

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

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(подпись)

## РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Наименование дисциплины	ОУП.03 Иностранный язык
Специальность	38.02.04 КОММЕРЦИЯ (ПО ОТРАСЛЯМ)
Форма обучения	очная
Год набора	2023

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## ВВЕДЕНИЕ

Рабочая программа дисциплины является частью основной образовательной программы среднего профессионального образования - программы подготовки специалистов среднего звена, разработанной в соответствии с ФГОС СПО

ФГОС СПО	Федеральный государственный образовательный стандарт среднего профессионального образования - по специальности 38.02.04 Коммерция (по отраслям). (приказ Минобрнауки России от 15.05.2014 г. № 539)
ПС	

### 1. ЦЕЛЬ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Целью изучения учебного предмета «Иностранный язык (английский)» является:

- понимание иностранного языка как средства межличностного и профессионального общения, инструмента познания, самообразования, социализации и самореализации в полиязычном и поликультурном мире;

- формирование иноязычной коммуникативной компетенции в совокупности ее составляющих: речевой, языковой, социокультурной, компенсаторной и учебно-познавательной;

- развитие национального самосознания, общечеловеческих ценностей, стремления к лучшему пониманию культуры своего народа и народов стран изучаемого языка.

Учебный предмет относится к предметной области ФГОС среднего общего образования «Иностранные языки» и является обязательной частью общеобразовательного цикла в соответствии с ФГОС среднего общего образования.

Уровень освоения учебного предмета в соответствии с ФГОС среднего общего образования: базовый.

Реализация содержания учебного предмета предполагает соблюдение принципа строгой преемственности по отношению содержания курса «Английский язык» на ступени основного общего образования.

Освоение содержания учебного предмета «Английский язык» обеспечивает достижение студентами следующих результатов:

Личностные:

ЛР ГВ 7. готовность к гуманитарной и волонтерской деятельности;

ЛР ПВ 2. ценностное отношение к государственным символам, историческому и природному наследию, памятникам, традициям народов России, достижениям России в науке, искусстве, спорте, технологиях и труде;

ЛР ДНВ 3. способность оценивать ситуацию и принимать осознанные решения, ориентируясь на морально-нравственные нормы и ценности;

ЛР ЭВ 2. способность воспринимать различные виды искусства, традиции и творчество своего и других народов, ощущать эмоциональное воздействие искусства;

ЛР ТВ 4. готовность и способность к образованию и самообразованию на протяжении всей жизни;

Метапредметные:

ПУУД РСИ 1. владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления;

КУУД О 1. осуществлять коммуникации во всех сферах жизни;

ПУУД РСИ 5. владеть навыками распознавания и защиты информации, информационной безопасности личности.

КУУД СД 1. понимать и использовать преимущества командной и индивидуальной работы;

РУУД Со 4. расширять рамки учебного предмета на основе личных предпочтений;

РУУД ПСиДЛ 1. принимать себя, понимая свои недостатки и достоинства;

РУУД ПСиДЛ 4. развивать способность понимать мир с позиции другого человека.

Предметные:

ПРБ 1. овладение основными видами речевой деятельности в рамках следующего тематического содержания речи: Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение. Внешность и характер человека и

литературного персонажа. Повседневная жизнь. Здоровый образ жизни. Школьное образование. Выбор профессии. Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Молодежь в современном обществе. Досуг молодежи. Природа и экология. Технический прогресс, современные средства информации и коммуникации, Интернет-безопасность. Родная страна и страна/страны изучаемого языка. Выдающиеся люди родной страны и страны/стран изучаемого языка:

говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объемом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка;

создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объемом 14 - 15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14 - 15 фраз результаты выполненной проектной работы;

аудирование: воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации;

смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 600 - 800 слов, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного; читать несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию;

письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка;

писать электронное сообщение личного характера объемом до 140 слов, соблюдая принятый речевой этикет; создавать письменные высказывания объемом до 180 слов с опорой на план, картинку, таблицу, графики, диаграммы, прочитанный/прослушанный текст; заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя информацию в таблице; представлять результаты выполненной проектной работы объемом до 180 слов;

ПРБ 2. овладение фонетическими навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правило отсутствия фразового ударения на служебных словах; владеть правилами чтения и осмысленно читать вслух аутентичные тексты объемом до 150 слов, построенные в основном на изученном языковом материале, с соблюдением правил чтения и интонации; овладение орфографическими навыками в отношении изученного лексического материала; овладение пунктуационными навыками: использовать запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки;

не ставить точку после заголовка; правильно оформлять прямую речь, электронное сообщение личного характера;

ПРБ 3. знание и понимание основных значений изученных лексических единиц (слов, словосочетаний, речевых клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений; выявление признаков изученных грамматических и лексических явлений по заданным основаниям;

ПРБ 4. овладение навыками распознавания и употребления в устной и письменной речи не менее 1500 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;

ПРБ 5. овладение навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей;

ПРБ 6. овладение социокультурными знаниями и умениями: знать/понимать речевые

различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учетом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;

ПРБ 7. овладение компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении - переспрос; при говорении и письме - описание/перифраз/толкование; при чтении и аудировании - языковую и контекстуальную догадку;

ПРБ 8. развитие умения сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);

ПРБ 9. приобретение опыта практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети "Интернет" (далее - сеть Интернет); использовать приобретенные умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.

## 2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ООП

Дисциплина относится к вариативной части учебного плана.

## 3. ОБЪЕМ ДИСЦИПЛИНЫ

Промежуточный контроль	Часов				
	Всего за семестр	Контактная работа .(по уч.зан.)		Самостоятельная работа в том числе подготовка контрольных и курсовых	
		Всего	Практические занятия, включая курсовое проектирование		
Семестр 1					
	0	32	32	14	0
Семестр 2					
Зачет с оценкой	0	92	92	40	0
	0	124	124	54	0

## 5. ТЕМАТИЧЕСКИЙ ПЛАН

Тема	Часов						Самост. работа	Контроль самостоятельной работы
	Наименование темы	Всего часов	Контактная работа .(по уч.зан.)					
			Лекции	Лабораторные	Практические занятия			
Семестр 1		46						
Тема 1.	Введение. Приветствие . (ЛР ТВ 4, РУУД Со 4 , РУУД ПСиДЛ 4, ПРБ 1)	10			8	2		
Тема 2.	Семья и семейные отношения. (ЛР ДНВ 3, ПУУД РсИ 1, ПРБ 2, ПРБ 3)	12			8	4		

Тема 3.	Распорядок дня. (ЛР ДНВ 3, ПУУД РСИ 1, ПРБ 2)	12			8	4	
Тема 4.	Адрес, ориентация на местности. (ЛР ГВ 7, МР КУУД СД 1, ПРБ 9)	12			8	4	
Семестр 2		132					
Тема 5.	Магазины. Покупки. (ЛР ТВ 4, МР КУУД О 1, ПРБ 5)	12			10	2	
Тема 6.	Экскурсии и путешествия. (ЛР ЭВ 2, РУУД Со 4, ПРБ 7)	24			16	8	
Тема 7.	Россия, ее национальные символы, государственное и политическое устройство. (ЛР ПВ 2, РУУД ПСИДЛ 1, ПРБ 1)	26			18	8	
Тема 8.	Страны изучаемого языка. (ЛР ЭВ 2, ПУУД РСИ 5, ПРБ 8, ПРБ 6)	28			20	8	
Тема 9.	Жизнь в городе и деревне. (ЛР ГВ 7, РУУД ПСИДЛ 1, ПРБ 2)	24			14	10	
Тема 10.	Физкультура и спорт. (ЛР ГВ 7, РУУД Со 4, ПРБ 4)	9			7	2	
Тема 11.	Профессионально-ориентированное содержание (прикладной модуль)	9			7	2	

## 6. ФОРМЫ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ШКАЛЫ ОЦЕНИВАНИЯ

Раздел/Тема	Вид оценочного средства	Описание оценочного средства	Критерии оценивания
Текущий контроль (Приложение 4)			
Тема 1.	Вопросы по теме	Устный опрос по вопросам	оценивается от 2 до 5 баллов
Тема 2.	Контрольная работа № 1	Работа состоит из практических заданий: заполнить пропуски, перевод текста, грамматический тест и т.д.	оценивается от 2 до 5 баллов
Тема 3.	Контрольная работа № 2	Работа состоит из практических заданий: заполнить пропуски, перевод текста, грамматический тест и т.д.	оценивается от 2 до 5 баллов
Тема 4.	Контрольная работа № 3	Работа состоит из практических заданий: заполнить пропуски, перевод текста, грамматический тест и т.д.	оценивается от 2 до 5 баллов
Тема 5.	Сочинение	Письменное высказывание повествовательного характера на иностранном языке. Тема может быть связана с описанием события, местности, традиции и т.д. Оценивается умение выполнить связное письменное высказывание с соблюдением правил и норм изучаемого языка.	оценивается от 2 до 5 баллов

Тема 6.	Сочинение	Письменное высказывание повествовательного характера на иностранном языке. Тема может быть связана с описанием события, местности, традиции и т.д. Оценивается умение выполнить связное письменное высказывание с соблюдением правил и норм изучаемого языка.	оценивается от 2 до 5 баллов
Тема 7.	Доклад	Устное монологическое высказывание.	оценивается от 2 до 5 баллов
Тема 8.	Контрольная работа № 4	Работа состоит из практических заданий: заполнить пропуски, перевод текста, грамматический тест и т.д.	оценивается от 2 до 5 баллов
Тема 8.	Доклад	Устное монологическое высказывание.	оценивается от 2 до 5 баллов
Промежуточный контроль (Приложение 5)			
2 семестр (ЗаО)	Билет к зачету	Каждый билет содержит следующие задания: 1. Чтение и письменный перевод оригинального текста (объемом 1000-1200 п.зн. за 1 академ. час с использованием словаря) 2. Устное сообщение и собеседование по теме Количество билетов - 40	оценивается от 2 до 5 баллов

## **ОПИСАНИЕ ШКАЛ ОЦЕНИВАНИЯ**

Показатель оценки освоения ООП формируется на основе объединения текущей и промежуточной аттестации обучающегося.

Показатель рейтинга по каждой дисциплине выражается в процентах, который показывает уровень подготовки студента.

Текущая аттестация. Используется 5-балльная система оценивания. Оценка работы студента в течении семестра осуществляется преподавателем в соответствии с разработанной им системой оценки учебных достижений в процессе обучения по данной дисциплине.

В рабочих программах дисциплин (предметов) и практик закреплены виды текущей аттестации, планируемые результаты контрольных мероприятий и критерии оценки учебных достижений.

В течение семестра преподавателем проводится не менее 3-х контрольных мероприятий, по оценке деятельности студента.

Промежуточная аттестация. Используется 5-балльная система оценивания. Оценка работы студента по окончанию дисциплины (части дисциплины) осуществляется преподавателем в соответствии с разработанной им системой оценки достижений студента в процессе обучения по данной дисциплине. Промежуточная аттестация также проводится по окончанию формирования компетенций.



Показатель оценки	По 5-балльной системе	Характеристика показателя
100% - 85%	отлично	обладают теоретическими знаниями в полном объеме, понимают, самостоятельно умеют применять, исследовать, идентифицировать, анализировать, систематизировать, распределять по категориям, рассчитать показатели, классифицировать, разрабатывать модели, алгоритмизировать, управлять, организовать, планировать процессы исследования, осуществлять оценку результатов на высоком уровне
84% - 70%	хорошо	обладают теоретическими знаниями в полном объеме, понимают, самостоятельно умеют применять, исследовать, идентифицировать, анализировать, систематизировать, распределять по категориям, рассчитать показатели, классифицировать, разрабатывать модели, алгоритмизировать, управлять, организовать, планировать процессы исследования, осуществлять оценку результатов.  Могут быть допущены недочеты, исправленные студентом самостоятельно в процессе работы (ответа и т.д.)
69% - 50%	удовлетворительно	обладают общими теоретическими знаниями, умеют применять, исследовать, идентифицировать, анализировать, систематизировать, распределять по категориям, рассчитать показатели, классифицировать, разрабатывать модели, алгоритмизировать, управлять, организовать, планировать процессы исследования, осуществлять оценку результатов на среднем уровне. Допускаются ошибки, которые студент затрудняется исправить самостоятельно.
49 % и менее	неудовлетворительно	обладают не полным объемом общих теоретическими знаниями, не умеют самостоятельно применять, исследовать, идентифицировать, анализировать, систематизировать, распределять по категориям, рассчитать показатели, классифицировать, разрабатывать модели, алгоритмизировать, управлять, организовать, планировать процессы исследования, осуществлять оценку результатов. Не сформированы умения и навыки для решения профессиональных задач
100% - 50%	зачтено	характеристика показателя соответствует «отлично», «хорошо», «удовлетворительно»
49 % и менее	не зачтено	характеристика показателя соответствует «неудовлетворительно»

## 7. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

### 7.2 Содержание практических занятий и лабораторных работ

Тема 1. Введение. Приветствие . (ЛР ТВ 4, РУУД Со 4 , РУУД ПСиДЛ 4, ПРБ 1)

Введение.

