customer in special ways. After all a buyer is called a 'buyer' because he or she wants to buy. All you need to do is to convince them that your product is the one they want. A successful sales meeting depends on both the salesperson and the customer asking each other the right sort of questions.

2. Упражнения

1. Fill the gaps in these sentences with these words before buying client individual product wants weakness.

If you want to be a successful negotiator and salesperson you should:

Know your … and its main features.

Know the strengths and … of competing products.

Find out who makes the … decisions on your client's firm.

Plan each sales interview … it takes place.

Match what you're selling to each client's … and needs.

Listen to what your … tells you.

Remember that each client is an … , not a number.

Тема 4. Деловая командировка

1. Работа с текстом. Read this text and do the tasks given below.

MAKING A START

Most people are involved in some kind of project at work – for example, for product development, organizational change or marketing strategies. Successful projects can be a vital mechanism for reaching corporate goals. In this article, we examine one important aspect of projects –the organization and running of a two-day kick-off meeting.

We will consider the case of an international project team made up of a project leader, sub-project leaders, and project team members who come from different national business units. We assume senior management has already agreed to the project and that a high-level sponsor has been specified.

Project success depends on having the right people, with the necessary experience, expertise and personalities. To get the right people, project leaders need to speak with the individuals nominated and the nominating managers, together and separately. These discussions should clarify expectations about goals, roles, expertise, levels of participation and lines of reporting.

This is an opportunity to check the mindset and level of engagement of the person nominated. It is also a chance to get commitment to the project from the business-unit manager, and to confirm that the team members who have been nominated have the competence for the job and will be given the necessary time away from their normal responsibilities.

One key decision is whether to involve an external facilitator, both in the planning of the agenda and at the kick-off meeting itself. Effective international facilitators or project coaches can easily pay for themselves by focusing team efforts and reducing inefficiency.

Using an external facilitator can have the following advantages:

It frees up the project leader to take part more easily in the meeting. It brings external expertise into the project at an early stage – for example, intercultural team-building skills or project-management expertise. It can increase the energy and output of the meeting.

Building relationships and developing trust is a long process. But the kick-off meeting is a good place to start the process. It may be a short person-by-person introduction of job functions and project expectations. Alternatively, much more time can be spent discovering each person’s experience and expertise, mindset and working style, and learning about the daily life and culture in their business unit. Too often, this process is given insufficient time. As a result, there is no common understanding. A good way to start the process of building relationships is to organize a get-together and dinner on the evening before the first day of the kick-off. You should encourage conversation by asking people to mix and find out about each other’s job, hobbies and business culture. At the end of the first day, include a fun input from an expert on international teamworking, with tips on how

to collaborate effectively. And then, in the evening, you could organize an event that is fun and involves collaboration.

After the fun "get-to-knows", the next stage is usually the more serious business of explaining what the project is all about. What is the "high-level vision"? This often takes the form of a presentation from the sponsor, who then leaves the project head to work on the details of project structure and milestones. Sponsors need to inspire team members to become project ambassadors who will communicate the project vision in their organization. Project teams could work in smaller groups to draft mission statements and slogans for the project. This allows for time to discuss the vision, and can also create a greater sense of ownership of the process, and thus increase commitment.

After the sponsor has left, the project leader will often make a presentation to clarify specific goals. It is important to focus the team early in the project on delivering financial targets. Secondly, it is vital to integrate the perspectives of the customers and other stakeholders into the project's targets. Thirdly, project leaders must discuss the possibility that the project's goals may change during its lifetime as new information arises. Teams have to balance the controlling and delivering of defined targets with an ability to think flexibly and to create new targets – within budget, of course.

After looking at the vision and goals, it is necessary to go into more detail by looking at the project structure, the organization into sub-projects (or «workstreams») and the main tasks of each sub-project. This gives team members a holistic view of the project and enables them to think about deadlines, dependencies and risks.

Team members need to know exactly who will do what and who expects what from whom. So spend time defining roles explicitly. Otherwise, people may fail to take responsibility or they may blame others, which leads to conflict and inefficiency.

International projects often face both cost constraints (budget estimates are too low) and human-resource problems (there are not enough people). At the kick-off meeting, it is important to discuss openly the resources that are needed and available. In projects with too few resources, team members will often have huge and very frustrating workloads. This may lead to them wanting to leave the project, which creates the problem of finding replacements and bringing them up to speed. Intelligent project leaders form very close relationships with the senior sponsors, who are the keys to unlocking budgets and providing more staff.

Towards the end of the kick-off, the meeting should take a look at communication. Communication planning is an important part of project management, and there are two dimensions to a kick-off: internal team communication and marketing to externals.

If you ask a project manager where things went wrong on a project, the question of communication is likely to be mentioned: «We used email too much»; «Meetings were not focused enough»; «The business didn't understand the project».

Take time to do training on how to speak, listen and write effectively across different cultures, whether national, corporate or departmental. This training can act as a platform for the project team to create communication rules for their work.

It is essential that people know what they have to do and by when. They also have to be motivated to do so. If not, the meeting has failed. Plan at least 90 minutes at the end of the kick-off to work through all the agreed actions, to specify what has to be done by when, and to deal with any open questions.

Don't overestimate the success of a kick-off. The real work starts when the kick-off ends. Project leaders and members should look for every opportunity to communicate by phone (if not personally) in the following weeks. This may be to update each other on the project's progress or just to pass on the details of a recipe discussed over dinner at the kick-off. Establish the habit of communicating often, about work and non-work matters – and not just by e-mail.

Project kick-off meetings need to balance the technical and human aspects of project management. Most projects underestimate the human element. Camillo Mazolla, an Italian businessman, has worked as an international project manager for many years. He says: "Social relationships are vital for reaching a result. So if you have everything but not the relationships, you will not obtain results. You are not in the army, where you have to do things, full stop. Bad relationships can compromise a good technical job. So, during the kickoff phase there's always a kind of socializing part, a dinner, an event. The more developed it is, the better it is."

2. Упражнения

1. Answer the question.

- How can you help to choose the right people for a project?
- How useful is an external facilitator?
- How can you build relationships within the team?
- How can you clarify expectations within the team?
- How should you follow up a kick-off meeting?

Тема 5. Составление резюме

2. Упражнения

1. ***Answer the question.*** Which factors can play an important role when a person is being hired?

a) appearance
b) intelligence
c) references
d) hobbies
e) marital status
f) age
g) health
h) experience
i) knowledge and skills
j) character

k) manners
l) Zodiac sign

2. ***Match the words and their definitions correctly. There are 2 extra definitions.***

1. Staff 2. Recruitment 3. Promotion 4. References 5. Employee 6. Benefits 7. Offer 8. Selection

a) The process of of finding new people to join a company.
b) A letter written by somebody who knows you, giving information about your character and abilities.
c) The state of being chosen.
d) People who are working together.
e) An advantage that you get from a company in addition to the money that you earn.
f) A move to a more important job or rank in a company.
g) The point or area occupied by a physical object.
h) A person who is paid to work for somebody.
i) An action or movement indicating a purpose or intention.
j) The state of being vacant.

2. Работа с текстом. Read this text and do the tasks given below.

Resume

An excellent resume may help you get the job of your dreams and a poor resume may mean a lost opportunity.

