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# МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

**Федеральное государственное автономное образовательное учреждение  
 высшего образования  
 «Национальный исследовательский технологический университет «МИСИС»  
 Новотроицкий филиал**

## Рабочая программа дисциплины (модуля)

## Иностранный язык

Закреплена за подразделением Кафедра гуманитарных и социально-экономических наук (Новотроицкий филиал)

Направление подготовки 18.03.01 Химическая технология

Профиль

Квалификация **Бакалавр**  
 Форма обучения **заочная**  
 Общая трудоемкость **9 ЗЕТ**

|                         |     |                                                      |
|-------------------------|-----|------------------------------------------------------|
| Часов по учебному плану | 324 | Формы контроля на курсах:<br>экзамен 4<br>зачет 4, 3 |
| в том числе:            |     |                                                      |
| аудиторные занятия      | 32  |                                                      |
| самостоятельная работа  | 271 |                                                      |
| часов на контроль       | 21  |                                                      |

### Распределение часов дисциплины по курсам

| Курс                                 | 3   |     | 4   |     | Итого |     |
|--------------------------------------|-----|-----|-----|-----|-------|-----|
|                                      | УП  | РП  | УП  | РП  |       |     |
| Практические                         | 16  | 16  | 16  | 16  | 32    | 32  |
| Итого ауд.                           | 16  | 16  | 16  | 16  | 32    | 32  |
| Контактная работа                    | 16  | 16  | 16  | 16  | 32    | 32  |
| Сам. работа                          | 120 | 120 | 151 | 151 | 271   | 271 |
| В том числе сам. работа в рамках ФОС |     |     |     |     |       |     |
| Часы на контроль                     | 8   | 8   | 13  | 13  | 21    | 21  |
| Итого                                | 144 | 144 | 180 | 180 | 324   | 324 |

Программу составил(и):

*кандидат филологических наук, Доцент, Елисеева И.А.*

Рабочая программа

**Иностранный язык**

Разработана в соответствии с ОС ВО:

Самостоятельно устанавливаемый образовательный стандарт высшего образования Федеральное государственное автономное образовательное учреждение высшего образования «Национальный исследовательский технологический университет «МИСИС» по направлению подготовки 18.03.01 Химическая технология (уровень бакалавриата) (приказ от 25.12.2017 г. № 857 о.в.)

Составлена на основании учебного плана:

Направление подготовки 18.03.01 Химическая технология Профиль. Химическая технология природных энергоносителей и углеродных материалов, 18.03.01\_21\_ХимТехнология\_Пр1\_заоч\_2020.plz.plx , утвержденного Ученым советом ФГАОУ ВО НИТУ "МИСиС" в составе соответствующей ОПОП ВО 21.05.2020, протокол № 10/зг

Утверждена в составе ОПОП ВО:

Направление подготовки 18.03.01 Химическая технология Профиль. Химическая технология природных энергоносителей и углеродных материалов, , утвержденной Ученым советом ФГАОУ ВО НИТУ "МИСиС" 21.05.2020, протокол № 10/зг

Рабочая программа одобрена на заседании

**Кафедра гуманитарных и социально-экономических наук (Новотроицкий филиал)**

Протокол от 12.03.2025 г., №3

Руководитель подразделения к.э.н., доцент Измайлова А.С.

**1. ЦЕЛИ ОСВОЕНИЯ**

|     |                                                                                                                                                                                                                                                                                                                                             |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 | Цель: овладение системой иностранного языка как средством межкультурной коммуникации за счет знаний особенностей функционирования фонетических, лексико-грамматических, стилистических и социокультурных норм родного и иностранного языков в разных сферах речевой коммуникации, и в первую очередь в сфере профессиональной коммуникации. |
| 1.2 | Задачи дисциплины:                                                                                                                                                                                                                                                                                                                          |
| 1.3 | 1.Формирование у обучающихся представления о специфике артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в изучаемом языке; навыков в чтении транскрипции; навыков в чтении текстов профессиональной направленности;                                                                                                      |
| 1.4 | 2.Формирование способности к восприятию аудиальной информации элементарного характера на изучаемом языке.                                                                                                                                                                                                                                   |
| 1.5 | 3.Овладение лексическим минимумом в объеме 3000 учебных лексических единиц общего характера; привитие навыков диалогической и монологической речи с использованием наиболее употребительных и относительно простых лексико-грамматических средств в основных коммуникативных ситуациях;                                                     |
| 1.6 | 4.Ознакомление с основными грамматическими явлениями изучаемого языка в объеме, необходимом для понимания текстов при чтении и переводе; а также привитие грамматических навыков, обеспечивающих коммуникацию общего характера без искажения смысла при письменном и устном общении;                                                        |
| 1.7 | 5.Повышение уровня культуры речи, воспитание толерантного отношения и уважение к духовным ценностям других народов.                                                                                                                                                                                                                         |

**2. МЕСТО В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ**

|          |                                                                                                                       |      |
|----------|-----------------------------------------------------------------------------------------------------------------------|------|
| Блок ОП: |                                                                                                                       | Б1.Б |
| 2.1      | <b>Требования к предварительной подготовке обучающегося:</b>                                                          |      |
| 2.1.1    | Учебная практика по получению первичных профессиональных умений                                                       |      |
| 2.1.2    | Русский язык                                                                                                          |      |
| 2.2      | <b>Дисциплины (модули) и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:</b> |      |
| 2.2.1    | Подготовка к процедуре защиты и защита выпускной квалификационной работы                                              |      |

**3. РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ, СООТНЕСЕННЫЕ С ФОРМИРУЕМЫМИ КОМПЕТЕНЦИЯМИ**

|                                                                                                                                                                                                                                                                        |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>УК-3: Способен эффективно обмениваться информацией, идеями, проблемами и решениями с инженерным сообществом и обществом в целом, осуществлять социальное взаимодействие и реализовывать свою роль в команде</b>                                                     |  |
| <b>Знать:</b>                                                                                                                                                                                                                                                          |  |
| УК-3-31 различные методы обработки и передачи информации; знать грамматический строй языка                                                                                                                                                                             |  |
| <b>УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах), эффективно функционировать в национальном и международном коллективах индивидуально и как член команды</b> |  |
| <b>Знать:</b>                                                                                                                                                                                                                                                          |  |
| УК-4-31 Знать основные современные коммуникативные средства, в том числе на деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)                                                                |  |
| <b>УК-3: Способен эффективно обмениваться информацией, идеями, проблемами и решениями с инженерным сообществом и обществом в целом, осуществлять социальное взаимодействие и реализовывать свою роль в команде</b>                                                     |  |
| <b>Уметь:</b>                                                                                                                                                                                                                                                          |  |
| УК-3-У1 Уместно использовать элементы вербальной коммуникации; передавать точную информацию кратко и с должным уровнем детализации                                                                                                                                     |  |
| <b>УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах), эффективно функционировать в национальном и международном коллективах индивидуально и как член команды</b> |  |
| <b>Уметь:</b>                                                                                                                                                                                                                                                          |  |
| УК-4-У1 Уметь создавать на русском и иностранном языке письменные тексты научного и официально-делового стилей речи по профессиональным вопросам                                                                                                                       |  |
| <b>УК-3: Способен эффективно обмениваться информацией, идеями, проблемами и решениями с инженерным сообществом и обществом в целом, осуществлять социальное взаимодействие и реализовывать свою роль в команде</b>                                                     |  |

**Владеть:**

УК-3-В1 деловым стилем общения на русской и иностранном языках; широкой линейкой выразительных средств

**УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах), эффективно функционировать в национальном и международном коллективах индивидуально и как член команды****Владеть:**

УК-4-В1 Владеть системой норм русского литературного и иностранного(ых) языка(ов); навыками использования языковых средств для достижения профессиональных целей, ведения деловой переписки

**4. СТРУКТУРА И СОДЕРЖАНИЕ**

| Код занятия | Наименование разделов и тем /вид занятия/                                                                                                                                                                                                                                                                                                           | Семестр / Курс | Часов | Формируемые индикаторы компетенций | Литература и эл. ресурсы                              | Примечание               | КМ | Выполняемые работы |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|------------------------------------|-------------------------------------------------------|--------------------------|----|--------------------|
|             | <b>Раздел 1. Вводный фонетический курс.</b>                                                                                                                                                                                                                                                                                                         |                |       |                                    |                                                       |                          |    |                    |
| 1.1         | Специфика артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в английском языке. Чтение транскрипции. /Пр/                                                                                                                                                                                                                         | 3              | 2     | УК-4-31 УК-4-У1 УК-3-31            | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3<br>Э1 Э2 Э3              | Role play.<br>Meeting    |    |                    |
| 1.2         | Самостоятельное изучение учебного материала в электронном курсе. Тренировка фонетических упражнений на сайте по аудированию. Формирование способности к восприятию аудиальной информации элементарного характера на изучаемом языке /Ср/                                                                                                            | 3              | 10    | УК-4-31 УК-4-У1 УК-3-31            | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3<br>Э1 Э2 Э3              |                          |    | P1                 |
|             | <b>Раздел 2. My future profession is an engineer.</b>                                                                                                                                                                                                                                                                                               |                |       |                                    |                                                       |                          |    |                    |
| 2.1         | Лексика и базовый текст по теме. Побудительное предложение. Отрицательная форма повелительного наклонения. Понятие о падежах существительных и местоимений. Род и число имен существительных. Личные местоимения. Притяжательные местоимения. Глагол to be в настоящем времени. Выражение отношения родительного падежа с помощью предлога of. /Пр/ | 3              | 2     | УК-3-У1 УК-4-31 УК-3-31<br>УК-4-В1 | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3         | Role play.<br>Profession |    |                    |
| 2.2         | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Topic. My future Profession /Ср/                                                                                                                             | 3              | 10    | УК-3-У1 УК-4-31 УК-3-31<br>УК-4-В1 | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.2 Л3.3<br>Л3.4<br>Э1 Э2 Э3 |                          |    | P2                 |
|             | <b>Раздел 3. My Family.</b>                                                                                                                                                                                                                                                                                                                         |                |       |                                    |                                                       |                          |    |                    |

|     |                                                                                                                                                                                                             |   |    |                                         |                                                               |                              |  |       |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|-----------------------------------------|---------------------------------------------------------------|------------------------------|--|-------|
| 3.1 | Лексика и базовый текст по теме «Семья». Представление личной информации. /Пр/                                                                                                                              | 3 | 2  | УК-4-31 УК-4-У1 УК-3-31                 | Л1.1<br>Л1.2Л2.1<br>Л2.2<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |                              |  |       |
| 3.2 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод базового текста по разговорной теме. Составление индивидуального глоссария. /Ср/                                          | 3 | 10 | УК-3-У1 УК-4-31 УК-3-31 УК-4-В1         | Л1.1<br>Л1.2Л2.1<br>Л2.2<br>Л2.3Л3.1<br>Л3.2 Л3.3<br>Э1 Э2 Э3 |                              |  |       |
| 3.3 | Причастие I. Настоящее время группы Continuous. Much/many/little /few /Пр/                                                                                                                                  | 3 | 2  | УК-4-31 УК-4-У1 УК-3-31                 | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3                 |                              |  |       |
| 3.4 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод базового текста по разговорной теме. Составление индивидуального глоссария. Topic. My Friend. His Family /Ср/             | 3 | 10 | УК-3-У1 УК-4-31 УК-3-31 УК-4-В1         | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.2 Л3.3<br>Э1 Э2 Э3         |                              |  | P1,P2 |
| 3.5 | Подготовка к выполнению контрольной работы /Ср/                                                                                                                                                             | 3 | 10 | УК-4-31 УК-4-У1 УК-3-У1 УК-3-31 УК-4-В1 | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3<br>Э1 Э2 Э3                      |                              |  | P1,P2 |
|     | <b>Раздел 4. My Flat</b>                                                                                                                                                                                    |   |    |                                         |                                                               |                              |  |       |
| 4.1 | Лексика и базовый текст по теме «Квартира» /Пр/                                                                                                                                                             | 3 | 2  | УК-4-31 УК-3-31 УК-4-У1                 | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3              |                              |  |       |
| 4.2 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод базового текста по разговорной теме. Составление индивидуального глоссария. /Ср/                                          | 3 | 10 | УК-4-31 УК-3-У1 УК-4-В1                 | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.2 Л3.3<br>Э1 Э2 Э3                 |                              |  |       |
| 4.3 | Оборот there is/there are. (was/were) Предлоги места и направления. Some/any/no /Пр/                                                                                                                        | 3 | 2  | УК-4-31 УК-3-31 УК-4-У1                 | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3                 | Role play.<br>Moving<br>Home |  |       |
| 4.4 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Topic. Our Flat /Ср/ | 3 | 10 | УК-4-31 УК-3-У1 УК-3-31 УК-4-В1         | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.2 Л3.3<br>Л3.4<br>Э1 Э2 Э3 |                              |  | P3    |
|     | <b>Раздел 5. My Working Day</b>                                                                                                                                                                             |   |    |                                         |                                                               |                              |  |       |

|     |                                                                                                                                                                                                                                                                                                                                      |   |    |                                         |                                                               |  |     |    |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|-----------------------------------------|---------------------------------------------------------------|--|-----|----|
| 5.1 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод базового текста по разговорной теме. Составление индивидуального глоссария. Лексика и базовый текст по теме «My Working Day». /Cp/                                                                                                                 | 3 | 10 | УК-4-31 УК-3-31 УК-4-У1                 | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.2 Л3.3<br>Э1 Э2 Э3         |  |     |    |
| 5.2 | Questions. Общий вопрос. Альтернативные вопросы. Специальные вопросы. Past Simple /Pr/                                                                                                                                                                                                                                               | 3 | 2  | УК-4-31 УК-3-31 УК-4-В1                 | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3                 |  |     |    |
| 5.3 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Topic. My Working Day /Cp/                                                                                                                    | 3 | 10 | УК-4-31 УК-3-У1 УК-3-31 УК-4-В1         | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.2 Л3.3<br>Л3.4<br>Э1 Э2 Э3 |  |     | P3 |
|     | <b>Раздел 6. Holidays.</b>                                                                                                                                                                                                                                                                                                           |   |    |                                         |                                                               |  |     |    |
| 6.1 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод базового текста по разговорной теме. Составление индивидуального глоссария. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Лексика и базовый текст по теме «Holidays». /Cp/ | 3 | 10 | УК-4-31 УК-3-31 УК-4-В1                 | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.2 Л3.3<br>Э1 Э2 Э3                 |  |     |    |
| 6.2 | Future Simple<br>Конструкция to be going to do smth. /Pr/                                                                                                                                                                                                                                                                            | 3 | 2  | УК-4-31 УК-3-31 УК-4-В1                 | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3                 |  |     |    |
| 6.3 | Самостоятельное изучение учебного материала в электронном курсе. Лексика и базовый текст по профессиональной тематике. Составление индивидуального глоссария. Topic. New Year /Cp/                                                                                                                                                   | 3 | 8  | УК-3-У1 УК-4-31 УК-3-31 УК-4-В1         | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3              |  |     | P3 |
| 6.4 | Выполнение контрольной работы. /Cp/                                                                                                                                                                                                                                                                                                  | 3 | 6  | УК-3-У1 УК-4-31 УК-3-31 УК-4-У1 УК-4-В1 | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.2<br>Л3.3 Л3.4<br>Э3               |  | KM2 |    |
| 6.5 | Сдача зачета. /Зачёт/                                                                                                                                                                                                                                                                                                                | 3 | 8  | УК-3-У1 УК-4-31 УК-3-31 УК-4-У1 УК-4-В1 | Л1.1<br>Л1.2Л2.1<br>Л2.2<br>Л2.3Л3.2<br>Л3.3 Л3.4<br>Э1 Э3    |  |     |    |
|     | <b>Раздел 7. Clothes.</b>                                                                                                                                                                                                                                                                                                            |   |    |                                         |                                                               |  |     |    |

