

Краевое государственное бюджетное профессиональное образовательное учреждение
«Красноярский строительный техникум»

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ
по выполнению домашней контрольной работы**

**ОГСЭ.03 Иностранный язык
в профессиональной деятельности**

для специальности

38.02.01 Экономика и бухгалтерский учет (по отраслям)

Форма обучения: заочная

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Составлены в соответствии с государственными требованиями к минимуму содержания и уровню подготовки выпускников по специальности 38.02.01 Экономика и бухгалтерский учет (по отраслям) на основе рабочей программы, рассмотрены и одобрены на заседании предметно (цикловой) комиссии, рекомендованы к использованию в учебном процессе.

Рассмотрены на заседании П(Ц)К

Протокол № _____

От «_____» _____20__г

Председатель ПЦК

Разработчик: Королёва А.В., преподаватель иностранного языка

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Введение

Настоящие рекомендации предназначены студентам заочного отделения специальности 38.02.01 Экономика и бухгалтерский учет (по отраслям) для выполнения домашней контрольной работы и подготовки к зачету.

Обязательным элементом изучения дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности является выполнение домашней контрольной работы. Рабочая программа учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности разработана в соответствии с Федеральным государственным образовательным стандартом (ФГОС) по специальности среднего профессионального образования 38.02.01 Экономика и бухгалтерский учет (по отраслям).

Формируемые компетенции:

Код компетенции	Формулировка компетенции
ОК.01	Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам
ОК.02	Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности
ОК.03	Планировать и реализовывать собственное профессиональное и личностное развитие
ОК.04	Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами
ОК.05	Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей социального и культурного контекста
ОК.06	Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей
ОК.07	Содействовать сохранению окружающей среды, ресурсосбережению, эффективно действовать в чрезвычайных ситуациях
ОК.08	Использовать средства физической культуры для сохранения и укрепления здоровья в процессе профессиональной деятельности и поддержания необходимого уровня физической подготовленности
ОК.09	Использовать информационные технологии в профессиональной деятельности
ОК.10	Пользоваться профессиональной документацией на государственном и иностранных языках

Промежуточная аттестация по дисциплине в форме зачета.

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МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ВЫПОЛНЕНИЮ ДОМАШНЕЙ КОНТРОЛЬНОЙ РАБОТЫ

Первым этапом выполнения контрольной работы является изучение по учебным пособиям теоретического материала тех разделов программы, которые включены в данное задание. Прежде чем приступить к выполнению контрольной работы: 1) прочитайте текст, постарайтесь понять общее содержание текста, затем проанализируйте каждое предложение; 2) ответьте на вопросы после текста; 3) повторите грамматический материал; 4) выполните упражнения в соответствии с заданиями.

Контрольная работа выполняется в тетради, страницы которой нумеруются. На каждой странице тетради следует оставлять поля шириной 4 см, а в конце тетради - 2-3 свободные страницы для написания рецензии (заключения) преподавателя. Все дополнительные страницы должны быть в тетради приклеены или вшиты. Работа выполняется в ученической тетради в клетку темными чернилами (синими, черными, фиолетовыми) через строчку.

Работа должна быть выполнена аккуратно, четким, разборчивым почерком, в той же последовательности, в какой приведены задания. Начинать решение следует с записи номера задания и его полной формулировки. Зачеркивания в решении не допускаются.

Работа с большим количеством исправленных опечаток (более чем на 10% от общего количества листов) или оформленная небрежно (мятые листы, посторонние помарки, грязь, разводы на листах бумаги) не проверяется и возвращается студенту для приведения в соответствующий вид.

В связи с достаточно активным использованием студентами персональных компьютеров разрешается выполнять контрольную работу в печатном виде, однако ее оформление также должно соответствовать существующим стандартам.

При использовании персонального компьютера работа распечатывается на листах формата А4. При наборе работы используются следующие параметры форматирования:

- титульный лист установленного образца;
- шрифт Times New Roman;
- заголовки выделять курсивом и жирным шрифтом, размер символов 16 пт., выравнивание по центру;
- размер символов основного текста 14пт., выравнивание по ширине;
- одинарный или полуторный междустрочный интервал;
- отступ первой строки 1,5см.
- границы полей: левое - 3 см, правое - 1,5 см, нижнее и верхнее - 2,5 см;
- нумерация страниц – нижний правый угол страницы;
- общий объем не работы не должен превышать 24 страницы рукописного или 12 страниц печатного текста.

В контрольной работе должны быть приведены условие задания, исходные данные и решение.

В конце работы приводится список использованной литературы в алфавитном порядке - учебная литература и справочные пособия с указанием фамилии и инициалов автора, наименование источника, места и года его издания.

Титульный лист работы должен быть оформлен в соответствии с утвержденной

формой, подписан.

На каждую контрольную работу преподаватель дает письменное заключение (рецензию) и выставляет оценки «зачтено» или «не зачтено». Не зачтенная работа возвращается студенту с подробной рецензией, содержащей рекомендации по устранению недостатков. По получении проверенной контрольной работы студент должен внимательно ознакомиться с исправлениями на полях, прочитать заключение преподавателя, сделать работу над ошибками и повторить недостаточно усвоенный материал в соответствии с рекомендациями преподавателя. После этого студент выполняет работу повторно и отправляет вместе с первой на проверку. Обучающиеся обязательно должны сдать контрольную работу на проверку не позднее, чем за 10 дней до начала сессии. Без выполнения контрольной работы обучающийся не допускается до экзамена или зачета.

Вариант контрольной работы определяется согласно последней цифре зачетной книжки.