Since this is the first piece of information a company will receive about you, it is critically important that your resume, be well-written. It should be presented at the beginning of any interview that you have with a company. Ideally, resume should not be longer than one page. The contents of a resume can be categorized as: 1) PERSONAL INFORMATION (address and telephone number), 2) JOB OBJECTIVE, 3) EDUCATION, 4) EXPERIENCE, 5) SKILLS, 6) EXTRACURRICULAR ACTIVITIES, 7) REFERENCES.

The resume begins with PERSONAL INFORMATION, name, address, telephone number centered at the top page.

After your address, a JOB OBJECTIVE should be written. This objective should be well thought out from the very beginning since it will influence how you will write the rest of the resume.

After, describe your EDUCATION. List the universities, institutes and colleges you have attended in reverse chronological order. Any studying you have done abroad should be included and courses that you have taken that are relevant.

Your working EXPERIENCE is the next section. List your experience starting with your most recent place of employment and work backwards. Spell out the exact dates of employment, your position, and the name of the company you worked for.

Following experience, you should list your special SKILLS. These include your language skills, computer abilities, and any other talent that relates to your statement of intent. When describing your language abilities, it is best to be honest about assessing your level, "Fluent English", "native Russian", "intermediate German", and "beginning French" are all ways to describe your language abilities.

EXTRACURRICULAR ACTIVITIES should be included in the next section. Student or professional organizations you belong to, travel, sports and hobbies should be listed here.

The last section of your resume is the REFERENCE section. List at least two people, not related to you, who can describe your qualification for the job. Their names, titles, places of work, and telephone numbers should be included.

The style and format of a resume are extremely important. Your resume must be typed, preferably on a computer in order to format it most effectively. A neat and well-written resume with no spelling mistakes will give an employer the impression that you are accurate and take care of details.

A resume will not get you a job. An interview with a company will get you a job. In order to have the opportunity of interviewing with a company you should send your resume with a cover letter.

Тема 6. Деловая переписка

1. Работа с текстом

How to write a cover letter.

Read the text about a supporting letter which should usually accompany your CV or Resume. Pay attention to the differences in the-content between the first, two documents and the following one.

When you use a resume to apply for a job, you also need a short cover letter. The cover letter should not simply repeat information given in the resume; instead, it should begin by identifying the job for which you are applying and telling how you heard about it. You can then add any other information not included in the resume which might be important-for this particular job. Finally, request an interview; include your phone number, and when you can be reached.

Address the letter, to a specific individual whenever possible. Develop a bridge between yourself and employer at the very beginning - tell how you learned of the vacancy.

Give a brief statement, emphasizing your qualifications for this position. Use words directly from the job ad to describe what you. can do. Emphasize what you can do for an employer rather than what he can do for you. Show enthusiasm throughout your letter.

Sample Cover Letter

Mr. Arnold Peck
Director of Personnel
Lientz Construction, Inc. 119
Westview Drive Willoughby, OH 44094
753 Westborn Drive Ardmore, PA 19361

November 23, 2002

Dear Mr. Peck,

With a civil engineering degree from Easter-University and practical experience in

the field, I believe I could be of value to Lientz Construction. Would you please consider me for the junior civil engineering position described in the November *22 New York Times?*
Your notice, .calls for a candidate with «business sense». While at Eastern, I took many business, courses, including three advanced seminars. I was intrigued by the sometimes conflicting goals of high profits, and good labour-management relations and did my research on solutions to such problems in the construction industry.
In three summer's work with .two construction firms, I saw the. practical side of this issue. I began as a laborer, experience which will be of great value to me in my career in construction. I have prepared over three dozen bids and estimates for both residential and commercial customers. In addition, I revised the entire drafting of a 700-unit housing complex in southern New Jersey.
The enclosed resume provides an overview of my skills and experience. Could I meet with you at your convenience to discuss my qualifications for the position? You can leave, a message for me any weekday at (215)525- 6681.

Very truly yours,
Kenneth Chaing

2. Упражнение Write a cover letter as Ann Smirnova did it.

US Consulate General 15, Furshtatskaya Street St.Petersburg.191028 Attn.: Mr. Josh Overcast
Dear Sirs,By this letter I would like to apply for the FSN personnel clerk position at the US Consulate General.Thank you for taking time to deal with, my application. Please kindly find my references enclosed.
Faithfully yours, Anna Smirnova.
Anna Smirnova98, Chaikovskogo Street apt 85 St.Petersburg, 191194, Russia
Phone: +7 812 272 08 95 December 2, 1996

Тема 7. Публичное выступление по направлению подготовки

1. Упражнение

1. Discuss the following with your partner.
a) Have you ever given a presentation? What type was it?
b) In your experience what makes a good/bad presentation?
c) What do Russian people think abouy humour in presentations?
d) How is body language used in presentations in Russia? Which gestures are acceptible and which are not?
e) What are the advantages and disadvantages of using different types of equipment? What are some of the potential problems?
2. Here are some examples of different types of presentations. How are people expected to dress for different types of presentations in your country?

Press conference	Two chief executives tell journalists why their companies have merged.
Briefing	A senior officer gives information to other officers about a police operation they are about to undertake

Demonstration	The head of research and development tells non-technical colleagues about a new machine.
Product launch	A car company announces a new model.
Lecture	A University professor communicates information about economics to 300 students.
Talk	A member of a stamp-collecting club tells other members about 19th century British stamp.
Seminar	A financial adviser gives advice about investments to eight people.
Workshop	A yoga expert tells people how to improve their breathing techniques and gets them to practise.

3. Работа с текстом

Making a presentation.

You probably give more presentations than you realize. Updating your boss on your recent accomplishments, giving a status report during a project meeting, and calling on a new sales prospect are all examples of public speaking opportunities. In the business arena, your ability to clearly communicate to your clients and coworkers will lead people to perceive you as credible and capable, and may even improve other people's evaluation of your skills. Although some presentations are more important than others are, the better you understand how to prepare for a presentation, the better results you'll get following your presentation. The success of your presentation lies in your ability to reach your audience. Even the most flawless speaker can fail to inspire listeners if the message isn't perceived as significant to their lives or their experience. Most of the presentations you're asked to give in a business setting aim to achieve one of two purposes: to inform and to persuade. In an informative presentation, the audience learns about a new subject or learns something new about a familiar subject. In a persuasive presentation, the speaker attempts to change the audience's attitudes or behaviors.

The introduction.

Make sure everybody knows who you are. This step is especially important if you're presenting to a group for the first time. Whether you introduce yourself or have someone introduce you, the goal is the same. The audience needs to know who you are and why they should listen to you. Present your credentials and let people know why you're an expert on this topic. If someone else will be performing your introduction, it often helps to provide them with a few notes about who you are and why you're the right person to be speaking at this event.

Show what you know.

Once again we return to the idea of building rapport with your audience. Your audience will be much more likely to listen to you if they believe you are an expert on the topic you're discussing. One way to demonstrate your expertise is to

open your presentation with data, exact figures, latest developments, and interesting little-known facts.

Invite participation.

Get the group involved from the beginning. One great way to encourage involvement is to take an audience poll:

- How many of you have experience with this?
- How many of you have had problems in finding...?
- Has anyone found a really effective way to...?

By getting a show of hands, you will demonstrate that your topic has relevance to people in the group. In addition, you'll get people thinking about how your topic relates to them personally, and will interest them in hearing your proposed solution. Another way to get the audience involved is by holding a mini-brainstorming session. It's best if you have a white board or flip chart to write down the audience suggestions. Select your brainstorming topic carefully – ask a question that you know will generate answers that you intend to touch on during your presentation.

