

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Кожедеров Александр Игоревич
Должность: Директор филиала ИндИ (филиал) ФГБОУ ВО "ЮГУ"
Дата подписания: 16.07.2026 23:52:51
Уникальный программный ключ: 7f4522f81a862743c2711b37d9dd0f6adf40c4c8

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФГБОУ ВО «Югорский государственный университет»

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Иностранный язык

Направление подготовки (специальности): 13.03.02 *Электроэнергетика и электротехника*

Профиль: *Электроэнергетика и электротехника (ИндИ)*

Форма обучения
Очно-заочная

Квалификация выпускника
Бакалавр

2026 год набора

Виды работ	Объём занятий по семестрам, час										Итого
	1	2	3	4	5	6	7	8	9	10	
Самостоятельная работа	54	34									88
Консультации текущие	2										2
Контроль		18									18
Дистанционные практические занятия	16	20									36
Форма контроля	Зачёты	Экзамены									-
Итого:	72	72									144
з.е.	2	2									4

Ханты-Мансийск, 2026 год
(город)

Предисловие

1. Программа разработана в соответствии с требованиями Федерального закона от 27.12.2012 г. № 273-ФЗ «Об образовании в Российской Федерации», федерального государственного образовательного стандарта высшего образования (ФГОС ВО) по направлению подготовки (специальности) *13.03.02 Электроэнергетика и электротехника* утвержденного № 144 от 28.02.2018 года.

2. Разработчик(и):

Кандидат наук

ученая степень, ученое звание
(при наличии)

(подпись)

А. П. Янукян

(И. О. Фамилия)

3. Согласовано:

Руководитель
образовательной
программы по
направлению подготовки
13.03.02
Электроэнергетика и
электротехника

(подпись)

Г. В. Газя

(И. О. Фамилия)

4. Утверждаю:

Руководитель
структурного
подразделения
Индустриальный институт
(г. Нефтеюганск)

(подпись)

А. П. Янукян

(И. О. Фамилия)

Документ подписан простой электронной подписью в
электронной информационно образовательной среде
Elios 2.0 ФГБОУ ВО «ЮГУ»

Идентификатор документа: 97550



Подписант



Янукян Арам Погосович

Дата подписания

21.05.2026 15:25:36



Газя Геннадий Владимирович

21.05.2026 17:42:41

1 Цель освоения дисциплины

Целью освоения дисциплины является достижение языковой и коммуникативной компетенции для дальнейшей учебной деятельности, для изучения зарубежного опыта в данной области, а также для осуществления деловых контактов на элементарном уровне.

2 Место дисциплины в структуре ОПОП

Дисциплина относится к обязательной части блока Б1 учебного плана, модуля «Общеуниверситетский модуль 1».

3 Формируемые компетенции обучающегося

Планируемые результаты освоения ОПОП (компетенции), достижение которых обеспечивает дисциплина		Планируемые результаты (соотнесенные с установленными индикаторами достижения компетенции)
код компетенции	наименование компетенции	
УК-4	<i>Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</i>	<i>УК-4.1 3-1: Знает литературную форму русского языка, функциональные стили, требования к деловой коммуникации УК-4.2 3-1: Знает фонетические, лексические, грамматические, словообразовательные явления иностранного языка и закономерности их функционирования в речи УК-4.3 3-1: Знает этические и правовые нормы использования и цитирования текстов деловой сферы на иностранном языке УК-4.1 У-1: Умеет выражать свои мысли на русском языке в ситуации деловой коммуникации УК-4.2 У-1: Умеет нормативно правильно и функционально адекватно воспринимать чужие и излагать свои мысли в устной и письменной формах на иностранном языке УК-4.3 У-1: Умеет использовать электронные источники и другие носители информации для решения стандартных коммуникативных задач УК-4.1 В-1: Имеет практический опыт</i>

		составления устных и письменных деловых текстов с учетом особенностей стилистики, аудитории и цели общения УК-4.2 В-1: Владеет официальным регистром общения на иностранном языке УК-4.3 В-1: Владеет навыком работы с электронными словарями и другими электронными ресурсами для решения поставленных коммуникативных задач на иностранном языке
--	--	---

4 Структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 4 зачетных единицы, 144 часа.

№ п/п	Тема	Трудоемкость по видам учебной работы, час					Код компетенции	Оценочные средства
		Занятия лекционного типа	Практические занятия	Лабораторные занятия	Консультации	Самостоятельная работа		
1 семестр								
1	Вводно-корректировочный курс		6		1	14	УК-4.	Тест.
2	I Study at Ugra State University		4			16	УК-4.	Тест; Практическое задание.
3	Petroleum Engineer		6		1	24	УК-4.	Тест; Практическое задание.
Итого 1 семестр.			16		2	54	—	—
2 семестр								
4	Business Etiquette Job Hunting		6			10	УК-4.	Практическое задание.
5	Business Correspondence		6			10	УК-4.	Практическое задание.
6	English-Speaking Countries: Culture and Traditions		8			14	УК-4.	Практическое задание.

Итого 2 семестр.		20			34	–	–
Итого		36		2	88	–	

5 Образовательные технологии, используемые при различных видах учебной работы

№ темы	Образовательная технология
1-6	Дистанционные технологии
1-6	Технология традиционного обучения

6 Методические материалы по освоению дисциплины

Электронная информационно - образовательная среда представлена личным кабинетом, расположенным по ссылке <https://itport.ugrasu.ru>, электронной библиотечной системой <https://lib.ugrasu.ru>, электронным каталогом Научной библиотеки ЮГУ <https://irbis.ugrasu.ru> и системой дистанционного обучения.

Методические материалы для обучающихся представлены в электронном виде в системе Moodle по ссылке <http://eluniver.ugrasu.ru>.

Методические материалы для обучающихся из числа инвалидов и лиц с ОВЗ предоставляются в формах, адаптированных к ограничениям их здоровья и восприятия информации.

6.1 Методические указания к консультациям

Консультация – устное или письменное разъяснение НПП по сложному и актуальному теоретическому, практическому, методическому вопросу, проблеме, предшествующее активной самостоятельной познавательной деятельности обучающихся. Консультация является одной из форм руководства работой обучающихся и оказания им помощи в самостоятельном изучении учебного материала. Для участия в консультации обучающийся готовит вопросы или результаты работы для обсуждения с научно-педагогическим работником. Вопросы и результаты работы могут предварительно согласовываться обучающимся с научно-педагогическим работником для обсуждения на консультации.

6.2 Методические указания к практическим занятиям

Целью практических занятий является закрепление теоретических знаний и приобретение практических умений и навыков. Методические рекомендации по каждой практической работе имеют теоретическую часть, подготовленную отдельно, или указание на источник, необходимый для подготовки к соответствующему практическому занятию, с необходимыми для выполнения работы формулами, пояснениями, таблицами и графиками; алгоритм выполнения заданий. Практические задания сочетаются с теоретическими знаниями. Проведению практического занятия как правило предшествует самостоятельная работа обучающегося.