-Лексико-грамматический тест;

-Устное собеседование по теме:

Цели и задачи изучения учебной предмет «Английский язык». Английский язык как язык международного общения и средство познания национальных культур. Основные варианты английского языка, их сходство и различия. Роль английского языка в профессиональной деятельности.

Приветствие, прощание. Представление себя и других людей в официальной и неофициальной обстановке.

Я и моя семья;

Мои друзья, занятия.

Фонетика: Правила чтения. Звуки. Транскрипция

Описание человека (внешность, национальность, образование, личные качества, род занятий, должность, место работы и др.).

Повседневная жизнь.

Грамматика: глагол to be, to have, to do 9их значение как смысловых глаголов и функции как вспомогательных).

Местоимения личные, притяжательные, указательные, возвратные.

Грамматика:

Простое настоящее время глаголов. Утвердительная и отрицательная форма. Основные формы вопроса

Тема 2. Семья и семейные отношения. (ЛР ДНВ 3, ПУУД РСИ 1, ПРБ 2, ПРБ 3)

Родственные связи, состав семьи.

члены семьи (mother-in-law/nephew,stepmother,etc) Жизнь семьи, домашние обязанности. Отношения в семье.

Фонетика: Правила чтения.

Дом, квартира. Занятия, профессии членов семьи.

Название профессий (teacher, cook, businessman,etc)

Описание жилища и учебного заведения (здание, обстановка, условия жизни, мебель, техника, оборудование).

Грамматика:

согласование наклонений love/like/enjoy+infinitive/-ing

типы вопросов, способы выражения будущего времени.

Грамматика:

-Определенный и неопределенный артикль. -Отсутствие артикля

Тема 3. Распорядок дня. (ЛР ДНВ 3, ПУУД РСИ 1, ПРБ 2)

Лексика:

Распорядок дня студента колледжа. (go to college, have breakfast,take a shower,etc)

Учеба и свободное время. Виды досуга: спорт, культурная деятельность и т.д.

-Наречия (always,never,rarely,sometimes,etc)

Лексика:

Хобби: чтение, музыка и т.д. основы здорового образа жизни.

Лексика:

Домашние обязанности.

Грамматика:

-Порядковые и количественные числительные.

Грамматика:

Настоящее продолженное время. Простое прошедшее время

Тема 4. Адрес, ориентация на местности. (ЛР ГВ 7, МР КУУД СД 1, ПРБ 9)

Лексика:

-Городские учреждения. -Магазины, школы, кинотеатры, вокзалы и т.д.

Грамматика:

-Инфинитив и его формы.

Лексика:

-Общественный транспорт.

-Виды транспорта (bus, car, plane, etc)

-Перемещения в городе.

Лексика:

-Виды путешествий (travelling by plane, by train, etc)

-План города и поиск пути до нужного объекта.

Грамматика:

-неопределенные местоимения.

Лексика:

-Описание местоположения объекта (адрес, как найти).

Тема 5. Магазины. Покупки. (ЛР ТВ 4, МР КУУД О 1, ПРБ 5)

Грамматика:

-Повелительное наклонение. -Наречия.

Лексика:

-Типы магазинов и отделы в магазине (shopping mall, department store, dairy produce, etc)

Основные виды продовольственных и непродовольственных товаров.

Грамматика:

-существительные исчисляемые и неисчисляемые.

Лексика:

-Совершение покупок.

-Товары (juice, soap, milk, bread, butter, sandwich, a bottle of milk, etc)

Стоимость товара. Основные характеристики товара.

Грамматика:

Сравнительная степень прилагательных. Речевой этикет.

Грамматика:

-арифметические действия и вычисления.

Тема 6. Экскурсии и путешествия. (ЛР ЭВ 2, РУУД Со 4, ПРБ 7)

Лексика:

-Экскурсионные маршруты в родном городе.

Грамматика:

-чтение и правописание окончаний,

-образование множественного числа с помощью внешней и внутренней флексии.

Лексика:

-Экскурсионные маршруты в регионе.

Лексика:

-Достопримечательности города и региона

Лексика:

-История родного города.

Лексика:

-Путешествия на различных видах транспорта.

-Виды транспорта (car,bus,plane,train, etc)

Грамматика:

Согласование времен.

Грамматика:

Предпрошедшее время.

Грамматика:

Предложения с прямым дополнением complex object

Тема 7. Россия, ее национальные символы, государственное и политическое устройство. (ЛР ПВ 2, РУУД ПСиДЛ 1, ПРБ 1)

Лексика:

-Краткие сведения об истории России (government, president, judicial, commander-in-chief,etc )

Лексика:

-Герб, гимн, флаг Российской Федерации.

Лексика:

Географическое положение, климат, флора и фауна (wet,mild,variable, continental,etc)

Лексика:

Государственное и политическое устройство (gross domestic product,machinery, income, heavy industry,light industry,oil and gass resources,etc)

Лексика:

-Наиболее развитые отрасли экономики.

Лексика:

-Достопримечательности, крупные города (the Kremlin, the Red square, Saint Petersburg, etc)

Лексика:

-Обычаи, традиции, праздники народов России.

Грамматика:

-Сравнительные обороты than, as....as, not so....as.

Грамматика:

-Различные виды придаточных предложений.

Грамматика:

-Выражение причины, следствия и т.д.

- артикли с географическими названиями.

Тема 8. Страны изучаемого языка. (ЛР ЭВ 2, ПУУД РСИ 5, ПРБ 8, ПРБ 6)

Лексика:

-Географическое положение стран изучаемого языка.

Лексика:

-Климат, флора и фауна (wet, mild, variable,etc)

Лексика:

Национальные символы.

Лексика:

-Государственное и политическое устройство (government,president, Chamber of parliament,etc)

Лексика:

-Наиболее развитые отрасли экономики (gross domestic prodect,machinery, income, etc)

Лексика:

-Достопримечательности (sights, Tower Bridge, Big Ben, Tower.etc)

Лексика:

Обычаи, традиции.

Лексика:

-Праздники стран изучаемого языка.

-Обозначение годов, дат, времени, периодов.

Грамматика:

-Сложносочиненные предложения.

Грамматика:

-Сложноподчиненные предложения.

Тема 9. Жизнь в городе и деревне. (ЛР ГВ 7, РУУД ПСиДЛ 1, ПРБ 2)

Лексика:

-Городская инфраструктура (city center, church, square, etc).

Лексика:

-Сельская инфраструктура (comfortable, close, nice).

Лексика:

-Преимущества жизни в крупных городах.

Грамматика:

-обороты there is/ there are.

Лексика:

-Недостатки жизни в крупных городах.

Преимущества и недостатки жизни в сельской местности.

-комнаты (living-room, kitchen, etc)

Лексика:

-Личные предпочтения.

Лексика:

- Техника и оборудование (flat-screen TV, camera, computer,etc).

Грамматика:

-Степени сравнения наречий.

Тема 10. Физкультура и спорт. (ЛР ГВ 7, РУУД Со 4, ПРБ 4)

Лексика:

Виды спорта. Спортивные игры (football,yoga,rowing,etc)

Лексика:

-Здоровый образ жизни.

-Еда (egg,pizza,meat,etc)

-Участие в соревнованиях.

Лексика:

-Вредные привычки.

-Симптомы болезни (running nose, catch a cold , etc)

Лексика:

-Основы здорового питания (diet,protein, etc)

Грамматика:

-Обобщение по глагольным формам настоящего времени изъявительного наклонения.

Грамматика:

-Обобщение по глагольным формам прошедшего времени изъявительного наклонения.

Грамматика:

-Обобщение по глагольным формам будущего времени изъявительного наклонения.

Тема 11. Профессионально-ориентированное содержание ( прикладной модуль)

Современный мир профессий

Лексика:

-профессионально ориентированная лексика;

-лексика делового общения.

Проблема выбора профессии.

-грамматические структуры, типичные для научно-популярных текстов

Роль иностранного языка в вашей профессии

- особенности подготовки по профессии/специальности.

-специфика работы по профессии/специальности

-основные принципы деятельности по профессии/специальности

- основные понятия вашей профессии.

Технический процесс: перспективы и последствия.

Лексика:

-виды наук (science, natural science, social science, etc.)

Современные средства связи.

-название технических и компьютерных средств ( a tablet, a smartphone, a laptop, a machine,etc.).

-грамматические структуры предложений, типичные для научно-популярного стиля.

Выдающиеся люди родной страны и стран изучаемого языка, их вклад в науку и мировую культуру.

Лексика:

-профессионально ориентированная лексика;

-лексика делового общения;

1.Известные ученые в России.

2.Известные ученые за рубежом.

Деловое общение.

Лексика:

-профессионально ориентированная лексика;

-лексика делового общения;

- грамматические конструкции типичные для делового общения.

<p>Тема 1. Введение. Приветствие . (ЛР ТВ 4, РУУД Со 4 , РУУД ПСиДЛ 4, ПРБ 1) Изучение лексического и грамматического материала по рекомендованным учебно-методическим материалам.</p>
<p>Тема 2. Семья и семейные отношения. (ЛР ДНВ 3, ПУУД РсИ 1, ПРБ 2, ПРБ 3) Изучение лексического и грамматического материала по рекомендованным учебно-методическим материалам.</p>
<p>Тема 3. Распорядок дня. (ЛР ДНВ 3, ПУУД РсИ 1, ПРБ 2) Изучение лексического и грамматического материала по рекомендованным учебно-методическим материалам.</p>
<p>Тема 4. Адрес, ориентация на местности. (ЛР ГВ 7, МР КУУД СД 1, ПРБ 9) Изучение лексического и грамматического материала по рекомендованным учебно-методическим материалам. Создание маршрутного листа ( подробное описание безопасного маршрута до колледжа)</p>
<p>Тема 5. Магазины. Покупки. (ЛР ТВ 4, МР КУУД О 1, ПРБ 5) Изучение лексического и грамматического материала по рекомендованным учебно-методическим материалам. Написание сочинения по теме.</p>
<p>Тема 6. Экскурсии и путешествия. (ЛР ЭВ 2, РУУД Со 4, ПРБ 7) 1. Изучение лексического и грамматического материала по рекомендованной учебно-методической литературе. 2. Защита презентации по теме.</p>
<p>Тема 7. Россия, ее национальные символы, государственное и политическое устройство. (ЛР ПВ 2, РУУД ПСиДЛ 1, ПРБ 1) 1. Изучение лексического и грамматического материала по рекомендованной учебно-методической литературе. 2. Защита презентации по теме.</p>
<p>Тема 8. Страны изучаемого языка. (ЛР ЭВ 2, ПУУД РсИ 5, ПРБ 8, ПРБ 6) 1. Изучение лексического и грамматического материала по рекомендованным учебно-методическим материалам 2. Защита презентаций по теме</p>
<p>Тема 9. Жизнь в городе и деревне. (ЛР ГВ 7, РУУД ПСиДЛ 1, ПРБ 2) 1. Изучение лексического и грамматического материала по рекомендованным учебно-методическим материалам 2. Защита презентаций по теме 3. Подготовка к дифференцированному зачету</p>
<p>Тема 10. Физкультура и спорт. (ЛР ГВ 7, РУУД Со 4, ПРБ 4) Изучение лексического и грамматического материала по рекомендованным учебно-методическим материалам.</p>
<p>Тема 11. Профессионально-ориентированное содержание ( прикладной модуль) Изучение лексического и грамматического материала по рекомендованным учебно-методическим материалам.</p>

7.3.1. Примерные вопросы для самостоятельной подготовки к зачету/экзамену  
Приложение 1

7.3.2. Практические задания по дисциплине для самостоятельной подготовки к зачету/экзамену  
Приложение 2

7.3.3. Перечень курсовых работ  
Не предусмотрено

7.4. Электронное портфолио обучающегося  
Материалы не размещаются.

7.5. Методические рекомендации по выполнению контрольной работы  
Не предусмотрено

7.6 Методические рекомендации по выполнению курсовой работы  
Не предусмотрено

## **8. ОСОБЕННОСТИ ОРГАНИЗАЦИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ ДЛЯ ЛИЦ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ**

### ***По заявлению студента***

В целях доступности освоения программы для лиц с ограниченными возможностями здоровья при необходимости кафедра обеспечивает следующие условия:

- особый порядок освоения дисциплины, с учетом состояния их здоровья;
- электронные образовательные ресурсы по дисциплине в формах, адаптированных к ограничениям их здоровья;
- изучение дисциплины по индивидуальному учебному плану (вне зависимости от формы обучения);
- электронное обучение и дистанционные образовательные технологии, которые предусматривают возможности приема-передачи информации в доступных для них формах.
- доступ (удаленный доступ), к современным профессиональным базам данных и информационным справочным системам, состав которых определен РПД.

## **9. ПЕРЕЧЕНЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ УЧЕБНОЙ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ**

Сайт библиотеки УрГЭУ

<http://lib.usue.ru/>

### **Основная литература:**

1. Аитов В. Ф., Аитова В. М., Кади С. В. Английский язык (A1-B1+) [Электронный ресурс]: Учебное пособие Для СПО. - Москва: Юрайт, 2020. - 234 – Режим доступа: <https://urait.ru/bcode/448454>

2. Дюканова Н.М. Английский язык [Электронный ресурс]: Учебное пособие. - Москва: ООО "Научно-издательский центр ИНФРА-М", 2021. - 319 – Режим доступа: <https://znanium.com/catalog/product/1209237>

3. Невзорова Г. Д., Никитушкина Г. И. Английский язык. Грамматика [Электронный ресурс]: Учебное пособие для вузов. - Москва: Юрайт, 2022. - 213 – Режим доступа: <https://urait.ru/bcode/490866>



4. Левченко В. В., Долгалёва Е. Е., Мещерякова О. В. Английский язык для экономистов [Электронный ресурс]: Учебник и практикум Для СПО. - Москва: Юрайт, 2022. - 351 – Режим доступа: <https://urait.ru/bcode/489948>
5. Невзорова Г. Д., Никитушкина Г. И. Английский язык. Грамматика [Электронный ресурс]: Учебное пособие Для СПО. - Москва: Юрайт, 2022. - 213 – Режим доступа: <https://urait.ru/bcode/491346>
6. Маньковская З. В. Деловой английский язык: ускоренный курс [Электронный ресурс]: Учебник. - Москва: ООО "Научно-издательский центр ИНФРА-М", 2022. - 160 с. – Режим доступа: <https://znanium.com/catalog/product/1851442>
7. Ашурбекова Т. И., Мирзоева З. Г. Английский язык для экономистов (В1–В2) [Электронный ресурс]: учебник и практикум для вузов. - Москва: Юрайт, 2022. - 195 – Режим доступа: <https://urait.ru/bcode/470402>
8. Кузьменкова Ю. Б. Английский язык (базовый и углубленный уровни). 10—11 классы [Электронный ресурс]: учебник для соо. - Москва: Юрайт, 2022. - 414 – Режим доступа: <https://urait.ru/bcode/509208>
9. Уваров В. И. Английский язык для экономистов (А2-В2). English for Business + аудиозаписи [Электронный ресурс]: учебник и практикум для спо. - Москва: Юрайт, 2023. - 393 с – Режим доступа: <https://urait.ru/bcode/511676>
10. Минаева Л. В., Луканина М. В., Варченко В. В. Английский язык. Навыки устной речи (I am all Ears!) + аудиоматериалы [Электронный ресурс]: учебное пособие для спо. - Москва: Юрайт, 2023. - 199 с – Режим доступа: <https://urait.ru/bcode/515213>

#### **Дополнительная литература:**

1. Голицынский Ю. Б. Грамматика: сборник упражнений. - Санкт-Петербург: КАРО, 2018. - 575
2. Маньковская З. В. Английский язык в ситуациях повседневного делового общения [Электронный ресурс]: Учебное пособие. - Москва: ООО "Научно-издательский центр ИНФРА-М", 2021. - 223 – Режим доступа: <https://znanium.com/catalog/product/1402441>
3. Иванова О. Ф., Шиловская М. М. Английский язык. Пособие для самостоятельной работы учащихся (В1 — В2) [Электронный ресурс]: Учебное пособие Для СПО. - Москва: Юрайт, 2022. - 352 – Режим доступа: <https://urait.ru/bcode/494740>
4. Стогниева О. Н. Английский язык для экономистов (В1–В2) [Электронный ресурс]: Учебное пособие Для СПО. - Москва: Юрайт, 2022. - 197 – Режим доступа: <https://urait.ru/bcode/494791>
5. Архипович Т. П., Короткова В. А. Английский язык для гуманитариев (В1). В 2 ч. Часть 1 [Электронный ресурс]: Учебник и практикум Для СПО. - Москва: Юрайт, 2022. - 445 – Режим доступа: <https://urait.ru/bcode/494116>
6. Кузьменкова Ю. Б. Английский язык + аудиозаписи в ЭБС [Электронный ресурс]: Учебник и практикум Для СПО. - Москва: Юрайт, 2022. - 441 – Режим доступа: <https://urait.ru/bcode/489640>
7. Маньковская З. В. Английский язык в ситуациях повседневного делового общения [Электронный ресурс]: Учебное пособие. - Москва: ООО "Научно-издательский центр ИНФРА-М", 2023. - 223 с. – Режим доступа: <https://znanium.com/catalog/product/1902093>
8. Полубиченко Л. В., Изволенская А. С., Кожарская Е. Э. Английский язык для колледжей (А2-В2) [Электронный ресурс]: учебное пособие для спо. - Москва: Юрайт, 2023. - 185 с – Режим доступа: <https://urait.ru/bcode/530851>

### **10. ПЕРЕЧЕНЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ, ВКЛЮЧАЯ ПЕРЕЧЕНЬ ЛИЦЕНЗИОННОГО ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ И ИНФОРМАЦИОННЫХ СПРАВОЧНЫХ СИСТЕМ, ОНЛАЙН КУРСОВ, ИСПОЛЬЗУЕМЫХ ПРИ ОСУЩЕСТВЛЕНИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ**

#### **Перечень лицензионного программного обеспечения:**

Astra Linux Common Edition. Договор № 1 от 13 июня 2018, акт от 17 декабря 2018. Срок действия лицензии - без ограничения срока.

МойОфис стандартный. Соглашение № СК-281 от 7 июня 2017. Дата заключения - 07.06.2017. Срок действия лицензии - без ограничения срока.

## **Перечень информационных справочных систем, ресурсов информационно-телекоммуникационной сети «Интернет»:**

**мультитран, электронный словарь**

[www.multitran.ru](http://www.multitran.ru)

**электронный словарь**

[www.lingvo.ru](http://www.lingvo.ru)

### **11. ОПИСАНИЕ МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЙ БАЗЫ, НЕОБХОДИМОЙ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ**

Реализация учебной дисциплины осуществляется с использованием материально-технической базы УрГЭУ, обеспечивающей проведение всех видов учебных занятий и научно-исследовательской и самостоятельной работы обучающихся:

Специальные помещения представляют собой учебные аудитории для проведения всех видов занятий, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечением доступа в электронную информационно-образовательную среду УрГЭУ.

Все помещения укомплектованы специализированной мебелью и оснащены мультимедийным оборудованием спецоборудованием (информационно-телекоммуникационным, иным компьютерным), доступом к информационно-поисковым, справочно-правовым системам, электронным библиотечным системам, базам данных действующего законодательства, иным информационным ресурсам служащими для представления учебной информации большой аудитории.

Для проведения занятий лекционного типа презентации и другие учебно-наглядные пособия, обеспечивающие тематические иллюстрации.

**7.3.1. Примерные вопросы для самостоятельной подготовки к зачету/  
дифференцированному зачету**

**1 семестр**

Тема 1. Введение.

Тема 2. Семья и семейные отношения.

Тема 3. Распорядок дня.

Тема 4. Адрес, ориентация на местности.

1. Have you got a family?
2. Is your family big or small?
3. Have you got any brothers or sisters?
4. Have you got grandparents?
5. How old are they?
6. What are the members of your family fond of?
7. Do your children go to school?
8. Where do your parents work?
9. What are your parents`names?
10. Have you got any aunts or uncles?
11. Have you got any nieces or nephews?
12. Where do they study?
13. Where do they live?
14. How does your family spend holidays?
15. What do you do on weekends?
16. What time do you get up?
17. Where do you have breakfast?
18. What do you have for breakfast?
19. Do you go to school in the morning or in the afternoon?
20. What time do you have lunch?
21. What do you do in the afternoon?
22. When do you do your homework?
23. Do you have a shower before going to bed?
24. Do you watch TV at night?
25. What is your favorite TV programme?
26. What time do you go to bed?
27. What is your hobby?
28. What are your hobbies?
29. Do you have any hobby?
30. What do you do for fun?
31. What do you do in your spare/free time?
32. What do you do when you`re bored?
33. Do you like skyscrapers and tall buildings in the city?
34. Is it better to get education in the countryside or in the city?
35. Where would you prefer to live in the city or in the country?
36. Is it difficult to find a job in the countryside?
37. Where can you go to have fun in the city/ in the country?
38. Where the environmental situation is better: in the countryside or in the city?
39. Do you live in a flat or in the house?
40. How many floors are there in your house?
41. How many rooms are there in your house?

42. Are they big or not?
43. Are there any pictures on the walls?
44. What furniture is there in your living room?
45. What color is your house?
46. Do you have a large hall?
47. What is there in your kitchen?
48. Have you got a garden near the house?
49. Have you got a balcony?
50. Are the windows large?
51. Have you got a room of your own?
52. What do you like most of all in your house?

## **2 семестр**

Тема 5. Магазины. Покупки.

Тема 6. Экскурсии и путешествия

Тема 7. Россия, ее национальные символы, государственное и политическое устройство.

Тема 8. Страны изучаемого языка.

Тема 9. Жизнь в городе и в деревне.

Тема 10. Физкультура и спорт.

1. Do you like shopping?
2. What departments do you like most in shops?
3. What do you usually buy in the store?
4. Which days of the week do you prefer to go shopping?
5. How many stores are in the immediate vicinity of your house?
6. Do you like the service in the store?
7. Why do you prefer the store to the market?
8. What is the official language of the UK? What other languages are spoken in the UK?
9. Have you ever been abroad?
10. Where have you been?
11. Are you planning on going anywhere for your next vacation?
12. If so, where?
13. How long will you stay?
14. Describe the most interesting person you met on one of your travels.
15. What was your best trip?
16. What was your worst trip?
17. Have you ever hitchhiked? If so, how many times?
18. Did your class in high school go on a trip together?
19. If so, where did you go?
20. How long did you stay?
21. Do you prefer summer vacations or winter vacations?
22. Do you prefer hot countries or cool countries when you go on holiday?
23. Do you prefer to travel alone or in a group? Why?
24. Do you prefer to travel by train, bus, plane or ship?
25. Do you prefer traveling by car or by plane?
26. Have you ever been in a difficult situation while traveling?
27. Have you ever been on an airplane?
28. How many times?
29. What airlines have you flown with?
30. Have you ever gotten lost while traveling? If so, tell about it.

31. How do you spend your time when you are on holiday and the weather is bad?
32. If you traveled to South America, what countries would like to visit?
33. If you were going on a camping trip for a week, what 10 things would you bring? Explain why.
34. What are some things that you always take with you on a trip?
35. What countries would you like to visit? Why?
36. What are some countries that you would never visit? Why would you not visit them?
37. What do you need before you can travel to another country?
38. What is the most interesting city to visit in your country?
39. What is the most interesting souvenir that you have ever bought on one of your holidays?
40. What was the most interesting place you have ever visited?
41. What city is the capital of Russia?
42. What are the main rivers in Russia?
43. Name 3 largest cities in Russia.
44. What types of climate are there in Russia?
45. Who is the president of Russian Federation?
46. Who is the Prime Minister in Russia?
47. What are the main symbols of Russia?
48. What is the population in Russia?
49. Name the highest mountain in Russia.
50. What animals live in Russia?
51. What is the full name of the country? Where is it situated? Is the UK an island or a continental state?
52. What are the main mountains and rivers?
53. What is the population of Great Britain?
54. What is the capital of the UK? What other British cities do you know?
55. What does the term 'parliamentary monarchy' mean?
56. What chambers does the British parliament consist of?
57. What chamber plays the major role in law-making?
58. What is 'the commonwealth'?
59. What famous British people can you name?
60. What sports are popular in the UK?
61. What sights would you like to visit?
62. How did you get there?
63. Do you like skyscrapers and tall buildings in the city?
64. Is it better to get education in the countryside or in the city?
65. Where would you prefer to live in the city or in the country?
66. Where can you go to have fun in the city/ in the country?
67. Where the environmental situation is better: in the countryside or in the city?

### 7.3.2. Практические задания по дисциплине для самостоятельной подготовки к зачету / дифференцированному зачету

#### 1 семестр

1. Чтение и письменный перевод оригинального текста (объемом 1000-1200 п.зн. за 1 академ. час с использованием словаря)

##### Пример текста

Family is an important part of everyone's life. At family home we can feel happy and quiet, because our dearest people live here. They always support and are ready to help in any situation. For example, I tell you about my family. But I don't have a family of my own yet, so I will speak about my parents' family.

There are 4 of us in the family: father, mother, my elder sister and me. My name is Ivan and I am at 11-th grade. So I am 18 years old. This summer I'm going to enter the Moscow University for the Humanities. And now I am preparing for my final exams.

My father, Igor Borisovich, helps in my preparing very much. He is 49 years old and he is a professor of philosophy. He is very clever and experienced. His advices make everything easy and understandable.

My mother, Elena Ivanovna, helps me too. She is 48 years old and she works as a journalist. My mother teaches me to write essays and I'm sure, that this part of my exams will passed excellent. But that's not the point. My mother is the most beautiful, kindest, cleverest woman! And I think, she is the best mother in the world.

My dear elder sister Natasha lives separately. She got married last year and moved to another area. Her husband Maxim is an entrepreneur. They are a very happy young family. They have a big house in the country, and I with my parents often visit them. Maxim and Natasha also say that I will succeed and I definitely enter the University.

So, all my family supports me. And I feel this powerful support. I know my family is my protection from any misfortunes.