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| 7.1 | Лексика и базовый текст по теме «Clothes». /Пр/                                                                                                                                                                                                                    | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3              |  |  |  |
| 7.2 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод базового текста по разговорной теме. Составление индивидуального глоссария. /Ср/                                                                                                 | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3              |  |  |  |
| 7.3 | Articles. Понятие о подлежащем, сказуемом, дополнении, определении. /Ср/                                                                                                                                                                                           | 4 | 4 |  | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3                 |  |  |  |
| 7.4 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Topic. Clothes /Ср/                                                         | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.2 Л3.3<br>Л3.4<br>Э1 Э2 Э3 |  |  |  |
|     | <b>Раздел 8. Shopping.</b>                                                                                                                                                                                                                                         |   |   |  |                                                               |  |  |  |
| 8.1 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод базового текста по разговорной теме. Составление индивидуального глоссария. Лексика и базовый текст по теме «Shopping» /Ср/                                                      | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.2<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |  |  |  |
| 8.2 | Have and have got<br>Причастие II.<br>Настоящее время группы Perfect. Безличное местоимение it.<br>/Пр/                                                                                                                                                            | 4 | 2 |  | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3                 |  |  |  |
| 8.3 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Лексика и базовый текст по профессиональной тематике. Topic. Shopping. /Ср/ | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.2<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |  |  |  |
| 8.4 | Подготовка к выполнению контрольной работы /Ср/                                                                                                                                                                                                                    | 4 | 3 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3              |  |  |  |
|     | <b>Раздел 9. My Hobby. Sport.</b>                                                                                                                                                                                                                                  |   |   |  |                                                               |  |  |  |

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| 9.1  | Лексика и базовый текст по теме «Hobby.Sport.»<br>Модальные глаголы<br>can/may/must/have to. /Cp/                                                                                                                                                                            | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |  |  |  |
| 9.2  | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод базового текста по разговорной теме.<br>Составление индивидуального глоссария. /Cp/                                                                                                        | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |  |  |  |
| 9.3  | Модальные глаголы<br>can/may/must/need.<br>Эквиваленты модальных глаголов to have to/ to be able to. /Пр/                                                                                                                                                                    | 4 | 2 |  | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3         |  |  |  |
| 9.4  | Самостоятельное изучение учебного материала в электронном курсе.<br>Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Лексика и базовый текст по профессиональной тематике. Topic. My Hobby. Sport. /Cp/ | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |  |  |  |
|      | <b>Раздел 10. Weather. Climate.</b>                                                                                                                                                                                                                                          |   |   |  |                                                       |  |  |  |
| 10.1 | Лексика и базовый текст по теме «Weather. Climate.»<br>Adjectives. Comparative and superlative degree /Cp/                                                                                                                                                                   | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |  |  |  |
| 10.2 | Самостоятельное изучение учебного материала в электронном курсе.<br>Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Topic. Weather. Climate. /Cp/                                                      | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |  |  |  |
|      | <b>Раздел 11. Appearance.Character.</b>                                                                                                                                                                                                                                      |   |   |  |                                                       |  |  |  |
| 11.1 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод базового текста по разговорной теме.<br>Составление индивидуального глоссария. Лексика и базовый текст по теме «Appearance.Character.» /Cp/                                                | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |  |  |  |
| 11.2 | The Infinitive. Verb patterns. /Пр/                                                                                                                                                                                                                                          | 4 | 2 |  | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3         |  |  |  |

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| 11.3 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Topic. Appearance.Character. /Ср/                                                                                                                                                                                                                                                                                      | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |  |  |  |
| 11.4 | Самостоятельное изучение учебного материала в электронном курсе. Лексика и базовый текст по профессиональной тематике. Составление индивидуального глоссария. /Ср/                                                                                                                                                                                                                                                                                                                                            | 3 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |  |  |  |
| 11.5 | Контрольная работа /Ср/                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |  |  |  |
| 11.6 | Подготовка к сдаче зачета /Ср/                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |  |  |  |
|      | <b>Раздел 12. Necessary skills.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |   |  |                                                       |  |  |  |
| 12.1 | Понятие о предложении. Понимание порядка слов в английском языке. Порядок слов в вопросительных предложениях. Сложные предложения. Придаточные времени и условия /Ср/                                                                                                                                                                                                                                                                                                                                         | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |  |  |  |
| 12.2 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Revision. Grammar. Общие правила образования множественного числа существительных. Образование множественного числа у существительных латинского и греческого происхождения. Понимание степеней сравнения. Неопределенные местоимения Основы словообразования. Понимание значений основных предлогов местоимения. /Ср/ | 3 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |  |  |  |

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| 12.3 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод текста по разговорной теме. Составление индивидуального глоссария. Описание технической системы; составление инструкции; описание технических планов; составление резюме технического специалиста. /Ср/                                      | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |            |  |  |
|      | <b>Раздел 13. Подготовка к контрольным мероприятиям и выполняемым работам</b>                                                                                                                                                                                                                                                  |   |   |  |                                                       |            |  |  |
| 13.1 | Объем часов самостоятельной работы на подготовку к КМ /Ср/                                                                                                                                                                                                                                                                     | 3 | 0 |  |                                                       |            |  |  |
| 13.2 | Объем часов самостоятельной работы на подготовку к ВР /Ср/                                                                                                                                                                                                                                                                     | 3 | 0 |  |                                                       |            |  |  |
|      | <b>Раздел 14. Insight into Profession</b>                                                                                                                                                                                                                                                                                      |   |   |  |                                                       |            |  |  |
| 14.1 | Прошедшее время группы Continuous. /Пр/                                                                                                                                                                                                                                                                                        | 4 | 2 |  | Л1.1<br>Л1.2Л2.1Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3         | Role play. |  |  |
| 14.2 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Revision. Grammar. Simple tenses. Perfect tenses. /Ср/                                                                                  | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |            |  |  |
| 14.3 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод текста по разговорной теме. Составление индивидуального глоссария. Описание системы технических правил;написание технических отчетов;сравнение технических характеристик двух объектов; коммуникация в сфере технического обслуживания. /Ср/ | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |            |  |  |
| 14.4 | Подготовка к выполнению контрольной работы /Ср/                                                                                                                                                                                                                                                                                | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |            |  |  |
|      | <b>Раздел 15. Global Science.</b>                                                                                                                                                                                                                                                                                              |   |   |  |                                                       |            |  |  |

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| 15.1 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Articles. Infinite Verbs. /Cp/                                                                                                                 | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.2<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |  |  |  |
| 15.2 | Topic. Meeting foreign colleagues.(применение профессиональной технической терминологии при письменном и устном общении с зарубежными коллегами и партнерами;организация встреч с зарубежными партнерами и клиентами) /Cp/                                                                                                            | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3              |  |  |  |
|      | <b>Раздел 16. Modern Technology.</b>                                                                                                                                                                                                                                                                                                  |   |   |  |                                                               |  |  |  |
| 16.1 | Самостоятельное изучение учебного материала в электронном курсе. Reading Genres in Engineering. Tactics. Pre-reading Stage. Tactics. While- and Post-reading Stages. Vocabulary List /Cp/                                                                                                                                             | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3         |  |  |  |
| 16.2 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод текста по разговорной теме. Составление индивидуального глоссария. Составление отчета о производственном браке; описание этапов работы над проектом;объяснение различных производственных явлений; объяснение стадий производственного процесс /Cp/ | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.2<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |  |  |  |
|      | <b>Раздел 17. Science and our World.</b>                                                                                                                                                                                                                                                                                              |   |   |  |                                                               |  |  |  |
| 17.1 | Понимание разных жанров аудиотекста. Listening as a Skill Listening Techniques. Listening Practice. /Пп/                                                                                                                                                                                                                              | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3         |  |  |  |
| 17.2 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Времена группы Perfect Continuous. /Cp/                                                                                                        | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3         |  |  |  |

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| 17.3 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод текста по разговорной теме. Составление индивидуального глоссария. Topic.Science and our World. /Cp/                                                                        | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3              |            |  |  |
| 17.4 | Выполнение контрольной работы /Cp/                                                                                                                                                                                                                            | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3              |            |  |  |
| 17.5 | Сдача зачета /Зачёт/                                                                                                                                                                                                                                          | 4 | 2 |  | Л2.3Л3.2<br>Л3.3 Л3.4<br>Э1 Э3                                |            |  |  |
|      | <b>Раздел 18. Science and Travelling.</b>                                                                                                                                                                                                                     |   |   |  |                                                               |            |  |  |
| 18.1 | Лексика и базовый текст по теме. Science and Travelling. Система времен английского языка. Страдательный залог /Пр/                                                                                                                                           | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3              | Role play. |  |  |
| 18.2 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Topic.Science and travelling.Projects. Presentations. /Cp/             | 4 | 6 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.2 Л3.3<br>Л3.4<br>Э1 Э2 Э3 |            |  |  |
| 18.3 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод текста по разговорной теме. Составление индивидуального глоссария. Написание доклада о причинах и следствиях производственного инцидента; ответ на технические жалобы. /Cp/ | 4 | 6 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3              |            |  |  |
|      | <b>Раздел 19. Scientific Processes</b>                                                                                                                                                                                                                        |   |   |  |                                                               |            |  |  |
| 19.1 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений. Косвенные вопросы. Согласование времен. Косвенная речь. /Cp/           | 4 | 8 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3         |            |  |  |

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| 19.2 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод текста по разговорной теме. Составление индивидуального глоссария. Составление текста технической презентации производимого товара/услуг; обработка технической информации. /Ср/ | 4 | 8 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |            |  |  |
| 19.3 | Подготовка к выполнению контрольной работы /Ср/                                                                                                                                                                                                                    | 4 | 8 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |            |  |  |
|      | <b>Раздел 20. New Opportunities</b>                                                                                                                                                                                                                                |   |   |  |                                                       |            |  |  |
| 20.1 | Conditional Sentences /Пр/                                                                                                                                                                                                                                         | 4 | 2 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 | Role play. |  |  |
| 20.2 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений /Ср/                                                                         | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |            |  |  |
| 20.3 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод текста по разговорной теме. Составление индивидуального глоссария. Составление технических документов: отчет, таблица, лекция. /Ср/                                              | 4 | 6 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3      |            |  |  |
|      | <b>Раздел 21. Inventions and Discoveries</b>                                                                                                                                                                                                                       |   |   |  |                                                       |            |  |  |
| 21.1 | Неличные формы глагола /Ср/                                                                                                                                                                                                                                        | 4 | 8 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |            |  |  |
| 21.2 | Самостоятельное изучение учебного материала в электронном курсе. Повторение теоретического материала по грамматическому разделу и самостоятельное выполнение тренировочных упражнений /Ср/                                                                         | 4 | 4 |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3 Л3.4<br>Э1 Э2 Э3 |            |  |  |

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| 21.3 | Самостоятельное изучение учебного материала в электронном курсе. Чтение и перевод текста по разговорной теме. Составление индивидуального глоссария. Составление технических документов: презентация резюме отзыв. /Ср/ | 4 | 4  |  | Л1.1<br>Л1.2Л2.1<br>Л2.3Л3.1<br>Л3.3<br>Э1 Э2 Э3        |  |  |  |
| 21.4 | Выполнение контрольной работы. /Ср/                                                                                                                                                                                     | 4 | 4  |  | Л1.1<br>Л1.2Л2.1<br>Л2.2<br>Л2.3Л3.2<br>Л3.3 Л3.4<br>Э3 |  |  |  |
| 21.5 | Подготовка к экзамену. /Ср/                                                                                                                                                                                             | 4 | 8  |  | Л2.3<br>Э1 Э3                                           |  |  |  |
| 21.6 | Сдача экзамена /Экзамен/                                                                                                                                                                                                | 4 | 11 |  |                                                         |  |  |  |
|      | <b>Раздел 22. Подготовка к контрольным мероприятиям и выполняемым работам</b>                                                                                                                                           |   |    |  |                                                         |  |  |  |
| 22.1 | Объем часов самостоятельной работы на подготовку к КМ /Ср/                                                                                                                                                              | 4 | 0  |  |                                                         |  |  |  |
| 22.2 | Объем часов самостоятельной работы на подготовку к ВР /Ср/                                                                                                                                                              | 4 | 0  |  |                                                         |  |  |  |