6.3 Методические указания к самостоятельной работе

В рамках самостоятельной работы обучающийся знакомится с рабочей программой, особое внимание должно уделяться целям и задачам, структуре и содержанию дисциплины. Анализируется конспект лекций, ведется подготовка ответов к контрольным вопросам, просматривается рекомендуемая литература, используются аудио-видеозаписи по заданной теме, решаются расчетно-графические задания, задачи по алгоритму и др.

7 Оценочные материалы для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины, учебно-методическое обеспечение самостоятельной работы обучающихся.

Текущий контроль успеваемости обеспечивает оценивание хода освоения дисциплин (модулей). Для осуществления процедуры текущего контроля успеваемости обучающихся НПП создаются оценочные материалы (фонды оценочных средств), позволяющие оценить достижение запланированных результатов обучения и уровень сформированности компетенций.

Промежуточная аттестация обучающихся производится в дискретные временные интервалы НПП, обеспечивающими реализацию дисциплины в форме: зачёты, экзамены.

Учебно-методическое обеспечение самостоятельной работы обучающихся предполагает предоставление студентам методических рекомендаций по изучению дисциплины, учитывающих особенности ее построения, освоения, преподавания и представлено как электронный учебно-методический комплект документов по дисциплине, размещено в системе управления обучением «Moodle» (сайт Университета по ссылке <http://eluniver.ugrasu.ru>) и/или в других системах управления обучением электронной информационно-образовательной среды Университета.

Обучение и контроль обучающихся из числа инвалидов и лиц с ограниченными возможностями здоровья при необходимости осуществляется с использованием специальных методов обучения и дидактических материалов, составленных с учетом особенностей психофизического развития, индивидуальных возможностей и состояния здоровья таких обучающихся (обучающегося).

Учебно-методические материалы для самостоятельной работы обучающихся из числа инвалидов и лиц с ограниченными возможностями здоровья предоставляются в формах, адаптированных к ограничениям их здоровья и восприятия информации.

7.1 Технологическая карта дисциплины 1-й семестр

№ п/п	Название темы	Максимальное количество баллов
Обязательный уровень (текущая аттестация)		
1	Вводно-корректировочный курс	20
2	I Study at Ugra State University	20
3	Petroleum Engineer	30
		70
Обязательный уровень (промежуточная аттестация)		
4	Зачёты	30
		30
	Итого	100
Дополнительный уровень		
5	Project "Learning foreign languages"	15
		15

Шкала оценивания результатов по балльной системе (зачёты):

Зачтено с 50 по 100 баллов;

Не зачтено с 0 по 49 баллов.

7.2 Технологическая карта дисциплины 2-й семестр

№	Название темы	Максимальное
---	---------------	--------------

п/п		количество баллов
Обязательный уровень (текущая аттестация)		
1	Business Etiquette Job Hunting	20
2	Business Correspondence	20
3	English-Speaking Countries: Culture and Traditions	30
		70
Обязательный уровень (промежуточная аттестация)		
4	Экзамены	30
		30
	Итого	100
Дополнительный уровень		
5	Cultures of different peoples of the world	15
		15

Шкала оценивания результатов по балльной системе (экзамены):

Критерии выставления оценки при промежуточной аттестации:

Отлично с 83 по 100 баллов;

Хорошо с 68 по 82 балла;

Удовлетворительно с 50 по 67 баллов;

Неудовлетворительно с 0 по 49 баллов.

7.3 Примерные тестовые задания

Тест №1

«Правила чтения в английском языке», «Типы ударных слогов».

Эталонный вариант (4 балла ОФО; ЗФО 4 балла)

1. Выпишите слова, в которых буква «А» читается как [eɪ]:
am, same, Mary, make, lamp, Kate, care, made, lack, gear.
2. Выпишите слова, в которых буква «А» читается как [æ]:
Dave, Sam, tarn, park, dam, ram, satire, lane, ran, ban.
3. Выпишите слова, в которых буква «А» читается как [ɑ:]:
tart, map, dark, man, March, cam, large, sad, arm.
4. Выпишите слова, в которых буква «А» читается как [eə]:
Lake, farm, rat, rare, spare, fare, bar, make, sand, dare.
5. Выпишите слова, в которых буква «Е» читается как [i:]:
secret, complete, legal, she, mete, rent, men, Ben, bene.
6. Выпишите слова, в которых буква «Е» читается как [e]:
set, these, enter, mete, hero, well, petty, herd.
7. Выпишите слова, в которых буква «Е» читается как [ə:]:
person, herd, sphere, describe, prefer, term, mercy, mere.
8. Выпишите слова, в которых буква «Е» читается как [iə]:
here, mere, cert, rent, bene, imperialism, interfere.
9. Выпишите слова, в которых буква «I» читается как [ai]:
shine, bike, fine, firmly, hire, library, describe, Mike.
10. Выпишите слова, в которых буква «I» читается как [i]:
fit, dire, city, bill, thick, tired, finish, dirty.

7.4 Примерный комплект практических заданий

Задание 1. Поставьте следующие предложения в Past и Future Indefinite Tenses

1. Our house is in front of the tower.
2. These cities are beautiful.
3. The Institute is near the hospital.
4. His girlfriend has dark brown eyes.
5. They have a new refrigerator.
6. The Bakers have a new TV-set.
7. There is a telegram on the table.
8. There is a lift in this house.
9. There are two armchairs and a chair in the room.

Задание 2. Вставьте глаголы to be или to have в соответствующей форме

1. The letter ... in his hands.
2. He ... a letter in his hands.
3. Our city ... very big.

4. We ... a small house.
5. Our factory ... a new conveyer.
6. The new cars ... blue and white.
7. The locomotive ... black.
8. She often ... visitors.

Задание 3. Выберите правильный вариант

1. Are you going (*on, to, in*) holiday this year?
2. The secretary just (*sign*) (*this, these, that*) letters (*of, on, by*) behalf (*on, for, at, of*) the manager.
3. When they arrived (*to, at, in, for*) the station, they rushed to the platform not to miss the train.
 4. Our classes begin (*to, at, in, for*) 8 o'clock.
 5. (*on, to, in*) Wednesday he goes to the library.
 6. (*on, to in*) summer we have holidays.
 7. The students are (*to, at, in, for*) the English lesson.
 8. Studies begin (*on, to, in*) the 1st (*of, at, in*) September.

Задание 4. Замените подчеркнутые слова личными местоимениями

- 1) The teacher is helping the students to translate the article.
- 2) Mother will send Mary to buy the tickets.
- 3) The man gave the books to the boy.
- 4) My friend is going to write a letter to his sister to-day.
- 5) Helen worked hard at history.