2. Устное сообщение и собеседование по теме

#### 2 семестр

1. Чтение и письменный перевод оригинального текста (объемом 1000-1200 п.зн. за 1 академ. час с использованием словаря)

##### Пример текста

Russia is also officially known as the Russian Federation. It's the largest country in the world with the total area of about 17 million square kilometers. Russia is situated in Europe and in Asia. It is washed by 12 seas. Russia borders on Norway, Finland, Estonia, Latvia, Lithuania, Poland, Belarus, Ukraine, Georgia, Azerbaijan, Kazakhstan, China, Mongolia and North Korea. It also has a sea border with Japan and the United States. The population of Russia is about 142 million people. It's the ninth most populous nation in the world. The capital of the country is Moscow.

Russia has a great variety of landscapes. There are plains and forests, highlands and deserts, tundra and taiga. There are lots of mountains and over two million rivers in the country. The main ones are the Volga, which is the longest river in Europe, the Ob, the Yenisei and the Lena. Russia's lakes contain one-quarter of the world's fresh water. The deepest and the purest lake Baikal is situated in Russia.

Russia is a highly developed industrial country. It has the world's largest reserves of mineral and energy resources. The country is rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral resources. Despite the economic problems that Russia is facing nowadays, the country remains one of the leading countries in the world.

2. Устное сообщение и собеседование по теме

**Приложение 4  
к рабочей программе**

Федеральное государственное бюджетное образовательное учреждение высшего  
образования  
**УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ**

**УТВЕРЖДЕНЫ**  
**на заседании Педагогического совета колледжа**

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ**

**ТЕКУЩЕГО КОНТРОЛЯ**  
по учебному предмету  
**Иностранный язык**

## Контрольная работа № 1

**Задание 1.** Прочитайте текст и заполните пропуски А–Е частями предложений, обозначенными цифрами 1–6. Одна из частей в списке 1–6 лишняя. Ответы зафиксируйте в специальном бланке.

### Our family

1. We are a large and friendly family. There are six of us: grandfather, grandmother, father, mother, my younger sister and I. I have an elder sister too, she is 22 years old, but she doesn't live with our family. She is married. She has a little family of her own: a husband and a child – a two-year old boy.

2. Our grandpa is a scientist. He is on the wrong side of 60, but he does not want to retire. He works at the university. He works part-time. He goes to the university two or three times a week and delivers lectures to students and does a scientific work. On the days when he is at home, he works in his study, **A** \_\_\_\_\_.

3. Our grandma is retired. She was a teacher and worked at school. She is the recognized head of the family. She keeps house. Of course we help her about the house: all of us do our share in daily household chores. My sister washes the dishes, sweeps and washes the floor, washes the sink in the kitchen. My work is

**B** \_\_\_\_\_. Our mother and father do most of the shopping. My mother and sister also do washing. But **C** \_\_\_\_\_ is done by grandma. She is a wonderful cook, and all our family likes her cooking very much.

4. Father is a doctor. He works in a large hospital. Mum is an economist and she works at a bank. Both our parents are very busy. Father has a car. In the morning he drives mother to work, then he goes to his hospital. Father also always drives grandfather to work on his University days.

5. My sister and I go to school. We are both senior formers, so naturally school takes up a lot of our time. We spend most of the afternoons and the evenings

**D** \_\_\_\_\_.

6. At the weekend we are not as busy as on week days, and we can relax: visit or receive friends or relations or just go for a walk. I also enjoy quiet Saturday evenings, when all members of our friendly family are at home and nobody is in a hurry and we are quietly sitting in our large and comfortable living-room, **E** \_\_\_\_\_ and drinking nice hot cups of tea with something delicious prepared by grandmother.

1. talking, joking, discussing our everyday affairs

2. most of the cooking

3. driving me to school

4. preparing for his lectures and writing a book

5. doing our homework

6. emptying the dustbin, beating the carpet, dusting and vacuum cleaning

**Задание 2.** Прочитайте вопросы А – Е. Установите, в каких абзацах 1 – 6 можно найти ответы на эти вопросы. Используйте каждый абзац только один раз. Один абзац не подойдет. Ответы зафиксируйте в специальном бланке.

A) Who works as a university teacher? – \_\_\_\_\_

B) Who spends a lot of time doing the home task? – \_\_\_\_\_

C) Who does not live with the family? – \_\_\_\_\_

D) Who drives some of the family members to work? – \_\_\_\_\_

E) Who does wet cleaning of the house? – \_\_\_\_\_

**Задание 3.** Прочитайте текст и выполните задания 1 – 5. Только один вариант ответа является правильным. Ответы зафиксируйте в специальном бланке.

1. "...he works in his study" means:

a) he studies something.

b) he does his homework.



- c) he works on his research.
  - d) he works in his special room.
2. "He is on the wrong side of 60" means:
    - a) he is about 60.
    - b) he has written more than 60 scientific books.
    - c) he is more than 60.
    - d) he drives the car at a speed exceeding 60 km/h.
  3. Who is the householder in the family?
    - a) Father.
    - b) Grandfather.
    - c) Grandmother.
    - d) Mother.
  4. "His University days" means:
    - a) the days when he studied at the University
    - b) the days when he works at the University
    - c) the days when he worked at the University
    - d) the name of the metro station
  5. The Saturday evenings are quiet in the family because
    - a) everyone sleeps long hours.
    - b) all members of the family are not at home.
    - c) everyone is eating something delicious.
    - d) nobody is in a hurry.

## Контрольная работа № 2

### Исправьте ошибки в следующих предложениях.

1. Where are my money?
2. I can't find them anywhere. Have you seen them?
3. I need some informations.
4. We are going to sell all the furnitures.
5. I'm looking for a new jeans.
6. Your hairs are getting very long.
7. My knowledges of English are very limited.
8. We had a lot of homeworks yesterday.
9. Do you think she is making a progress with her English?
10. Mass media plays an important part in our life.

### Выберите грамматически верный вариант ответа.

1. My uncle \_\_\_ a yacht last week.  
A did buy    B bought    C buyed
2. She \_\_\_ French when she was at school.  
A study    B did study    C studied
3. I \_\_\_ the bills last month.  
A didn't pay    B didn't paid    C payed
4. \_\_\_ a new TV program yesterday?  
A Watched you    B Did you watch    C Did you watched
5. It was my brother's birthday on Sunday, so I \_\_\_ him a postcard.  
A sent    B send    C sended
6. We \_\_\_ last night due to the nasty weather.  
A didn't went out    B did go out    C didn't go out
7. Who \_\_\_ the first airplane?  
A did invented    B did invent    C invented

8. My grandfather \_\_\_ violin very well when he was young.  
A can play B could play C could played
9. We \_\_\_ a lot last year.  
A did travel B travelled C did travelled
10. When \_\_\_ Maria?  
A did you last see B did you last saw C you last saw
11. We \_\_\_ to sell our old house and buy a new one.  
A did decide B did decided C decided
12. I \_\_\_ when I was getting off the bus.  
A slipped B sliped C did slip
13. How much time \_\_\_ in Germany last month?  
A did you spend B did you spent C did you spend
14. John was so thirsty that he \_\_\_ two glasses of water.  
A drink B drank C drank
15. It was hot, so I \_\_\_ the window.  
A did open B open C opened
16. Sandra \_\_\_ her English exam successfully yesterday.  
A passed B passed C did pass
17. When \_\_\_ your new garage?  
A did you built B did you build C you built
18. The film was boring. I \_\_\_ it.  
A enjoy B didn't enjoyed C didn't enjoy
19. Nobody \_\_\_ while we were having dinner.  
A didn't phone B phoned C did phone
20. We \_\_\_ a nice time at seaside last summer.  
A had B did have C haved
21. My dad \_\_\_ when he was little.  
A didn't smoked B not smoked C didn't smoke
22. \_\_\_ any museums when you were in England?  
A Visited you B Did you visited C Did you visit
23. Rosa was sleeping when somebody \_\_\_ on the door.  
A did knock B knocked C did knocked
24. My mother was very tired, so she \_\_\_ to bed early last night.  
A went B go C did go
25. He never \_\_\_ long distances when he was a child.  
A runned B ran C didn't run

### Контрольная аудиторная работа № 3

**Выберите грамматически верный вариант ответа.**

1. The decrease in cost of microelectronic devices .... about changes in the way people and computers interact since the beginning of the century.  
a) brought b) have brought c) has brought
2. My friend .... a new PC recently and he is very happy now, because it gives him a lot of opportunities for work.  
a) buy b) bought c) has bought
3. I'm not going to surf the Internet today. I .... all necessary information some time ago.  
a) find b) found c) have found
4. Our group mates .... English on-line this week yet.  
a) haven't practised b) didn't practise c) hasn't practised
5. .... you brother ever ... Photoshop?

- a) does use      b) has used      c) is used
6. When .... Alex ... icons and music from the Internet last time?  
a) does download    b) did download    c) has downloaded
7. I haven't seen my cousin .... 2005.  
a) since            b) from            c) for
8. I .... computer literate by the age of 18.  
a) became          b) have become    c) had become
9. When we came home, my father already ... on-line banking.  
a) did              b) was doing      c) had done
10. The children .... games on-line yet, when their mother came home.  
a) haven't played    b) hasn't played    c) hadn't played
11. .... you every opportunity to master English by the time you left the University?  
a) did use          b) had used          c) have used
12. Perhaps my brother .... computer business by the time he is 35.  
a) will have started    b) will have start    c) will start
13. Mary's parents .... a new laptop to her when she passes all her exams with excellent marks.  
a) present          b) presented          c) will have presented
14. Probably everyone .... computers that fit into your hand by 2020.  
a) will have          b) will be having    c) will have had
15. I hope books and newspaper ... by the 22nd century.  
a) haven't disappeared    b) won't have disappeared    c) hadn't disappeared
16. By what time ... you that website?  
a) will make          b) will have make    c) will have made
17. Modern PCs do amazing things: they .... even understand spoken language!  
a) can              b) could              c) may
18. Nowadays computers .... follow instructions and play mathematical games.  
a) could              b) can              c) will be able to
19. A lot of musicians and music companies were not happy, because people .... get their music free in the Internet.  
a) can              b) will be able to    c) could
20. Nowadays everybody .... be computer literate.  
a) must              b) had to              c) to be to
21. .... he .... make a report about new computer- based technologies yesterday?  
a) does, have to    b) did, have to      c) is, have to
22. I think you ... change your old PC for a new model of a laptop – it's more convenient to use.  
a) must              b) should              c) can
23. When your parents ask you where you were last night, you ... tell them lies.  
a) shouldn't      b) mustn't          c) оба варианта возможны
24. Before I entered the University, I ... surf the Internet and find necessary information.  
a) couldn't          b) can't              c) won't be able to
25. .... I borrow your floppy disk? – Of course, I have some at home.  
a) must              b) may              c) should
26. The train ..... to arrive at 5 o'clock.  
a) be                b) is                c) are
27. I have only .... computer at home.  
a) one                b) two                c) three
28. I don't like political programmes, but I like musical ....  
a) one                b) ones              c) оба варианта возможны
29. Internet is the greatest source of information and the most popular... .  
a) one                b) ones              c) оба варианта возможны
30. My mother is the best friend for me and a very fair ... .

- a) one                      b) ones                      c) оба варианта возможны

#### Контрольная работа № 4

**Выберите грамматически верный вариант ответа.**

1. Scotland and Ireland have their own languages, but these ... seldom and English is known by everyone there.  
a) am spoken                      b) is spoken                      c) are spoken
2. About 9% of the territory of Great Britain ... by Wales.  
a) am occupied      b) is occupied                      c) are occupied
3. The congress of the United States of America ... of two houses: the Senate and the House of Representatives.  
a) is consisted      b) consists                      c) is consisting
4. Presidential elections in the USA ... every leap year on the first Tuesday, following the first Monday in November.  
a) are held                      b) is held                      c) hold
5. Administratively Great Britain ... into states, it consists of 55 counties.  
a) does not      b) is not divided                      c) did not divide  
divide
6. When ... the presidential elections always ... in the USA?  
a) do hold                      b) are held                      c) is held
7. A delegation of teachers from Oxford University ... by the Rector of the USUE in the conference room, while we were meeting students.  
a) was meeting      b) was being met                      c) were being met
8. My parents are going to visit London next weekend. Now some routes ... by them.  
a) are discussing      b) are being                      c) is discussing  
discussed
9. We were told to keep silence, a new Rector of the USUE ... by the deans of the faculties at the moment.  
a) is elected                      b) is being elected                      c) was being elected
10. A new skyscraper ... in the centre of Yekaterinburg now.  
a) builds                      b) is building                      c) is being built
11. A presentation of new educational programme ... already ... to the delegation from London Business School.  
a) was shown                      b) has been shown                      c) has shown
12. Last year the election of a new Rector ... by the majority of students, teachers and deans of the faculties.  
a) is supported                      b) was supported                      c) will be supported
13. When ... the US Constitution ...?  
a) is adopted                      b) was adopted                      c) were adopted
14. The date of foundation of the USUE ... last year.  
a) didn't celebrate      b) wasn't                      c) not celebrated  
celebrated
15. A lot of applicants ... by the selection committee (приемная комиссия) before they became students.  
a) had examined                      b) were examined                      c) had been examined
16. My friend is planning to visit London this spring. He hopes he ... by St. Paul's Cathedral and the National Gallery.  
a) be impressed                      b) will impress                      c) will be impressed
17. Millions of tourists from all over the world ... New York next summer.  
a) visited                      b) will be visited                      c) will visit

18. The strategy of development of Cambridge University ... by professors tomorrow.  
 a) will be debated    b) will be debating    c) will debate
19. You ... the computer since seven o'clock. It's time to turn it off.  
 a) have been    b) has been    c) had been playing  
 playing                      playing
20. My sister ... with me for three weeks now.  
 a) is staying              b) stays                      c) has been staying
21. How long ... you ... for a telephone call? - Since two o'clock.  
 a) do wait              b) have been waiting    c) has waited
22. Before the company went bankrupt, it ... money for months.  
 a) have been losing    b) has been losing    c) had been losing
23. It ... for three hours when I left home.  
 a) was raining              b) rained                      c) had been raining
24. My younger brother has been playing tennis ... he was five.  
 a) since                      b) from                      c) during
25. I haven't been to my native town ... 10 years.  
 a) since                      b) from                      c) during

### **Вопросы по теме «Введение. Приветствие»**

11. What is your name?
12. How old are you?
13. Where are you from?
14. Where do you live?
15. How are you doing today?
16. How have you been?
17. How are you? / Are you all right? / Are you okay?
18. How's it going? / How are you getting on?
19. How's everything? / How are things? / How's life?
20. What's new? / What's good? / What's happening? / What's going on?
21. What's up?
22. What's cracking?
23. Where have you been hiding?