Dress the part.

It’s known that 55 percent of our total message in face-to-face interactions is communicated through body language. A big part of body language is how you dress.

Listeners form an initial impression about you within the first seven seconds of meeting you. They decide whether they like you, trust you, and want to do business with you.

The body of a presentation.

If your purpose is to inform, you'll use the body of your presentation to describe your topic and demonstrate how it relates to your audience. If you're goal is to persuade, you'll use the body of the presentation to define the problem and offer your solution. Depending on the time allotted to you, it's best to stick to two to five main points. You need to provide supporting evidence for each main point, so allow enough time to develop each point in adequate detail. If there's a question in your mind about how many points you can reasonably discuss, go with the lower number. Once you've determined the most important issues to illuminate during your speech, the next thing you should plan is the appropriate organizational structure for your speech. Yes, you really do need to plan your presentational structure. There's nothing more frustrating than listening to a speaker who jumps from one topic to another without explaining how the topics are related, repeats herself often, and never seems to get to the point. These are just a few the side effects of poor organizational structure. You should organize the body of our presentation in a manner that makes sense for your subject. In fact, most subjects naturally lend themselves to a particular structure.

The most common organizational patterns are:

Topical - use when several ideas relate to your theme, each distinct idea becomes a main point. This structure is useful for informative speeches.

Chronological - uses time sequence for a framework. This structure is useful for both informative and persuasive speeches, both of which require the presentation of background information

Spatial - organizes material according to physical space. This structure is useful for informative speeches.

Classification - organizes material by putting things into categories. This structure is useful for both informative and persuasive speeches.

Problem/Solution - organizes material by describing a problem and then presenting a solution. This structure is useful for persuasive speeches.

Cause/Effect - organizes material by describing the cause of a problem and then presenting the effects of the problem. This structure is useful for persuasive speeches.

Evidence.

To create a credible presentation, you must provide supporting materials to back up your claims. Evidence is the material that gives your subject life. Use a combination of types of evidence to build a well-supported argument that also interests your listeners. Types of evidence include:

Facts and figures: information that can be verified by an outside source.

Statistics: data explaining something in terms of size or frequency. Statistics are powerful because they sound like facts and figures.

Statements by authority/Testimony: quotes from an expert on your subject. Statements by popular figures like politicians, television or radio personalities may be used as well.

Narratives: examples in the form of a story. Narratives should have a beginning, a middle, and an ending, and should be interesting without including unnecessary details.

Definitions: terms can be defined in one of three ways: The dictionary definitionThe etymological definition that describes how a word derives from the root word of its culture.The operational definition that describes how the term relates to how it works or how it operates. Humor: jokes or funny stories relating to the topic. Although humor works well to gain interest and build rapport with your audience, there are some subjects for which humor is not appropriate.

Closing your presentation.

One of the worst mistakes you can make in a presentation is talking too long. Ideally, you'll conclude your presentation before you're audience starts to drift. The goal of the conclusion is:

- To inform the audience you're about to close,
- To summarize the main points,
- To leave the audience with something to remember

Presentation techniques.

The difference between a good presenter and a great presenter is often «presentational style». In fact, presentational style is made up of three main elements that everyone can learn to incorporate into their speaking: vocalics, body language, and use of space.

Vocalics, or vocal techniques, are the way you speak your words to create emphasis and set the tone of your presentation. Vocal techniques to consider when practicing your presentation are:

Loudness: the relative amplitude of your voice. Both loudness and quietness can be used to gain attention. First, determine the right level of loudness to use as a baseline.

Rate: the speed with which you speak. Speaking quickly can suggest speed, excitement or energy. Speaking slowly can suggest emotions like boredom, but can be used to emphasize complex ideas or points of special importance.

Body language is another non-verbal technique that can be used to enhance your presentations. By body language, I mean gestures, movements and mannerisms that people use to communicate. Elements of body language to pay attention to as you practice your presentation are:

Eye contact: look your audience in the eyes. The number one reason to use good eye contact is it involves your audience in your presentation. If you look directly at a member of the audience, they are likely to return your gaze, and keep looking at you rather than looking at a paper on the table, staring out the window, or daydreaming.

Gesture: movement of your body or limbs to illuminate and emphasize the meaning of your words. Simple hand movements such as holding up the number one with your fingers when you say «my first point is», are appropriate.

Posture: the bearing of your body, your stance. When speaking to an audience, stand straight with your shoulders back, your head centered above your body and your feet shoulder-width apart. Don't slump. Don't lean against the wall.

Even the best presentation can be destroyed by a bad presenter from the person who mumbles, to the one who talks too fast, to the one who just wasn't prepared. But perhaps nothing is as irritating as the person who misuses and abuses presentation software. In public opinion polls, fear of death is second behind fear of public speaking. It needn't be. With preparation and practice, anyone can give a great presentation.

4. Вопросы

1. What can be called a presentation?
2. What is the difference between informative presentation and persuasive presentation?
3. What are the parts of presentation?
4. What presentation techniques are there?

5. Обсуждение

Nearly all speakers plan their presentation carefully. Here are three ways of preparing a presentation.

1. Practice the presentation beforehand and then deliver it without notes.
2. Give the presentation from notes.
3. Write the presentation in full and read it.

I. What are the pros and cons of each approach?

II. Would you prepare a presentation in one of these ways? If not, describe how you would do it.

Речевые ситуации

Ситуация 1.

Сформулируйте перечисленные ниже темы таким образом, чтобы они побуждали людей к их проблемному обсуждению. Проведите дискуссию по одной из сформулированных проблем.

1. Talk about your experience of working in cross-cultural teams. Was it easy? What was the most difficult thing? «When in Rome, do as the Romans do». But is it possible to change your behavior or personality?

2. Do you take part in meeting in English with native speakers? Do you find the native speakers tend to dominate or do they make allowances for the tact that some participants are speaking a foreign language?

Методические рекомендации для преподавателя:

Задание предполагает коллективную и подгрупповую работу. Цель задания – научиться формулировать проблемы, предлагать способы их решения.

Методика работы:

В процессе формулирования проблем осуществляется коллективная работа. Поочередно заслушиваются формулировки каждого студента, коллективно выносится решение об уровне и степени их проблемности. После чего коллективно определяется одна из проблемно сформулированных тем для дискуссии.

Для проведения дискуссии группа делится на две подгруппы. Одна из них принимает сторону защиты, другая – сторону нападения и критики. Назначается ведущий дискуссии. Его цель – регулировать общение между подгруппами, не давать отвлекаться от темы, поддерживать доброжелательный тон дискуссии, комментировать высказывания, подводить итоги. Назначаются эксперты. Их цель – оценить дискуссию по следующим показателям: 1) соответствие теме; 2) отсутствие грамматических, фонетических, стилистических ошибок; 3) беглость (fluency); 4) полнота, убедительность и разнообразие аргументов; 5) наличие собственной оригинальной точки зрения; 6) культура поведения: уважительное и дружелюбное отношение к соперникам.

Ситуация 2.

Проведите дидактическую игру с распределением ролей.

“Role Play”. You work in a multinational organization. You have been given the responsibility of mentoring two American colleagues who are coming to work in your office. You have been asked to help them settle in to their new workplace by preparing a short document outlining the general practices they can expect to find when they are living and working in your country. The document could include information about working practices in your office as well as practical information about your city including advice about transport and conventions such as tipping in taxis and restaurants. Present your ideas to the rest of the class.