ЗАДАНИЯ К КОНТРОЛЬНОЙ РАБОТЕ

Вариант 1

1. Прочитайте, переведите и ознакомьтесь с содержанием текста. Дайте полные развернутые ответы на вопросы с опорой на текст.

WINDOWS

Microsoft Windows (or simply Windows) is a software program that makes your IBM PC (or compatible) easy to use. It does this by simplifying the computer's *user interface*.

The word *interface* refers to the way you give your computer commands, the way you interact with it.

Usually the interface between you and the computer consists of the screen and the keyboard: you interact with the computer by responding to what's on the screen, typing in commands at the DOS command line to do your work.

DOS often isn't very intelligent at interpreting your commands and most people consider it awkward or intimidating as a user interface. These commands can be confusing and difficult to remember. Who wants to learn lots of computer commands just to see what's on your disk, copy a file, or format a disk?

Windows changes much of this. What's been missing from the PC is a program that makes the computer easy to use. Windows is just such a program. With Windows, you can run programs, enter and move data around, and perform DOS-related tasks simply by using the *mouse* to point at objects on the screen. Of course, you also use the keyboard to type in letters and numbers.

Windows interprets your actions and tells DOS and your computer what to do.

In addition to making DOS housekeeping tasks such as creating directories, copying files, deleting files, formatting disks, and so forth, easier, Windows makes running your favorite *applications* easier, too. (An application is a software package that you use for a specific task, such as word processing. WordPerfect is an example of an application. In this book, I'll use the words *program* and *application* interchangeably.)

Windows owes its name to the fact that it runs each program or document in its own separate *window*. (A window is a box or frame on the screen.) You can have numerous windows on the screen at a time, each containing its own program and/or document. You can then easily switch between programs without having to close one down and open the next.

Another feature is that Windows has a facility – called the Clipboard – that lets you copy material between dissimilar document types, making it easy to *cut* and *paste* information from, say, a spreadsheet into a company report or put a scanned photograph of a house into a real estate brochure. In essence, Windows provides the means for seamlessly joining the capabilities of very different application programs. Not only can you paste portions of one document into another, but by utilizing more advanced document-linking features those pasted elements remain "live". That is, if the source document (such as some spreadsheet data) changes, the results will also be reflected in the secondary document containing the pasted data.

As more and more application programs are written to run with Windows, it'll be easier for anyone to learn how to use new programs. This is because all application programs that run in Windows use similar commands and procedures.

Windows comes supplied with a few of its own handy programs, and we will discuss them in this book. There's a word-processing program called Write, a drawing program called Paintbrush, a communications program

called Terminal for connecting to outside information services over phone lines, small utility programs that are helpful for keeping track of appointments and notes, a couple of games to help you escape from your work, and a few others.

Years of research went into developing the prototype of today's popular graphical user interfaces. It was shown in the early 1980s that the graphical user interface, in conjunction with a hand-held pointing device (now called the mouse), was much easier to operate and understand than the older-style keyboard-command approach to controlling a computer. A little-known fact is that this research was conducted by the Xerox Corporation and first resulted in the Xerox Star computer before IBM PCs or Macintoshes existed. It wasn't until later that the technology was adapted by Apple Computer for its Macintosh prototype, the Lisa.

1. What are the advantages of Windows?
2. What is Windows?
3. Why do we call it Windows?
4. What is another feature of Windows?

2. The Article (Артикль). Поставьте артикль “a”, “an” или “the” там, где необходимо.

1. I like ... chocolate and ... sweets.
2. Does he listen to ... jazz music in ... evenings?
3. ... bus over there is moving too fast.
4. There is ... oval carpet on ... floor.
5. I had ... lunch in ... café. ... café was quite nice.
6. I'd like ... cup of ... coffee with ... sugar and ... milk.
7. ... David can play ... guitar but he can't play ... golf.
8. She bought ... new pair of shoes.
9. Is there ... bookstore near here?
10. Helen has got ... parrot. – What's ... parrot's name?

Вариант 2

1. Прочитайте, переведите и ознакомьтесь с содержанием текста. Дайте полные развернутые ответы на вопросы с опорой на текст.

Functions of computers

Computer is one of the inventions of the 20th century that changed the world greatly. The first computers of the 1940s were enormous. But now they are almost in every family and in every office building.

Most machines do only one job, some are multifunctional (e.g. a TV set + DVD player). But no device is as multifunctional as computer. The parts of the machine (or its hardware) remain the same, you change only the program (software) and your computer immediately learns to do various things. A browser program is designed to look at pages on the Internet (you can also say to browse, this accounts for the word browser). A word processor program lets you to print text and then change styles of fonts and sizes of

pages. A database program is used for searching and sorting records. Such program is used in shops, libraries, hospitals, accountant offices, and so on. They make work with great amounts of data much quicker.

Computers are found everywhere and used in every sphere of life. In a plant one can make a computer model of a car or plane and check its resistance to stress. Such calculations without a computer could have taken several months. Computer is used at school: children watch films, presentations and web pages. This helps them to study effectively.

Computers also have some disadvantages. There is a famous joke that computers are designed to solve problems but half of the time they are the problem. As computer is a complicated device, one small breakage may stop its work. Moreover, the equipment is soon out of date.

Besides, there is a problem of compatibility. First of all, there are hardware devices which can't work with the old operating systems, such as a processor, a hard disk drive, a video card, etc. Then, there are programs which need more resources than computer actually has.

Thirdly, computers become more and more complicated, and much effort is required to learn how to work with them. Fourthly, computer viruses cause a lot of trouble — they can spoil, remove or steal computer data, and every user knows it well from his experience.