Задание 5. Вместо пропусков вставьте, где требуется, артикли а, an или местоимения some и any

- 1) I usually smoke () cigarettes or () pipe.
- 2) Are there () matches in that box?
- 3) Is there () bookshop in this street?
- 4) I want to buy () books.
- 5) There is () sofa and () armchairs in this room.
- 6) What () strange man!
- 7) Are there () letters for me?
- 8) Is there () letter for me?
- 9) Will you please give me () pen.
- 10) Which would you like: () apple or () orange?

Задание 6. Переведите следующие предложения на русский язык и поставьте их в вопросительную и отрицательную формы

1. There are some new pupils in our group.
2. There is some picture in the book.
3. There were some old houses in our street.
4. There is some conference today.
5. There are many large cities in our country.
6. There was somebody in the room.
7. There is a table in front of the window.
8. There are hundreds of different plastics.
9. There are different types of rocket motors.

10. There are several kinds of surfaces.

Задание 7. Прочтите и переведите текст «At the Lecture on Geometry»

This is a picture of a classroom.

This is Mr. Black, professor of mathematics. That is Mrs. Hutt, she is Mr. Black's assistant. Mrs. Hutt has a ruler and a piece of chalk in her hands.

There are some young men and women in the classroom. Only three months ago they were schoolchildren. Now they are students of an English technical college.

Today is the second (2nd) of September. The students have three lectures today. The first (1st) lecture is on geometry.

The classroom is large and light. There are two large windows on the right and a door on the left. There is a bookcase in the corner of the room. Over the bookcase there hangs a clock. Are there any bookshelves here? No, there are no bookshelves in the room (there aren't any). In front of one of the windows there is a table. What is there on the table? On the table there are many things, for example, some instruments, a sliding rule, a ruler, a compass, a pen, some pencils and notebooks.

In the middle of the room there stand some desks for students. On the wall there hangs a blackboard and tables. There are some drawings on the blackboard. These are geometrical figures: a circle in the middle, a square on the left, a triangle on the right and an ellipse below the circle. Under the drawings there are numbers and symbols.

Geometry treats of the properties, constructions and measurements of lines, surfaces, and solids.

A solid, or body, has three dimensions: length, breadth and thickness. A surface has only two dimensions: length and breadth. A line has only one dimension, length. A point has no dimension but is simply a position in space.

At the end of his lecture Mr. Black says: "You already had mathematics at school. Now you have higher mathematics which is a very important subject for technical college students. It is sometimes called the queen of sciences."

Задание 8. Прочтите и переведите текст «Measurements»

Mr. Hall delivers lectures to the students at the college. He delivers lectures three times a week: on Monday, Wednesday, and Friday. Mr. Hall is a very accurate man. He always begins his lectures in time.

Today is the 5th of September, Monday. His lecture is about measurements. Mr. Hall illustrates his lectures with numerous examples, diagrams and experiments. He says: "In scientific work we usually measure in units of the metric system. The metric or decimal system is the international system of measures and weights which is based on the metre and the kilogramme. The metric unit of length is the metre. The metre is based on the wave-length of orange-red light which is given off by the element Krypton 86, and is measured with great accuracy in scientific laboratories all over the world. The metre is divided into 100 centimetres and each centimetre into 10 millimetres.

The corresponding units of mass, volume and pressure are the kilogramme, the cubic metre and the Newton/m² respectively.

Mr. Hall ends the lecture with the words: "The metric system of measures and weights is used in most countries of the world. But there is also another system of measures and weights, the Imperial System, which is based on the foot and the pound. Some countries still use this system."

Here is an example of the difference between the two systems:

Imperial System	Metric System
1 inch (in)	2.540 cm
1 foot (ft)	30.45 cm

1 yard (yd)	91.44 cm
1 mile (m)	1.609 km

Задание 9. Прочтите и переведите текст «Measuring Temperature»

There are several scales for measuring temperature. On the Centigrade scale the boiling point of water is fixed at 100° (one hundred degrees), its freezing point is at 0° (zero). The equivalent points on the Fahrenheit scale are at 212° and 32°.

When it is necessary to convert temperature readings from the Fahrenheit scale to the Centigrade, we subtract 32 and multiply by 5/9.

Sometimes scientists use the Absolute scale (Kelvin) in which the temperature is measured in degrees Centigrade from the point at which molecular motion ceases. Absolute zero is -273.1°C.

The instruments measuring temperature, the thermometers, are nearly identical but each has a different scale. Most thermometers use mercury as an agent and we call them mercury thermometers. But at temperatures below -39°C mercury freezes and becomes a solid. And so for measuring very high and very low temperatures we use electrical thermometers.

Критерии оценки по выполнению заданий:

0 балл - выставляется обучающемуся, если типовые задания не выполнены, результаты обучения не достигнуты;

0-1 баллов - выставляется обучающемуся, если типовые задания выполнены не в полном объеме, результаты обучения в полном объеме не достигнуты;

2 - балла - типовые задания выполнены с незначительными погрешностями, результаты обучения достигнуты.

3- балла - типовые задания выполнены в полном объеме, результаты обучения достигнуты

Задание 10. Выучить новые слова и выражения.

Слова и выражения к тексту «At the Lecture on Geometry»

ago adv - тому назад	property n - свойство
body n – тело	right a – правый, правильный
breadth n – ширина	say (said) v - говорить, сказать
circle n - круг; окружность	science n - наука
corner n – угол	simply adv - просто
dimension n - измерение	solid n - твердое тело
drawing n – чертеж	sometimes adv - иногда
end n – конец	space n - пространство
figure n – фигура	square n - квадрат
hang (hung) v – висеть ; вешать	stand (stood) v - стоять
important a – важный	subject n - предмет
left a – левый	surface n - поверхность
length n – длина	table n – стол, таблица
light a – светлый	thickness n - толщина
middle n – середина	thing n - вещь, предмет
only adv – только	point n – точка

Слова и выражения к тексту «Measurements»

always adv – всегда	numerous a - многочисленный
begin (began, begun) v - начинать	pound n - фунт
decimal a – десятичный	pressure n - давление
degree n – градус	scale n - шкала
difference n - разница, различие; разность	unit n - единица
divide v – делить	use v - использовать
each pron – каждый	usually adv - обычно
give (gave, given) v - давать	water n - вода
great a – большой	weight n - вес
volume n – объем	measure n - мера; v – измерять

Эталонный вариант

Задание 11. Вставьте артикли a, an, the, где это необходимо.

1. My uncle was operated yesterday. He is still in ... hospital. I'm going to ... hospital to see him.
2. ... life will be very different in ... future.
3. ... villages-in this part of ... country near ... Thames are very beautiful.
4. ... Nightingales belonged to ... highest social class of ... England.
5. What do you call ... people of ... China? - ... Chinese.
6. ... man must do everything possible to save ... environment and ... life on ... planet of Earth.
7. ... English language was brought onto ... British Isles in ... middle of ... fifth century by ... Angles, Saxons and Jutes who came there from ... North of ... Germany.
8. Near ... British Museum you can see the tall building of ... University of London.
9. ... Statue of Liberty was ... gift of friendship from ... France to ... United States.
10. We saw ... good film last night. The film was about the love of a girl to her cat and dog.