### **Темы сочинений по теме «Магазины. Покупки»**

1. Every day shopping.
2. Shopping on-line.

### **Темы сочинений по теме «Экскурсии и путешествия»**

1. Why do people travel?
2. My native city/town.
3. Places of interests in Yekaterinburg

### **Темы докладов по теме «Россия, ее национальные символы, государственное и политическое устройство»**

1. Location.
2. Landscapes.
3. Industry.
4. Culture.

## 5. Traditions.

### **Темы докладов по теме «Страны изучаемого языка»**

1. England
2. Wales
3. Northern Ireland
4. Scotland
5. The USA
6. Canada
7. Australia
8. New Zealand

**Приложение 5  
к рабочей программе**

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**УТВЕРЖДЕНЫ**  
на заседании Педагогического совета колледжа

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ**

**ПРОМЕЖУТОЧНОГО КОНТРОЛЯ**  
по учебному предмету  
**Иностранный язык**

Билеты для зачета

Федеральное государственное бюджетное образовательное учреждение высшего образования  
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Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 1**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Overall 64% of UK adults say they use the internet for news. However, qualitative research suggests that the frequency with which people consume online news could be under-reported. Many people most readily associate the term 'news' with traditional sources, such as those in newspapers and on TV, as opposed to online.

Social media is the most popular type of online news, used by 44% of UK adults, compared to 37% that use any other type of internet source. Social media is now used by 44% of people to access news. However, while lots of people can recall the social media site they consumed the news on (e.g. 76% of respondents said they used Facebook for news nowadays), some struggle to remember the original source of the news story. For instance, 43% of those who used

Facebook for news said they only knew the original source of news stories posted by other people they follow on Facebook 'some of the time'. Qualitative research suggests that this may be partly because social media sites display news content from a wide range of different sources and alongside other types of content, making it harder to distinguish news from other kinds of content and to identify the original source.

One in five (18%) said they use social media for international news, however only two thirds (65%) of these respondents said they are satisfied with the quality of the news provided. TV is also the most popular platform for accessing local news. Half of all adults say they watch regional and local broadcasts on BBC TV (48%) and one third, ITV (32%). More than four in five of these viewers are satisfied with the quality of news that these channels provide.

Задание 2. Устное сообщение по теме: Social media.



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**БИЛЕТ № 2**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

A strong password provides essential protection from financial fraud and identity theft. One of the most common ways that hackers break into computers is by guessing passwords. Simple and commonly used passwords enable intruders to easily gain access and control of a computing device. The careless way people choose passwords is putting computer security at risk. According to a recent survey of 5,000 computer users, most people's passwords are easy for hackers to guess. The names of family and friends, football teams, pets and cars are common sources of password inspiration, even though such information is relatively easy to obtain.

In a separate study in the US last year, a password-cracking program set about finding the passwords of the 10,000 employees of a well-known international financial firm. It discovered 30% of the passwords in one hour.

NetSafe says that passwords should be a combination of letters, numbers and symbols at least eight digits long, and be changed at least once a month. They suggest using a mnemonic to create a strong, but memorable, password. A common technique is to take the first letter of each word in a phrase, expression or song lyric familiar to the user and then use random capitalization, substitute digits for letters and add punctuation marks. For example, *'Yesterday, all my troubles seemed so far away'* could be *'Y,am7sSFa!'*

The Golden Rule is: don't have anything which is in the dictionary. Even though some password-cracking programs can test nearly 8 million combinations every second, breaking a truly random eight-character password could still take more than 10 years on average.

Задание 2. Устное сообщение по теме: Strong password

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**БИЛЕТ № 3**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

By the 1980s, home computers were becoming more common and social media was becoming more sophisticated. Internet relay chats were first used in 1988 and continued to be popular well into the 1990's.

The first recognizable social media site, Six Degrees, was created in 1997. It enabled users to upload a profile and make friends with other users. In 1999, the first blogging sites became popular, creating a social media sensation that is still popular today.

After the invention of blogging, social media began to explode in popularity. Sites like MySpace and LinkedIn became popular in the early 2000s, and sites like Photobucket and Flickr offered online photo sharing. YouTube came out in 2005 and created an entirely new way for people to communicate and share with each other across great distances.

By 2006, Facebook and Twitter both became available to users throughout the world. These sites remain some of the most popular social networks on the Internet.

Today, there is a great variety of social networking sites, and many of them can be linked to allow cross-posting. This creates an environment where users can reach the maximum number of people and still have private person-to-person communication.

We don't know how the future of social networking may look in the next 100 years from now, but it seems clear that it will exist in some form for as long as people are alive.

Задание 2. Устное сообщение по теме: Social media

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**БИЛЕТ № 4**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

A mobile phone is a device that can make and receive telephone calls over a radio link while moving around a wide geographic area. It does so by connecting to a cellular network provided by a mobile phone operator, allowing access to the public telephone network. By contrast, a cordless telephone is used only within the short range of a single, private base station.

Whatever may be said against mobile phones their advantages have always scored over their disadvantages. They have proved useful for every purpose. Nothing is as comfortable as a mobile phone for communicating over a distance. It is hard to imagine life without mobiles. They are now inexpensive, user-friendly and equipped with almost every latest feature you desire. Today, a technologically advanced mobile phone can perform as many tasks as well as that of a personal computer.

Nowadays you can make voice calls, send text messages, take photos and record video clips with mobile phones. However the latest 3G phones can do much more than that. 3G stands for 'third generation'. With 3G phones you can do many things that you normally do on a computer. For example, you can access the Internet and send and receive e-mails. On some models you can even type letters and download them onto your PC. You can download songs from the Internet and play them on your phone, and you can also listen to the radio. The most recent phones actually allow you to watch TV so you never need to miss your favourite programmes. Mobile phone manufacturers are hoping that in the future a mobile phone is the only gadget you'll ever need!

Задание 2. Устное сообщение по теме: Mobile phone

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**БИЛЕТ № 5**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

On the one hand, TV keeps people informed of current events; TV gives us wonderful possibilities for education. We can choose any programme according to our interests, mood and needs. There is a great amount of channels which are specialized in various spheres. The second advantage of watching television is that it gives families an opportunity to spend some time together.

Nowadays adults are often too busy to give enough attention to their children. When they come home from work in the evening, so tired and exhausted, — the only possible way to relax for many is just lay on the sofa in front of TV. In such situations it's high time to choose a family comedy and see it together with your spouse and children.

So, watching TV helps us to relax and forget about it all — work, worries and problems that are on our mind. Moreover, television is a great source of entertaining. Every day there is a wide choice of films and serials on TV — detectives, dramas, comedies, action films, thrillers, horrors, cartoons and others.

However, watching television has its negative side. It is well-known that television may turn to be harmful for our health. Spending too much time in front of a TV screen may affect our eyesight badly. There are many cases when children become TV-addicted. Every spare minute they try to switch the TV on. Their progress in studies suffers due to the fact that children try to do their homework as fast as they can in order to have more time for watching TV. Moreover, nowadays some TV programmes and films include a lot of violent scenes that can have a negative influence on a child's psychic development.

Задание 2. Устное сообщение по теме: Watching TV

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**БИЛЕТ № 6**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

No consumer product in history has caught on as quickly as the mobile phone, global sales of which have risen from six million in 1991 to more than 400 million a year now.

Phones are constantly swallowing up other products like cameras, calculators, clocks, radios, and digital music players. There are twenty different products that previously might have been bought separately that can now be part of a mobile phone. Mobiles have changed the way people talk to one another, they have generated a new type of language, they have saved lives and become style icons.

Obviously, the rich have been buying phones faster than the poor. But this happens with every innovation. Mobile phone take-up among the poor has actually been far quicker than it was in the case of previous products, such as colour television, computers and Internet access. Indeed, as mobile phones continue to become cheaper and more powerful, they might prove to be more successful in bridging the gap between the rich and the poor than expensive computers.

There are obviously drawbacks to mobiles as well: mobile users are two and a half times more likely to develop cancer in areas of the brain adjacent to their phone ear, although researchers are unable to prove whether this has anything to do with the phone; mobile thefts now account for a third of all street robberies in London, and don't forget about all the accidents waiting to happen as people drive with a mobile in one hand. But, overall, mobile phones have proved to be a big benefit for people.

Задание 2. Устное сообщение по теме: Phones

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 7**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Recently traditional media have been challenged by new media. Internet blogs, news portals and online news, Facebook, You Tube, podcasts and webcasts, and even the short messaging system (SMS) are all new media and they can make anybody a journalist at little cost and with global reach. People are attracted to the easy means of getting information anytime, anywhere. Online radio and television grab our ears and eyes and become alternatives to on-air broadcasting. Now if one misses an episode of their favourite TV series, there is always a chance to watch it online. New media have three major advantages over traditional media. First, new media enable people to find out the latest news, weather reports, or market prices at the touch of a button. Digital music can be downloaded instantly, films can be ordered, and books can be read on e-readers. The second advantage is cost. Most online content is free, from blogs and social networking sites to news and entertainment sources. Finally, new media can reach the most remote parts of the globe. For example, if a student is looking for information about the day-to-day life of a university student in Canberra, there is a high probability that a web page about a university student living in that city exists somewhere on the Internet.

Mass media play an important part in connecting the world of individuals. They have the ability to reach wide audiences with strong and influential messages and although different forms of mass media rise and fall in popularity, it is worth noting that despite significant cultural and technological changes, none of the media has fallen out of use completely.

Задание 2. Устное сообщение по теме: Media

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 8**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Digital journalism also known as online journalism is a contemporary form of journalism where editorial content is distributed via the Internet as opposed to publishing via print or broadcast. The primary product of journalism, which is news and features on current affairs, is presented solely or in combination as text, audio, video and some interactive forms, and disseminated through digital media platforms. Fewer barriers to entry, lowered distribution costs, and diverse computer networking technologies have led to the widespread practice of digital journalism. It has democratized the flow of information that was previously controlled by traditional media including newspapers, magazines, radio, and television. Digital journalism allows for connection and discussion at levels that print does not offer on its own. People can comment on articles and start discussion boards to discuss articles.

Before the Internet, spontaneous discussion between readers who had never met was impossible. The process of discussing a news item is a big portion of what makes for digital journalism. People add to the story and connect with other people who want to discuss the topic. Digital journalism creates an opportunity for niche audiences, allowing people to have more options as to what to view and read. Digital journalism opens up new ways of storytelling; through the technical components of the new medium, digital journalists can provide a variety of media, such as audio, video, and digital photography. Digital journalism represents a revolution of how news is consumed by society. Online sources are able to provide quick, efficient, and accurate reporting of breaking news in a matter of seconds, providing society with a synopsis of events as they occur. Throughout the development of the event, journalists are able to feed online sources with information keeping readers up-to-date in mere seconds. The speed in which a story can be posted can affect the accuracy of the reporting in a way that doesn't usually happen in print journalism. Before the emergence of digital journalism the printing process took much more time, allowing for the discovery and correction of errors.

Задание 2. Устное сообщение по теме: Journalism

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 9**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

News consumers must become Web literate and use critical thinking to evaluate the credibility of sources. Because it is possible for anyone to write articles and post them on the Internet, the definition of journalism is changing. Because it is becoming increasingly simple for the average person to have an impact in the news world through tools like blogs and even comments on news stories on reputable news websites, it becomes increasingly difficult to sift through the massive amount of information coming in from the digital area of journalism. There are great advantages with digital journalism and the new blogging evolution that people are becoming accustomed to, but there are disadvantages. For instance, people are used to what they already know and can't always catch up quickly with the new technologies in the 21st century. The goals of print and digital journalism are the same, although different tools are needed to function. The interaction between the writer and consumer is new, and this can be credited to digital journalism. There are many ways to get personal thoughts on the Web. There are some disadvantages to this, however, the main one being factual information. There is a pressing need for accuracy in digital journalism, and until they find a way to press accuracy, they will still face some criticism.