And on top of all, computer is a multifunctional device, as we already know, so it can be used both to do work and to entertain oneself. Children often fall prey to computer and Internet: they play computer games, spend their free time chatting with friends on the Internet and doing practically nothing. This aspect can't be denied.

To crown it all, computer is a good device like many others, designed to help people. But it's our own free will that lets us use it in order not to waste time but to get best results.

1. When was computer invented?
2. What are the main disadvantages of computers?
3. What are the relations between children and computers?
4. Computer can be used both for good and bad purposes, can't it?

2. The Present Simple Tense (Настоящее простое время).

a. Сделайте предложения отрицательными.

1. I go to work every day.
2. Pat's mother teaches students.

b. Сделайте предложения вопросительными.

3. Our family like to watch TV in the evening.

4. They have lectures and tutorials every day.

с. Используйте глаголы в скобках в нужной форме Future Simple.

4. She (*like*) to draw.

5. I (not to understand) that man.

6. ___ you (*help*) your mother about the house?

d. Переведите на русский язык.

7. He lives in a big house.

8. I get up at seven every day.

e. Переведите на английский язык.

9. Наш учитель говорит по-английски и по-французски.

10. Она не любит писать письма.

Вариант 3

1. Прочитайте, переведите и ознакомьтесь с содержанием текста. Дайте полные развернутые ответы на вопросы с опорой на текст.

SCHOOLING IN ENGLAND

Every child in Great Britain between the ages of five and sixteen years must attend school. There are three main types of educational institutions: primary schools, secondary schools and universities. State schools are free (бесплатный) and attendance is compulsory. Morning school begins at nine o'clock and lasts for three hours until twelve o'clock noon. Afternoon school begins at two o'clock and lasts for two and a half hours until half-past four. School is open five days a week. On Saturdays and Sundays there are no lessons.

In the primary schools, where children study from five to eleven years, the first two years are mainly taken up with learning to read, write and do simple arithmetic. In addition, the children draw, paint, model and sing. The first two years of the primary school are called the Infant school (школа для малышей).

At seven the pupils are transferred to the Junior school (начальная школа для детей от 7 до 11 лет) which is usually situated in another section of the same building. At this age level the following subjects appear in the study programme: English, history, geography, nature study, music and others. At the age of eleven the pupils finish the primary school and continue their education at one of the secondary schools.

There are different types of secondary schools in England. This system of secondary education has developed since the Act of 1944 according to which on leaving the primary school a pupil may go either to a secondary Modern, Technical, Grammar or Comprehensive school.

The Secondary Modern School (средняя современная школа) is attended by pupils between the ages of eleven and sixteen. It is a state school which has a practical trend. Such courses as secretarial, trade and commerce, agriculture, gardening, cooking are taught there. These schools are usually well equipped with workshops for woodwork, metalwork, cooking, etc.

On leaving this school the pupils who wish to continue their education may attend evening classes which prepare them for entering a college or a university.

The Secondary Technical School gives a general technical education. It is attended by those pupils who are more mechanically inclined (склонный). The pupils have the opportunity to try their hand at the machines in the workshops. More time is given to such subjects as mathematics and science (естественные науки). In other words, this school gives a good foundation to work in the fields of industry and agriculture.

The Secondary Grammar school (классическая школа) is attended by the pupils between the ages of eleven and sixteen or eighteen. Some of them are state schools and some are private or independent schools. Most of them have two sides: a classical side, specializing in ancient languages (Greek and Latin), history and philosophy; and a modern side, specializing in modern languages, natural science and geography. The leavers of this school receive the General Certificate of Education (аттестат зрелости). On receiving this certificate a pupil may either leave the school or continue his studies for another two years in what is called the "Sixth Form" to receive the same certificate but at the advanced level (продвинутый уровень). In order to enter a university a boy or a girl must pass examinations in five subjects, two of which must at least be at the advanced level.

Among the private schools there are some very old and famous ones, such as Eton, Harrow, Rugby, etc. The fees at these schools are rather high, so usually rich parents send their children there.

Comprehensive schools (единая средняя школа) are state schools which combine three types of schools: grammar school, secondary modern school and technical school. The pupils study there according to the general programme till the age of thirteen or fifteen, after that they have special courses depending on their inclination. The number of comprehensive schools is rather great and it is constantly growing.

1. How many days a week is school open?
2. What kind of secondary schools are there in England?
3. What do the pupils receive on finishing the Grammar School?
4. Till what age do the pupils study according to the general programme?

2. The Past Simple Tense (Простое прошедшее время).

a. Сделайте предложения отрицательными.

1. I worked in the garden yesterday.
2. I met him in the street last week.

b. Сделайте предложения вопросительными.

3. He spoke English.
4. He got up at 7 yesterday.

c. Употребите глаголы в скобках в нужной форме Future Simple.

4. My mother (*live*) in Greece when she was a girl.
5. The plane (*not land*) at 3.48.
6. ___ they (*go*) to the opera last Saturday?

d. Переведите на русский язык.

7. When a child Alice was very plump.
8. Tom's father taught him how to drive when he was 17.

e. Переведите на английский язык.

9. Они путешествовали в Грецию прошлым летом.
10. Он купили новую машину вчера.

Вариант 4

1. Прочитайте, переведите и ознакомьтесь с содержанием текста. Дайте полные развернутые ответы на вопросы с опорой на текст.

STUDENT'S LIFE

In two weeks I shall finish my first year at Cambridge. Let me tell you something about students' life and my impressions of it.