### 5. ФОНД ОЦЕНОЧНЫХ МАТЕРИАЛОВ

#### 5.1. Контрольные мероприятия (контрольная работа, тест, коллоквиум, экзамен и т.п), вопросы для самостоятельной подготовки

| Код<br>КМ                     | Контрольное<br>мероприятие                                    | Проверяемые<br>индикаторы<br>компетенций | Вопросы для подготовки                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
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| КМ1                           | Контрольная<br>работа 1                                       | УК-4-31;УК-4-<br>У1;УК-3-31;УК-4-<br>В1  | <p>Упражнение 1.Join the two parts of sentences.</p> <table><tr><td>1. Fred plays tennis...</td><td>a) every Monday.</td></tr><tr><td>2. Fred is playing tennis...</td><td>b) for several times.</td></tr><tr><td>3. Fred has played tennis...</td><td>c) at the moment.</td></tr><tr><td>4. Fred played tennis...</td><td>d) at that time.</td></tr><tr><td>5. Fred was playing tennis...</td><td>e) next Monday.</td></tr><tr><td>6. Fred will play tennis...</td><td>f) when he was 15.</td></tr></table> <p>Упражнение 2.Copy the sentences and note if they refer to the present, past or future. Write the tense against each sentence.<br/>Example: He cut his finger with a knife. (Simple Past)</p> <table><tr><td>1.</td><td>He often cuts himself.</td></tr><tr><td>2.</td><td>What time did John arrive?</td></tr><tr><td>3.</td><td>I never forget any thing.</td></tr><tr><td>4.</td><td>Are you sitting comfortably?</td></tr><tr><td>5.</td><td>We drank a lot of Coke at the party.</td></tr><tr><td>6.</td><td>It was raining all night.</td></tr><tr><td>7.</td><td>The train will leave in a few minutes.</td></tr><tr><td>8.</td><td>I put on a clean shirt yesterday.</td></tr></table> <p>Упражнение 3.Put the following sentences into the correct tense:Simple Past,Simple Present,Present ContinuousorPast Continuous, Present Perfect.</p> <table><tr><td>1.</td><td>I _____ (listen) to the radio while Mary _____ (cook) dinner.</td></tr><tr><td>2.</td><td>You _____ (buy) this book yesterday?</td></tr></table> | 1. Fred plays tennis... | a) every Monday. | 2. Fred is playing tennis... | b) for several times. | 3. Fred has played tennis... | c) at the moment. | 4. Fred played tennis... | d) at that time. | 5. Fred was playing tennis... | e) next Monday. | 6. Fred will play tennis... | f) when he was 15. | 1. | He often cuts himself. | 2. | What time did John arrive? | 3. | I never forget any thing. | 4. | Are you sitting comfortably? | 5. | We drank a lot of Coke at the party. | 6. | It was raining all night. | 7. | The train will leave in a few minutes. | 8. | I put on a clean shirt yesterday. | 1. | I _____ (listen) to the radio while Mary _____ (cook) dinner. | 2. | You _____ (buy) this book yesterday? |
| 1. Fred plays tennis...       | a) every Monday.                                              |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 2. Fred is playing tennis...  | b) for several times.                                         |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 3. Fred has played tennis...  | c) at the moment.                                             |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 4. Fred played tennis...      | d) at that time.                                              |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 5. Fred was playing tennis... | e) next Monday.                                               |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 6. Fred will play tennis...   | f) when he was 15.                                            |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 1.                            | He often cuts himself.                                        |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 2.                            | What time did John arrive?                                    |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 3.                            | I never forget any thing.                                     |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 4.                            | Are you sitting comfortably?                                  |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 5.                            | We drank a lot of Coke at the party.                          |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 6.                            | It was raining all night.                                     |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 7.                            | The train will leave in a few minutes.                        |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 8.                            | I put on a clean shirt yesterday.                             |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 1.                            | I _____ (listen) to the radio while Mary _____ (cook) dinner. |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |
| 2.                            | You _____ (buy) this book yesterday?                          |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         |                  |                              |                       |                              |                   |                          |                  |                               |                 |                             |                    |    |                        |    |                            |    |                           |    |                              |    |                                      |    |                           |    |                                        |    |                                   |    |                                                               |    |                                      |