Методические рекомендации для преподавателя:

Задание предполагает проведение дидактической игры. Цель задания – научиться эффективно взаимодействовать в условиях профессионального общения.

Методика работы:

Дидактическая игра предполагает предварительное прочтение текста по соответствующей тематике в учебнике. На учебном занятии назначаются герои игры.

В течение 10-15 минут участники игры готовят тезисы выступлений.

После этого начинаются выступления. Они строятся в такой последовательности: 1) речь клиента; 2) речь специалиста и консультантов; 3) взаимные вопросы и ответы.

Ситуация 3.

Проведите игру «Skype Conference», определив роли говорящих, их личностные и профессиональные характеристики, тему разговора и соответствующие средства общения (этикетные формулы, функционально-смысловые единицы и т.д.). Выберите жюри, которое сможет дать оценку эффективности разговора и каждому исполнителю

Методические рекомендации для преподавателя:

Задание предполагает проведение дидактической игры тренинговой формы. Цель задания – научиться эффективно взаимодействовать в условиях делового разговора.

Методика работы:

При проведении игры выбираются её участники – звонящий и принимающий звонок, а также их группы поддержки. Назначается жюри. Его цель – оценить эффективность диалога и достижение цели общения. Коллективно определяется тема разговора и роли участников. В течение 7-10 минут каждый из участников со своими группами поддержки обсуждает возможные вопросы и ответы, этикетные формулы начала, середины и конца разговора и пр.

При подготовке к игре магистрантам может помочь заранее приготовленный бланк, содержащий тематические лексические единицы профессионально-ориентированного общения.

Ситуация 4.

In small groups or individually prepare a presentation of one of these new products to a group of department store buyers.

1. A lightweight portable TV and DVD player with 17-inch flexible screen that can be rolled up to fit in a pocket.

2. Furniture which changes colour and temperature depending on the light and ambient temperature.

3. A T-shirt which displays a text message that can be modified from a PC or mobile phone.

4. Your own product idea.

Think about the following questions.

1. What is the most surprising, exciting or unusual aspect of your product?

2. Why are you making the presentation and what do you hope to obtain?
3. How will you organize your presentation and what will happen after the talk?
4. What are the highlights of your talk?
5. How can you avoid an embarrassing silence at the end of your presentation?

Методические рекомендации для преподавателя:

Задание предполагает индивидуальную творческую работу. Цель – проверить знания, умения и навыки студентов составлять тексты публичных выступлений и произносить их перед аудиторией.

Методика работы:

Каждый из представителей группы индивидуально составляет и записывает текст публичного выступления на предложенную тему. Затем озвучивает его перед аудиторией, демонстрируя свои умения с ней общаться. Каждый представитель группы, прослушавший текст выступления, должен оценить его с учётом следующих критериев:

1) соответствие теме- 1-5 баллов.

2) отсутствие грамматических, фонетических, стилистических ошибок-1-5 баллов.

3) беглость (fluency)- 1-5 баллов.

4) полнота, убедительность и разнообразие аргументов-1-5 баллов.

5) наличие собственной оригинальной точки зрения1-5 баллов.

6) культура поведения: уважительное и дружелюбное отношение к соперникам-1-5 баллов.

Ситуация 5.
Тема обсуждения: «Hiring People»

Вопросы для обсуждения:

1. Is it difficult for employers to find good and reliable workers? Why?
2. Why is the process of hiring people extremely important nowadays?
3. What is recruitment from your point of you?
4. Can the size of the organization influence the process of recruitment and selection?
5. Why is the choice of the right person so time-consuming?
6. Is it a problem to get a promotion in a company?

Тестовые задания

Тема 1. Лексико-грамматические основы иностранного языка

Выберите один верный вариант

1. You look ... in this frock.

A) much nicer
B) much more nicer
C) much nicely
D) much more nicely

2. Only when the guests ... he managed to speak to his daughter.

A) have left
B) had left
C) were left
D) had been left

3. You learnt about it only yesterday,...?

A) wasn't it
B) didn't you
C) was it
D) did you

4. There's only one person left... address we haven't found out yet.

A) whom
B) which
C) whose
D) what

5. ...children like to stay indoors in such good weather!

A) No
B) Not
C) No one
D) None

6. I'll tell... about it, I promise to keep it a secret.

A) anybody
B) somebody
C) nobody
D) everybody

7. She couldn't help ... to see this scene.

A) tosuprise
B) suprising
C) to be surprised
D) beingsuprised

8. If it hadn't been for you I... this university.

A) had never entered
B) would never enter
C) never entered
D) would never have entered

9. Hush! Do you feel…behind us? It is so frightening here!

A) someone breath
B) that someone breath
C) someone to breath
D) someone breathing

10. It is typical... any woman. They all behave the same way in this situation.

A) of
B) from
C) for
D) with

11. My parents always want …the washing up.

A) that I did
B) me do
C) me to do
D) for me to do

12. You ... have fallen ill. I don't even doubt it as your voice is hoarse and the temperature is high.

A) must
B) can
C) may
D) shall

13. Jennie…a very smart and hard-working girl.

A) is said that she is
B) said that she to be
C) is said to be
D) said to be

14. This question ... right now.

A) is being discussed
B) is discussing
C) is discussed
D) is being discussing

15. I hear ... already. How is your new apartment?

A) you to move in
B) you move in
C) you moving in
D) you have moved in

16. I can't help being angry! You ... at the lessons all the time!

A) chats
B) chat
C) have been chatting
D) are chatting

17. I... this position for years and I am not going to give it up!

A) am holding
B) hold
C) held
D) have been holding

18. The parting was painful as both knew they ... meet again.

A) were not to
B) should not
C) need not
D) did not have to

19. The football match had to be stopped. They …for half an hour when there was a terrible storm.

A) were playing
B) had been playing

C) have been playing
D) have played

20. Tom said that he …feeling well.

A) is
B) were
C) was
D) must

21. The girls suggested…a fashion show on TV.

A) to watch
B) on watching
C) watch
D) watching

22. Would you mind…the window? It's rather chilly in here.

A) to close
B) closing
C) close
D) to closing

23. She answered that Jennie…their car at the moment.

A) is cleaning
B) was cleaning
C) cleans
D) had cleaned

24. Caroline wanted to know…still angry with her.

A) was Kate
B) that Kate was
C) if Kate was
D) about Kate was

25. Oh, no! I've …again! It's been the second time this month!

A) had my wallet stolen
B) had stolen my wallet
C) had my wallet to steal
D) had my wallet stealing

26. Ann…a better job if she…any foreign language.

A) would have, spoke
B) would have, would speak
C) had, spoke
D) would had, spoke

27. Never…such a nice and peaceful scene!

A) I have seen
B) have seen I
C) have I seen
D) seen have I

28. Did you ask him…to do this job?

A) if he was professional enough
B) was he professional enough

C) was he enough professional
D) if he was enough professional

29. This phenomenon…for five years and now they publish their book.

A) has been studied
B) has been studying
C) was being studied
D) was studied

30. Yesterday I…a friend who…from holiday in Turkey.

A) met, had just come
B) had met, just came
C) met, has just come
D) had met, has just come

Материалы итогового тестирования.