Задание 12. Образуйте множественное число от существительных в скобках.

1. Both my (brother-in-law) work in a bank which is situated on the (outskirt/outskirts) of town.
2. Look! Two (aircraft) are flying in the dark sky.
3. My (grandmother) favourite TV series (be) 'Santa Barbara'.
4. When (be) the latest news on TV? - (It, They) (be) at 9 a.m.
5. Two kilometres (be) a long way to go on foot.
6. The police (be) after the escaped prisoners.
7. Oh dear. Measles (be) quite a serious illness.
8. My (sister-in-law) family is not very large.

9. Cambridge University was exclusively for (man) until 1871 when the first (woman) college was opened.

10. Statistics (be) an interesting science.

Задание 13. Напишите следующие существительные во множественном числе.

Place, library, language, dress, watch, clock, eye, bus, party, company, glass, key, fox, life, day, man, woman, foot, child.

Задание 14. Постройте предложения, употребляя 's или of ...

1. I don't know (*parents/girl playing with my child*).
2. Put it in (*back/car*).
3. The teacher expects (*these children/parents*) to come to the school.
4. You'll find the sentence in (*middle/page*).
5. (*effect/James/speech*) was great.
6. This is (*my/cousin*) house.
7. They sell only (*women/clothes*) here.
8. I didn't get (*idea/article*).
9. (*this woman/story*) impressed everybody.
10. These are (*the Wests/friends*).

Задание 15. Переведите предложения, обращая внимание на степени сравнения прилагательных.

1. This flat is not as light as that one on the ground floor.
2. This problem is much more important than the one we discussed yesterday.
3. It was the most interesting book I have ever read.
4. Mathematics was the most difficult subject for me at school.
5. Today I have less free time than I had yesterday.
6. His answer is better today than 2 days ago.
7. My brother is the best student in the group.
8. This is the most up-to-date factory in the town.

Задание 16. Раскройте скобки, используя прилагательное в нужной форме, как в примере: *Your car is (expensive) than mine. — Your car is more expensive than mine.*

1. Bill is (old) in the group.
2. I am (tall) than my group-mates.
3. The bus is (cheap) than the train.
4. My room is (comfortable) in the house.
5. Paris is (beautiful) city in the world.

6. His second book is (bad) than the 1st one.
7. This area of the city is (quiet) than the center.

Задание 17. Выберите правильный вариант ответа.

1. My parents want a ... flat.
a) bigger b) more bigger c) more big
2. Our town is ... than Novosibirsk.
a) old b) older c) oldest
3. Today is a ... foggy day. You should be careful on the road.
a) much b) more c) less
4. Our University is one of the ... in Siberia.
a) old b) oldest c) the oldest
5. June is ... than May in our region.
a) hot b) more hot c) hotter
6. It's ... to get to the city center by bus than to walk.
a) easy b) more easy c) easier
7. Who is the ... popular singer in our country?
a) more b) most c) much
8. My results in the test are ... of all.
a) good b) better c) best
9. Which is the ... way to the University?
a) short b) shorter c) shortest
10. Football in our town is ... popular than tennis.
a) much b) more c) most

from the University and I will do my best to become a good specialist.

Задание 18. Выполните упражнения по теме: «Образование и употребление времен английского глагола»

The Present Tenses

The Present Simple

- a) *Comment on the use of the Present Simple in the following sentences.* 1. Wisdom comes with age. 2. There is a reason for everything. Nothing falls from heaven. 3. — Do you believe in miracles? — I do. 4. Palermo is the capital of Sicily. 5. No one in this world is perfect. 6. Students buy a lot of books at the beginning of each term. 7. I think that English Grammar is easy. 8. Frank has a

good head for figures. 9. A cat purrs when it is pleased, but a dog waves its tail. 10. That's the way it usually happens. 11. The client is always right. 12. I often sleep with the window open. 13. My mother doesn't like it when we play in the street. 14. The beauty of the Internet is that you can get virtually anything that your heart desires. 15. Every generation has its way. 16. I watch evening news every day. 17. — Do you have a sweet tooth? — Yes, several.

b) **The Present Progressive**

Use the right form of the verb in brackets. 1. Oh, darling, pay no attention to Mr. Wonka! He (lie) to you. 2. "I (starve), and my feet (kill) me. I (want) to have a rest," complained Grandma. 3. "Watch the road!" cried the policeman. "Something (happen) there." 4. — You (kid)? — No, I not (joke), sir. I'm dead serious. 5. Now, children, we (go) to the most wonderful place in the world. 6. You (think) of selling this house? I not (think) it's the right time to do it. 7. We still can't understand what he (talk) about. 8. She (show) the latest collection of new designs tonight. 9. Today in this country we (face) a lot of problems. 10. — Why you (cry), Nicky? — Can't you see I (cut) onions? 11. Listen, you and Eric (come) for Sunday's barbecue? 12. — You (feel) better, darling? — Yes, I (do) fine, thank you. 13. — Have you put the kettle on to boil? — It (whistle) already. 14. All the talk tonight is about the house which he (renovate). 15. We not (get) younger. 16. Make the tea, Jess, the kettle (screech) its head off. 17. Now clear off, I (read). 18. Hello, is that me you (look for)?

c) **The Present Perfect**

Use the right form of the verbs in brackets. 1. They (be) political rivals for more than 30 years and still are. 2. New York house (be) his main home for the last forty years. 3. I (miss) you terribly! Where you (be) all this time? 4. It (be) a long way, I really feel tired. 5. I always (like) being near water, and for as long as I can remember. 6. Frank wants to fly. He (do) this so many times in his mind that he is beginning to think it really (happen). 7. Life (be) very kind to me. 8. I not (see) fireflies since I (be) a kid. 9. I (notice) something strange in her lately. 10. We believe you (be) very busy since you (arrive) in New York. 11. Melanie (know) the Hills for donkey's years. 12. After all, Nigel always (be) a bit of a know-it-all. 13. It is quiet in the apartment now that everybody (leave) it. 14. It's strange that they are friends, they never (share) the same interests. 15. "I think you had better leave," he said icily. "Before I really lose my temper. I just (have) enough of you." 16. I always (want) to look clever, but now at the age of twenty I have to admit that I look like a person who never even (hear) of Jung or Updike. 17. We (see) each other fairly steadily for the past year, and when David (ask) me to marry him, last week, there (seem) no reason to say "no". I (be) very lonely for a very long time. And so (have) David, ever since his wife (die) seven years ago.