The students are mainly English, but there are many others, particularly so in the block of rooms in which I live, for my neighbours include a Chinese studying law, an Indian studying English, a Canadian studying history and a Frenchman studying science.

The rooms have a pleasant outlook over the College gardens. There is a very small gas-stove on which we make coffee or tea. It is a popular tradition here to invite friends in the afternoon for tea and hot buttered toast¹ and jam. To each room there is a man-servant who with a woman-servant, known as a "bedder",² keep it clean.

In the old days when Colleges were religious institutions the students were clergymen (священник), and their life was much more strict and disciplined than now. Friendship with young ladies was not allowed and the only women inside the college were washerwomen. The legend is that these had to be "old and ugly" (уродливые).

The students eat their meals in the College dining-hall. At some Colleges there is an interesting tradition. It is known as "sconcing".³ If a student comes late to dinner or he is not correctly dressed, or if he breaks one of the laws (закон) of behaviour, then the senior student orders him to be "sconced".

A large silver cup, known as "sconce cup", filled with beer is brought and placed in front of him and he must drink it in one attempt without taking the cup from his lips (it holds two and a half pints, or 1.5 litres). If he can do it, then the senior student pays for it, if not, the cup is passed round and the student who has been "sconced" must pay for it. In general the discipline is not strict.

The students can stay out till twelve o'clock. Each evening a Proctor⁴ with two assistants, called "Bulldogs", walks about the town keeping an eye on the students' behaviour. If he sees a student breaking a rule he will come up to him and say, "Are you a member of the University, sir?", and if a student runs away, then the "Bulldogs" run after him, and if they catch him (they are chosen, it is said, because they are good runners), fine (штрафовать) him.

Apart from fines a student may be dismissed (исключать) from the University for one term.

We attend our lectures in the morning and in the afternoon we are free. I usually work in my room or play some sport. The most popular sport is rowing.

There are over a hundred societies and clubs. There are religious societies and a society for those who don't believe, political, sporting and dramatic societies. There is even one for people with beards. Perhaps the most popular is the Debating Society at which students debate political and other questions with famous politicians and writers.

The walks into the country, the talks, the games and the work, the traditions and the customs — all are part of the students' life which would be poorer if any of them was lost.

1. What tradition is popular among the student's at Cambridge?
2. What are students scorned for?
3. What do the so called "Bulldogs" do if a student whom they come up to runs away?
4. What students' societies are there at Cambridge and which is the most popular one?

2. The Future Simple Tense (Простое будущее время).

a. Сделайте предложения отрицательными.

1. The Smiths will go shopping tomorrow.
2. Frank will go to Spain for holiday.

b. Сделайте предложения вопросительными.

3. The students will write the test next week.
4. Mike will speak Russian very well next year.

c. Употребите глаголы в скобках в нужной форме Future Simple.

4. Jessie (*cook*) a fruitcake on Sunday.
5. We (not *watch*) TV tonight.
6. ___ they (*play*) football tomorrow?

d. Переведите на русский язык.

7. We'll study German next year
8. Our family will go to the seaside in summer.

e. Переведите на английский язык.

9. Они будут покупать новый дом.
10. Я не буду звонить тебе завтра.

Вариант 5

1. Прочитайте, переведите и ознакомьтесь с содержанием текста. Дайте полные развернутые ответы на вопросы с опорой на текст.

TELEPHONE CONVERSATION RULES

When you speak over the telephone, it's important to know some simple but very useful rules, which make your communication successful. First of all, you must greet your listener with Good morning, Good afternoon, or Good evening. If it is not a person you want to speak with, please ask to call the one you want, using a polite expression. But if it happens that you dialled the wrong number, then you must apologize. Whenever you are calling anybody, ask whether the person you speak to has enough time for you. Maybe it is not so. Don't speak too long. Long conversation is often a mere chattering, nothing else. Never forget why you are really phoning. But the matters that are very important should be better discussed in person. Much information is transmitted by our gestures, but very often we don't seem to realise it. Even if your interlocutor is rude to you, you shouldn't answer back. Keep your emotions to yourself even if it's difficult for you. Following these rules, you can speak over the telephone as naturally as in person. Telephone is a great invention, it unites people, but it should be used carefully in order not to separate them.

1. What are the typical greetings when you take the receiver?
2. Why should you ask if the person has enough time for you?
3. If the interlocutor is rude, what should you do?
4. Can these rules help you to speak over the telephone as naturally as in person?

2. Plural of nouns (Множественное число имен существительных).

a. Поставьте следующие существительные во множественное число.

Branch, box, person, deer, pie, journey, man, knife, sheep, wolf, hero, daughter, goose, child, joke.

b. Поставьте следующие существительные в единственное число.

Glasses, people, shoes, ladies, teeth, keys, cargoes, children, boxes, tomatoes, bushes, feet, mice, leaves, umbrellas.

Вариант 6

1. Прочитайте, переведите и ознакомьтесь с содержанием текста. Дайте полные развернутые ответы на вопросы с опорой на текст.

WHAT IS TO BE PROFESSIONAL?