1	He is _____	
	A) in home	C) at home
	B) in the home	D) at the home

2	Their daughter is with _____	
	A) he	C) his
	B) here	D) him

3	Are you _____ ?	
	A) on work	C) on job
	B) at work	D) work

4	I _____ speak English.	
	A) don't can	A) don't can
	B) can not	B) can not

5	Peter _____ watching TV.	
	A) notlike	A) notlike
	B) doesn'tlike	B) doesn'tlike

6	I _____ English.	
	A) is earning	A) is learning
	B) learning	B) learning

7	What do you say at 9 a.m.?	
	A) Good afternoon	A) Good afternoon
	B) Good-bye	B) Good-bye

8	Do you like it?	
	A) Yes, I like you.	A) Yes, I like you.
	B) Yes, I do.	B) Yes, I do.

9	How _____ youdo?	
	A) are	A) are
	B) is	B) is

10	_____ early in the morning?	
	A) Does he get up	A) Does he get up
	B) Does he up	B) Does he up

11	These books are _____ .	
	A) to you	A) to you
	B) yours	B) yours

12	He is _____ there.	
	A) having	A) having
	B) going	B) going

13	Is your car _____ Peter's?	
	A) nicer than	A) nicer than
	B) more nice	B) more nice

14	I live _____ Brno.	
	A) at	A) at
	B) in	B) in

15	_____ TV last night?	
	A) Will you	A) Will you
	B) Watched you	B) Watched you

16	I _____ this test.	
	A) doing	A) doing
	B) am doing	B) am doing

17	He is _____ .	
	A) so old as me	A) so old as me
	B) as old as I	B) as old as I

18	Peterdoesn'tlikeit.	
	A) NeitherdoesMary.	A) NeitherdoesMary.
	B) Marydoesn'ttoo.	B) Marydoesn'ttoo.

19	He _____ .	
	A) arrived two weeks ago	A) arrived two weeks ago
	B) has arrived two weeks ago	B) has arrived two weeks ago

20	We _____ since Friday.	
	A) travel	A) travel
	B) have been travelling	B) have been travelling

21	I'll call you as soon as I _____ there.	
	A) willget	A) willget
	B) get	B) get

22	I _____ the BBC.

23	I _____ to him on the phone.	
	A) spoked	A) spoked
	B) speaked	B) speaked

24	I made _____ lastmonth.	
	A) a lot of money	A) a lot of money
	B) so manymoney	B) so many money

25	I won't go there if it _____ tomorrow.	
	A) rain	A) rain
	B) would rain	B) would rain

26	Could youlook _____ it?	
	A) to	A) to
	B) on	B) on

27	I have _____ in this test.	
	A) made a lot of mistakes	A) made a lot of mistakes
	B) done a lot of mistakes	B) done a lot of mistakes

28	I saw her _____ .	
	A) for 2 years	A) for 2 years
	B) before 2 years	B) before 2 years

29	She speaks English very well _____ she's blind.	
	A) inspite of	A) inspite of
	B) although	B) although

30	We _____ English for two years in December.	
	A) will have been learning	A) will have been learning
	B) will be learning	B) will be learning

31	She was wearing _____ beautiful clothes.	
	A) so	A) so
	B) such a	B) such a

32	I _____ you but I was very busy.	
	A) should have called	A) should have called
	B) must have called	B) must have called

33	He reminds me _____ some one.	
	A) with	A) with
	B) of	B) of

34	The race _____ in Prague.	
	A) was holded	A) was holded
	B) were hold	B) were hold

35	I _____ this test for 15 minutes.

	A) have been doing B) do	A) have been doing B) do

36	I will have a _____ with the boss. A) word B) speak	 A) word B) speak

37	I never expected you to turn _____ at the meeting. I thought you were abroad. A) up B) in	 A) up B) in

38	He asked if we _____ to go there. A) want B) will want	 A) want B) will want
39	I haven't read the book yet and besides, I _____ it at home. A) forget B) forgot	 A) forget B) forgot

40	He'salways _____ jokes. A) talking B) saying	 A) talking B) saying

41	If she were my daughter, I _____ her stop. A) make B) would make	 A) make B) would make

42	I realised that if we _____ we could be very tired. A) will continue B) would continue	 A) will continue B) would continue

43	I always _____ money. A) run out of B) run out	 A) run out of B) run out

44	I _____ down in bed. A) lay B) lied	 A) lay B) lied

45	I must _____ the computer off. A) had switched B) have been switched	 A) had switched B) have been switched

46	It seemed like ages since I _____ her. A) have last seen B) last saw	 A) have last seen B) last saw

47	I _____ London before, but I had never seen the Big Ben. A) have been to	 A) have been to

	B) had been to	B) had been to

48	Sheasked _____ ?	
	A) what the point was	A) what the point was
	B) what will be the point	B) what will be the point

Find the word that doesn't belong to the sentence:

49	I had never set foot out in a place like this.	
	A) in	A) in
	B) foot	B) foot

50	I apologize myself for taking so much of your time.	
	A) taking	A) taking
	B) of	B) of

Ответы на тестовые задания

1. Keys to the Primary Test:

1. A	11. C	21. D
2. B	12. A	22. B
3. B	13. C	23. B
4. C	14. A	24. C
5. A	15. D	25. A
6. C	16. D	26. A
7. D	17. D	27. C
8. D	18. A	28. A
9. D	19. B	29. A
10. A	20. C	30. A

2. Keys to the Final Test:

1. C	11. B	21. B	31. C	41. B
2. D	12. B	22. B	32. A	42. C
3. B	13. A	23. D	33. B	43. A
4. B	14. B	24. A	34. C	44. A
5. B	15. C	25. C	35. A	45. D
6. C	16. B	26. D	36. A	46. C
7. D	17. D	27. A	37. A	47. B
8. B	18. A	28. D	38. D	48. A
9. C	19. A	29. B	39. C	49. C
10. A	20. B	30. A	40. D	50. D

Типовая контрольная работа

Task 1. ***Respond in Present Perfect using the prompts given below write according to the model, translate your answers into Russian*:**

Model: Why is she angry? (to win a lottery) –She has won a lottery.

Prompts: to hear a joke; to break his leg; to have a lot of work; to oversleep; to fall ill; to fail at the exam; to loose one's money; to hear bad news.

1. Why is she tired?
2. Why do you look so unhappy?
3. Why are the students laughing?
4. Why is Susan crying?
5. Why is she staying in bed?

6. Why does he stay at home?
7. Why is Peter late?
8. Why is she so sad?

Task 2. ***Rewrite the following sentences, using Past or Future Perfect, translate the sentences into Russian:***

1. When they came home mother (to do) everything about the house.
2. When the father returns from his round the world trip his son (to become) a grown-up man.
3. I went to see the sights after I (to buy) a map of Moscow.
4. By the end of July your (to pass) your last entrance exam.
5. After I (to spend) all the money I turned to my father.
6. I'm not sure whether I (to translate) this text by Monday.
7. She understood the letter after she (to read) it a second time/
8. If you come late, the party (to end).

Task 3. ***Put the verb into correct form Present Continuous or Present Simple, translate the sentences into Russian:***

1. Don't put the dictionary away. I …it.(use)
2. Who is that man? Why … at us. (he/look)
3. Are you hungry? … something to eat? (you/want)
4. Hurry up! Everybody …for you. (wait)
5. "How is your English?" –"It … slowly" (improve)
6. Let's go out. It … now. (not rain)
7. Ron is in London at the moment. He … at the Park Hotel. (stay)
8. "What … (your father/do?"- "He is an architect".