d) **The Present Perfect Progressive**

Use the right form of the verbs in brackets. 1. Good gracious, Kit, whatever you (do)? You seem to have all the paint on yourself that there is in the world. 2. I (think) about you all day, Emma. 3. What you (do) since we last (meet)? 4. — You look hot. — Yes, I (play) tennis. 5. I (work) in a bookshop now. I (work) here for about six weeks. 6. I (do) so for thirty years and I'm not going to change my ways. 7. She (have) toothache since she (get) up this morning. 8. How long you (know) Susan? 9. We (write) invitation cards all morning. We (write) eleven already. And we still not (finish) them all. 10. Mary (go out) with Steve for a year now, and they (plan) to get married soon. 11. I (keep) a watch on the road for the last few days, trying to catch a glimpse of

you as you passed. 12. And now, gentlemen, I want to know what (go on) here and how long it (go on). 13. He (chase) this girl for half a year but she wouldn't even look at him. 14. They (think) a lot about this situation these past few days, since they (be) home. 15. There's something I (want) to ask you for the last couple of hours.

e) The Past Tenses
The Past Simple

Use the right form of the verbs in brackets. 1. Hilary Benson let Melanie (weep). She handed her patient a box of tissues in silence. Then she (pour) a glass of water, and (bring) it to the crying woman. Meredith (take) it from her, (sip) the water, and (say) after a moment, "I'm sorry for my outburst." 2. "Listen, you two, before we have supper I want to show you my finds." "Finds? What you (mean)?" Andrew asked, smiling at me fondly. "I (poke) around in the library this afternoon, and I (find) a diary by one of your ancestors, Lettice Keswick, which she (write) in the seventeenth century." "Good Lord! So that's what you (do) all afternoon, digging amongst those old books," Diana (cut) in, "but you (say) finds, Mai, in the plural. What else you (discover)?" "Let me (go) and (get) them. Once you (see) the books, you (understand) what I (talk) about."

f) The Past Simple and the Present Perfect

Use the Past Simple or the Present Perfect of the verbs in Brackets. 1. — You (see) Jane today? — Yes, I (see) her at about nine, but I not (see) her since then. 2. I always want to go to Scotland, but I never (manage) to get there. 3. Bob (want) to be a bodyguard until he (be) fifteen. 4. — We not (see) much of Helen lately. — You (see) her? 5. I (be) ill a lot last year. 6. I (be) ill for two weeks. 7. — How's your new job? — Everything (be) all right up to now. 8. Nelly (go) to America on holiday ten years ago, and she (live) there ever since. 9. He (climb) quite a lot of mountains, but he never (be) up Everest. 10. You ever (study) a musical instrument? 11. Alex (have) an enormous amount of work last week. 12. We (have) a very busy week. We need a break. 13. When you first (fall in love)? 14. How long ago you (meet)? 15. How long you (be) in your present job?

g) The Past Progressive

Use the right form of the verbs in brackets. 1. It (snow) again. It (be) gorgeous. Just like a fairyland. All white. And the snow (glisten) in the sun. But the snow flakes (be) light, and as I (glance) out the window, I (notice) that they (melt) the moment they (hit) the pavement so it (can) not be the weather which (make) Andrew late getting home. "I think the traffic and the snow (hold) him up," Sarah said. "If it (snow) in Connecticut, it (can)(slow) Andrew down, and everyone else who (come) back to the city on Sunday night. There , (be) probably a backup of cars." "That's true, yes," I (say), seizing on this possibility, wanting to ease worry. But the fact (be), Andrew was never late, and that was what (trouble) me now. Sarah (know) it as well as I (do), but neither of us (voice) this thought at the moment.

h) The Past Perfect

Use the right form of the verbs in brackets. 1. She (talk) about the party she (arrange) for the children who (attend) her Sunday-school classes- 2. Emma suspected he (arrive) at the truth years ago. 3. Jack and Amelia were the only family she ever (have). 4. She got dressed in the cotton shorts and top she (wear) the day before. 5. Mari glanced over at the clock. It (be) nearly nine. She recently (learn) to tell the time. 6. Her words had touched the core of me, and I realized with a small shock how badly I (behave), I (think) only of myself. 7. They (be) truly good friends again, closer than they ever (be). 8. It was lovely to hear her laugh again. He not (hear) her laugh

in years. 9. The police cordoned off the street where the bomb (go off). 10. The suspect refused that he (assault) a policeman. 11. The prisoner (spend) almost a month digging a tunnel before the guards (discover) it. 12. He said he (be) awfully sorry for the things he (do). 13. She seated herself in the chair Bill (pull) out for her. 14. The tense, worried expression he invariably wore, (disappear). Now it (be) smooth, free of pain and concern. 15. Roger guessed that she just (make) a dreadful slip of the tongue. 16. Before the mid-nineteenth century, no dentist (use) anesthesia.

i) The Past Perfect Progressive

Use the right form of the verbs in brackets. 1. When Nikita finally reached the club, his friends Olga and Oleg were already waiting for him near the entrance. Nikita said he was sorry he was late and asked how long they (be) there. They explained that they (wait) for about thirty minutes and in their turn asked him where he (be). Nikita said he (finish) a pot in his pottery class, and it (take) him a really long time to clean up. Olga was greatly surprised and asked how long he (take) a class in pottery, as he never (mention) it before. Nikita said he (register) some time before as he needed a breake from his classes. He never (try) to do anything creative before and he (have) a really good time. He admitted that since he (start) it, he (spend) all his free time in workshop. He also (run) around to antique stores, though he not (go out) much with his friends recently. His friends said they were sure it was just the beginning and soon things (get back) to normal.

j) The Future Tenses

The Future Simple

Fill in the blanks with shall(not) or will(not). 1. ... I phone for a taxi for you? 2. What ... you have to drink? 3. Who ... we pass the message to? 4.1 ... never let you go. 5. Where ... I place the books? 6. Let's not talk about it, ... we? 7. Keep your mouth shut, ... you? 8. Let's get started, ... we? 9. When I retire, I ... have more time for my hobbies and friends. 10. — Drive carefully. — Don't worry, I 11. The conference ...begin at 10.00 a.m. 12. ... I give you a lift to the school? 13. No matter what may happen; we ... always be by your side. 14. ... I be happy, ... I be rich? 15. Where and when ... I see you again? 16. — I hope you ... like my present, darling. — I'm sure I 17. As long as I am head of this company, I ... handle all the business.

k) The Future Progressive

Read and translate the sentences Comment on the use of the Future Progressive. 1. You'll have to add another cup and saucer on the tray, Parky. A friend of Mrs. Keswick's has just arrived. She'll be having tea with us. 2. I'd better get you home, Theodora darling. Your aunt will be worrying and wondering where you are. 3. Goodbye. You won't be seeing me for a long time. 4. — Why must I take a book and a packed lunch? — You'll be sitting on the train for hours. 5. While you are slicing the cheese, I will be buttering the bread. 6. We'll be arriving at Miami airport at exactly this time tomorrow morning. 7. Next Sunday, the Prime Minister will be celebrating ten years in power. 8. Whenever I think of you, I will be remembering the shadow of your smile. 9. And you, Edwin, will be doing me a great service if you get me the smelling salts from my bedroom. 10. Will you be wearing your new earrings tonight? 11. Mind, I shall be keeping a very careful eye on you from now on! 12. She'll be soon coming round the mountains! (*about the first train*). 13. In the next few minutes we shall be crossing the Belgian border.