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|  |  |  | <p>3. Last Friday Jill _____ (go) home early because she _____ (want) to see a film.</p> <p>4. When your brother usually _____ (get) home in the evening?</p> <p>5. Jane always _____ (bring) us a nice present.</p> <p>6. What those people _____ (do) in the middle of the road?</p> <p>7. You _____ (read) this book?</p> <p>8. While Fred _____ (sleep), Judy _____ (watch) TV.</p> <p>9. When I _____ (be) young, I _____ (think) Mary _____ (be) nice — but now I _____ (think) she's fantastic.</p> <p>10. Jill _____ (walk) home when she _____ (see) her husband's car outside the cinema</p> <p>11. Look there! Sue and Tim _____ (run) to school.</p> <p>12. Jack's father _____ (not work) in London — he _____ (not speak) English.</p> <p>13. Joe _____ (buy) a car yesterday.</p> <p>14. Their father often _____ (go) to rock concerts.</p> <p>15. While you _____ (sleep), mother _____ (arrive).</p> <p>Упражнение 4. Исправьте ошибки.</p> <p>1. When she was younger, she has played tennis every day.</p> <p>2. It's already 10:00, but Jane hasn't finished her homework already.</p> <p>3. Joe crashed his car three times since Christmas.</p> <p>4. Did you done your homework, or have you been watching TV?</p> <p>5. Karl has been driving since five years.</p> <p>6. This hotel has been already in business for twenty years.</p> <p>Упражнение 5. Put the verbs in brackets in the correct tense form (Present Simple, Present Perfect, Present Continuous, Past Simple, Past Continuous).</p> <p>1. Alice ... (not to take) the bus to school every day. She usually ... (to walk) to school...</p> <p>2. ... (to take) ... you the bus to get to school or ... (to walk) you?</p> <p>3. Who is this man? I ... (to think) that I ... (to know) him, but I ... (to forget) his name.</p> <p>4. The children ... (to have) a good time in the park yesterday. They ... (to give) small pieces of bread to the ducks. Then they ... (to take) pictures of themselves.</p> <p>5. Where are the children? They ... (to watch) TV in the room now. Some minutes ago they ... (to play) a game.</p> <p>6. Now I am in my class. I... (to sit) at my desk. I always ... (to sit) at the same desk.</p> |
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| КМ2 | Контрольная работа 2 | УК-4-31;УК-4-У1;УК-4-В1;УК-3-31;УК-3-У1 | <p>I. Раскройте скобки, употребив глаголы Present Simple, Past Simple или Future Simple.</p> <ol style="list-style-type: none"> <li>1. We ... (go) roller-skating last Saturday.</li> <li>2. When ... this accident (happen)?</li> <li>3. ... (to be) your father at work yesterday?</li> <li>4. Next week he ... (to be) in New Orleans.</li> <li>5. At the moment he .... (to be) in Amsterdam.</li> </ol> <p>II. Переведите на английский язык, употребляя глагол to be в Present Simple, Past Simple или Future Simple</p> <ol style="list-style-type: none"> <li>1. Они были здесь час назад.</li> <li>2. Мой сын очень любит играть в футбол.</li> <li>3. Вчера была прекрасная погода.</li> <li>4. Мы решили прочитать эту статью и обсудить ее.</li> <li>5. Последний раз я играл в волейбол пять лет назад.</li> </ol> <p>III. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.</p> <ol style="list-style-type: none"> <li>1. The letter (to receive) yesterday.</li> <li>2. Two million books (to send) to Russia every year.</li> <li>3. All the letters (to post) yesterday.</li> <li>4. The bread (to wrap) automatically.</li> <li>5. I (to paid) a lot of money to do the job.</li> </ol> <p>IV. Переведите на английский язык, используя устойчивые сочетания с инфинитивом.</p> <ol style="list-style-type: none"> <li>1. Не может быть и речи о том, чтобы идти туда.</li> <li>2. Ей не с кем поговорить.</li> <li>3. Мне нечего читать.</li> <li>4. На нее приятно смотреть.</li> <li>5. С ними трудно иметь дело.</li> </ol> <p>V. Прочитайте и переведите текст. Выполните следующие задания по тексту:</p> <ol style="list-style-type: none"> <li>1. Задайте по одному вопросу каждого типа.</li> <li>2. Выпишите по одному предложению в Past, Present or Future Simple.</li> <li>3. Выпишите несколько предложений в Passive voice.</li> </ol> <p>People often said that Thierry Boyle was the most boring man in the world. Thierry didn't know why people thought he was so boring. Thierry thought he was quite interesting. After all, he collected stamps. What could be more interesting than stamps? It was true that he didn't have any other hobbies or interests, but that didn't matter for Thierry. He had his job, after all. He had a very interesting job. At least Thierry thought it was interesting. Everybody else said that his job was boring. But he was an accountant! Why do people think that accountants are boring? thought Thierry. Thierry thought his job was fascinating. Everyday, he went to his office, switched on his computer and spent seven and a half hours looking at spreadsheets, and moving numbers around on them. What could be more interesting than that?</p> <p>But Thierry was unhappy. He was unhappy because people thought he was boring. He didn't want to be boring. He wanted people to think that he was a very interesting person. He tried to talk to people about his stamp collection. But every time he talked about his stamp collection he saw that people were bored. Because people were bored when he talked about his stamp collection, he talked about his job instead. He thought people would be very interested when he talked about his job, but no. People thought his job was even more boring than his stamp collection. Sometimes, people even went to sleep when he talked to them. Thierry thought about how to make himself more interesting. He decided that he needed to be famous for something. He thought about his stamp collection, and decided that perhaps his stamp collection could make him famous. Perhaps he had the biggest stamp collection in the world, or perhaps he had a very valuable stamp. Yes, this was it, he decided.</p> <p>He wrote a letter to a local newspaper, and asked them if they wanted to come and write an article about a local man with the biggest stamp collection in the world. The local newspaper wrote a letter back to</p> |
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|  |  |  | <p>Thierry telling him that actually the Queen of England had the biggest stamp collection in the world. Thierry was very sad to learn this, but wrote back to the newspaper telling them that he thought he had the most valuable stamp in the world. The newspaper wrote back to him telling him that the most valuable stamp in the world cost 2, 240, 000 dollars, and asking him if he was sure that he had it. Thierry wasn't sure that he had it. In fact, he was sure that he didn't have it. Perhaps his whole collection was very valuable though...</p> <p>"Is it worth 10 million dollars?" asked the man from the newspaper on the telephone when Thierry called him.</p> <p>"Erm, no, I don't think so..."</p> <p>"Forget it then" said the man from the newspaper.</p> <p>Thierry thought about other things to make himself famous. Perhaps he could be the best accountant in the world! Yes, this was it, he decided. He told a friend that he was the best accountant in the world.</p> <p>"How do you know?" asked his friend.</p> <p>"Well" thought Thierry, "I have a good job, I like it ...it's very interesting ... spreadsheets ... numbers ... taxes ... finance ..." He saw his friend going to sleep. "Hmmm" he thought. "Perhaps I'm not the best or the most interesting accountant in the world."</p> <p>"Listen Thierry" said his friend when he woke up again. "Perhaps you don't have the biggest or the most valuable stamp collection in the world. Perhaps you aren't the best or the most interesting accountant in the world. But there is one thing – Thierry, you are probably the most boring man in the world."</p> <p>Yes! Of course! This was it. Thierry could be famous because he was the most boring man in the world. Now he saw that his friends were right. He phoned the newspaper again.</p> <p>"Hello!" he said. "Would you like to do an interview with the most boring man in the world?"</p> <p>"The most boring man in the world...?" said the man from the newspaper. "Now that's interesting!"</p> <p>Next week there was a big article in the newspaper. "The Most Boring Man in the World!" There was a picture of Thierry in his office. There was a picture of Thierry with his stamp collection. There was an interview with Thierry, and interviews with his friends. His friends said they went to sleep when Thierry talked about his job or his stamp collection.</p> <p>The next day the BBC and CNN called Thierry. They wanted stories about the most boring man in the world. "The most boring man in the world!" they said. "That's so interesting!"</p> <p>And so, finally, Thierry Boyle, became the official Most Boring Man in the World. You won't find his name in the Guinness Book of Records, because they said that it was impossible to decide exactly how boring somebody is, but it was no problem for Thierry. Now he was famous, now he was so boring that he was interesting.</p> |
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| КМ3 | Контрольная работа 3 | УК-4-31;УК-4-У1;УК-4-В1;УК-3-31;УК-3-У1 | <p>1. Complete the sentences. Use the present simple or the present continuous.</p> <p>a. He (not want) _____ to study languages at university.</p> <p>b. They (visit) _____ China for a month.</p> <p>c. It often (rain) _____ in England in spring.</p> <p>d. I (play) _____ tennis with Martin tomorrow.</p> <p>e. My mother (make) _____ bread every morning.</p> <p>f. Where (you / meet) _____ your friends tonight?</p> <p>g. I normally (work) _____ on Mondays, but I (stay) _____ at home today.</p> <p>h. (your sister / go) _____ to the cinema every Saturday?</p> <p>2. Complete the telephone conversation. Use the present simple or the present continuous.</p> <p>Martha Hi Tim. Are you having a good weekend?</p> <p>Tim No, not really. I (1 tidy) _____ my room at the moment.</p> <p>Martha I (2 not believe) _____ you! You never (3 do) _____ any housework.</p> <p>Tim I (4 know) _____, but Adam (5 stay) _____ at our house tonight and he usually (6 sleep) _____ on my floor.</p> <p>Martha Who's Adam? I (7 not remember) _____ him.</p> <p>Tim My cousin, Adam. He (8 study) _____ medicine at university at the moment.</p> <p>Martha Oh, that Adam! Mmm! What (9 you / do) _____ with him tonight?</p> <p>Tim There (10 be) _____ football on TV, so we (11 not go) _____ out.</p> <p>Martha Really?</p> <p>Tim Yes, but don't forget. You (12 hate) _____ football!</p> <p>3. Expand the questions. Use the present simple or the present continuous. Then write answers.</p> <p>- What / you / do / next weekend?</p> <p>- How often / you / go / to the cinema?</p> <p>- What time / you / usually / get up?</p> <p>- What / you / wear / today?</p> <p>- You / like / surfing / the Internet?</p> <p>- How much / English / you / understand?</p> <p>4. Write the questions. Use the words given.</p> <p>A What / do? 1 _____?</p> <p>B I'm a student.</p> <p>A Oh really. What / study? 2 _____?</p> <p>B English.</p> <p>C you / go out / last night? 3 _____?</p> <p>D Yeah – I went to the cinema.</p> <p>E I'm going on holiday next week.</p> <p>F Really? Where / go? 4 _____?</p> <p>E To Zakopane, in Poland.</p> <p>G I like your watch. Be / new? 5 _____?</p> <p>H I bought it yesterday.</p> <p>5. Underline the correct verb form.</p> <p>a. He lives in Barcelona but he stays / is staying with us for a week.</p> <p>b. My car's at the garage so I get / am getting the bus to work at the moment.</p> <p>c. She usually sits / is sitting at the front of the class because her eyesight is not very good.</p> <p>d. They're on holiday. I think they travel / are travelling around Canada.</p> <p>e. My mum doesn't like driving so my dad always drives / is</p> |
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|  |  |  | <p>driving the car.</p> <p>6. Read the text. Translate it.</p> <p><b>SAFETY ENGINEER JOB DESCRIPTION</b></p> <p>Definition and Nature of the Work. Safety engineers are responsible for keeping people free from danger, risk, or injury in the workplace. They develop safety programs to minimize losses due to injuries and property damage. They try to eliminate unsafe practices and conditions in industrial plants, mines, and stores as well as on construction sites and throughout transportation systems. Safety engineers work for a wide variety of industrial and commercial companies. Many work for insurance companies. Others are employed by government agencies or safety organizations. Still others teach in colleges and universities or work as independent consultants.</p> <p>Safety engineers work in many different types of industrial and commercial companies to ensure safety in the workplace as well as in the products the companies make. Safety engineers often have other titles, such as director of safety, safety manager, or safety coordinator. Sometimes technicians assist them. The duties of safety engineers vary depending on where they work. Engineers employed in large manufacturing plants often develop broad safety programs. They study the buildings, equipment, procedures, and records of accidents in their plant and point out safety hazards. They may suggest ways to fix unsafe structures or recommend changes in the layout of the plant. Sometimes they draw up plans for the regular maintenance of machinery or teach safe work habits to managers and workers.</p> <p>Other safety engineers work with designers to make sure that their company's products are safe. They may be responsible for seeing that a new automobile model meets safety standards. Or they may check the design and production of children's toys. Safety engineers who work for insurance companies usually provide consulting services to their clients. They are experts who can spot hazards and recommend ways to eliminate them. For example, they may review plans for a shopping center that is to be insured by their company and point out dangerous traffic patterns. Once the center is built, they inspect it and check that the elevators have been installed properly so that there will not be accidents. They also study maintenance procedures and may recommend that floors be cleaned when customers are not present. The shopping center owners may be able to lower their insurance rates by following the safety engineer's suggestions.</p> <p>In the trucking industry, safety engineers review patterns of traffic accidents. They study routes, schedules, loads, and speeds to determine how these factors affect accidents. They also inspect trucks for safety hazards. Safety engineers in the mining industry must check to see that underground or open-pit mines meet the requirements set by state and federal laws. They also design equipment, such as lamps that are used underground. During mining emergencies they may be in charge of rescue teams.</p> <p>7. Ask 5 questions to the text and answer them.</p> <p>8. Write out the sentences, containing verbs in Present Simple, Past Simple, Present Perfect and Present Continuous.</p> <p>9. Write sentences from the prompts using the present simple, present continuous, past simple or past continuous tense.</p> <ol style="list-style-type: none"> <li>1           you / watch TV / at the moment / ?</li> <li>2           They / not see / the match / yesterday</li> <li>3           We / sleep / badly / last night</li> <li>4           What / they / talk about / when I called / ?</li> <li>5           How often / you / see / your grandparents / ?</li> </ol> <p>10. Read the text. Translate it.</p> <p><b>WORKPLACE SAFETY</b></p> <p>Workplace Safety and health laws establish regulations designed to eliminate personal injuries and illnesses from occurring in the workplace. Workplace safety refers to the working environment at a company and encompasses all factors that impact the safety, health, and well-being of its employees; this covers managers, supervisors, partners,</p> |
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|  |  |  | <p>stockholders, officers, and family members of the workers. It does not cover independent contractors or family members of a farm operator. Safety violations can include environmental hazards, unsafe working conditions or processes, drug and alcohol abuse, and workplace violence.</p> <p>The leading authority administering workplace safety is the Occupational Safety and Health Administration (OSHA). OSHA requires the Secretary of Labor to propagate regulations and safety and health standards to protect employees from having to work in dangerous or hazardous conditions. Every private employer who engages in interstate commerce is subject to OSHA regulations. Standards made by OSHA are published in the Code of Federal Regulations (CFR). The federal guidelines imposed by OSHA are complemented by state regulations, although federal laws and regulations pre-empt state laws where they overlap or contradict one another. Under OSHA, states can pass their own workplace health and safety laws and standards, but they must meet OSHA criteria and approval if they regulate an area directly covered by OSHA regulations. Though, they may regulate in areas not governed by federal OSHA regulations. The amount of state regulation varies greatly.</p> <p>States with their own workplace conditions law are called “state plan states”. Penalties for OSHA violations can be civil or criminal and vary depending on the nature of the violation. OSHA must refer cases to the U.S. Justice Department for criminal enforcement. Typically, however, OSHA relies on civil penalties as a deterrent to violators.</p> <p>Construction safety and health. Construction workers build our roads, houses and workplaces and repair and maintain our nation's physical infrastructure. This work includes many hazardous tasks and conditions such as work at height, excavations, noise, dust, power tools and equipment, confined spaces and electricity. Construction workers incurred the most fatal injuries of any industry in the private sector in 2009, but this number declined in both 2009 (by 16%) and 2008 (by 19%). With this decrease, private sector construction fatalities are down by more than a third overall since peaking in 2006. Economic conditions may explain much of this decline – the total hours worked in construction also went down 17 per cent in 2009 and 10 per cent the year before. These decreases were more pronounced in some construction subgroups. Fatal injuries involving workers in the construction of buildings, for example, were down more than a quarter (27%) from 2008, with most of the decrease occurring in nonresidential building construction (down 44%). Fatalities in heavy and civil engineering construction were down 12 per cent, and the subsector with the largest number of fatal work injuries – specialty trade contractors – had 16 per cent fewer fatalities in 2009 than in 2008.</p> <p>11. Write out the words with the same root from the text, define their part of speech and translate them into Russian:<br/>Example: develop (v) development (n) развиваться развитие</p> <p>12. Write a short summary of the text.</p> |
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| КМ4 | Контрольная работа 4 | УК-4-31;УК-4-У1;УК-4-В1;УК-3-31;УК-3-У1;УК-3-В1 | <p>1. Complete the sentences. Use the present simple or the present continuous.</p> <p>a. He (not want) _____ to study languages at university.</p> <p>b. They (visit) _____ China for a month.</p> <p>c. It often (rain) _____ in England in spring.</p> <p>d. I (play) _____ tennis with Martin tomorrow.</p> <p>e. My mother (make) _____ bread every morning.</p> <p>f. Where (you / meet) _____ your friends tonight?</p> <p>g. I normally (work) _____ on Mondays, but I (stay) _____ at home today.</p> <p>h. (your sister / go) _____ to the cinema every Saturday?</p> <p>2. Complete the telephone conversation. Use the present simple or the present continuous.</p> <p>Martha Hi Tim. Are you having a good weekend?</p> <p>Tim No, not really. I (1 tidy) _____ my room at the moment.</p> <p>Martha I (2 not believe) _____ you! You never (3 do) _____ any housework.</p> <p>Tim I (4 know) _____, but Adam (5 stay) _____ at our house tonight and he usually (6 sleep) _____ on my floor.</p> <p>Martha Who's Adam? I (7 not remember) _____ him.</p> <p>Tim My cousin, Adam. He (8 study) _____ medicine at university at the moment.</p> <p>Martha Oh, that Adam! Mmm! What (9 you / do) _____ with him tonight?</p> <p>Tim There (10 be) _____ football on TV, so we (11 not go) _____ out.</p> <p>Martha Really?</p> <p>Tim Yes, but don't forget. You (12 hate) _____ football!</p> <p>3. Expand the questions. Use the present simple or the present continuous. Then write answers.</p> <p>- What / you / do / next weekend?</p> <p>- How often / you / go / to the cinema?</p> <p>- What time / you / usually / get up?</p> <p>- What / you / wear / today?</p> <p>- You / like / surfing / the Internet?</p> <p>- How much / English / you / understand?</p> <p>4. Write the questions. Use the words given.</p> <p>A What / do? 1 _____?</p> <p>B I'm a student.</p> <p>A Oh really. What / study? 2 _____?</p> <p>B English.</p> <p>C you / go out / last night? 3 _____?</p> <p>D Yeah – I went to the cinema.</p> <p>E I'm going on holiday next week.</p> <p>F Really? Where / go? 4 _____?</p> <p>E To Zakopane, in Poland.</p> <p>G I like your watch. Be / new? 5 _____?</p> <p>H I bought it yesterday.</p> <p>5. Underline the correct verb form.</p> <p>a. He lives in Barcelona but he stays / is staying with us for a week.</p> <p>b. My car's at the garage so I get / am getting the bus to work at the moment.</p> <p>c. She usually sits / is sitting at the front of the class because her eyesight is not very good.</p> <p>d. They're on holiday. I think they travel / are travelling around Canada.</p> <p>e. My mum doesn't like driving so my dad always drives / is</p> |