One major dispute regards the credibility of online news websites. A digital journalism credibility study performed by the Online News Association compares the online public credibility ratings to actual media respondent credibility ratings. Looking at a variety of online media sources, the study found that overall the public saw online media as more credible than it actually is.

Задание 2. Устное сообщение по теме: News consumers



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Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 10**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Top ten uses for a mobile phone?

A recent study found that making a call is now only the sixth most common use for a mobile phone.

Sending and receiving text messages, reading emails, browsing the internet and using the phone's alarm clock are much more popular than actual conversation. In fact, almost four in ten smartphone users believe they can manage without a call function.

The study found the average person uses their mobile phone for an hour and 52 minutes a day. Most of this time people text, email and surf the web, and they also spend around 20 minutes on making an average of three calls.

The survey of 2,000 respondents found that today people believe that social media apps, calculators, calendars and cameras are more important functions than a call one.

Navigation apps such as Google Maps are popular too. One in six people admitted they couldn't travel around an unfamiliar city without one.

Despite the lack of calls made, smartphones are more heavily used than ever as an entertainment device - or timewaster - as the survey found that we spend more than 900 hours a year - 38 days per year - doing something or other on our mobiles.

The study also found that people check Facebook and take pictures of others more frequently than they make calls. The calendar to remember appointments and birthdays, mobile banking and the news are applications that make our day-to-day life a little easier and are much more useful than making calls!

Many people also agreed with the statement that "While calling can be more personal, it doesn't always save you time."

Задание 2. Устное сообщение по теме: Mobile phone

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 11**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Interacting with friends and family across long distances has been a concern for centuries. People have always relied on communication to strengthen their relationships. The earliest methods of communicating across great distances used written correspondence delivered by hand. The earliest form of postal service dates back to 550 B.C.

Technology began to change very rapidly in the 20th Century. After the first super computers were created in the 1940s, scientists and engineers began to develop ways to create networks between those computers. This later led to the birth of the Internet.

The earliest forms of the Internet, such as CompuServe, were developed in the 1960s. Primitive forms of email were also developed during this time. By the 70s, networking technology had improved, and 1979's UseNet allowed users to communicate through a virtual newsletter.

The first recognizable social media site, Six Degrees, was created in 1997. It enabled users to upload a profile and make friends with other users. In 1999, the first blogging sites became popular, creating a social media sensation that is still popular today. After the invention of blogging, social media began to explode in popularity. Sites like MySpace and LinkedIn became popular in the early 2000s, and sites like Photobucket and Flickr offered online photo sharing. YouTube came out in 2005 and created an entirely new way for people to communicate and share with each other across great distances. By 2006, Facebook and Twitter both became available to users throughout the world. These sites remain some of the most popular social networks on the Internet.

Today, there is a great variety of social networking sites, and many of them can be linked to allow cross-posting. This creates an environment where users can reach the maximum number of people and still have private person-to-person communication.

Задание 2. Устное сообщение по теме: Technology

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Дисциплина	иностраный язык
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Составил	Э.Н. Мусина

**БИЛЕТ № 12**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Who owns the World Wide Web (WWW)?

The answer is – NOBODY! How can that be? – you could ask. This concept is a bit difficult to grasp unless you understand the structure of the Internet and its component parts, including the WWW.

We have called the Internet “The Information Superhighway” and that is still the most accurate analogy. The Internet is a network of independently-owned and operated interconnecting communication pipelines, just as the system of roads and bridges is a network of independently-owned and operated thoroughfares. From dirt roads to gravel roads to two-lane paved roads to the largest multi-lane superhighways. Each road and each bridge was built by an independent entity and continues to be owned and controlled by that entity, including sale or other transfer of interest. Anyone can connect to an interstate highway, if the price is right.

The beauty of the system, however, is that anyone can drive on any of these roads, usually for free. Once you get on one road in the system, you can use it to access any number of other roads, to go anywhere on the network you choose. All you need is a vehicle – a car or a computer with a modem and software.

The Internet works the same way. Some parts of the Internet were installed and now maintained by government agencies, some by universities, some by private businesses, and some by individuals. Each new connection to the Internet is achieved by acquiring permission to connect to someone who is already connected.

Задание 2. Устное сообщение по теме: World Wide Web

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Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 13**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Centuries ago, people didn't have much free time, because everybody was working too hard. In Britain in the nineteenth century, people had more spare time, but because the Victorians hated relaxing and doing nothing, they invented football, rugby and cricket. People took up more gentle activities too, like gardening, bird-watching and train spotting, and it was even possible simply to watch a sport and give the impression that you were actually doing something. Gradually, leisure activities have become less and less demanding, and most people have a variety of more or less energetic interests and hobbies.

Many people think that young people nowadays don't get enough exercise. But the survey shows that isn't true: only 11% say they like playing video games while 28% go for a run or go to the gym at least once a month. It seems that people still like going to the cinema when they want to watch a film.

But now there is a new type of person who thinks that lying on the sofa watching television on Sunday afternoon or reading the newspaper from cover to cover is the most exciting activity they can imagine. This is the twenty-first-century couch potato. For them, every activity is too much trouble, and laziness is an art form! So how do you spend your free time?

Задание 2. Устное сообщение по теме: Free time

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 14**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

- **Mark Coleman** was born in New Zealand, but now he is living in Britain. He is a leading member of the World Bungee Corporation. In his free time he jumps off bridges and hangs upside down with an elastic rope around his ankle. Bungee jumping started on Pentecost Island, near Australia, and a lot of New Zealanders now jump regularly. 'It's frightening at first', Mark says, 'but it's very good fun.'
- **Robert Haag** is a 36-years-old American who is crazy about rocks. The "Meteorite Man" collects and sells rocks from space. He lives in the mountains of Arizona, but he travels to the Andes mountains in Chile, to the Nile Delta in Egypt or to Australia to collect meteorites. He has the only piece of moon rock found on Earth outside Antarctica, and another piece that comes from Mars. 'I love the adventures, and the places that the rocks take me to. Every new rock is a challenge!'
- **Mary Grove**: "I'm standing on the mountain with six other people, and we are completely alone. The world of heli-skiing is a silent, private one. You don't walk or queue for a ski lift; you pay a lot of money and take a helicopter. The helicopter leaves a small group of skiers, with a guide at the top of the mountain, and the group skis down through the fresh snow. In Canada people return to the mountains again and again to enjoy the sport. I'm a dentist back home in Toronto and this provides the excitement in my life. I'm having a grate time!'
- **Alison Peterson** is a Londoner and works in the City of London, but in her lunch hour she forgets about the world of business. 'Take out three coloured balls and juggle for an hour every day,' she suggests. 'It is a very relaxing hobby. You can't think about your problems when you are juggling.'

Задание 2. Устное сообщение по теме: About unique peoples

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Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 15**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

You have just finished your A-levels and you have got a place at university, but you would really like a break from the academic world. Why not think about taking a year out? While most students go straight from school to university, more and more young people today are choosing to spend a year at 'the university of life' first.

There are lots of things to choose from. You could work in a bank or do communities work. You might even do something adventurous, such as joining an expedition to the Amazon rain forests. The experience will broaden your horizons and teach you new skills. It may also give you the chance to earn some money, which will be very helpful when you eventually start your studies.

If you are interested in taking a year out, you must make sure that the university will hold your place for you till next year. Most are quite happy to do this, as they find that year-out students are more mature (зрелый), confident, and independent. But don't forget: it is a year out, not a year off. Your university will want to know what you are going to do. They won't be pleased if just want to do nothing for a year. So what would you do with a year out?

Задание 2. Устное сообщение по теме: The university of life

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Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 16**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Modern computers are very different from early computers. They can do billions of calculations per second. Most people have used a personal computer in their home or at work. Computers do many different jobs where automation is useful. Some examples are controlling traffic lights, vehicle computers, security systems, washing machines and digital televisions.

A computer user can control it by a user interface. Input devices include keyboard, mouse, buttons, touch screen. Some very new computers can also be controlled with voice commands or hand gestures or even brain signals through electrodes implanted in the brain or along nerves.

Computers can be designed to do almost anything with information. Computers are used to control large and small machines which in the past were controlled by humans. They are also in homes, where they are used for things such as listening to music, reading the news, and writing.

Modern computers are electronic computer hardware but they are only useful if they also have software. The software uses the hardware when the user gives it instructions, and gives useful output.

Many modern computers do billions of calculations each second. They do mathematical arithmetic very quickly but computers do not really "think". They only follow the instructions in their software programs.

Computer programs are designed or written by computer programmers. A few programmers write programs in the computer's own language called machine code.

Задание 2. Устное сообщение по теме: Computers

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 17**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

When most people hear the term social network, they automatically think of online social networks. That's because online social networks, also known as social-networking sites, have exploded recently in popularity. Sites like MySpace, Facebook and LinkedIn account for seven of the top 20 most visited Web sites in the world. For many users, especially the fully wired Net Generation, online social networks are not only a way to keep in touch, but a way of life.

Several features of online social networks are common to each of the more than 300 social networking sites currently in existence. The most basic feature is the ability to create and share a personal profile. This profile page typically includes a photo, some basic personal information (name, age, location) and extra space for listing your favorite bands, books, TV shows, movies, hobbies and Web sites.

Most social networks on the Internet also let you post photos, music, videos and personal blogs on your profile page. But the most important feature of online social networks is the ability to find and make friends with other site members. These friends also appear as links on your profile page so visitors can easily browse your online friend network.

Each online social network has different rules and methods for searching out and contacting potential friends. MySpace is the most open. On MySpace, you're allowed to search for and contact people across the entire network, whether they're distant members of your social network or complete strangers. However, you'll only gain access to their full profile information if they agree to become your friend and join your network.

Задание 2. Устное сообщение по теме: Social network



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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 18**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Several features of online social networks are common to each of the more than 300 social networking sites currently in existence. The most basic feature is the ability to create and share a personal profile. This profile page typically includes a photo, some basic personal information (name, age, location) and extra space for listing your favorite bands, books, TV shows, movies, hobbies and Web sites.

Facebook, which began as a college social network application, is much more exclusive and group-oriented. On Facebook, you can only search for people that are in one of your established "networks." Those networks could include the company you work for, the college you attended, or even your high school. But you can also join several of the thousands of smaller networks or "groups" that have been created by Facebook users, some based on real-life organizations and some that exist only in the minds of their founders.

LinkedIn, the most popular online social network for business professionals, allows you to search each and every site member, but you can only access the full profiles and contact information of your established contacts -- the people who have accepted an invitation to join your network (or have invited you to join theirs). You can, however, be introduced through your contacts to people who are two or three degrees away from you on the larger LinkedIn network. Or you can pay extra to contact any user directly through a service called InMail.

In this article, we'll talk about setting up online profiles along with how to avoid being hacked. We'll also focus on specific social networking groups from those for Information technology professions to ones geared at sneakerheads.

Задание 2. Устное сообщение по теме: Profile page

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 19**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Our lives depend on computers. They control our money, transport, and our exam results. Yet their programs are now so complex that no one can get rid of all the mistakes. Life without computers has become unimaginable. They are designed to look after so many boring but essential tasks – from microwave cooking to flying across the Atlantic – that we have become dependent on them.

But as the demands placed on computers grow, so have the number of incidents involving computer errors. Now computer experts are warning that the traditional ways of building computer systems are just not good enough to deal with complex tasks like flying planes or maintaining nuclear power stations. It is only a matter of time before a computer-made catastrophe occurs.

As early as 1889, a word entered the language that was to become too familiar to all computer scientists: a 'bug', meaning a mistake. For decades bugs and 'de-bugging' were taken to be part of every computer engineer's job. Everyone accepted that there would always be some mistakes in any new system. But 'safety critical' systems that fly planes, drive trains or control nuclear power stations can have bugs that could kill. This is obviously unacceptable. One way to stop bugs in computer systems is to get different teams of programmers to work in isolation from each other. That way, runs the theory, they won't all make the same type of mistake when designing and writing computer codes. In fact research shows that programmers think alike, have the same type of training - and make similar mistakes. So even if they work separately, mistakes can still occur. Another technique is to produce back up systems that start to operate when the first system fails. This has been used on everything from the space shuttle to the A320 airbus, but unfortunately problems that cause one computer to fail can make all the others fail, too.

Задание 2. Устное сообщение по теме: Computers

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 20**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Imagine a technology that could let our myriad devices work together to do what they were intended to do all along: simplify our lives. That technology is called Bluetooth. Bluetooth is an always-on, short-range radio initially developed by Swedish mobile-phone maker Ericsson in 1994 as a way to let laptop computers make calls over a mobile phone (box). Since then, nearly 1,900 companies have signed on to make Bluetooth the low-power, shortrange wireless standard for any number of devices.