You know that it's essential to be professional if you want to be a success. But what does "being professional" actually mean? For some, being professional means to dress smartly at work or to do a good job. For others, it means to have advanced degrees or other certifications, framed and hung on the office wall. So, what is professionalism, and why does it matter? And how can you be completely professional in your day-to-day role? First and foremost, professionals are known for their specialized knowledge. They develop and improve their skills, and, where appropriate, they have the degrees and certifications that serve as the foundation of this knowledge. Professionals get the job done. They're reliable, and they keep their promises. Professionals don't make excuses, but focus on finding solutions. Professionals demonstrate qualities such as honesty and integrity. They keep their word, and they are trustworthy. More than this, true professionals are humble - they're not afraid to admit that they don't know something. They ask for help when they need it, and they're willing to learn from others. Genuine professionals show respect for the people around them, no matter what their role or situation. Professionals look the part — they don't come to work untidily dressed, with uncombed hair. As you can see from these characteristics, professionals are the kind of people that others respect and value. This is why it's so important that we work to earn a professional reputation in the workplace. True professionals are the first to be promoted, they get valuable projects or clients, and they are successful in their careers.

1. Why is it important to be professional?
2. What kind of knowledge do professionals have?
3. How do professionals look?
4. Why is it so important to earn a professional reputation at work?

2. The Possessive Case (Притяжательный падеж существительных).

Измените выражения, употребляя притяжательный падеж, переведите получившиеся словосочетания.

Пример: the dress of my mother – my mother's dress

The name of my friend, the visit of Max, the books of her sons, the life of a student, the surface of the earth, a break of ten minutes, the history of Russia, the father of the boys, the windows of the house, the handle of the door.

Вариант 7

1. Прочитайте, переведите и ознакомьтесь с содержанием текста. Дайте полные развернутые ответы на вопросы с опорой на текст.

NEGOTIATION SKILLS

“Negotiating” is a term used a great deal nowadays, in newspapers, on television and on radio. It often seems that only large companies or whole countries are involved in negotiations, not individuals. However, we all frequently have to negotiate, even though we may not realize it. One of the most important skills anyone can hold in daily life is the ability to negotiate. Negotiation is the process of discussion between two or more parties, who seek to find a solution to a common problem. Learning to be a skilled negotiator can help to make deals, solve problems, manage conflicts and preserve relationships. We enter negotiations in order to start or continue a relationship and resolve an issue. Even before we accept our first jobs or begin our careers, we all learn how to negotiate. Some people are naturally stronger negotiators than others. Without the ability to negotiate, people break off relationships, quit jobs. With this ability they can avoid conflict and uncomfortable situations. In the world of business, negotiating skills are used for a variety of reasons, such as to negotiate a salary or a promotion, to secure a sale or to form a new partnership. In order to achieve a desirable outcome, it may be useful to follow a structured approach to negotiation. For example, in a work situation a meeting may need to be arranged in which all parties involved can come together. The process of negotiation includes the following stages: 1. Preparation. 2. Discussion. 3. Clarification. 4. Bargaining. 5. Agreement. Negotiating is a skill that impacts on all areas of life. You can negotiate good business for your company, you can negotiate satisfactory terms and conditions for you and your staff, and you can negotiate to get out of tricky situations, for example, if working relationships aren't going well. Don't try to get your own way at all costs and take the long view. Concentrate on developing relationships rather than destroying them.

1. What is one of the most important skills in daily life?
2. What is negotiation?
3. What areas of life does negotiating impact on?
4. What should a negotiator concentrate on?

2. Adverbs (Наречия). Образуйте степени сравнения от следующих наречий и переведите их на русский язык.

Brightly, completely, lately, highly, much, loudly, gracefully, fast, slowly, calmly, hard, modern, interesting, well, badly, quickly, often, early.

Вариант 8

1. Прочитайте, переведите и ознакомьтесь с содержанием текста. Дайте полные развернутые ответы на вопросы с опорой на текст.

GOOD MANNERS DON'T COST A THING

In today's fast-paced world it is easy to forget some of the common courtesies that should be basic and non-negotiable. Unfortunately, many people appear to have forgotten the manners that were taught to them by their parents and grandparents and sadly, others do not appear to have ever been taught any manners at all. Basic politeness. Showing politeness is not difficult. It is simple to say "please", "thank you", "you are welcome" and "excuse me". These phrases show that a person is considerate of others. Even if someone is rude and not your favorite person, it is better to be polite to them rather than sinking to their level. Do respect your coworker's space. Offices, even if they are cubicles or open desks, should be respected as belonging to the "owner". Knock on the cubicle door or otherwise announce yourself and refrain from leaning on someone else's desk. Hold that door. This is a rule that does not just apply to men anymore. Yes, men should still hold the door for ladies and allow them to enter or exit first, but ladies are not exempt from holding the door for their elders or someone who might have their hands full. Be on time. There is nothing worse than to be kept waiting, and if you are the party who is late, it is just rude. If you tend to always run late, set your clocks ahead 10 or 15 minutes so that you will arrive on time. Do not groom yourself in public. If you have something that needs scratching, combing or any other form of grooming, please do not do it in mixed company. Take your personal needs to the restroom or wait until you get home. Ladies, it is okay to quickly apply a little lipstick without using a mirror. It is not, however, okay to pull out a compact and a suitcase full of cosmetics and start redoing your face. Keep gum-chewing to a minimum. If you must chew gum for a legitimate reason such as having bad breath or dry mouth, try to do it in your car. If it is absolutely necessary to chew gum in a public place, please do not smack it or blow bubbles with it. Turn the ringer off. When entering any public establishment, the first thing you should do is set your cell phone to vibrate. Remember you do not have to answer every call, that is what voice mail is for. If you know that it is a call of importance, excuse yourself and move to the lobby or another room to take the call. Keep the call time short and let your caller know that you will return their call at your earliest convenience. Keep the conversation polite. When engaging in conversation, whether it is at work or in a more social setting, never discuss money, religion or politics. These subjects are a powder keg waiting to explode. Simply put, good manners are a sign that you have consideration for others and good breeding.