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|  |  |  | <p>driving the car.</p> <p>6. Read the text. Translate it.<br/>Quantitative metallography<br/>A number of techniques exist to quantitatively analyze metallographic specimens. These techniques are valuable in the research and production of all metals and alloys and non-metallic or composite materials. Microstructural quantification is performed on a prepared, two-dimensional plane through the three-dimensional part or component. Measurements may involve simple metrology techniques, e.g., the measurement of the thickness of a surface coating, or the apparent diameter of a discrete second-phase particle, e.g., spheroidal graphite in ductile iron; or, it may require application of stereological methods to assess matrix and second-phase structures. Stereology is the field of taking 0-, 1- or 2-dimensional measurements on the two-dimensional sectioning plane and estimating the amount, size, shape or distribution of the microstructure in three dimensions. These measurements may be made using manual procedures with the aid of templates overlaying the microstructure, or with automated image analyzers. In all cases, adequate sampling must be made to obtain a proper statistical basis for the measurement. Efforts to eliminate bias is required. Some of the most basic measurements include determination of the volume fraction of a phase or constituent, measurement of the grain size in polycrystalline metals and alloys, measurement of the size and size distribution of particles, assessment of the shape of particles and spacing between particles. ASTM Committee E-4 on Metallography, and some other national and international standards organizations, have developed standard test methods describing how to characterize microstructures quantitatively. For example, the amount of a phase or constituent, that is, its volume fraction, is defined in ASTM E 562; manual grain size measurements are described in ASTM E 112 (equiaxed grain structures with a single size distribution) and E 1182 (specimens with a bi-modal grain size distribution); while ASTM E 1382 describes how any grain size type or condition can be measured using image analysis methods. Characterization of nonmetallic inclusions using standard charts is described in ASTM E 45 (historically, E 45 covered only manual chart methods and an image analysis method for making such chart measurements was described in ASTM E 1122. The image analysis methods are currently being incorporated into E 45). A stereological method for characterizing discrete second-phase particles, such as nonmetallic inclusions, carbides, graphite, etc., is presented in ASTM E 1245.</p> <p>7. Ask 5 questions to the text and answer them.</p> <p>8. Write out the sentences, containing verbs in Present Simple, Past Simple, Present Perfect and Present Continuous.</p> <p>9. Write sentences from the prompts using the present simple, present continuous, past simple or past continuous tense.</p> <ol style="list-style-type: none"> <li>1           you / watch TV / at the moment / ?</li> <li>2           They / not see / the match / yesterday</li> <li>3           We / sleep / badly / last night</li> <li>4           What / they / talk about / when I called / ?</li> <li>5           How often / you / see / your grandparents / ?</li> </ol> <p>10. Read the text. Translate it.<br/>Metallurgy.<br/>Metals are the most abundant of materials to supply man's present needs. Modern civilized mankind lives in the Metal Age and the development of all branches of industry, science and culture as well as way of man's life is unthinkable without tools, machines, devices and other metal objects. Man's going from stone to metal was long and complicate. The first metal to be used by man was copper. It made the lives of the people much easier. The first records about copper go back to 6500-5700 BC. The art of blending metals was gradually developed and some alloys formed in this way were stronger, harder and tougher than the metals of which they were compromised. Probably the first</p> |
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|  |  |  | <p>alloy to be made was a bronze; consisting of copper, with about one part in ten of tin. The primitive metallurgists discovered that if a greater proportion of tin were used the alloy was harder, while less tin gave a softer alloy.</p> <p>The following stage in metallurgy was using iron (the Iron Age). It was in use as early as 2000 BC. There are also occasional references to iron in even earlier periods, but this material was of meteoric origin.</p> <p>Producing pure iron and its alloys was made possible with the accumulated experience in smelting of copper, bronze, gold and other metals and alloys. Mastering iron production gave a powerful incentive to the development of productive forces and technical progress.</p> <p>In ancient times the man knew eight metal-copper, gold, silver, tin, mercury and antimony. By the end of the eighteenth century their number had increased by twenty, but nowadays about 80 metals are produced and used.</p> <p>The proportion of the chemical elements contained in the Earth's crust is different. The combined amount of ten most spread elements (oxygen -47 percent, silicon-29.5 percent, aluminium-8.05 percent, iron-4.65 percent, calcium-2.96 percent, sodium-2.5 percent and potassium-2.5 percent, magnesium-1.87 percent, titanium-0.45 percent, hydrogen-0.15 percent) makes up 99.63 percent of the Earth's crust, the other elements form only 0.37 percent of the crust.</p> <p>The availability of metals does not depend on the amount present in the Earth, but on the ease with which their ores can be obtained and smelted. Although one twelfth of the Earth's crust by weight consists of aluminum, many compounds of this metal are unsuitable to be used as ores.</p> <p>The majority of useful metallic ores contain the metal combined with oxygen, Sulphur, or other elements. Pure minerals are rarely found in nature; they are generally contaminated with gravel, limestone, sand, clay and stone. These are comparatively rich, others contain large amount of gangue.</p> <p>11. Write out the words with the same root from the text, define their part of speech and translate them into Russian:<br/>Example: develop (v) development (n) развиваться/развитие<br/>life (n), industrial (adj), blend (n), composition (n), discovery (n), metallurgy (n), impure (adj), power (n), production (n), chemistry (n), available (adj), dependence (n), weigh (v), suitable (adj), major (adj), use (n), rare (adj), contamination (n), want (v), term (n), easy (adj), exploit(v).</p> <p>12. Find the English equivalents for the words and word-combinations given below:<br/>наиболее распространённый вид материалов; удовлетворять жизненные потребности; век металлов; немыслимы без машин; переход человека от использования камня к металлу был длительным и сложным; первые сведения о меди относятся к ... годам; искусство смешения металлов; одна десятая часть олова; начало его использования относятся к ... ; редкие упоминания железа метеоритного происхождения; стало возможным благодаря накопленному опыту по выплавке меди; освоение производства железа послужило мощным толчком к развитию; к концу 18 века; земная кора; суммарное содержание десяти наиболее распространённых элементов; производством металлов из руд занимается металлургия.</p> <p>13. Answer the following question:</p> <ul style="list-style-type: none"> <li>- What was the first metal used by man?</li> <li>- What was the first alloy?</li> <li>- When did people start to use iron?</li> <li>- How many metals did the man know in ancient times?</li> <li>- How many metals are produced and used nowadays?</li> <li>- What are the ten most spread elements?</li> <li>- What does the availability of metals depend on?</li> <li>- What does metallurgy deal with?</li> </ul> |
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| 5.2. Перечень работ, выполняемых по дисциплине (Курсовая работа, Курсовой проект, РГР, Реферат, ЛР, ПР и т.п.) |                      |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Код работы                                                                                                     | Название работы      | Проверяемые индикаторы компетенций | Содержание работы                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| P1                                                                                                             | Контрольное чтение 1 | УК-4-31;УК-4-У1;УК-3-31            | <p>1. Напишите транскрипцию выделенных в тексте слов.</p> <p>Safety engineers, also known as safety managers, work for companies where job safety is critical, such as manufacturing plants, mining operations and virtually anywhere heavy equipment and machinery is used. They are largely responsible for the safety record of a company, so they must be ever-vigilant to detect signs of potential accidents. To perform their professional functions, safety engineering professionals must have education, training and experience in a common body of knowledge. They need to have a fundamental knowledge of physics, chemistry, biology, physiology, statistics, mathematics, computer science, engineering mechanics, industrial processes, business and communication.</p> <p>2. Объясните правила чтения по тексту.</p> <p>Professional safety studies include industrial hygiene and toxicology, design of engineering hazard controls, fire protection, ergonomics, system and process safety, safety and health program management, accident investigation and analysis, product safety, construction safety, education and training methods, measurement of safety performance, human behavior, environmental safety and health, and safety, health and environmental laws, regulations and standards. Many safety engineers have backgrounds or advanced study in other disciplines, such as management and business administration, engineering, education, physical and social sciences and other fields. Others have advanced study in safety. This extends their expertise beyond the basics of the safety engineering profession.</p> |
| P2                                                                                                             | Контрольное чтение 2 | УК-4-31;УК-4-В1;УК-3-У1            | <p>1. Прочитайте текст и перевести.</p> <p>Safety engineers develops programs and processes for safety in a workplace. Once the program are develop, they may also be charged with putting a new process in writing in the form of a manual. They presents a new program to management ensured they have a thorough understanding so that they could to implement the program in their specific work areas. They may be to involved with planing and conducting training clases and seminars for workeres.</p> <p>2. Найти и выписать ошибки, исправить их.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| P3 | Тест 1 | УК-4-31;УК-4-У1;УК-4-В1;УК-3-31;УК-3-В1 | <p>1. Complete the sentences using the present or past passive.</p> <p>Present passive</p> <p>1) _____ the plates _____ (make) from recycled paper?</p> <p>2) The date _____ (announce) today.</p> <p>3) Shampoo _____ (not sell) at the bank.</p> <p>4) The news _____ (read) by a man.</p> <p>2. Complete the sentences using the present or past passive.</p> <p>Past passive</p> <p>5) The article _____ (write) yesterday.</p> <p>6) The parents _____ (not invite).</p> <p>7) My house _____ (build) last year.</p> <p>8) The man _____ (identify) by a child.</p> <p>3. Complete the questions and answers.</p> <p>1) _____ What _____? I'm watching TV.</p> <p>2) _____ Did they see the match yesterday? Yes, _____.</p> <p>4. Complete the questions and answers.</p> <p>1) How _____? I slept really badly last night.</p> <p>2) What _____? We were talking about football when you called.</p> <p>5. Complete the questions and answers.</p> <p>1) How _____? I see my grandparents about once a week.</p> <p>2) Did you go to the museum? Yes, _____.</p> <p>6. Rewrite the sentences using the going to or will form of the verb in brackets.</p> <p>1) I _____ (go) shopping tomorrow, so I _____ (be) poorer when I get home.</p> <p>2) I _____ (attend) the school meeting tonight, so I _____ (know) all the school's plans.</p> <p>7. Rewrite the sentences using the going to or will form of the verb in brackets.</p> <p>1) They _____ (build) on the park, so we _____ (lose) our green space.</p> <p>2) We _____ (not see) you tonight because we _____ (get) home late.</p> <p>8. Choose the correct words:</p> <p>1) I went / goes shopping yesterday.</p> <p>2) You must / should wear a coat – it's cold.</p> <p>9. Choose the correct words:</p> <p>1) We not write / didn't write the essay.</p> <p>2) He occasionally sends / sends occasionally me an email.</p> <p>10. Choose the correct words:</p> <p>1) Do you like / Like you watching TV?</p> <p>2) Where was / were they going?</p> <p>11. Choose the correct words:</p> <p>1) Are they having / Do they have dinner at the moment?</p> <p>2) Was he making / Did he making a sculpture?</p> <p>12. Choose the correct words:</p> <p>1) I feeled / felt a bit stupid.</p> <p>2) Do you must / Do you have to take an exam to go to university?</p> <p>3) How often are you visiting / do you visit your cousins?</p> <p>13. Complete the sentences with the words: were chosen, is managed, is made, isn't spoken, was painted, was written, was opened, were awarded, weren't paid:</p> <p>1) The gallery _____ by the Queen.</p> <p>2) The shop _____ by my brother.</p> <p>3) The house _____ last month.</p> <p>14. Complete the sentences with the words: were chosen, is managed, is made, isn't spoken, was painted, was written, was opened, were awarded, weren't paid:</p> <p>1) Spanish _____ in Brazil.</p> <p>2) The children _____ first prize.</p> <p>15. Complete the sentences with the words: were chosen, is managed, is made, isn't spoken, was painted, was written, was opened, were awarded, weren't paid:</p> <p>1) The birthday card _____ from recycled paper.</p> <p>2) The actors _____ for their work.</p> <p>16. Complete the sentences with the words: were chosen, is managed, is made, isn't spoken, was painted, was written, was opened,</p> |
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|  |  |  | <p>were awarded, weren't paid:</p> <p>1) The winners _____ last night.</p> <p>2) The book _____ last year.</p> <p>17. Rewrite the sentences using the future form in brackets. She plays tennis (going to). She's going to play tennis.</p> <p>1) She doesn't know the answer. (will)</p> <p>_____</p> <p>2) They go on holiday. (going to)</p> <p>_____</p> <p>18. Rewrite the sentences using the future form in brackets. She plays tennis (going to). She's going to play tennis.</p> <p>1) I organize a meeting. (will)</p> <p>_____</p> <p>2) We set up an email campaign. (going to)</p> <p>_____</p> <p>19. Complete the conditional sentences with the pairs of verbs: not be / listen, do / win, find / call, get / invite, know / meet, not tease / not be, see / give, sell / have</p> <p>1) What _____ you _____ if you _____ the lottery?</p> <p>2) They _____ me if I _____ so shy.</p> <p>20. Complete the conditional sentences with the pairs of verbs: not be / listen, do / win, find / call, get / invite, know / meet, not tease / not be, see / give, sell / have</p> <p>1) If I _____ a good mark tomorrow, I _____ you to dinner.</p> <p>2) If I _____ him later, I _____ him the book.</p> |
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| P4 | Контрольное задание 1 | УК-4-31;УК-4-B1;УК-3-31;УК-3-Y1 | <p>Вставьте артикли, где это необходимо:</p> <p>1. Choose the correct variant.</p> <p>I. ...Smiths have a dog and a cat.</p> <p>a) ... b) The c) A</p> <p>2. He knows how to work on ... computer.</p> <p>a) a b) an c) ...</p> <p>3. She was the first woman to swim across ... English Channel.</p> <p>a) a b) ... c) the</p> <p>4. Go down ... Kingston Street and turn left into Oxford Street.</p> <p>a) the b) a c) ...</p> <p>5. I don't like milk in ... tea.</p> <p>a) ... b) the c) a</p> <p>6. At the end of... busy day, sleep is the best way to restore your energy.</p> <p>a) the b) a c) ...</p> <p>7. We'll go for a walk if ... weather is fine.</p> <p>a) a b) ... c) the</p> <p>8. Could you give me ... information I asked for in my letter?</p> <p>a) the b) ... c) a</p> <p>9. ...war is a terrible thing.</p> <p>a) The b) ... c) A</p> <p>10. I spent ... very interesting holiday in England.</p> <p>a) the b) a c) ...</p> <p>2. Fill in the correct article.</p> <p>1. "Is this your ... friend?" — "No, it isn't my ... friend, it is my sister".</p> <p>2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot.</p> <p>3. I have no ... car.</p> <p>4. She has got ... terrible ... headache.</p> <p>5. They have ... dog and two ... cats.</p> <p>6. My ... cousin says he is going to be ... manager one ... day.</p> <p>7. Would you like ... apple?</p> <p>8. This is ... tree. ... tree is green.</p> <p>9. I can see three ... children. ... children are playing in ... yard.</p> <p>10. I have ... car. ... car is white. My ... friend has no ... car.</p> <p>3. Fill in the articles in the proverbs if necessary.</p> <p>1. ... apple ... day keeps ... doctor away.</p> <p>2. ... appetite comes with eating.</p> <p>3. ... good beginning makes ... good ending.</p> <p>4. ... bird in ... hand is worth two in ... bush.</p> <p>5. Among ... blind ... one-eyed man is king.</p> <p>6. ... brevity is ... soul of wit.</p> <p>7. ... cat has nine lives.</p> <p>8. ... charity begins at ... home.</p> <p>9. ... clothesmake ... man.</p> <p>10. ... curiositykilled ... cat.</p> |
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| P5 | Контрольное чтение 3 | УК-4-У1;УК-4-В1;УК-3-У1;УК-3-31 | <p>Прочитайте и переведите текст. Краткоперескажите.</p> <p>ENVIRONMENTAL PROTECTION</p> <p>The conservation of natural resources is the fundamental problem. Unless we solve that problem, it will avail us little to solve all others. Environmental protection is a practice of protecting the environment, on individual, organizational or governmental level, for the benefit of the natural environment and (or) humans. Due to the pressures of population and our technology the biophysical environment is being degraded, sometimes permanently. This has been recognized and governments began placing restraints on activities that caused environmental degradation. Since the 1960s activism by the environmental movement has created awareness of the various environmental issues. There is not a full agreement on the extent of the environmental impact of human activity and protection measures are occasionally criticized. Academic institutions now offer courses such as environmental studies, environmental management and environmental engineering that study the history and methods of environmental protection. Protection of the environment is needed from various human activities. Waste, pollution, loss of biodiversity, introduction of invasive species, release of genetically modified organisms and toxics are some of the issues relating to environmental protection.</p> |
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| P6 | Тест 2 | УК-4-31;УК-4-У1;УК-4-В1;УК-3-31;УК-3-У1 | <p>1. Найдите синоним словосочетания “to finish school”:</p> <p>1) To leave school<br/>2) To have school<br/>3) To enter school<br/>4) To get school</p> <p>2. Вставьте подходящее по смыслу слово.... wrote that letter?</p> <p>1) Why<br/>2) Whose<br/>3) Whom<br/>4) Who</p> <p>3. Выберите правильно написанную 2 форму глагола “to stop”:</p> <p>1) Stopped<br/>2) Stoped<br/>3) To stopped<br/>4) To stoppd</p> <p>4. Антонимом слова “Absence” является:</p> <p>1) Delay<br/>2) Adjustment<br/>3) Presence<br/>4) Substance<br/>5) Isolation</p> <p>5. Выберите глагол в форме Present Continuous:</p> <p>1) Is did<br/>2) Is do<br/>3) Is doing<br/>4) Is done</p> <p>6. Is Mary at home? No, she ____.</p> <p>1) doesn't<br/>2) left<br/>3) has just left<br/>4) has never left<br/>5) have just left</p> <p>7. I ____ my best friend for ten years.</p> <p>1) know<br/>2) hasn't known<br/>3) has known<br/>4) have known</p> <p>8. She _____ off her bike yesterday</p> <p>1) has fallen<br/>2) have fallen<br/>3) hasn't fallen<br/>4) fell<br/>5) fall</p> <p>9. How is Lucy? Fine, we ____ her on our way home.</p> <p>1) has met<br/>2) have met<br/>3) hasn't met<br/>4) met<br/>5) meet</p> <p>10. My brother ____ a lot when he was young.</p> <p>1) has played hockey<br/>2) have played hockey<br/>3) hasn't played hockey<br/>4) played hockey<br/>5) play hockey</p> <p>11. The Statue of Liberty ... by Gustave Eiffel.</p> <p>1) design<br/>2) was designed<br/>3) designed<br/>4) have been designed</p> <p>12. Where are your brothers? - They ... a swimming-pool in our garden.</p> <p>a) are digging<br/>c) were digging<br/>b) dig<br/>d) have been digging</p> <p>13. How do your parents like their new house? - My mother likes</p> |
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|  |  |  | <p>it, but my father ... our old one.</p> <p>a) miss<br/>c) missed<br/>b) misses<br/>d) doesn't miss</p> <p>14. I didn't believe that you ... short of money.</p> <p>1) are<br/>2) were<br/>3) is<br/>4) have been</p> <p>15. Actually it's a very friendly dog. If you ... it, it won't bite you.</p> <p>1) won't touch<br/>2) didn't touch<br/>3) haven't touched<br/>4) don't touch</p> <p>16. The town of Kestwick, which ... at the heart of the Lake District, is the perfect place for a holiday.</p> <p>1) laid<br/>2) is lying<br/>3) lies<br/>4) lay</p> <p>17. We ... forward to a concert in our town. It is next Sunday.</p> <p>1) looks<br/>2) are looking<br/>3) looked<br/>4) were looking</p> <p>18. The picture, which ... lately, is worth thousands of pounds.</p> <p>1) damage<br/>2) has been damaged<br/>3) damaged<br/>4) was damaged</p> <p>19. The scientist who ... a new planet has won the Nobel Prize.</p> <p>1) had discovered<br/>2) has been discovered<br/>3) discovered<br/>4) was discovering</p> <p>20. ... we have something to eat? - Yes, but not here.</p> <p>1) will<br/>2) do<br/>3) would<br/>4) shall</p> |