Task 4. ***Put the verb into correct form Past Continuous or Future Continuous, translate the sentences into Russian:***

1. Jane …(wait) for me when I arrived.
2. At this time tomorrow we …(have) an English class.
3. Don't worry! I …(write) letters to you regularly.
4. "What … (you/do) this time yesterday?
5. While you are away we …(look after) your children.
6. Tom burnt his hand while he …(cook) dinner.
7. How fast …(you/drive) when the accident happened?
8. Don't wait for me. I … (work) for some time.

Task 5. ***Complete these sentences with one of the following verbs in the Passive Voice, translate them into Russian*: *damage hold include invite make overtake.. show translate write***

1. Cheese … from milk.
2. The roof of the building … in a storm a few days ago.
3. There's no need to leave a tip. Service … in the bill.
4. You … to the wedding. Why didn't you go?
5. A cinema is a place where films … .
6. In the United States, elections for President … every 4 years.
7. Originally the book … in Spanish and a few years ago it … into English.
8. We were driving along quite fast, but we … by lots of cars.

Task 6. ***State the tense forms of the verbs in the Passive Voice, translate the sentences into Russian:***

1. Laws *are* usually *discussed* before they *are adopted*.
2. The notes dealt with a case which *had been closed* months before.
3. Miss Andrews *will be observed* closely while she is in hiding.
4. Progress *is being made* all the time.
5. Quentin *was suspected* of usurping his master's authority.
6. Our papers *were* still *being checked* when we came later.
7. *Have* they *been warned?*
8. It's a good thing that the club *is run* by the students.

Task 7. ***Use the proper modal verbs in the affirmative or negative form; translate the dialogue into Russian:***

Dentist's nurse: … I help you?
Mr. Cooper: I'd like the dentist to look at my teeth.
Nurse: I'm afraid the doctor … see you today.
Mr. Cooper: Why … I come in tomorrow?
Nurse: I'm afraid the doctor … to see anybody tomorrow, he'll be away.
Mr. Cooper: Oh, but I … to see him. I … just leave my teeth with you and he … look at them when he has time.

Task 8. ***Use «can», «could», «may», «might», «must», «to be allowed», translate the sentences into Russian:***

1. Steve … speak four languages.
2. The children … not stay out side by themselves.
3. It was so dark that we … hardly see anything in front of us.
4. … I ask you a question? – Of course, you … .
5. In Britain you … not … to drive a car until you are seventeen.
6. Jane … not be at home now, she said she … go shopping.
7. Jim said he … go home for the vacation.
8. Will you speak louder, please. I … not hear you.

Task 9. ***Rewrite the text, translate into Russian.***

In order to undertake the roles described, and support people to fulfill their potential and achieve their chosen outcomes, social workers perform a variety of tasks. Not all of them are exclusive to social work, but social workers carry them out as an integral part of enabling people to achieve the outcomes they want. Some tasks are specific to work with adults, or with children and families. Many are common to work with people of all ages in many different settings and sectors. Often, both the children and the adults in a family need help or support, and the social worker has to be competent to understand and work with both children and adults.

Some of the principal tasks undertaken by social workers include:
a. building relationships with people who need support, winning their trust and finding good ways of communicating with them;

b. working with the person or family who needs support to help them assess their situation, decide what they want to achieve, overcome barriers, and obtain support that feels right for them;
c. aiding people who wish to do so to assess their own needs, identify resources, make decisions, and arrange and manage their own support;
d. providing or arranging advocacy for people who do not have a voice, and helping them to be more in control of their own lives;
e. helping parents develop the skills and understanding to be more effective in meeting their children's needs for care, development and control;
f. supporting the physical, intellectual and emotional development of children and young people who need help, and helping disadvantaged people of all ages improve their health and wellbeing;
g. helping children and adults to overcome the problems of disability, negotiate the transition to adulthood and achieve independent living, access direct payments, individual budgets and other funding, and secure personal assistance, equipment and employment adjustments;
h. helping people in poverty to improve their financial position, informing them about their entitlements, and supporting them to access training, work opportunities and benefits.

Answer the questions.

1. What do social workers perform to support people to fulfill their potential and achieve their chosen outcomes?
2. Has the social worker to be competent to understand and work with both children and adults and why?
3. What do the principal tasks undertaken by social workers include?
4. Why are these principals so important?
5. Can you add some more principals?

4.3 Оценочные средства для проведения промежуточной аттестации

4.3.1 Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Таблица 5

Код компетенции	Наименование компетенции	Код этапа освоения компетенций	Наименование этапа компетенции
УК ОС-4	Способность осуществлять коммуникацию, в том числе деловую, в устной и письменной формах на государственном и иностранном(ых) языках	УК ОС-4.1	Соблюдение требований к языку и форме общения, в том числе делового, в зависимости от коммуникативной задачи, решаемой на русском или иностранном языке

4.3.2 Описание показателей и критериев оценивания на различных этапах их формирования описание шкал оценивания.

Промежуточная аттестация по дисциплине проводится в виде устного зачета с оценкой.

Шкала оценивания: зачтено, не зачтено.

Итоговая аттестация по дисциплине проводится в виде экзамена.

Шкала оценивания: неудовлетворительно, удовлетворительно, хорошо, отлично.

Показатели, критерии и оценивание компетенций по этапам их формирования

Таблица 6

Наименование темы	Код компетенции	Критерии оценивания	Оценка
1. Лексико-грамматические основы иностранного языка	УК ОС-4	Студент владеет знаниями предмета в полном объёме учебной программы, достаточно глубоко осмысливает дисциплину; самостоятельно, в логической последовательности и исчерпывающе отвечает на все вопросы билета. Ярко выраженная устойчивая мотивация к повышению качества языковой подготовки; овладение всеми дидактическими	**Отлично/ зачтено**
2. Устройство на работу	УК ОС-4		
3. Деловое общение	УК ОС-4		

4. Деловая командировка	УК ОС-4	единицами; активность, инициативность, интерес и стремление студентов к поиску новых способов получения знаний; разносторонняя осведомленность в области изучаемого языка. Студент владеет знаниями дисциплины почти в полном объеме программы; самостоятельно и отчасти при наводящих вопросах дает полноценные ответы на вопросы; не всегда выделяет наиболее существенное, не допускает вместе с тем серьезных ошибок в ответах. Студент владеет основным объемом знаний по дисциплине; проявляет затруднения в самостоятельных ответах, оперирует неточными формулировками; в процессе ответов допускаются ошибки по существу вопросов; способен решать лишь наиболее легкие задания. Неустойчивость интереса к изучению иностранного языка; отсутствие мотивационно-ценностного отношения к улучшению результатов учебной деятельности; учебная деятельность выполняется на уровне имитации, характеризуется тем, что студент владеет определенным набором усвоенных дидактических единиц, стремится воспроизвести имеющиеся знания и овладеть способами их применения по образцу, используя готовые модели, не пытаясь адаптировать их. Студент не освоил обязательного минимума знаний предмета, не способен ответить на вопросы билета даже при дополнительных наводящих вопросах экзаменатора. Компетенции	**Хорошо / зачтено** **Удовлетворительно/ зачтено** **Неудовлетворительно/ не зачтено**
5. Составление резюме	УК ОС-4		
6. Деловая переписка	УК ОС-4		
7. Публичное выступление по направлению подготовки	УК ОС-4		

		не сформированы	

4.4. Типовые контрольные задания.