l) The Future Perfect

Read and translate the sentences. Comment on the use of the Future Perfect. 1. By the time my parents get back home I will have cleaned the house from top to bottom. 2. The tourists hope that the tornado will have finished before they arrive in California. 3. Next month I will have known

Rick for twenty years. 4. By the time you start writing your test I will have finished mine. 5. When you drop in at my place, I will have painted the door. 6. Will you have arranged everything by tomorrow?

m) **The Future Perfect Progressive**

Read and translate the sentences. Comment on the use of the Future Perfect Progressive. 1. Next year I will have been living in Moscow for thirty years. 2. Next month we shall have owned this house for ten years. 3. When he is forty, he will have been learning English for twenty-five years. 4. By the time the manager turns up, the customers will have been waiting for him for several hours. 5. He complains that by May he will have been reading "War and Peace" for five months. 6. I shall have been staying here just a year this July.

Задание 19. Прочтите и переведите текст «Petroleum Engineer»

«Petroleum Engineer»

Meeting the task of producing oil and gas and other resources from the earth is the primary challenge of the petroleum engineer. Petroleum provides over 70% of world energy consumption. It is likely to continue at this rate at least another 50 years, probably 100 years. No other branch of engineering is more concerned with our everyday lives. Economic and environmentally safe production of petroleum resources requires creative application of a wide spectrum of knowledge, ranging from the basic sciences of mathematics, physics, geology and chemistry to almost all engineering branches of knowledge (mechanical, chemical, electrical, etc.)

The petroleum engineer evaluates potential producing reservoirs, oversees drilling activities, selects and implements recovery schemes and designs surface collection and treatment facilities.

The petroleum engineer is increasingly concerned with the application of computers in these functions, not only in exploration data analysis and simulation of reservoir behavior, but also in automation of oil field production and drilling operations. Most of the world's supercomputers are at the hand of petroleum companies.

Petroleum engineers have a future full of challenges and opportunities. They must develop and apply new technology to recover hydrocarbons from oil shales, tar sands and offshore oil and gas fields. Petroleum engineers must also devise new techniques to recover oil left in the ground after application of conventional producing techniques. Examples of these "enhanced" recovery methods are steam injection, underground combustion, and injection of chemically treated water to release oil trapped in the pores of rock. Since conventional producing method will recover only an average of 25% of oil in place, these new methods are aimed at recovering additional petroleum from known

reservoirs. Techniques developed for the recovery of petroleum will increasingly be applied to the extraction of other important minerals.

Since many petroleum companies conduct worldwide operation the petroleum engineer may have the opportunity for assignments all over the world.

Задание 20. Выучите слова и выражения к тексту «Petroleum Engineer»

- | | |
|-------------------------|-----------------------------------|
| 1. to meet the task | - выполнить задачу |
| 2. to produce | - производить, добывать (зд.) |
| 3. to consume | - потреблять |
| 4. challenge | - вызов, задача (зд.) |
| 5. to provide | - снабжать, обеспечивать |
| 6. rate | - темп, скорость |
| 7. at least | - по крайней мере |
| 8. to be concerned with | - иметь дело с ... |
| 9. to create | - создавать, созидать |
| 10. to evaluate | - оценивать |
| 11. to oversee | - наблюдать, контролировать (зд.) |
| 12. activity | - деятельность, работа |
| 13. to implement | - внедрять |
| 14. to simulate | - моделировать |
| 15. to own | - владеть |
| 16. to recover | - добывать, извлекать |
| 17. to devise | - разрабатывать |
| 18. to enhance recovery | - увеличить отдачу нефти |
| 19. to inject | - закачивать, впрыскивать |
| 20. combustion | - горение, сгорание |
| 21. to treat | - обрабатывать, очищать |
| 22. to release | - освобождать, разъединять |
| 23. opportunity | - возможность |
| 24. facility | - средство |
| 25. to apply | - применять |
| 26. oil shale | - горючий сланец |
| 28. tar sand | - битумный песчаник |
| 29. conventional | - нормальный, обычный |

30. trap - ловушка

31. pore - пора

Задание 21. Прочтите и переведите текст «From the History of Petroleum»

«From the History of Petroleum»

Petroleum and natural gas have been known to man long before our era. Petroleum production on an industrial scale, however, was started only a little more than one hundred years ago, while the production and use of natural gas - only in the present century.

Petroleum and gas can be found escaping from rocks in many places all over the world. Such occurrence of petroleum and gas are mentioned in the writings of Herodotus (5th century B.C¹.), Plutarch, Pliny the Elder, Marcus Vitruvius (1st century A.D².).

Formerly, petroleum was extracted by most primitive methods, i.e. by digging wells to the petroliferous strata where the petroleum was still in the liquid state. Cases are known when surface seepages of petroleum were so considerable that it accumulated in the depressions of the relief forming petroleum lakes. But in these cases the petroleum with time lost its volatile components and turned into asphalt. As can be seen from ancient historical documents the use of petroleum as fuel dates back to extremely early times. Not only liquid petroleum but asphalt was also used as fuel.

The use of petroleum in early times refers to the Apsheron peninsula and other regions of the Caspian shores which abounded in petroleum and where there was the deficiency of other kinds of fuel (coal, peat, wood), this forced the inhabitants to use petroleum as fuel for heating their dwellings, cooking purposes, etc.

We learn that petroleum had been used for illumination in the countries adjacent to the Caspian and the Mediterranean Seas as far back³ as several centuries B.C.

Задание 22. Выучите слова и выражения к тексту «From the History of Petroleum» (3 балла)

1. however – однако

2. production – производство, добыча

3. to escape - давать утечку, выходить из...

4. to extract - извлекать

5. to accumulate - накапливать

6. relief - рельеф

7. volatile - летучий

8. ancient - древний

9. to refer - относиться, ссылаться на...

10. to abound - изобиливать, иметься в большом количестве

11. deficiency – недостаток

12. to force - заставлять

13. dwelling - жилище

14. adjacent - прилегающий

15. to dig - копать

16. depression - углубление, впадина
17. to occur - встречаться
18. to mention - упоминать
19. seepage - утечка
20. stratum (strata) – пласт (пласты)
21. formerly – раньше, прежде
22. to illuminate – освещать
23. to cook – готовить (пищу)
24. purpose – цель
25. inhabitants – жители
26. peat – торф
27. to date back – датироваться
28. i.e. – id est, (лат.), that is (англ.)
29. petroliferous – нефтеносный
30. case - случай

Задание 23. Выполните лексические упражнения к тексту (3 балла)

Read and translate the words:

petroleum, oil, production, scale, industrial scale, start, century, present century, rock, method, primitive method, good method, new method, modern method, document, ancient document, illumination

Make up nouns with the help of the suffix “tion” and translate them:

product, extract, form, accumulate, illuminate

Translate into English:

добыча нефти, добыча газа, промышленный масштаб, упоминать, раньше, пласт, пласты, нефтеносный пласт, твердый, жидкий, состояние, терять, топливо, твердое топливо, жидкое топливо, использовать, отопле-ние, освещение, отсутствие, недостаток

Answer the questions:

When have petroleum and natural gas been known to man?