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| P7 | Проверочная работа 1 | УК-4-31;УК-4-У1;УК-4-В1;УК-3-31;УК-3-У1 | <p>Упражнение 1. Form questions.</p> <ol style="list-style-type: none"> <li>1. birthday / is / when / your?</li> <li>2. many / How / cards / did / get / you?</li> <li>3. do / What / like / you / presents?</li> <li>4. mum / What / make / did / cake / your?</li> <li>5. at the party / you / did / what / do?</li> <li>6. like / you / parties / do / Why?</li> <li>7. summer / are / this / where / you / going?</li> <li>8. there / going / How / you / are?</li> <li>9. take / going / to / what / you / are?</li> <li>10. with / are / you / Who / going?</li> <li>11. do / going / to / you / there / What / are?</li> <li>12. you / stay / going / to / are / Where?</li> <li>13. what / playing / dad / sports / your / games / is / of / fond?</li> <li>14. roller-skate / when / learn / you / to / did?</li> <li>15. of / afraid / are / swimming / you?</li> </ol> <p>Упражнение 2. Напишите вопросы к предложениям, начиная со слова в скобках.</p> <ol style="list-style-type: none"> <li>1. My sister eats sweets every day. (Who)</li> <li>2. He won't go to the country this summer (Will)</li> <li>3. We were advised to come. (What?)</li> <li>4. I haven't seen Peter since Saturday. (Since when?)</li> <li>5. They are planning to have a holiday soon. (They)</li> <li>6. She made a beautiful dress for herself last week. (What?)</li> <li>7. Everybody was waiting at the door to the museum. (Was)</li> <li>8. By the end of the year, he had read about twenty books. (How many)</li> <li>9. He is followed by his friend everywhere. (By whom?)</li> <li>10. He didn't know how he could help his friend. (Why?)</li> </ol> <p>Упражнение 3. Write questions to the underlined parts of the text.<br/>John is my cousin (1). He is only 18, but he is already a student (2). John is very intelligent (3) and he is a good-looking boy too. Many girls (4) admire his dark brown (5) eyes and curly hair. The only problem is that John hasn't got enough money (6). He likes books (7) but he often has no money to buy them.</p> <p>Упражнение 4. Write special and alternative questions to the answers.<br/>Example: He is from England. What country is he from? Is he from England or Scotland?</p> <ol style="list-style-type: none"> <li>1. We went to the library.</li> <li>2. He is a driver.</li> <li>3. We were playing a game.</li> <li>4. They came to this place a long time ago.</li> </ol> <p>Упражнение 5. Напишите вопросы к ответам.</p> <ol style="list-style-type: none"> <li>1. _____?<br/>A computer. (The Adams bought a computer.)</li> <li>2. _____?<br/>They have. They have already met Mr Smith.)</li> <li>3. _____?<br/>They met Mr Smith when they were in London.</li> <li>4. _____?<br/>They are. (They are going to there again).</li> <li>5. _____?<br/>English. She teaches English.</li> <li>6. _____?<br/>Travelling. (He was interested in travelling.)</li> <li>7. _____?<br/>They do. (They have to get up early.)</li> <li>8. _____?<br/>At the airport. (He had to meet them at the airport.)</li> <li>9. _____?<br/>The baby's room. (Mary has to clean the baby's room every morning.)</li> <li>10. _____?<br/>Boots. (They have to wear boots.)</li> </ol> <p>Упражнение 6.</p> |
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|    |                      |                                 | <ol style="list-style-type: none"> <li>1. What Tony is writing?</li> <li>2. What is writing?</li> <li>3. What Julia want to do?</li> <li>4. Who does wants a cup of tea?</li> <li>5. Who President John F. Kennedy killed?</li> <li>6. Who did invented the telephone?</li> <li>7. Whose your favorite actor?</li> <li>8. Who's is this coat?</li> <li>9. What hand do you write with?</li> <li>10. Arthur is 21, hasn't he?</li> <li>11. You're a student, isn't it?</li> <li>12. They live in Milan, doesn't it?</li> <li>13. Does Diana like golf, doesn't she?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| P8 | Контрольное чтение 4 | УК-4-31;УК-4-В1;УК-3-31;УК-3-У1 | <p>Выписать различные примеры, иллюстрирующие грамматические правила английского языка, объяснить их использование:<br/> Evolving approaches to environmental protection. Discussion concerning environmental protection often focuses on the role of government, legislation and enforcement, owever in its broadest sense environmental protection may be seen to be the responsibility of all people and not simply that of government. Decisions that impact on the environment will ideally involve a broad range of stakeholders including industry, indigenous groups, environmental group and community representatives. Gradually environmental decision-making processes are evolving to reflect this broad base of stakeholders and are becoming more collaborative in many countries. Environmental protection is influenced by three interwoven factors: environmental legislation, ethics and education. Each of these factors plays its part in influencing national level environmental decisions and personal level environmental values and behaviours. For environmental protectionto become a reality it will be important for societies to develop each of these areas that together will inform and drive environmental decisions. Although environmental protection is not simply the role of government agencies they are however generally seen as being of prime importance in establishing and maintaining basic standards that protect both the environment and the people interacting with it. Outlined below are several approaches to environmental protection that are currently evolving.</p> <p>Voluntary Environmental agreements. In industrialised countries voluntary environmental agreements often provide a platform for companies to be recognised for moving beyond the minimum regulatory standards and thus support the development of best environmental practice. In developing countries such as throughout Latin America, these agreements are morecommonly used to remedy significant levels of non-compliance with mandatoryregulation. The challenges that exist with these agreements lie in establishing baseline data, targets, monitoring and reporting. Due to the difficulties inherent in evaluating effectiveness their use is often questioned and indeed the environment may well be adversely affected as a result. The key advantage of their use in developing countries is that their use helps to build environmental management capacity.</p> <p>Ecosystems approach. An ecosystems approach to resource management and environmental protection aims to consider the complex interrelationships of an entire ecosystem in decision-making rather than simply responding to specific issues and challenges. Ideally the decision-making processes under such an approach would be a collaborative approach to planning and decision-making that involves a broad range of stakeholders across all relevant government departments as well as representatives of industry, environmental groups and community. This approach ideally supports better exchange of information, development of conflict resolution strategies and improved regional conservation.</p> |
| P9 | Проверочная работа 2 | УК-4-У1;УК-3-У1                 | Составить диалог на следующие темы: Environmental protection, Innovation, Optical engineering, How to be a better manager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| P10 | Тест 3 | УК-4-31;УК-4-У1;УК-4-В1;УК-3-31;УК-3-У1 | <p>1. Choose one option (100-150 words)<br/>Write an opinion essay with this title: Are you in favour of using mobile phones in the classroom?</p> <p>2. Choose one option (100-150 words)<br/>Write an email to a friend telling him or her what you would like to study in the future and why.</p> <p>3. Choose one option (100-150 words)<br/>Write the advantages and disadvantages of social networks.</p> <p>4. Choose one option (100-150 words)<br/>Write about the role of science in our world.</p> <p>5. Choose one option (100-150 words)<br/>Write the role of the scientific progress in the area you have chosen.</p> <p>6. Составьте словосочетание: a broken</p> <p>1) meal<br/>2) light<br/>3) banana<br/>4) window<br/>5) mood</p> <p>6. Выберите фразовый глагол со значением «вставать»:</p> <p>1) Get into<br/>2) Get up<br/>3) Get from<br/>4) Get down<br/>5) Get off</p> <p>7. Найдите лишнее слово в данном тематическом ряду.</p> <p>1) singer<br/>2) luggage<br/>3) passport<br/>4) customs<br/>5) aircraft</p> <p>8. Выберите исчисляемое существительное:</p> <p>1) Sugar<br/>2) Wheat<br/>3) Butter<br/>4) Peace<br/>5) Republic</p> <p>9. Определите функцию придаточного предложения в следующем предложении: He says, that his father is ill.</p> <p>1) определение<br/>2) сказуемое<br/>3) обстоятельство<br/>4) дополнение<br/>5) подлежащее</p> <p>10. Выберите правильный вариант. His hobby is ... stamps.</p> <p>1) Collected<br/>2) Collects<br/>3) Collect to<br/>4) Collecting<br/>5) Collect</p> <p>11. Поставьте предложение в отрицательную форму: I usually get to work by bus.</p> <p>1) I usually didn't get to work by bus.<br/>2) I don't usually get to work by bus.<br/>3) I usually not get to work by bus.<br/>4) I usually won't get to work by bus.<br/>5) I usually doesn't get to work by bus.</p> <p>12. Выберите слово с четвертым типом слога.</p> <p>1) Car<br/>2) Dress<br/>3) Tulip<br/>4) Fire<br/>5) Burn</p> <p>13. Выразите одним словом: You dry yourself with it:</p> <p>1) Paper<br/>2) Dress<br/>3) Towel<br/>4) Leaves<br/>5) Water</p> |
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|  |  |  | <p>14. Выберите правильный вариант ответа в диалоге.<br/>         - Do you like pop music?<br/>         - ....<br/>         - Let's go to the pop concert at new college.<br/>         - ....<br/>         1) I would/ All right.<br/>         2) Yes, we are/ We go.<br/>         3) Yes, a lot/ All right.<br/>         4) I would/ You are going.<br/>         5) No, I like it./ Good bye.</p> <p>15. Выберите подходящий предлог. Millions of people were killed ... World War II.<br/>         1) of<br/>         2) from<br/>         3) on<br/>         4) during<br/>         5) by</p> <p>16. Закончите предложение: The weather was ...<br/>         1) bad<br/>         2) well<br/>         3) badly<br/>         4) brightly<br/>         5) nicely</p> <p>17. Найдите имя прилагательное:<br/>         1) eat<br/>         2) slowly<br/>         3) organization<br/>         4) nine<br/>         5) fruitful</p> <p>18. Выберите правильный вариант степени сравнения прилагательного: Last week was ... .. as this week.<br/>         1) Less cold<br/>         2) Much cold<br/>         3) Colder<br/>         4) As cold<br/>         5) More cold</p> <p>19. Вставьте пропущенное местоимение: It was a very hard time for him. He used to work a lot ... days.<br/>         1) their<br/>         2) that<br/>         3) these<br/>         4) this<br/>         5) those</p> <p>20. Выберите правильный вариант местоимения: I have not seen ... English films.<br/>         1) no<br/>         2) nothing<br/>         3) some<br/>         4) any<br/>         5) every</p> |
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| P11 | Тест 4 | УК-4-31;УК-4-У1;УК-4-В1;УК-3-31;УК-3-У1 | <p>1. Mary hasn't been in London, ____ she?</p> <p>1) hasn't<br/>2) did<br/>3) has<br/>4) didn't</p> <p>2. ____ breakfast yet? – Yes, I ____.</p> <p>1) Did you have, have<br/>2) Had you had, have<br/>3) Have you had, have<br/>4) Do you have, had</p> <p>3. I ____ a new house last year, but I ____ my old house yet, so at the moment I have two houses.</p> <p>1) buy, don't sell<br/>2) bought, haven't sold<br/>3) have bought, sold<br/>4) had bought, didn't sell</p> <p>4. After failing his driving test four times, he finally ____ trying to pass.</p> <p>1) gave in<br/>2) gave off<br/>3) gave away<br/>4) gave up</p> <p>5. I ____ all of the questions correctly since I began this grammar exercise.</p> <p>1) am answering<br/>2) answer<br/>3) have answered<br/>4) had answered</p> <p>6. I have my English class ____ Monday morning.</p> <p>1) in<br/>2) at<br/>3) for<br/>4) on</p> <p>7. I was late. The teacher ____ the test when I ____ to class.</p> <p>1) has already given, got<br/>2) had already given, got<br/>3) has already given, get<br/>4) was already giving, get</p> <p>8. They can't have ____ more strawberries. I want ____ to make jam.</p> <p>1) some, any<br/>2) no, some<br/>3) any, any<br/>4) any, some</p> <p>9. We all ____ his story as a joke.</p> <p>1) thought<br/>2) intended<br/>3) treated<br/>4) found</p> <p>10. They ____ to return next Monday.</p> <p>1) are sure<br/>2) was sure<br/>3) will be sure<br/>4) would sure</p> <p>11. My hair ____ very long.</p> <p>1) grow<br/>2) has grown<br/>3) have grown<br/>4) are growing</p> <p>12. Nothing was stolen, ____?</p> <p>1) was it<br/>2) wasn't anything<br/>3) wasn't it<br/>4) was anything</p> <p>13. I enjoyed the film last night. ____.</p> <p>1) Neither do I<br/>2) Neither did I<br/>3) So do I</p> |
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|  |  |  | <p>4) So did I</p> <p>14. You are always ____ excuses for not ____ your homework on time.</p> <p>1)making, making<br/>2)doing, doing<br/>3)making, doing<br/>4)doing, making</p> <p>15. I can't speak French. I wish I ____.</p> <p>1)can<br/>2)would<br/>3)could<br/>4)had been able</p> <p>16. What time does your plane take ____?</p> <p>1)off<br/>2)out<br/>3)to<br/>4)from</p> <p>17. When I ____ for my passport, I ____ this old photograph.</p> <p>1)look, found<br/>2)was looking, found<br/>3)will look, will find<br/>4) looked, found</p> <p>18. I ____ to the theatre for ages.</p> <p>1) wasn't<br/>2)hadn't been<br/>3)won't be<br/>4)haven't been</p> <p>19. Did you notice Nick ____ another student's paper during the exam?</p> <p>1) looked at<br/>2)to look at<br/>3)has looked at<br/>4)looking at</p> <p>20. I ____ to live with my family, but now I live alone.</p> <p>1) amused<br/>2)used<br/>3)am accustomed<br/>4)was used</p> |
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| P12 | Тест 5 | УК-4-31;УК-4-У1;УК-4-В1;УК-3-31;УК-3-У1 | <p>1. Complete the conditional sentences with the pairs of verbs: not be / listen, do / win, find / call, get / invite, know / meet, not tease / not be, see / give, sell / have</p> <p>1) If I _____ your sister, I _____ her at the station.</p> <p>2) You _____ able to work if you _____ to music at the same time.</p> <p>2. Complete the conditional sentences with the pairs of verbs: not be / listen, do / win, find / call, get / invite, know / meet, not tease / not be, see / give, sell / have</p> <p>1) If we _____ the car, you _____ to walk to school.</p> <p>2) If we _____ your umbrella, we _____ you.</p> <p>3. Make passive sentences.</p> <p>1) The local residents set up the market in 2005.</p> <p>_____</p> <p>2) Plastic poisons the earth. _____</p> <p>4. Make passive sentences.</p> <p>1) They publish the newspaper once a week.</p> <p>_____</p> <p>2) My friend didn't paint the picture.</p> <p>_____</p> <p>5. Make passive sentences.</p> <p>1) They grow oranges in Valencia. _____</p> <p>2) The Ice Age wiped out some animals. _____</p> <p>6. Make passive sentences.</p> <p>1) My local shop doesn't sell newspapers. _____</p> <p>2) The council recycles paper and glass. _____</p> <p>7. Write present perfect sentences from the prompts. Include the word in brackets.</p> <p>1) He / tell me (already)</p> <p>2) I / not see / my cousin / three years (for)</p> <p>8. Write present perfect sentences from the prompts. Include the word in brackets.</p> <p>1) They / hear / the news (just)</p> <p>2) She / work / for that company / 1999 (since)</p> <p>9. Write present perfect sentences from the prompts. Include the word in brackets.</p> <p>1) We / not do / the shopping (still)</p> <p>2) you / send the email / ? (yet)</p> <p>10. Write present perfect sentences from the prompts. Include the word in brackets.</p> <p>1) They / know / my parents / a long time (for)</p> <p>2) I / not take / the dog for a walk (still)</p> <p>11. В каком слове окончание читается не так как в остальных:</p> <p>1) Needed</p> <p>2) Waited</p> <p>3) Developed</p> <p>4) Wanted</p> <p>5) Expected</p> <p>12. Выберите правильно написанное слово</p> <p>1) Diffecult</p> <p>2) Dufficult</p> <p>3) Difficalt</p> <p>4) Deeffericult</p> <p>5) Difficult</p> <p>13. Слово "Dry" является антонимом для:</p> <p>1) Wet</p> <p>2) Fast</p> <p>3) Old</p> <p>4) Neat</p> <p>5) Light</p> |
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|  |  |  | <p>14. Синоним для слова "To worry":</p> <ol style="list-style-type: none"> <li>1) To appeal</li> <li>2) To go on</li> <li>3) To apply</li> <li>4) To trouble</li> <li>5) To turn</li> </ol> <p>15. Подберите нужное словосочетание: You put it into your tea or coffee.</p> <ol style="list-style-type: none"> <li>1) Salt</li> <li>2) Sugar</li> <li>3) Sand</li> <li>4) Flour</li> <li>5) Juice</li> </ol> <p>16. Найдите лишнее слово для данной группы слов:</p> <ol style="list-style-type: none"> <li>1) Arm</li> <li>2) Body</li> <li>3) Finger</li> <li>4) Palm</li> <li>5) Hand</li> </ol> <p>17. Выберите правильный вариант перевода слова: невозможный</p> <ol style="list-style-type: none"> <li>1) Possible</li> <li>2) Impossible</li> <li>3) Inpossible</li> <li>4) Dispossible</li> <li>5) Unpossible</li> </ol> <p>18. Выберите сложное слово:</p> <ol style="list-style-type: none"> <li>A) Expensive</li> <li>B) Graduation</li> <li>C) Beautiful</li> <li>D) Demonstration</li> <li>E) Postman</li> </ol> <p>19. Дополните предложение существительным в притяжательном падеже: This is my ... coat.</p> <ol style="list-style-type: none"> <li>1) wives's</li> <li>2) wife's</li> <li>3) wives'</li> <li>4) wife</li> <li>5) wives</li> </ol> <p>20. Завершите разделительный вопрос. The weather was changing the whole day yesterday ...?</p> <ol style="list-style-type: none"> <li>1) haven't it?</li> <li>2) wasn't it?</li> <li>3) did it?</li> <li>4) don't it?</li> <li>5) were it?</li> </ol> |
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| P13 | Тест 6 | УК-4-31;УК-4-У1;УК-4-В1;УК-3-31;УК-3-У1 | <p>1. Поставьте предложение в Past Continuous: My mother ... at 7 o'clock yesterday.</p> <ol style="list-style-type: none"> <li>1) have been watching TV</li> <li>2) is watching TV</li> <li>3) was watching TV</li> <li>4) am watching TV</li> <li>5) will be watching TV</li> </ol> <p>2. Закончите предложение: The children haven't finished their work ...</p> <ol style="list-style-type: none"> <li>1) yesterday.</li> <li>2) yet.</li> <li>3) tomorrow.</li> <li>4) last year.</li> <li>5) then.</li> </ol> <p>3. Выберите правильную форму глагола в страдательном залоге: Last week I (to ask) to write an article.</p> <ol style="list-style-type: none"> <li>1) Has asked</li> <li>2) Is asked</li> <li>3) Was asked</li> <li>4) Was ask</li> <li>5) Am asked</li> </ol> <p>4. Выберите правильный вариант написания порядкового числительного: 22</p> <ol style="list-style-type: none"> <li>1) the twenty second</li> <li>2) the twenty-second</li> <li>3) twenty two</li> <li>4) twenty-two</li> <li>5) twenty-second</li> </ol> <p>5. Дополните предложение: Look at this couple. I know his name. But I don't know ...</p> <ol style="list-style-type: none"> <li>1) hers</li> <li>2) me</li> <li>3) her</li> <li>4) she</li> <li>5) his</li> </ol> <p>6. Выберите правильную форму глагола "to be": We ... at the theatre tomorrow.</p> <ol style="list-style-type: none"> <li>1) be</li> <li>2) were</li> <li>3) are</li> <li>4) will be</li> <li>5) was</li> </ol> <p>7. Задайте вопрос к выделенному слову: He speaks English very well.</p> <ol style="list-style-type: none"> <li>1) What language does he speak well?</li> <li>2) When does he speak English?</li> <li>3) Who speaks English well?</li> <li>4) What does he do well?</li> <li>5) How does he speak English?</li> </ol> <p>8. Выберите правильный модальный глагол: The children ... live alone. They are too young to look after themselves.</p> <ol style="list-style-type: none"> <li>1) Mustn't be</li> <li>2) Wasn't able to</li> <li>3) Shouldn't be</li> <li>4) Had to be</li> <li>5) Shouldn't</li> </ol> <p>9. Выберите слово, правильно составленное из следующих букв: s, e, h, t, l, o, c</p> <ol style="list-style-type: none"> <li>1) ce hotel</li> <li>2) he clot</li> <li>3) te clos oh</li> <li>4) el to hsc</li> <li>5) clothes</li> </ol> <p>10. "Nobody" является антонимом слова:</p> <ol style="list-style-type: none"> <li>1) Everything</li> <li>2) Everybody</li> <li>3) Any</li> <li>4) Everytime</li> </ol> |
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|     |                    |                                                      | <p>5) Anything</p> <p>11. Выберите правильный вариант предлога: Go ... reading the story. I want to know its end.</p> <p>1) Out</p> <p>2) Through</p> <p>3) About</p> <p>4) In</p> <p>5) On</p> <p>12. Вставьте подходящее по смыслу слово в предложение: My father can ... a tractor.</p> <p>1) pull</p> <p>2) push</p> <p>3) take</p> <p>4) drive</p> <p>5) pickup</p> <p>13. ____ President of ____ United States lives in ____ White House in ____ Washington D.C.</p> <p>1) – , the, the, –</p> <p>2) – , the, – , the</p> <p>3) – , – , the, the</p> <p>4) The, the, the, –</p> <p>14. ____ not any glass in the windows, that is why ____ so cold in the room.</p> <p>1) There is, it is</p> <p>2) It is, there is</p> <p>3) There are, it is</p> <p>4) There was, there is</p> <p>15. When the fog ____, we ____ to see where we are.</p> <p>1) lifts, may</p> <p>2) will lift, will be able</p> <p>3) lifts, will be able</p> <p>4) lifts, must</p> <p>16. You looked very busy when I ____ you last night. What ____?</p> <p>1) see, do you do</p> <p>2) see were you doing</p> <p>3) have seen, are you doing</p> <p>4) saw, were you doing</p> |
| P14 | Вопросы к экзамену | УК-4-31; УК-4-У1; УК-4-В1; УК-3-31; УК-3-У1; УК-3-В1 | <p>1. Read, translate and retell the text.</p> <p>2. Imagine you've just arrived in England. Tell your new friends about yourself.</p> <p>3. Explain to your friends why you have chosen a profession of an economist.</p> <p>4. Imagine you've just arrived in England. Tell your new friends about your family.</p> <p>5. Imagine you've just arrived in England. Tell your new friends about your flat.</p> <p>6. Imagine you've just arrived in England. Tell your new friends about your working day.</p> <p>7. Imagine you've just arrived in England. Tell your new friends about your favourite holidays.</p> <p>8. Imagine you've just arrived in England. Tell your new friends about holidays in Russia.</p> <p>9. Speak about your friend.</p> <p>10. Imagine you've just arrived in England. Tell your new friends about your future profession.</p> <p>11. Imagine you've just arrived in England. Tell your new friends about the flat, you would like to live.</p>                                                                                                                                                                         |