1. What is basic politeness?
2. What should you do if you tend to always come late?
3. What should you do if you receive an important telephone call there?
4. What do good manners show?

2. Plural of nouns (Множественное число имен существительных).

a. Поставьте следующие существительные во множественное число.

Bush, hen, zoo, roof, church, job, degree, safe, dictionary, stomach, loaf, valley, possibility, plant, tooth.

b. Поставьте следующие существительные в единственное число.

Gentlemen, zeros, chiefs, chairs, brushes, women, coats, loaves, tigers, chickens, watches, calves, villages, flies, tongues.

Вариант 9

1. Прочитайте, переведите и ознакомьтесь с содержанием текста. Дайте полные развернутые ответы на вопросы с опорой на текст.

WRITING ENQUIRIES

- A. When you write a letter of enquiry you should remember the following points:
1. Describe the required goods in detail if you can. You know from your own experience how much it helps to know what the customer wants.
 2. If you know the price, quote it. This will help the Sales Manager to identify exactly what you want. If you are giving figures from a catalogue, or figures which were given to you at an exhibition, you will not risk your interest by quoting them. (However, you should be careful if the price limits are a matter for negotiation — make sure that you do not mention a price that is higher than you may have to pay! In this case you may write: “The price in your catalogue/at the exhibition is... but we hope that it is open to negotiation.”) The usual way of asking the price of something is to ask for a “quotation”.
 3. Ask for the Sellers’ terms of payment and delivery.

OFFERS OF GOODS

When making an offer:

1. Do not put pressure on your correspondent and do not apologize. A phrase such as “We think you may be interested” will provide a good opening.
2. If you are making an offer to a retailer¹ remember that the retailer will know the general details of your product and that you will need to stress the advantages of the line you are offering.
3. Do not forget that retailers are interested in goods which will sell quickly. If, therefore, you are planning an advertising campaign or an intensive sales operation in connection with this particular line, emphasize this in your letter.
4. Mention any enquiries which you have received for the line you are offering, especially if they have been received recently.
5. If you are offering a product to an old customer who has not ordered from you recently inform him that the new product is superior to all the previous models. You may well be able to restart co-operation with this customer.

1. What description of the goods should be given in an enquiry?
2. What information on the price should be given?
3. Why is it necessary to mention the advertising campaign?
4. What is the best way of dealing with old customers?

2. The Past Simple Tense (Простое прошедшее время).

a. Сделайте предложения отрицательными.

1. My friends went to the theater yesterday.
2. We went to the bus stop.

b. Сделайте предложения вопросительными.

3. He looked through his e-mail every morning.
4. The scientist continued his research work.

c. Употребите глаголы в скобках в нужной форме Future Simple.

4. My grandmother (*watch*) TV every evening.

5. He (*not play*) chess very well.

6. ___ Sophia (*marry*) the Elector of Hanover?

d. Переведите на русский язык.

7. We got books from the library last week.

8. Last Sunday his little sister didn't sleep till ten o'clock.

e. Переведите на английский язык.

9. Мой друг поступил в университет в прошлом году.

10. Студенты нашей группы посетили все лекции.

Вариант 10

1. Прочитайте, переведите и ознакомьтесь с содержанием текста. Дайте полные развернутые ответы на вопросы с опорой на текст.

MY WORKING DAY

At present I am a first / second / third / fourth-year student at the Department of Secondary Vocational Education of St. Petersburg Mining Institute, vocational-technical school of geodesy and cartography.

My classes begin at 9.30 a.m. So, on weekdays I have to get up at 7 a.m. My alarm clock usually wakes me up and my working day begins. I turn on the TV set to watch TV, switch on the cooker to prepare porridge and boil a kettle (teapot), do my morning exercises, take a shower and brush my teeth. After breakfast I get dressed and comb my hair. I listen to the latest news while I am eating.

I leave my house at 8.15 a.m. and walk to the nearest trolley-bus stop. I live far from my Technical School and it takes me about half an hour to get there by trolley-bus. I am on time as a rule.

Usually we have three to four classes a day. We have lectures on different subjects. I don't miss my classes because I want to pass my exams successfully.

At noon we have a big break for lunch. At this time I prefer to go to the canteen to share the latest news with my classmates and discuss some questions with them.

At 12.45 p.m. we have to be back to our classes. During the working day we also have several short intervals which last for 10 minutes.

I often go to the library to get ready for practical classes or to write a report. I have no free time on weekdays. I am working hard to become a highly qualified specialist.

Sometimes when the weather is fine and if I have enough time I walk a part way home with my friends. We talk about many things: music, literature, sports or computer games.

I come home at about 6.30 p.m. My mother is already home. My father comes a little bit later. We have supper together. We drink tea or coffee with a slice of pie and watch TV. After supper I help my mother to wash dishes. Then I like to go for a walk in the nearest park with my father or go to see my friends.

About 10.30 p.m. I go to bed. Before sleeping I look through my textbooks and note-books. I know a good proverb «No pains, no gains» and I do my best to study well. I fall asleep very quickly with a good mind and plans for the next day.

1. What time do your classes begin at?
2. Where do you usually have lunch?
3. Do you take part in any out-of-class activities?
4. How do you spend your evenings?

2. The Article (Артикль). Поставьте артикль “a”, “an” или “the” там, где необходимо.

1. We are going to ... beach by ... car on ... Friday.
2. ... weather is nasty today and ... sky is gloomy.
3. On ... 14th of February ... lot of people celebrate ... St.Valentine's Day.
4. My ... teacher's name is ... Robert.
5. Do you remember ... woman we saw last week?
6. My son is ... schoolboy, he goes to ... school in ... Manchester.
7. Can you pass me ... mustard, please?
8. People can't live on ... moon.
9. I really enjoyed ... book you gave me.
10. What's ... longest river in ... Russia? – I don't know. I'm not good at ... geography.