When did the production of petroleum and natural gas begin?

How was petroleum extracted?

What was petroleum used in early times for?

When did the history of using petroleum as fuel begin?

Find the predicates and translate the sentences into Russian:

Petroleum and natural gas were known long before our era.

The production of petroleum and natural gas on an industrial scale was started only last century.

At first men used petroleum as fuel for heating their dwellings.

Petroleum was used for illumination several centuries B.C.

Long ago petroleum was extracted by primitive methods.

Gas can be found escaping from the rocks.

Asphalt was also used as fuel.

This phenomenon was mentioned in ancient writings.

Задание 24. Выполните аннотирование текста по специальности письменно (текст на выбор обучающегося по специальности)

План.

1. Заголовок статьи текста (The head-line).

- The text is head-lined ... – Текст озаглавлен ...
- The head-line of the text under discussion is ... – Заголовок обсуждаемого текста
- The title of the article is ... – Название статьи ...

2. Автор текста (The author of the text).

- The author of the text is ... – Автором текста является ...
- The text is written by ... – Текст написан (тем-то) ...

3. Главная идея текста (The main idea of the text).

- The main idea of the text is ... – Главной идеей текста является ...
- The text is about ... Текст рассказывает о ...
- The text touches upon ... – Текст затрагивает вопрос о ...
- The purpose of the text is to give the reader some information on ...
- Цель текста – дать читателю некоторую информацию о ...

4. Содержание текста (The contents of the text).

- The text could be divided into two (three, four) logical parts.
- Текст можно разделить на две (три, четыре) логические части.
- The author writes (states, thinks, emphasizes, informs) that ...
- Автор пишет (утверждает, думает, подчеркивает, информирует), что..
- According to the text ... – В соответствии с текстом ...
- Further the author says that ... – В дальнейшем автор пишет, что ...
- In conclusion ... – В заключение ...
- The author comes to the conclusion that ... – Автор делает вывод, что ...

Критерии оценки по выполнению заданий:

0 балл - выставляется обучающемуся, если задание не выполнено, результаты обучения не достигнуты;

0-4 баллов - выставляется обучающемуся, если задание выполнено не в полном объеме, результаты обучения в полном объеме не достигнуты;

5-6- баллов - задание выполнено с незначительными погрешностями, результаты обучения достигнуты.

7-10- баллов - задание выполнено в полном объеме, результаты обучения достигнуты

Задание 25. Выполните реферирование текста по специальности устно (текст на выбор обучающегося по специальности)

План.

1. Заголовок статьи текста (The head-line).

- The text is head-lined ... – Текст озаглавлен ...
- The head-line of the text under discussion is ... – Заголовок обсуждаемого текста
- The title of the article is ... – Название статьи ...

2. Автор текста (The author of the text).

- The author of the text is ... – Автором текста является ...
- The text is written by ... – Текст написан (тем-то) ...

3. Главная идея текста (The main idea of the text).

- The main idea of the text is ... – Главной идеей текста является ...
- The text is about ... Текст рассказывает о ...
- The text touches upon ... – Текст затрагивает вопрос о ...
- The purpose of the text is to give the reader some information on ...
- Цель текста – дать читателю некоторую информацию о ...

4. Содержание текста (The contents of the text).

- The text could be divided into two (three, four) logical parts.
- Текст можно разделить на две (три, четыре) логические части.
- The author writes (states, thinks, emphasizes, informs) that ...
- Автор пишет (утверждает, думает, подчеркивает, информирует), что..
- According to the text ... – В соответствии с текстом ...
- Further the author says that ... – В дальнейшем автор пишет, что ...
- In conclusion ... – В заключение ...
- The author comes to the conclusion that ... – Автор делает вывод, что ...

5. Ваше мнение относительно прочитанного (Your opinion of the text).

- I found the article (the text) interesting (important, informative, problematic, dull, too hard to understand) ...
- По-моему, текст интересен (важен, информативен, проблематичен, скучен, слишком сложен для понимания) ...

Эталонный вариант

Страдательный залог.

Задание 26. Выполнение упражнений на закрепление грамматического материала

THE PASSIVE VOICE

Change the sentences from active to passive

1. The teacher explains the new rule. 2. The teacher is explaining the new rule. 3. The teacher has explained the new rule. 4. The teacher explained the new rule. 5. The teacher was explaining the new rule. 6. The teacher had explained the new rule. 7. The teacher is going to explain the new rule. 8. The teacher will explain the new rule. 9. The teacher can explain the new rule. 10. The teacher should explain the new rule. 11. The teacher ought to explain the new rule. 12. The teacher must explain the new rule. 13. The teacher has to explain the new rule. 14. The teacher may explain the new rule. 15. The teacher might explain the new rule.

Use the right form of the verbs in brackets.

1. This program (run) by very good managers. 2. These workers usually (pay) monthly. 3. The public not (allow) to drive on the park roads. 4. This city (bomb) heavily in the war. 5. The editorial staff (call) to the conference room. 6. Tim studies hard. He hopes he (give) the highest grades this semester. 7. The lost children just (find) in the park. 8. The new computer system (install) at the moment. 9. I (teach) to play chess by the time I was four. 10. He was getting the best care and treatment in the hospital, and he (monitor) night and day. 11. If all the money in the world (collect) and (divide) equally among all the people living on the Earth, each of us (give) three million dollars. 12. Don't worry! By the time we meet again, all your problems (solve). 13. We (tell) that the exact days for the talks not (set) yet. 14. It (decide) last week that this novel (televisе). 15. The Olympic torch (pass) from one runner to the next one.

Change the sentences from active to passive if possible

1. Doctors use this medicine widely. 2. They deliver milk before 8 a.m. 3. When I came to the service station, they were still repairing my car. 4. Jack walked to school yesterday. 5. Don't worry, our people will meet the group at the airport. 6. This man is installing a new xerox in the office. 7. We stayed in a three-star hotel. 8. The police arrested the wrong man mainly because they confused the names which the witness had given them. 9. They threw him into prison and deprived him of his property. 10. The

leaves fell to the ground. 11. Have you received the message yet? 12. People are destroying large areas of forest every day. 13. Mary's cat ran away last week. 14. I hope they will have completed the repairs by tomorrow. 15. Some people were using the tennis court, so we couldn't play. 16. No one has solved that problem yet. 17. Did someone invite you to the party? 18. I agree with you, gentlemen. 19. This news surprised me. 20. Mr. Lee will teach this class.