### 5.3. Оценочные материалы, используемые для экзамена (описание билетов, тестов и т.п.)

Формой промежуточной аттестации по дисциплине является экзамен. Экзамен может проводиться как в устной, так и в электронной форме. Форма проведения экзамена определяется до начала семестра и доводится до сведения студентов.

Экзамен в устной форме. Билет содержит два задания из списка вопросов для подготовки к экзамену и задание по чтению и переводу текста. Рассмотренные и утвержденные на заседании кафедры, подписанные заведующим кафедры билеты хранятся на кафедре.

#### БИЛЕТ К ЭКЗАМЕНУ № 0

Дисциплина: «Иностранный язык»

Направление: 18.03.01 Химическая технология

Форма обучения: заочная

Форма проведения экзамена: устная

1. Read, translate and retell the text.
2. Tell your new friends about your working day. How will it change when you've graduated from the Institute?
3. What are the problems of Global Science? How do they affect the scientific area you have chosen

время на подготовку - 20 минут

Экзамен в электронной форме

Тест представляет собой итоговую контрольную работу, целью которой является проверка навыков владения английским языком по всем видам речевой деятельности. Рассмотренные и утвержденные на заседании кафедры тесты размещены в электронном курсе по дисциплине и хранятся в электронном виде на кафедре.

Образец заданий для экзамена:

1. Choose the correct answer.

1. Read the text. Then read the sentences and write true or false.
2. Read the text. Then answer the questions using your own words.

1. Choose one option (100-150 words)

- a. Write an opinion essay with this title: Are you in favour of using mobile phone into the classroom?
- b. Write an email to a friend telling him or her what you would like to study in the future and why.
- c. Write the advantages and disadvantages of social networks.

### 5.4. Методика оценки освоения дисциплины (модуля, практики. НИР)

Условие получения зачета - выполнение всех видов запланированных работ:

- тестирования 1 и 2 (более 60% правильных ответов в каждом из них)
- контрольной работы

Критерии оценки выполнения контрольной работы:

Подготовленная и оформленная в соответствии с требованиями контрольная работа оценивается преподавателем по следующим критериям:

- достижение поставленной цели и задач исследования (новизна и актуальность поставленных в работе проблем, правильность формулирования цели, определения задач исследования, правильность выбора методов решения задач и реализации цели; соответствие выводов решаемым задачам, поставленной цели, убедительность выводов);
- уровень эрудированности автора по изученной теме (знание автором состояния изучаемой проблематики, цитирование источников, степень использования в работе результатов исследований);
- личные заслуги автора (новые знания, которые получены помимо образовательной программы, новизна материала и рассмотренной проблемы, научное значение исследуемого вопроса);
- культура письменного изложения материала (логичность подачи материала, грамотность автора)
- культура оформления материалов работы (соответствие всем стандартным требованиям);
- знания и умения на уровне требований данной дисциплины: знание фактического материала, усвоение общих понятий и идей;
- степень обоснованности аргументов и обобщений (полнота, глубина, всесторонность раскрытия темы, корректность аргументации и системы доказательств, способность к обобщению);
- качество и ценность полученных результатов (степень завершенности исследования, спорность или однозначность выводов);
- использование литературных источников.

Объективность оценки работы преподавателем заключается в определении ее положительных и отрицательных сторон, по совокупности которых он окончательно оценивает представленную работу.