КРАТКИЙ ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

Таблица неправильных глаголов

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	let	let	let
bear	bore	born(e)	lie	lay	lain
beat	beat	beaten	light	lit	lit
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt (burned)	burnt (burned)	ride	rode	ridden
burst	burst	burst	ring	rang	rung
buy	bought	bought	rise	rose	risen
can	could	(been able to)	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	seek	sought	sought
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	sew	sewed	sewn
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	spill	spilt	spilt
forget	forgot	forgotten	split	split	split
forgive	forgave	forgiven	spoil	spoilt (spoiled)	spoilt (spoiled)
freeze	froze	frozen	spread	spread	spread
get	got	got	spring	sprang	sprung
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
hang	hung (hanged)	hung (hanged)	sting	stung	stung
have	had	had	strike	struck	struck
hear	heard	heard	swear	swore	sworn
hide	hid	hidden	sweep	swept	swept
hit	hit	hit	swim	swam	swum
hold	held	held	take	took	taken
hurt	hurt	hurt	teach	taught	taught
keep	kept	kept	tear	tore	torn
know	knew	known	tell	told	told
lay	laid	laid	think	thought	thought
lead	led	led	throw	threw	thrown
learn	learnt (learned)	learnt (learned)	understand	understood	understood
leave	left	left	wake	woke	woken
lend	lent	lent	wear	wore	worn
			win	won	won
			write	wrote	written

ВРЕМЕНА ГРУППЫ SIMPLE (PAST, PRESENT, FUTURE)

A	Simple (Indefinite)
Past	+ • ----- V2 ? Did • V1 - • didn't V1
Present	+ • ----- V1 / V1+s ? Do / Does • V1 - • don't / doesn't V1
Future	+ • will V1 ? Will • V1 - • won't V1

Таблица времен группы Indefinite Active

Форма	Present Indefinite	Past Indefinite	Future Indefinite
Утверди- тельная	My friends study French. He speaks English.	My friends studied French at school. He spoke English at the conference.	My friends will study French at the Institute. The teacher will speak about our English exam.
Вопроси- тельная	Do your friends study French? Does he speak English?	Did your friends study French at school? Did he speak English at the conference?	Will your friends study French at the Institute? Will the teacher speak about our English exam?
Отрица- тельная	My friends don't study French. He doesn't speak English.	My friends did not study French. He didn't speak English at the conference.	My friends won't study French at the Institute. The teacher won't speak about our English exam.

МНОЖЕСТВЕННОЕ ЧИСЛО СУЩЕСТВИТЕЛЬНОГО

(The Plural of Nouns)

1. Большинство существительных в английском языке имеют во множественном числе окончание **-s**, которое произносится как [s] после глухих согласных и как [z] после звонких согласных и гласных.

*e.g. week – weeks [wi:ks] head – heads [hedz]
lip – lips [lɪps] boy – boys [bɔɪz]*

2. Существительные, оканчивающиеся на **o, s(s), x, ch, tch, sh, z**, имеют во множественном числе окончание **-es**, которое произносится как [ɪz]:

e.g. box – boxes ['bɒksɪz] bush – bushes ['bʊʃɪz]

Примечание: у некоторых существительных буквосочетание **ch** читается как [k]. К ним относятся существительные *epoch* (эпоха),

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stomach (желудок), *monarch* (монарх). Во множественном числе к ним прибавляется **-s**.

Прибавляя к существительным окончание **-s(-es)**, следует помнить **правила орфографии:**

e.g. wolf – wolves (кроме существительных *gulf, belief, chief, roof, safe, handkerchief*) *country – countries, no day – days*

3. Некоторые существительные образуют множественное число не по правилам.

*e.g. man – men goose – geese
woman – women mouse – mice
tooth – teeth ox – oxen
foot – feet child – children*

4. Ряд существительных имеют одинаковую форму в единственном и множественном числе.

*e.g. sheep (овца) – sheep (овцы)
deer (олень) – deer (олени)
fish (рыба) – fish (рыбы)
swine (свинья) – swine (свиньи)*

Притяжательный падеж существительных

Притяжательный падеж:

- употребляется в основном с одушевленными существительными и выражает принадлежность;
- соответствует русскому родительному падежу (когда тот выражает принадлежность): книга (чья? кого?) *студента* (родительный падеж)
- образуется прибавлением к существительному апострофа и буквы **s**:

the student's book

Примечание 1. Имена собственные в единственном числе, оканчивающиеся на **-s, -x**, часто на письме получают в притяжательном падеже только апостроф, но в произношении прибавляется окончание [-ɪz]: Jones' ['dʒəʊnɪz] room.

- выражается только апострофом во множественном числе у существительных на **-s**. Их произношение не меняется: the students' ['stju:dənts] book;

- образуется по общему правилу, т.е. прибавлением апострофа и окончания **-s**, если существительное во множественном числе оканчивается не на **-s**: the children's room;

Следует помнить, что форма притяжательного падежа с апострофом используется только в отношении людей и животных (the student's books, the horse's hoof). Для неодушевленных предметов обычно употребляется форма с предлогом **of**: the legs of the table — ножки стола.