“Bluetooth changes everything,” says wireless-industry analyst Andy Seybold. By connecting gadgets that previously haven't spoken the same language, Bluetooth will create networks capable of remembering and sharing our digital personalities wirelessly. Gadget lovers musing about Bluetooth's potential enjoy dreaming up novel uses for the technology. “Your hand-held computer could check your schedule and order your cellphone to go into vibrate mode during important meetings,” says Steve Parker, product manager for new mobile platforms at 3Com. “Your laptop computer could tell a borrowed car's computer to set the radio buttons to your preferences, adjust the seat, and tweak the temperature”.

The concept behind Bluetooth – named after the 10th-century Danish king who unified Denmark and Norway – is deceptively simple. Using radio frequency 2.4 GHz, available globally for unlicensed low-power uses, two Bluetooth devices within 30 feet of each other can share just over 720,000 bits of digital data per second – enough, for example, to transmit three voice channels simultaneously. The types of information that can be shared are limitless. Besides data, like schedules and telephone numbers, Bluetooth can transmit audio, graphics, and even video between devices. While Ericsson's wireless headset initially is intended to be used with mobile phones, the headset could hear and transmit audio generated by any Bluetooth enabled device. That includes a standard or cordless phone, a home stereo, and a digital MP3 player.

Задание 2. Устное сообщение по теме: Technology

Федеральное государственное бюджетное образовательное учреждение высшего образования  
**УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ**

Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 21**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

**Buckingham Palace**

The original building was constructed as a country house in 1705 by the duke of Buckingham, John Sheffield. King George III bought the house in 1761 for his wife and had it altered by William Chambers.

In 1826, King George IV asked famed architect John Nash to expand the house - then known as Buckingham House - into a palace. Meanwhile St. James's Palace was still the principal palace used by the royals for ceremonies and receptions.

The palace was expanded in 1850 with a new east wing. The wing added a large number of rooms to the palace, including an expansive forty meter (131 ft) long ballroom. The monumental facade of the east wing was built in 1913 by Aston Webb. It is this facade, facing the Mall and St James's Park, which is now known by most people.

A part of the palace is still used by the Royal family. A flag is hoisted each time the Queen is in the Palace. The palace is not only home to the royal family; there are also a number of staff members living here. The palace has about six hundred rooms, including a throne room, a ballroom, picture gallery and even a swimming pool. Some of these rooms can be visited during a couple of months in the summer - when the Royal Family is not in the palace. Another interesting part of the palace that is open to visitors is the Queen's Gallery, where works of art from the royal collection are on display. The palace's stables, the Royal Mews, can also be visited. Here you'll find a number of royal horse-drawn carriages.

Задание 2. Устное сообщение по теме: Buckingham Palace

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 22**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

**Harrods**

The history of this famous luxury store goes back to 1849 when Charles Henry Harrod opened a grocery at Brompton Road in Knightsbridge, at the time a small village just outside London. Just two years later, the Great Exhibition of 1851 brought many visitors to the area. Charles Harrod's son (also named Charles) took over and quickly expanded the store, at the time known as 'Harrods Stores'. The department store became well known for its high quality products and excellent personalized service. In 1894 Harrods was taken over by Richard Burbidge who had the store completely rebuilt. He also installed London's first escalator, in 1898.

Now, Harrods is one of the world's most famous stores and one of London's tourist attractions thanks to the wide assortment of luxury goods that are on display in a magnificently decorated building.

The enormous array of products is particularly impressive. The company's motto - engraved on the building's pediment - is *Omnia, Omnibus, Ubique* (Everything, for everyone, everywhere). Harrods used to be known as the store where anything you could think of was for sale. While this may not be the case anymore, the assortment is still enormous. You can purchase anything from historic eighteenth-century dinner plates or exquisite caviar to giant teddy bears. It is best to take your time for a visit to the large store, which covers an area of about 80,000 sq m spread out over seven floors. Floor plans are available near the entrances.

Задание 2. Устное сообщение по теме: Harrods

Федеральное государственное бюджетное образовательное учреждение высшего образования  
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Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 23**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

30 St Mary Axe, better known by its nickname Gherkin, is one of the most eye-catching buildings in London and it stands out prominently in the city's skyline. The Gherkin is one of several modern buildings that have been built over the years in a historic area of London.

Construction of the Gherkin was commissioned by Swiss Re, a reinsurance company. The 41-story skyscraper was built in 2004 after a modern glass and steel design by the architectural firm of Foster and Partners. The Gherkin, London

The tower was built in the heart of London's financial center at the site of the 1903 Baltic Exchange Building which had been damaged by a terrorist attack in 1992. The construction of a glittering high-tech building in the middle of a relatively low-rise area with plenty of historic buildings and narrow medieval streets set off a new debate about the need for tall buildings in the City of London. But even as many new skyscrapers are now built in Canary Wharf - well outside the city's historic center - the Gherkin has acted as a catalyst for the growing cluster of high-rises in the City.

The cigar-shaped structure has a steel frame with circular floor plans and a glass facade with diamond-shaped panels. The swirling striped pattern visible on the exterior is the result of the building's energy-saving system which allows the air to flow up through spiraling wells.

The top of the tower, where visitors find an open hall covered by a glass conical dome is even more spectacular. From here you have great views over the city. Unfortunately the building is not open to the public.

Задание 2. Устное сообщение по теме: Buildings in London

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Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 24**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Millennium Dome (O2), London

In 1994, the Chairman of what would later become the New Millennium Experience Company suggested a national exhibition to be held as part of the country's millennium celebrations. The project, to be funded mainly by the National Lottery, was revised when Tony Blair became the new Prime Minister in 1997. He declared that the exhibition, to be held in Greenwich, would open a window on the future. The focus would be on entertainment and education (also dubbed 'edutainment'). This resulted in fourteen themed zones, including Faith, Talk, Mind, Rest, Home Planet, Body and Learning.

The project was controversial from the start. The Millennium Dome, a large domed structure that was built on the meridian in Greenwich to house the exhibition had an estimated cost of £750 million and was disliked by many Londoners, who did not see it as a proper symbol for their city.

Due to the focus on education and the high entrance fee, the Dome did not attract as many visitors as originally forecasted: a total of seven million people visited the exposition, The Millennium Dome, now O2, in London compared to the original estimate of twelve million visitors. Even with each of the separate themes in the Dome sponsored by major corporations, the project had a serious budget deficit. The millennium exhibition ran until the end of 2000.

In 2005 the Millennium Dome was renamed O2, after the mobile phone company. At the same time it was converted into a multifunctional entertainment complex. The arena now hosts many different events, including exhibitions and concerts. At its center is a large concert hall with a capacity of 20,000 people. Several other halls include areas for more intimate concerts, cinemas and exhibitions.

Задание 2. Устное сообщение по теме: Millennium Dome

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Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 25**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

The Shard is a modern glass skyscraper in London. At the time of its completion in 2012 it was Europe's tallest building. The observatory on the 72nd floor offers some spectacular 360 degree views of the city.

The skyscraper is situated in the London Bridge Quarter in Southwark, a neighborhood along the south bank of the river Thames. It is right near the heart of London and only the river separates it from the City of London. The area is full of history: a bridge was built here by the Romans around 50 AD and in 1836 London's first railway station opened here.

The idea to build a supertall skyscraper in the London Bridge Quarter was first suggested at the end of the twentieth century. The site seemed ideal: it is only a couple minutes' walk from London's financial center across the London Bridge and the site is right smack near the London Bridge Station, a transport hub connected to both the railway network and the underground.

Plans for the new skyscraper were initially drawn up by the architectural firm of Broadway Malyan, and called for a circular 365 meters tall tower. These plans were soon scaled back and a new design was submitted, this time from the hands of the Italian architect Renzo Piano. The renowned architect designed a glass pyramid-shaped structure with a height of just over three hundred meters.

When it was completed, the Shard held the title of Europe's tallest skyscraper with a height of almost 310 meters (1016 ft). The Shard towers over the neighborhood and is visible from afar. The iconic skyscraper looks particularly spectacular at night when seen from across the river.

Задание 2. Устное сообщение по теме: Skyscrapers



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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 26**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

All your life - from cradle to grave - you will run up against the brutal truths of economics. As a voter, you will make decisions on issues - on the government budget, regulating industries, taxes and foreign trade - that cannot be understood until you have mastered the rudiments of this subject.

Choosing your life occupation is the most important economic decision you will make. Your future depends not only on your own abilities but also upon how economic forces affect your wages. Of course, studying economics cannot make you a genius. Economics is exciting and important. Anyone who thinks otherwise has failed to realize that economic ideas have moved people to rebellion, and nations to war.

The great problems that surround us today-among them international conflict, unemployment, inflation, poverty, discrimination, and environmental pollution - have economic roots. Even the small problems – impossibility to find a parking space, the high price of goods and products in our stores- are economic in nature.

Notice that "scarcity" in the economic sense doesn't refer directly to quantity of a resource. The earth has a great deal of land, yet most of the earth land is scarce because it has alternative uses. If land is used for a college campus, that same land isn't available for a shopping mall or a park. All societies confront the problem of scarcity, which implies the existence of alternatives; choices must be made among those alternatives. The ways in which the choices are made, are determined by a society's laws, customs and practices. These constitute a society's economic system.

Задание 2. Устное сообщение по теме: Economics

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Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 27**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

The economy comprises millions of people and thousands of firms as well as the government and local authorities, all taking decisions about prices and wages, what to buy, sell, produce, export, import and many other matters. All these organizations and the decisions they take play a prominent part in shaping the business environment in which firms exist and operate.

The economy is complicated and difficult to control and predict, but it is certainly important to all businesses. You should be aware that there are times when businesses and individuals have plenty of funds to spend and there are times when they have to cut back on their spending. This can have enormous implications for business as a whole. When the economy is enjoying a boom, firms experience high sales and general prosperity. At such times, unemployment is low and many firms will be investing funds to enable them to produce more. They do this because consumers have plenty of money to spend and firms expect high sales. It naturally follows that the state of the economy is a major factor in the success of firms.

However, during periods when people have less to spend many firms face hard times as their sales fall. Thus, the economic environment alters as the economy moves into a recession. At that time, total spending declines as income falls and unemployment rises. Consumers will purchase cheaper items and cut expenditure on luxury items such as televisions and cars.

Задание 2. Устное сообщение по теме: Economy

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 28**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Factors of production

Natural Resources are items provided by nature that can be used to produce goods and to provide services are called natural resources. Natural resources are found in/or on the earth or in the earth's atmosphere.

Human Resources involve anyone who works. Any human effort that is exerted in production process is classified as a human resource. The effort can be either physical or intellectual.

Capital Resources are the money and capital goods that are used to produce consumer products. Capital goods include the buildings, structures, machinery, and tools that are used in the production process. Department stores, factories, industrial machinery, dams, ports, wrenches, hammers, and surgical scalpels are all examples of capital goods.

Economists make an important distinction between capital goods and consumer goods. Capital goods are the manufactured resources that are used in producing finished products. Consumer goods are the finished products – the goods and services that consumers buy.

Technology is the use of science to create new products or more efficient ways to produce products. Technology makes the other factors of production – natural, human, and capital resources – more productive. Technological advances in the computer industry, for example, have increased efficiency in the workplace.

The risk-taking and organizational abilities involved in starting a new business or introducing a new product to consumers are called entrepreneurship. The goal of entrepreneurship is to create a new mix of the other factors of production and thereby create something of value. The entrepreneur is a person who attempts to start a new business or introduce a new product.

Задание 2. Устное сообщение по теме: Factors of production

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 29**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

The study of the choices people make in an effort to satisfy their wants and needs is called economics. Wants and needs refer to people's desires to consume certain goods and services. In economic terms, a good is a physical object that can be purchased. A record, a house, and a car are examples of a good. A service is an action or activity done for others for a fee. Lawyers, plumbers, teachers, and taxicab drivers perform services. The term product is often used to refer to both goods and services.

The people who wish to buy goods and services are called consumers and the goods that they buy are called consumer goods. The people who make the goods and provide services that satisfy consumers' wants and needs are called producers.

Economists generally classify as needs those goods or services that are necessary that are necessary for survival. Food, clothing, and shelter are considered needs. Wants are those goods or services that people consume beyond what is needed for survival.

The need for making choices arises from the problem of scarcity. Scarcity exists because people's wants and needs are greater than the resources available to satisfy them. Thus people must choose how best to use their available resources to satisfy the greatest number of wants and needs.

A resource is anything that people use to make or obtain what they want or need. Resources that can be used to produce goods and services are called factors of production.

Economists usually divide these factors of production into three categories: (1) natural resources, (2) human resources, (3) capital resources. Today many economists have added technology and entrepreneurship to this list.

Задание 2. Устное сообщение по теме: Economics

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 30**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Not surprisingly, the production processes and time required to make an Apple iPad and a gallon of gasoline are different. Production processes use either an analytic or synthetic system; time requirements call for either a continuous or an intermittent process.

An analytic production system reduces a raw material to its component parts in order to extract one or more marketable products. Petroleum refining breaks down crude oil into several marketable products, including gasoline, heating oil, and aviation fuel. When corn is processed, the resulting marketable food products include animal feed and corn sweetener.

A synthetic production system is the reverse of an analytic system. It combines a number of raw materials or parts or transforms raw materials to produce finished products. Canon's assembly line produces a camera by assembling various parts such as a shutter or a lens cap. Other synthetic production systems make drugs, chemicals, computer chips, and canned soup.