Вопросы к зачету

Тема 1. Лексико-грамматические основы иностранного языка

1. Притяжательный падеж.
2. Притяжательные местоимения.
3. Глагол to be в Present Simple.
4. Глагол to be in the Past Simple, Future Simple Tense.
5. Present Simple Tense.
6. Утвердительная, вопросительная и отрицательная формы глагола.
7. Present Continuous Tense.
8. Множественное число существительных.
9. Артикли.
10. Past Simple.
11. Обороты there is/there are.
12. Предлоги места.
13. Типы вопросов.
14. Общий вопрос.
15. Специальный вопрос.
16. Present Perfect.
17. Present Perfect Continuous Tense.
18. Степени сравнения прилагательных, наречий.
19. Past Perfect Tense.
20. Past Continuous Tense.
21. Оборот «used to».
22. Past Perfect Tense.
23. Past Continuous Tense.
24. Future Tenses.
25. Modals.
26. Passive Voice.
27. Conditional Clauses. (I, II, III)
28. Подготовьте монологическое высказывание на тему: «Introduce yourself».
29. Подготовьте монологическое высказывание на тему: «Rules of negotiation».
30. Подготовьте монологическое высказывание на тему «Business trip».
31. How can you help to choose the right people for a project?
32. How can you build relationships within the team?
33. How should you follow up a meeting?
34. What can be called a presentation?
35. What are the parts of presentation?
36. What presentation techniques are used?
37. What is a letter?
38. How does a letter differ from an email?

39. Do you know any rules of writing a letter?
40. Подготовьте монологическое высказывание на тему: «What is sociology?».

Вопросы экзаменационных билетов

БИЛЕТ № 1
Подготовьте устное высказывание на тему. «Introduce yourself».
Подготовьте резюме.

БИЛЕТ № 2
Подготовьте устное высказывание на тему. «Rules of negotiation».
Подготовьте сопроводительное письмо.

БИЛЕТ № 3
Подготовьте устное высказывание на тему. «What can be called a presentation?».
Подготовьте список вопросов для проведения интервью.

БИЛЕТ № 4
Подготовьте устное высказывание на тему. «What do social workers perform to support people to fulfill their potential and achieve their chosen outcomes?».
Подготовьте рекомендательное письмо.

БИЛЕТ № 5
Подготовьте устное высказывание на тему. «Your working experience».
Подготовьте электронное письмо.

БИЛЕТ № 6
Подготовьте устное высказывание на тему. «Online conference. Basic rules».
Подготовьте автобиографию.

БИЛЕТ № 7
Подготовьте устное высказывание на тему. «Social Work with families and children».
Подготовьте письмо-приглашение.

БИЛЕТ № 8
Подготовьте устное высказывание на тему. «The role of social work».
Подготовьте письмо-заказ.

БИЛЕТ № 9
Подготовьте устное высказывание на тему. «How should you follow up a meeting?».
Подготовьте письмо-предложение.

БИЛЕТ № 10
Подготовьте устное высказывание на тему. «E-mail and Fax Communication. Basic rules».
Подготовьте письмо-объявление.

5. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ

Получение углубленных знаний по дисциплине «Иностранный язык» достигается за счет дополнительных часов к аудиторной работе самостоятельной работы студентов. Выделяемые часы целесообразно

использовать для знакомства с дополнительной учебной, научной литературой по проблематике дисциплины, анализа научных концепций и современных подходов к осмыслению рассматриваемых проблем.

К самостоятельному виду работы студентов относится работа в библиотеках, в электронных поисковых системах и т.п. по сбору материалов, необходимых для проведения практических занятий или выполнения конкретных заданий преподавателя по изучаемым темам. Студенты могут установить электронный диалог с преподавателем, выполнять посредством него контрольные задания.

Рекомендации по подготовке к практическим занятиям

– внимательно прочитайте материал, относящийся к данному практическому занятию, ознакомьтесь с учебным материалом по учебнику и учебным пособиям;

– выпишите основные лексические единицы;

– ответьте на контрольные вопросы, готовьтесь дать развернутый ответ на каждый из вопросов;

– уясните, какие учебные элементы остались для вас неясными и постарайтесь получить на них ответ заранее (до практического занятия) во время текущих консультаций преподавателя;

– готовиться можно индивидуально, парами или в составе малой группы, последние являются эффективными формами работы;

– рабочая программа дисциплины в части целей, перечню знаний, умений, терминов и учебных вопросов может быть использована вами в качестве ориентира в организации обучения.

Рекомендации по подготовке к экзамену

К экзамену необходимо готовится целенаправленно, регулярно, систематически и с первых дней обучения по данной дисциплине. Попытки освоить дисциплину в период зачётно-экзаменационной сессии, как правило, показывают не слишком удовлетворительные результаты. В самом начале учебного курса познакомьтесь со следующей учебно-методической документацией:

– программой дисциплины;

– перечнем знаний и умений, которыми студент должен владеть;

– тематическими планами практических занятий;

– контрольными мероприятиями;

– учебником, учебными пособиями по дисциплине, а также электронными ресурсами;

– перечнем экзаменационных вопросов.

После этого у вас должно сформироваться четкое представление об объеме и характере знаний и умений, которыми надо будет овладеть по дисциплине.

Систематическое выполнение учебной работы на практических занятиях позволит успешно освоить дисциплину и создать хорошую базу для сдачи экзамена.

Методические указания по выполнению и оформлению контрольных работ.

– За учебный курс обучающийся должен выполнить 1 контрольную работу.

– Контрольные работы выполняется в печатном виде и содержит следующие обязательные элементы:

- титульный лист;
- основная часть;

– Титульный лист является первой страницей контрольной работы. На титульном листе надо указать свою фамилию, номер группы.

– Основная часть оформляется в виде текста, подготовленного на персональном компьютере с помощью текстового редактора и отпечатанного на принтере на листах формата А4 с одной стороны. Текст на листе должен иметь книжную ориентацию. Основной цвет шрифта – черный.

– Поля страницы должны иметь следующие размеры: левое – 30 мм, правое – 10 мм, верхнее и нижнее – 20 мм.

– Текст печатается через полтора интервала шрифтом Times New Roman, размер шрифта 14.

– Абзацный отступ должен быть одинаковым по всему тексту и равен 1,25 см.

– Перенос слов с одной строки на другую производится автоматически.

– Страницы нумеруются арабскими цифрами с соблюдением сквозной нумерации по всему тексту. Номер страницы проставляется в центре нижней части листа без точки. Титульный лист включается в общую нумерацию страниц. Номер страницы на титульном листе не проставляется (нумерация страниц – автоматическая). Приложения включаются в общую нумерацию страниц.

– Контрольная работа сдается преподавателю на проверку за неделю до проведения практического занятия, на котором будут обсуждаться результаты.

– Проверив контрольную работу, на титульном листе преподаватель указывает «зачтено» или «не зачтено». В случае, когда работа «не зачтена», она возвращается студенту. Отмеченные в работе недостатки должны быть устранены, а работа возвращена преподавателю.

Рекомендации по подготовке к зачету/ экзамену

К экзамену необходимо готовится целенаправленно, регулярно, систематически и с первых дней обучения по данной дисциплине. Попытки освоить дисциплину в период зачётно-экзаменационной сессии, как правило,

показывают не слишком удовлетворительные результаты. В самом начале учебного курса познакомьтесь со следующей учебно-методической документацией:

- программой дисциплины;
- перечнем знаний и умений, которыми студент должен владеть;
- тематическими планами практических занятий;
- контрольными мероприятиями;
- учебником, учебными пособиями по дисциплине, а также электронными ресурсами;
- перечнем экзаменационных вопросов.