Примечание 2. С апострофом могут употребляться такие существительные, как *earth, water, sun, moon, world, ocean, ship*; существительные, обозначающие города и страны: *the ocean's resources, the world's popularity, the ship's crew, London's population*; иногда названия деталей машин: *the plane's propeller*, а также существительные, обозначающие время и расстояние: *a mile's distance, a day's journey* (но *a four-day journey*), *a year's absence, a month's leave*. Здесь выражается не принадлежность, а мера.

Если выражена принадлежность сразу к нескольким существительным, то апостроф ставится в конце группы:

These are Tom and Jim's books. Это книги Тома и Джима.

Неопределенный артикль (The Indefinite Article)

Неопределенный артикль (a/an) произошел от числительного one (один) и поэтому употребляется с исчисляемыми существительными

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ми в единственном числе. Неопределенный артикль классифицирует предмет как представителя данного класса предметов: *один, какой-то, любой из, один из данного класса*.

Неопределенный артикль (a/an) употребляется:

1) перед существительными, обозначающими любой предмет из класса предметов (часто после глаголов **to be**, **to have(got)**, **to see**, **to become**, **to take**, **to give**, **to want** и т.п.):

e.g. Give me a pen! (подразумевается – любую ручку)

2) перед существительными, впервые употребляемыми в тексте (разговоре):

e.g. She was born in a village near Minsk. The village was not very large.

3) перед исчисляемыми существительными, употребляемыми после **There is ...**, **This is ...**, **It is ...**:

e.g. There is a letter on the table. This is an orange. It's a very interesting article.

4) в значении **один**:

e.g. She'll come in a day or two. It costs a hundred dollars.

5) после слов **such**, **what**, **as**:

e.g. What a good idea! She is such a nice girl. He works as a doctor.

6) в целом ряде выражений: *as a rule*, *as a result*, *a lot (of)*, *a few*, *a little*, *It's a pity!*, *It's a shame!*, *to be in a hurry*, *to have a cold*, *to have a good time*, *to have a toothache*, *to have a rest*, *to have a smoke*, *to have a shower*, *to have a good appetite* и т.п.

Определенный артикль (the) употребляется:

- 1) когда мы хотим выделить предмет из класса ему подобных:
*e.g. He is not **the** man I am looking for.*
- 2) когда существительное упоминается в тексте (разговоре) повторно:
*e.g. She was born in a village near Minsk. **The** village was not very large.*
- 3) если перед существительным стоит порядковое числительное:
*e.g. March is **the** first month of spring.*
- 4) если перед существительным стоит прилагательное в превосходной степени:
*e.g. He is **the** best student in our group.*

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5) перед существительными, единственными в своем роде: *the sun, the moon, the sky, the world, the earth, the East, the West, the North, the South* и т.д.

6) с названиями океанов, морей, рек, проливов, озер (если нет слова lake): *the Indian Ocean, the Volga, the Black Sea, the Dardanelles, the Baikal* (**но**: lake Baikal).

7) с названиями горных цепей, пустынь, групп островов: *the Urals, the Gobi, the Bermudas.*

8) с названиями некоторых стран, регионов: *the USA, the UK, the Ukraine, the Crimea.*

9) с названиями театров, музеев, учреждений, организаций, политических партий, кораблей, отелей, газет, журналов: *the Bolshoi Theatre, the British Museum, the State Bank, the UNO, the Labour Party, the Titanic, the Metropol, the Times.*

10) с фамилиями во множественном числе, называющими всю семью: *the Warners, the Petrovs.*

11) в целом ряде выражений: *at the beginning, at the end, by the way, in the evening (morning, afternoon (**но** at night), nothing of the kind, to play the violin (piano, guitar), to tell the truth, the same, the following, the next* (в знач. «следующий по счету», **но** next week), *the last* (в знач. «последний по счету», **но** last year), *to go to the cinema (theatre), to listen to the radio, in the country* (за городом), *in the street, in the middle,*

Нулевой артикль (*The Zero Article*)

Когда артикль перед существительным отсутствует, принято говорить о нулевом артикле.

Нулевой артикль имеет место:

1) перед существительным, если оно употреблено с количественным числительным или притяжательным, указательным, вопросительным или неопределенным местоимением:

page 5, his father, this boy, whose pen, some books.

2) перед существительным во множественном числе, если в единственном числе такое существительное употребляется с неопределенным артиклем:

e.g. We are students. What lovely flowers!

3) перед неисчисляемым существительным, если оно употреблено в общем смысле:

e.g. Do you like tea or coffee ? Но: The coffee is hot.

4) перед собственными именами:

e.g. Ann looked at Tom.

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5) перед названиями учебных предметов: *Mathematics, English, Botany.*

6) перед названиями городов, стран и континентов: *London, Belarus, Africa.*

7) перед названиями улиц, площадей и парков: *Green Street, Trafalgar Square, Hyde Park.*

8) перед названиями времен года, месяцев и дней недели: *in spring, in May, on Monday.*

9) в целом ряде выражений: *at last, by bus, in English (Russian...), in time, for example, at home, at school, at work, by heart, by chance, on foot, to go home, to leave (finish) school, to go to school, to go to bed, to have breakfast (dinner, supper)* и др.

Степени сравнения английских наречий

	<i>Положительная</i>	<i>Сравнительная</i>	<i>Превосходная</i>
<i>Односложные</i>	late	<u>later</u>	<u>the latest</u>
<i>Многосложные</i>	loudly	<u>more</u> loudly	<u>the most</u> loudly
	luckily	<u>less</u> luckily	<u>the least</u> luckily
<i>Образующиеся не по общим правилам</i>	much	<u>more</u>	<u>the most</u>
	badly	<u>worse</u>	<u>the worst</u>
	well	<u>better</u>	<u>the best</u>

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