A continuous production process generates finished products over a lengthy period of time. The steel industry provides a classic example. Its blast furnaces never completely shut down except for malfunctions. A shutdown can damage sensitive equipment, with extremely costly results.

An intermittent production process generates products in short production runs, shutting down machines frequently or changing their configurations to produce different products. Most services result from intermittent production systems. For instance, accountants, plumbers, and dentists traditionally have not attempted to standardize their services because each service provider confronts different problems that require individual approaches.

Задание 2. Устное сообщение по теме: Production processes

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 31**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

A growing number of manufacturers have freed workers from boring, sometimes dangerous jobs by replacing them with robots. A robot is a reprogrammable machine capable of performing a variety of tasks that require the repeated manipulation of materials and tools. Robots can repeat the same tasks many times without varying their movements. Many factories use robots today to stack their products on pallets and shrink-wrap them for shipping.

Historically, robots were most common in automotive and electronics manufacturing, but growing numbers of industries are adding robots to production lines as improvements in technology make them less expensive and more useful. Firms operate many different types of robots. The simplest kind, a pick-and-place robot, moves in only two or three directions as it picks up something from one spot and places it in another.

So-called field robots assist people in nonmanufacturing, often hazardous, environments such as nuclear power plants, the international space station, and even battlefields. Police use robots to remotely dispose of suspected bombs. However, the same technology can be used in factories. Using vision systems, infrared sensors, and bumpers on mobile platforms, robots can automatically move parts or finished goods from one place to another, while either following or avoiding people, whichever is necessary to do the job. For instance, machine vision systems are being used more frequently for complex applications such as quality assurance in the manufacturing of medical devices.

The advancements in machine vision components like cameras, illumination systems, and processors have greatly improved their capabilities.

Задание 2. Устное сообщение по теме: Jobs

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Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 32**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

What comes to mind when you hear the word business? Do you think of big corporations like ExxonMobil or Target? Or does the local bakery or shoe store pop into your mind? Maybe you recall your first summer job. The term business is a broad, all-inclusive term that can be applied to many kinds of enterprises. Businesses provide the bulk of employment opportunities, as well as the products that people enjoy. Business consists of all profit-seeking activities and enterprises that provide goods and services necessary to an economic system.

Some businesses produce tangible goods, such as automobiles, breakfast cereals, and digital music players; others provide services such as insurance, hair styling, and entertainment ranging from Six Flags theme parks and sports events to concerts. Business drives the economic pulse of a nation. It provides the means through which its citizens' standard of living improves.

At the heart of every business endeavor is an exchange between a buyer and a seller. A buyer recognizes a need for a good or service and trades money with a seller to obtain that product. The seller participates in the process in hopes of gaining profits—a main ingredient in accomplishing the goals necessary for continuous improvement in the standard of living. Profits represent rewards for businesspeople who take the risks involved in blending people, technology, and information to create and market want-satisfying goods and services. In contrast, accountants think of profits as the difference between a firm's revenues and the expenses it incurs in generating these revenues.

Задание 2. Устное сообщение по теме: Word business

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Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 33**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

The British Isles lie off the north-west coast of continental Europe. They are made up of Great Britain and Ireland. In Britain the higher lands are found in the north and west. There the rocks are old and hard, and the wild plateau areas of the Highlands of Scotland, the Southern Uplands of Scotland, the Lake District, the Apennines Chain, the Welsh mountains, the moors of Cornwall and Devon and the Irish mountains have thin infertile soil.

Newer types of rock are found on the flanks of the Apennines, slopes of the Welsh mountains, the Midland Plain of England and the Central Lowlands of Scotland. Here minerals, particularly coal and iron are found, and manufacturing regions have developed.

Lowland Britain is fertile, with good arable land and pastures. Highland Britain has large areas of poor soil and is sparsely populated.

The Western coasts are rocky and deeply indented, but in the southeast the younger, softer rocks have weathered into low coasts, and the shallow seas (the North Sea and the English Channel) flow over submerged plains which long ago joined Britain to the rest of Europe. This continental shelf is the feeding ground for a great variety of fish. Owing to the various bays and inlets no point of the British Isles is more than seventy-five miles from tidal waters.

Задание 2. Устное сообщение по теме: The British Isles



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Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 34**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Libraries full of books have been written on the education system in Britain, but recently it has been changing considerably. This is roughly how it works.

Compulsory education begins at 5, and children attend primary school until they are 11. Normally the primary school is divided into Infants (5 - 7) and Juniors (7 - 11). At the age of 11 most children go to a comprehensive school, where they stay until they are 16. Some parents, who do not want their children to go to a comprehensive, pay to send their children to a private school. The most expensive and prestigious private schools are actually called public schools – but they are private. At the age of 16 people take examinations. Most take General Certificate of Education (G.C.E.). Ordinary Levels – normally called just “O” Levels. People take “O” Levels in as many subjects as they want to; some take just one or two, others take as many as nine or ten.

If you get good “O” Level results, you can stay on at school until you are 18, in the sixth form (notice that in Britain you start in the First form and finish in the Sixth). Here you prepare for Advanced Level Exams (“A” Levels). Three good “A” Level passes mean you have a chance of going on to university – though this is not automatic. British universities operate a closed numbers system and the number of people who can study there is strictly controlled. Other types of further education are offered at polytechnics and colleges of higher education. Polytechnics offer the chance to study subjects in a more practical way, and many colleges of higher education specialize in teacher training. What is it like, being a student at Oxford? Like all British universities, Oxford is a state university, not a private one.

Задание 2. Устное сообщение по теме: Education

Федеральное государственное бюджетное образовательное учреждение высшего  
образования  
**УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ**

Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 35**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

**Sebastian:** I am currently in my fifth year of school at the University of Oregon (The U of O). I am following two careers, business and economics. I arrived to Oregon in 2001 to finish my last year of high school. I applied to the U of O, and voila! I got in and was really happy to stay in Oregon. I liked the people and the scenery because it was quite different from home. I also chose the U of O, because I knew that it had really good financial aid programs for international students. I applied to many scholarships before I started school, and luckily I was awarded financial aid during my first year for academic reasons, and from then on it just got better. In my second year I got accepted to be part of the International Cultural Service Program, where I show different aspects of Ecuadorian culture to different groups of people in the surrounding community or within the University, and in exchange of this I get financial aid.

The U of O has been a great place to meet new people. At the beginning I was really scared because I did not know anyone and had a language barrier in front of me to jump over. But that just made the experience even greater. I met wonderful new people, and made solid friendships. I am lucky to say that now I have a friend from each continent in the world, and all that thanks to the U of O.

**Camilla:** One of the best things about being a student at the U of O is that you can go to basketball games for free. There are other sports events also, American football is huge. I personally don't understand that game at all, but going to Autzen Stadium is an experience in itself. And I have discovered that as long you just cheer along with other people, you'll be fine.

Задание 2. Устное сообщение по теме: Students

Федеральное государственное бюджетное образовательное учреждение высшего образования  
**УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ**

Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 36**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Almost every nation has a reputation of some kind. The English are reputed to be cold, reserved, rather haughty people who do not yell in the street, make love in public or change their governments as often as they change their underclothes. They are steady, easy-going, and fond of sport. The fire is the focus of the English home. Even when central heating is installed it is kept so low in the English home that Americans and Russians get chilblains, as the English get nervous headaches from stiffness in theirs.

Most people in England have been slow to adopt rational reforms such the metric system, which came into general use in 1975. They do not want the trouble of adapting themselves to new.

The conservatism may be illustrated by reference of the public attitude to the monarchy. The English are amongst the most amiable people in the world, they can also be very ruthless. They have a genius for compromise but can enforce their idea of compromise on others with surprising efficiency.

They are generous in small matters, but more cautious in big ones. The Scots, the Irish, the Welsh are not the English. They have a lot of in common but all of them have their own national spirit, national pride and they cherish their customs and traditions.

Задание 2. Устное сообщение по теме: Nations

Федеральное государственное бюджетное образовательное учреждение высшего образования  
**УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ**

Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 37**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

With the population of just under eight million, and stretching more than thirty miles at its broadest point, London is by far the largest city in Europe. It is also far more diffuse than the great cities of the Continent, such as Rome or Paris. The majority of London's sights are situated to the north of the River Thames, which loops through the center of the city from west to east, but there is no single predominant focus of interest, for London has grown not through centralized planning but by process of agglomeration – villages and urban developments that once surrounded the core and now lost within the amorphous mass of Greater London.

Thus London's highlights are widely spread, and visitors should make mastering the public transport system, particularly the Underground (tube), since much of central London is a permanent logjam. An essential investment is a London Transport travelcard, which is available from machines and booths at all tube and train stations and at some newsagents as well. It is valid for the bus, tube and suburban rail networks. One-day travelcards cost £3 for the central zones 1 and 2, rising £3.90 for all six London Transport zones (which includes Heathrow). Weekly travelcards are even more economical, beginning at £14.80. These cards can only be bought by holders of a photocard, which you can get, free of charge, from tube and train station ticket booth on presentation of a passport.

The principal London Transport information office, providing excellent free maps and details of bus and tube services, is at Piccadily Circus, Euston, King's Cross, Liverpool Street, Oxford circus, St James's Park and Victoria tube stations.

Задание 2. Устное сообщение по теме: London

Федеральное государственное бюджетное образовательное учреждение высшего образования  
**УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ**

Дисциплина	иностраный язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 38**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

The New Piccadilly Café nestling behind the tourist highway of Piccadilly Circus is this charming, traditional café, famed for its 1950s decor. Little has altered in this much-loved Soho institution since it first opened its doors half a century ago - including the menu! Stepping inside the New Piccadilly café is like stepping back in time - you half expect to find smoking beat poets in the corner. The café retains almost all of its original features, complete with swiveling (вращающиеся) chairs, old mirrors, authentic 50s cups and cutlery. The café's bill of fare is hand-written on to this vintage, horseshoe-shaped menu board. The menu consists of nonsense, traditional meals like Sausage, Egg and Chips, Mixed Grill and Chips, Spaghetti Bolognese and Risotto Bolognese - all at dirt cheap prices. We ate out in style, and our tasty meal was served up in no time. I enjoyed a lengthy chat with the affable owner who enthusiastically told me about his long association with the café. He's full of fascinating stories about the dark Soho of the 1950s, the local gangsters, the rockers, prostitutes and a time where the streets were run by Italians, Greeks, Jews, Maltese, Irish and 'Budapest street rats'. Sadly, the café was very quiet when we visited, apart from a few hipsters (неформалы) enjoying a wholesome cheap meal and the unique Soho ambience. "This place used to make me a living. Now it's more like half a living. I'm the like last one on the ship," he says.

Задание 2. Устное сообщение по теме: Piccadilly Café

Федеральное государственное бюджетное образовательное учреждение высшего образования  
**УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ**

Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 39**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

India is now the second biggest source of foreign direct investment into the UK. In 2005-06 there was a 10 per cent jump in the scale of investment from India, with projects worth £1.02bn - and that rate has been accelerating since then. However, with the global financial centre of London swallowing the bulk of the investment, relatively little of the growth has filtered through to the south-east. Development agencies are determined to change that though, and have stepped up their efforts to attract Indian companies to the region.

A high-level team from the South East England Development Agency (SEEDA) and UK Trade and Investment visited India last year to promote the region to the ranks of Indian companies that are looking to expand internationally. There are clear opportunities for design and construction companies, potential for logistics groups to help Indian agribusiness companies to expand and a massive potential market for environmental technologies, IT (information technology), pharmaceutical, life sciences and creative companies.

Meanwhile, many of the 50 Indian companies already based in the south-east are flourishing. Wipro Technologies, the IT services group, announced plans to add 500 employees to its 140-staff. As the Thames Valley is the UK's IT hub, Wipro has worked perfectly and the company has expanded in the town, providing IT services to large utility and telecommunications companies. It also regards the UK itself as a growing market.

Задание 2. Устное сообщение по теме: India and UK.

Федеральное государственное бюджетное образовательное учреждение высшего образования  
**УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ**

Дисциплина	иностраннй язык
Вид промежуточной аттестации	Дифференцированный зачет
Составил	Э.Н. Мусина

**БИЛЕТ № 40**

Задание 1. Чтение и перевод оригинального текста (за 1 академ. час с использованием словаря)

Ports and resorts in the south-east are failing to meet their economic potential, according to a plan to create more than 110,000 jobs in the region over the next decade.

The South East England Development Agency (SEEDA) has announced its blueprint for lifting the region's competitive performance with a focus on coastal towns, many of which are "in decline".

A new coastal strategy, published alongside the broader draft regional economic strategy, aims to reinvigorate towns stretching from Whitstable in north Kent to Southampton in Hampshire, bringing tens of thousands of people back into work. SEEDA set a target of bringing 110,000 economically inactive people back into the labour market by 2016, of which it said almost half live on the south coast. It plans to raise the number of new workers in the south-east to 250,000 by 2026.

It said raising the performance of the south coast would narrow gaps in economic performance across the region, enabling more people to share in its general prosperity.

SEEDA also announced schemes that it said illustrated the three goals of the regional economic strategy: global competitiveness through world-class infrastructure, smart growth through better productivity, and sustainable prosperity.

Задание 2. Устное сообщение по теме: Economic potential