После этого у вас должно сформироваться четкое представление об объеме и характере знаний и умений, которыми надо будет овладеть по дисциплине.

Систематическое выполнение учебной работы на практических занятиях позволит успешно освоить дисциплину и создать хорошую базу для сдачи экзамена.

Контрольные вопросы для самоподготовки

1. Притяжательный падеж.
2. Притяжательные местоимения.
3. Глагол to be в Present Simple.
4. Глагол to be in the Past Simple, Future Simple Tense.
5. Present Simple Tense.
6. Утвердительная, вопросительная и отрицательная формы глагола.
7. Present Continuous Tense.
8. Множественное число существительных.
9. Артикли.
10. Past Simple.
11. Обороты there is/there are.
12. Предлоги места.
13. Типы вопросов.
14. Общий вопрос.
15. Специальный вопрос.
16. Present Perfect.
17. Present Perfect Continuous Tense.
18. Степени сравнения прилагательных, наречий.
19. Past Perfect Tense.
20. Past Continuous Tense.
21. Оборот «used to».
22. Past Perfect Tense.
23. Past Continuous Tense.
24. Future Tenses.
25. Modals.
26. Passive Voice.

27. Conditional Clauses. (I, II, III)
28. Подготовьте монологическое высказывание на тему: «Introduce yourself».
29. Подготовьте монологическое высказывание на тему: «Rules of negotiation».
30. Подготовьте монологическое высказывание на тему: «Business trip».
31. How can you help to choose the right people for a project?
32. How can you build relationships within the team?
33. How should you follow up a meeting?
34. What can be called a presentation?
35. What are the parts of presentation?
36. What presentation techniques are used?
37. What is a letter?
38. How does a letter differ from an email?
39. Do you know any rules of writing a letter?
40. Подготовьте монологическое высказывание на тему: «What is sociology?».

6. УЧЕБНАЯ ЛИТЕРАТУРА И РЕСУРСЫ ИНФОРМАЦИОННО-ТЕЛЕКОММУНИКАЦИОННОЙ СЕТИ "ИНТЕРНЕТ", УЧЕБНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

6.1. Основная литература

Таблица 7

№	Библиографическая запись	Сведения о наличии в библиотеке	
		Печатная форма (кол-во в библиотеке)	Ссылка на ЭБС Академии
1	Акатова Н.Г. Профессиональный английский язык. Учебно-методическое пособие Орел: Изд-во ОФ РАНХ и ГС 2013	15	
2	Кузьменкова Ю.Б. Английский язык для социологов. English for social studies: Учебник и практикум М.: Юрайт 2016	20	
3	Murphy English Grammar In Use. A self-study reference and practice book for intermediate	94	

	students. Cambridge: Cambridge University Press 2013		

6.2. Дополнительная литература

Таблица 8

№	Библиографическая запись	Сведения о наличии в библиотеке	
		Печатная форма (кол-во в библиотеке)	Ссылка на ЭБС Академии
1	Акатова Н.Г. Английский язык: Учебно-методическое пособие. Орел: Издательство ОРАГС 2012	100	
2	Шевелева С.А., Скворцова М.В. Английский язык для деловых людей. М.: Банки и биржи 1994	1	
3	Луговая А.Л. Английский язык. Учебное пособие. М.: Высшая школа 2006	15	
4	Столбовая Л.В. Английский язык. В 2-х частях. Учебное пособие. Волгоград: Изд-во ВВАГС 2002	1	

6.3 Нормативные правовые документы.

Федеральный закон от 29 декабря 2012 г. № 273-ФЗ «Об образовании в Российской Федерации»,

Приказ от 19 декабря 2013 г. № 1367. Об утверждении порядка организации и осуществления образовательной деятельности

Устав федерального государственного бюджетного образовательного учреждения высшего образования «Российская академия народного хозяйства и государственной службы при Президенте Российской Федерации» (далее – Академия).

Федеральный государственный образовательный стандарт (уровень подготовки кадров высшей квалификации) или самостоятельно

разработанным и утвержденным Академией образовательным стандартом (далее – ФГОС ВО/ОС), нормативные правовые акты Российской Федерации в области образования и науки, локальные акты Академии.

Образовательный стандарт Академии по направлению подготовки 39.03.02 Социальная работа от 14 декабря 2016 г. №01-7873

6.4 Интернет ресурсы

http://www.iprbookshop.ru/- Электронно-библиотечная система IPRbooks
http://www.biblio-online.ru/- Электронно-библиотечная система «Юрайт-издательство»
http://www.frenglish.ru/
http://www.homeenglish.ru/index.htm
http://www.native-english.ru/
http://www.globus-abroad.ru/
http://www.multitran.ru/
http://icsc.un.org/joblinks.asp
http://www.voa.com/
http://www.bbc.com/
Microsoft Office, Internet Explorer, Google
http://www.francuzskiy.fr/
www.busuu.com - интернет-ресурс с практическими материалами для формирования и совершенствования всех видео-речевых умений и навыков.
www.interspeaker.com
АкатоваН.Г. Электронный дидактический комплекс информационного обеспечения "Английский для государственных служащих" [Электронный ресурс] / Н.Г. Акатова. – Компакт-диск. – Орел: ОРАГС, 2011.

7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКАЯ БАЗА, ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ, ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ И ИНФОРМАЦИОННЫЕ СПРАВОЧНЫЕ СИСТЕМЫ

Материально-техническая база

Таблица 9

Вид помещения	Оборудование
Учебные аудитории для проведения занятий лекционного типа	Комплекты ученической мебели Мультимедийный проектор Доска Экран
Учебные аудитории для проведения практических	Комплекты ученической мебели Мультимедийный проектор Доска Экран

	Компьютеры с выходом в сеть «Интернет» и ЭИОС СИУ РАНХиГС
Учебные аудитории для текущего контроля и промежуточной аттестации	Комплекты ученической мебели Мультимедийный проектор Доска Экран Компьютеры с выходом в сеть «Интернет» и ЭИОС СИУ РАНХиГС
Помещения для самостоятельной работы	Комплекты ученической мебели Мультимедийный проектор Доска Экран Компьютеры с выходом в сеть «Интернет» и ЭИОС СИУ РАНХиГС
Помещения для хранения и профилактического обслуживания оборудования	Комплекты специализированной мебели для хранения оборудования.

Перечень программного обеспечения, необходимого для реализации дисциплины «Английский язык»

Таблица 10

Наименование программного обеспечения	**Назначение и тип лицензии программного обеспечения**
Microsoft Office	Интегрированный пакет прикладных программ. Лицензионная версия
Openoffice	Интегрированный пакет прикладных программ. Свободно распространяемый
WinRAR	Архиватор файлов. Условно бесплатная версия
Rambler	Веб-поисковая система. Бесплатная версия
Яндекс	Веб-поисковая система. Бесплатная версия
Лань URL: e.lanbook.com	Электронная библиотечная система. Лицензионная версия
Юрайт URL: biblio-online.ru	Электронная библиотечная система. Лицензионная версия
IPR URL: iprbookshop.ru	Электронная библиотечная система. Лицензионная версия
URL: orel-ranepa.ru	Электронная информационная образовательная среда на платформе Moodle