При положительном заключении работа оценивается по системе зачтено/не зачтено, о чем делается соответствующая запись.

При отрицательной рецензии работа возвращается на доработку с последующим представлением на повторную проверку с приложением замечаний, сделанных преподавателем.

Критерии оценивания устного ответа на экзамене.

Оценка «Отлично» ставится, если:

- на теоретические вопросы даны развернутые ответы, при необходимости изложен математический аппарат (формулы и

т.п.) приведены соответствующие схемы, таблицы, рисунки и т.д., правильно решена задача, сделаны грамотные, аргументированные выводы.

-студент хорошо ориентируется в материале, владеет терминологией, приводит примеры, обосновывает, анализирует, высказывает свою точку зрения по анализируемым явлениям и процессам, правильно применяет полученные знания при решении практических задач. Ответы излагаются свободно, уверенно без использования листа устного опроса.

Оценка «Хорошо» ставится, если:

-на теоретические вопросы даны полные ответы, но имела место неточность в определении каких-либо понятий, явлений и т.д.

-студент ориентируется в материале хорошо, но допускает ошибки при формулировке, описании отдельных категорий.

Оценка «Удовлетворительно» ставится, если:

-на теоретические вопросы даны общие неполные ответы

-студент слабо ориентируется в материале, не может привести пример, не может анализировать и обосновывать.

Оценка «Неудовлетворительно» ставится, если:

- ответ не дан ни на один вопрос.

- студент в материале дисциплины практически не ориентируется, т.е. не может дать даже общих сведений по вопросу.

## КРИТЕРИИ ОЦЕНКИ ЗНАНИЙ НА ЭКЗАМЕНЕ ПО ИНОСТРАННЫМ ЯЗЫКАМ

для студентов заочной формы обучения

### ЧТЕНИЕ И ПОНИМАНИЕ ТЕКСТА

«ОТЛИЧНО» Задание выполнено полностью: продемонстрировано полное понимание содержания прочитанного текста; Даны правильные ответы на все вопросы преподавателя по содержанию текста; Речь правильно оформлена, ошибок нет.

### УСТНАЯ ТЕМА

«ОТЛИЧНО» Задание выполнено полностью, речь имеет логическое построение, правильно аргументирована, понятна, в ней отсутствуют фонетические, лексико-грамматические ошибки, демонстрирует способность логично и связно вести беседу.

### ГРАММАТИКА

«ОТЛИЧНО» 100% заданий выполнено в полном объеме и без ошибок.

### ЧТЕНИЕ И ПОНИМАНИЕ ТЕКСТА

«ХОРОШО» Задание выполнено: продемонстрировано общее понимание содержания прочитанного текста; дано 80-85 % правильных ответов на все вопросы преподавателя по содержанию текста; речь в целом оформлена правильно, но допускаются ошибки, не затрудняющие понимание

### УСТНАЯ ТЕМА

«ХОРОШО» Задание выполнено: речь, в целом, имеет логическое построение, правильно аргументирована, понятна, содержит ряд фонетических, лексико-грамматических ошибок, не затрудняющих понимание.

### ГРАММАТИКА

«ХОРОШО» 80% заданий выполнено в полном объеме и без ошибок.

### ЧТЕНИЕ И ПОНИМАНИЕ ТЕКСТА

«УДОВЛЕТВОРИТЕЛЬНО» Задание выполнено частично: продемонстрировано частичное понимание содержания прочитанного текста; дано 50-79 % правильных ответов на все вопросы преподавателя по содержанию текста; в речи отмечены ошибки, затрудняющие понимание

### УСТНАЯ ТЕМА

«УДОВЛЕТВОРИТЕЛЬНО» Задание выполнено частично: речь не имеет логического построения и правильной аргументации, отражает наиболее общие идеи в ограниченном контексте, в значительной степени зависит от помощи со стороны преподавателя. В речи есть ошибки, затрудняющие понимание.

### ГРАММАТИКА

«УДОВЛЕТВОРИТЕЛЬНО» 60-79% заданий выполнено в полном объеме и без ошибок.

### ЧТЕНИЕ И ПОНИМАНИЕ ТЕКСТА

«НЕУДОВЛЕТВОРИТЕЛЬНО» Задание не выполнено: продемонстрировано полное непонимание содержания прочитанного текста; дано менее 50 % правильных ответов на все вопросы преподавателя по содержанию прочитанного; речь не воспринимается на слух из-за большого количества ошибок

### УСТНАЯ ТЕМА

«НЕУДОВЛЕТВОРИТЕЛЬНО» Задание не выполнено: речь не имеет логического построения и правильной аргументации. Словарного запаса не хватает для общения в соответствии с заданием. Понимание речи не возможно из-за большого количества фонетических, лексико-грамматических ошибок.

### ГРАММАТИКА

«НЕУДОВЛЕТВОРИТЕЛЬНО» Менее 60% заданий выполнено верно.

Критерии оценивания тестирования в электронной форме.

90 ≤ Процент верных ответов ≤ 100 - отлично

75 ≤ Процент верных ответов < 90 - хорошо

60 ≤ Процент верных ответов < 75 – удовлетворительно

**6. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ****6.1. Рекомендуемая литература****6.1.1. Основная литература**

|      | Авторы, составители                                | Заглавие                                                                 | Библиотека | Издательство, год, эл. адрес    |
|------|----------------------------------------------------|--------------------------------------------------------------------------|------------|---------------------------------|
| Л1.1 | И.В.Орловская,<br>Л.С.Самсонова,<br>А.И.Скубрияева | Учебник английского языка<br>для технических<br>университетов и вузов    |            | М.: МГТУ им. Н.Э.Баумана, 2010, |
| Л1.2 | И.П. Агабекян,<br>П.И.Коваленко                    | Английский для технических<br>вузов: Английский для<br>технических вузов |            | Ростов-на-Дону "Феникс, 2015,   |

**6.1.2. Дополнительная литература**

|      | Авторы, составители                                    | Заглавие                                                                                                        | Библиотека | Издательство, год, эл. адрес                                                                                                      |
|------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Л2.1 | Г.В.Шевцова,<br>Л.Е.Москалец                           | Английский язык для<br>технических вузов:<br>Учебн.пособие                                                      |            | М.: Флинта, Наука, 2009,                                                                                                          |
| Л2.2 | А.И. Милостивая                                        | Практический курс устного<br>последовательного перевода<br>с иностранного языка на<br>русский : учебное пособие |            | Северо-Кавказский Федеральный<br>университет, 2016,<br>:http://biblioclub.ru/index.php?<br>page=book&id=459226                    |
| Л2.3 | И.Б. Кошеварова,<br>Е.Н. Мирошниченко,<br>Е.А. Молодых | Иностранный язык<br>профессионального общения<br>(английский язык) : учебное<br>пособие : учебное пособие       |            | Воронежский государственный<br>университет инженерных технологий,<br>2018, http://biblioclub.ru/index.php?<br>page=book&id=488007 |

**6.1.3. Методические разработки**

|      | Авторы, составители          | Заглавие                                                                                                                                                                                                                | Библиотека | Издательство, год, эл. адрес                                                  |
|------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------|
| Л3.1 | О.А.Кладиева,<br>О.Ю.Саленко | Английский язык: Учебно.-<br>метод. пособие № 2047                                                                                                                                                                      |            | М.: ИД МИСиС, 2011,<br>http://elibrary.misis.ru                               |
| Л3.2 | Тусина Н.В., Тусина<br>Н.В.  | Иностранный<br>язык: метод. указания для<br>самост. работ всех<br>направлений 1 курс о/о :<br>Методические указания                                                                                                     |            | Новотроицк: НФ НИТУ МИСиС, 2017,<br>http://elibrary.misis.ru; www.nf.misis.ru |
| Л3.3 | Тусина Н.В.                  | Иностранный язык:<br>метод. указания для<br>самост. работы направления<br>«Прикладная информатика»:<br>Методические указания                                                                                            |            | Новотроицк: НФ НИТУ МИСиС, 2018,<br>http://elibrary.misis.ru; www.nf.misis.ru |
| Л3.4 | Тусина Н.В.                  | Иностранный язык:<br>методические указания по<br>практической грамматике по<br>дисциплине "Иностранный<br>язык" для студентов очной и<br>заочной форм обучения всех<br>направлений подготовки:<br>Методические указания |            | Новотроицк: НФ НИТУ МИСиС, 2018,<br>http://elibrary.misis.ru; www.nf.misis.ru |

**6.2. Перечень ресурсов информационно-телекоммуникационной сети «Интернет»**

|    |                                           |                     |
|----|-------------------------------------------|---------------------|
| Э1 | КиберЛенинка                              | www.cyberleninka.ru |
| Э2 | НФ НИТУ "МИСиС"                           | www.nf.misis.ru     |
| Э3 | Российская научная электронная библиотека | www.elibrary.ru     |

**6.3 Перечень программного обеспечения**

|     |                                    |
|-----|------------------------------------|
| П.1 | WinPro 10 RUSUpgrdOLVNLEachAcadmAP |
| П.2 | Microsoft Teams                    |
| П.3 | Adobe Reader                       |

**6.4. Перечень информационных справочных систем и профессиональных баз данных**

|     |                                                                                                                                                            |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| И.1 | 1. Online словарь и тезаурус Cambridge Dictionary: <a href="https://dictionary.cambridge.org/ru/">https://dictionary.cambridge.org/ru/</a>                 |
| И.2 | 2. British National Corpus (BNC) <a href="http://www.natcorp.ox.ac.uk/Корпус_английского_языка.">http://www.natcorp.ox.ac.uk/Корпус_английского_языка.</a> |

|     |                                                                                                                                                                                                                                |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| И.3 | 3. Все о языках, лингвистике, переводах. <a href="http://linguistic.ru/">http://linguistic.ru/</a>                                                                                                                             |
| И.4 | 4. Oxford language dictionaries online (oldo) <a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a> Инновационные лингвистические двуязычные словари Оксфордского университета |
| И.5 | 5. Курс: Английский язык для инженеров: <a href="https://openedu.ru/course/misis/ENG/">https://openedu.ru/course/misis/ENG/</a>                                                                                                |

## 7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ

| Ауд. | Назначение                                                           | Оснащение                                                                                                                                                                                                                                                            |
|------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 121  | Учебная аудитория для занятий лекционного типа, практических занятий | Комплект учебной мебели на 56 мест для обучающихся, 1 стационарный компьютер для преподавателя (выход в интернет), проектор, экран настенный, колонки, доска аудиторная меловая, веб-камера Logitech, лицензионные программы MS Office, MS Teams, антивирус Dr. Web. |

## 8. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ

Освоение дисциплины предполагает как проведение традиционных аудиторных занятий, так и работу в электронной информационно-образовательной среде (ЭИОС), в электронном курсе по дисциплине. Электронный курс позволяет использовать специальный контент и элементы электронного обучения и дистанционных образовательных технологий. используется преимущественно для асинхронного взаимодействия между участниками образовательного процесса посредством сети "Интернет".

Чтобы эффективно использовать возможности ЭИОС, а соответственно и успешно освоить дисциплину, нужно:

- 1) зарегистрироваться на курсе;
- 2) ознакомиться с содержанием курса, вопросами для самостоятельной подготовки, условиями допуска к аттестации, формой промежуточной аттестации (зачет/экзамен), критериями оценивания и др.;
- 3) изучать учебные материалы, размещенные преподавателем. В т.ч. пользоваться литературой, рекомендованной преподавателем, переходя по ссылкам;
- 4) пользоваться библиотекой, в т.ч. для выполнения письменных работ (контрольные работы);
- 5) ознакомиться с содержанием задания к письменной работе, сроками сдачи, критериями оценки. В установленные сроки выполнить работу(ы), подгрузить файл работы для проверки. Рекомендуется называть файл работы следующим образом (название предмета (сокращенно), группа, ФИО, дата актуализации (при повторном размещении)). Например Иностранный язык\_Иванов\_И.И.\_БМТ-19з\_20.04.2020. Если работа содержит рисунки, формулы, то с целью сохранения форматирования ее нужно подгружать в pdf формате.

Работа, размещаемая в электронном курсе для проверки, должна:

- содержать все структурные элементы: титульный лист, введение, основную часть, заключение, список источников, приложения (при необходимости);
- быть оформлена в соответствии с требованиями.

Преподаватель в течение установленного срока (не более десяти дней) проверяет работу и размещает в комментариях к заданию рецензию. В ней он указывает как положительные стороны работы, так замечания. При наличии в рецензии замечаний и рекомендаций, нужно внести поправки в работу, подгрузить ее заново для повторной проверки. При этом важно следить за сроками, в течение которых должно быть выполнено задание. При нарушении сроков, указанных преподавателем возможность подгрузить работу остается, но система выводит сообщение о нарушении сроков. По окончании семестра загрузить работу не получится;

- 6) пройти тестовые задания, освоив рекомендуемые учебные материалы;
- 7) отслеживать свою успеваемость;
- 8) читать объявления, размещаемые преподавателем, давать обратную связь;
- 9) создавать обсуждения и участвовать в них (обсуждаются общие моменты, вызывающие вопросы у большинства группы). Данная рубрика также может быть использована для взаимной проверки;
- 10) проявлять регулярную активность на курсе.

Преимущественно для синхронного взаимодействия между участниками образовательного процесса посредством сети «Интернет» используется Microsoft Teams (MS Teams). Чтобы полноценно использовать его возможности нужно установить приложение MS Teams на персональный компьютер и телефон. Старостам нужно создать группу в MS Teams. Участие в группе позволяет:

- слушать лекции;
- работать на практических занятиях;
- быть на связи с преподавателем, задавая ему вопросы или отвечая на его вопросы в общем чате группы в рабочее время с 9.00 до 17.00;
- осуществлять совместную работу над документами (вкладка «Файлы»).

При проведении занятий в дистанционном синхронном формате нужно всегда работать с включенной камерой.

Исключение – если преподаватель попросит отключить камеры и микрофоны в связи с большими помехами. На аватарках должны быть исключительно деловые фото.

При проведении лекционно-практических занятий ведется запись. Это дает возможность просмотра занятия в случае невозможности присутствия на нем или при необходимости вновь обратиться к материалу и заново его просмотреть.