Use the right form of the verbs in brackets.

Nearly a quarter of a century has passed since this book first (publish). During this period several hundred thousand copies of the book (dispose) of, and it (sell) practically in every country in the world where English (teach) as a second language.

Nevertheless, the twenty-fifth anniversary is so important an occasion that it (commemorate) with the publication of the new edition, which thoroughly (revise) and considerably (enlarge). Additional sections (include). Another innovation is that a list of irregular verbs in everyday use (introduce). These verbs intentionally (place) as endpapers for easy reference. Besides, the opportunity (take) of revising the book from cover to cover, bringing it up to date and introducing many little improvements here and there. Much care (give) to the preparation of the Index, which it (hope) will make the book a useful work of reference. The writer is of the opinion that the best results (achieve) if it (use) by the students both as a text book and as a book of reference.

Change the sentences from active to passive

1. You can hear this hit everywhere. 2. One can't learn a foreign language in a few weeks. 3. You shouldn't put fruit into the fridge. 4. She is a rude child. Her mother must teach her good manners. 5. I have to complete the letter today. 6. Clara is going to mail these letters tomorrow. 7. Someone must call the police. 8. We ought to invite them, too. 9. They may raise the price of gas. 10. I am going to paint the walls white. 11. The customer has to pay this bill. 12. You shouldn't carry large sums of money with you. 13. Aluminum is a valuable metal. You can use it again and again. Because you can recycle this metal, nobody should throw away aluminum cans. 14. People must protect endangered wildlife from extinction. 15. They may easily fool you.

Ask questions indicated in the brackets

1. Such equipment is sold in special shops, (in what shops?) 2. These files must be

returned in two hours, (when?) 3. This picture gallery was destroyed by the fire. (how?) 4. This work can be done in two days, (in how many days?) 5. The money will be spent on medicine, (on what?) 6. Such questions are often asked by children, (by whom?) 7. The post will be delivered at 7 o'clock, (when?) 8. New roses have been planted in her garden, (what?) 9. The telephone was invented by Alexander Graham Bell, (who?) 10. Rice is grown in many countries, (where?) 11. A new house is being built on Elm Street, (what?) 12. This report must be signed by Mr. Hardy, (who?) 13. These data will have been collected by the end of the year, (by what time?)

Change the sentences from active to passive

1. They offered me the vacancy. 2. The boss has given us all the instructions. 3. We showed the girls our buys. 4. Father promised Ted a new skateboard. 5. Somebody told him the truth. 6. The manager sent them the fax last night. 7. Ben offered the fellow a beer. 8. The expert recommended the client several solutions to the problem. 9. Grandmother gave me a wonderful cookery book. 10. Our partners promised us support and understanding. 11. The policemen showed us the way to the Tower. 12. They paid him a pretty sum of money. 13. They filled the glasses and made another toast. 14. They took these examples from literature.

Задание 37. Прочтите и переведите текст «Greetings and Introductions»
«Greetings and Introductions»

In the first encounter with a person from another country, you should take special care and pay close attention to what is done and said. The first impression only happens once but usually is remembered for a long time. In the words and expressions of greeting and farewell, it is very positive to use the language of the other party, even if not completely understood in their cultural context. Thus, the desire to learn the culture of the country you are visiting is transmitted. When English language is used it must take into account the degree of formalism, from the British, How do you do?, to the less formal How are you? or even Hi?, used by Americans and Australians. The answer to the first is equally How do you do?, while for the second is Fine, thank you or I'm pleased to meet you. These expressions are really a ritual and you should not think that they are asking about how we are? (literal translation) and, therefore, must be answered with a description of our state of health, like in Germany.

The physical distance between people greeting each other is also different. In the Western countries the distance is about one and a half meters, so you can shake hands without taking a step forward. In Asian cultures, the distance is higher (two meters), while in Arab countries, the distance tends to be shorter—it is said that the proper distance is one that allows the breath of someone be felt on the other's face. It is important not to offend your interlocutor by stepping back if he stays too close.

As the title of one of the most comprehensive books on international business etiquette—Kiss, Bow, or Shake Hands, by T. Morrison, G. W. Conaway and Borden—there are three possibilities to greet our foreign clients: kiss, bow, or shake hands. Western culture has been imposed its culture and even in countries where the kiss or bow is usual between compatriots, the handshake is used as a form of greeting and farewell with foreign negotiators.

The intensity of the handshake differs between countries. For example, in Germany, the US, and Japan it is very strong; in the UK, it is softer; in France it is light and fast (no more than three seconds). In Asia, it is smooth, except in Korea, which is firmer; in Arab countries it is soft and long (up to 10 seconds). In almost all countries the handshake is usually accompanied by a slight nod.

The practice of kiss as a way to greet is not widespread in international business. Nevertheless, in Arab countries it is very common among businessmen or with friends and family, but not with foreign negotiators. In Latin countries, it is used among women, and between women and men when they already know each other. There is actually no kissing, but contacts between the cheeks—what is known as *les bises* in France; three kisses in France and two in Spain, Italy and Latin America—.

Bows are the most common form of greeting in Japan, and somewhat less in China. In both countries bows are combined with handshakes, so that each culture shows respect for the other culture. The degree of inclination in the bow shows the status to be granted to the other party. For Westerners, it is best to respond with a slight inclination. When doing the bow you must keep the glance low and place the palms on the side of the legs. Women should place the hands crossed in front.

7.5 Примерный список вопросов, задаваемых на зачете

Вопросы к зачету

1. Каков порядок слов в английском утвердительном предложении?

2. Каков порядок слов в утвердительном предложении с грамматической конструкцией «there is/are»?
3. Каков порядок слов в отрицательных предложениях с данной грамматической конструкцией?
4. Назовите ситуацию, когда употребляется этот оборот.
5. Как правильно выбрать форму глагола, от чего она зависит?
6. Назовите порядок слов в вопросительных предложениях с данной грамматической конструкцией.
7. Какие глаголы в английском языке могут употребляться как смысловые глаголы и как вспомогательные глаголы?
8. Какие значения имеет глагол to have, выступающий в качестве смыслового глагола?
9. Сколько форм имеет глагол to have в настоящем неопределенном времени (Present Indefinite)? Перечислите эти формы.
10. Всегда ли глагол to have, употребляемый в качестве смыслового глагола со значением иметь, владеть, переводится на русский язык?
11. Могут ли сокращенные утвердительные формы глагола to have употребляться в конце предложения?
12. Какую форму имеет глагол to have в прошедшем неопределенном времени (Past Indefinite)?
13. Какую форму глагол to have имеет в будущем неопределенном времени (Future Indefinite)?
14. Как образуется отрицательная форма глагола to have в настоящем неопределенном, прошедшем неопределенном и в будущем неопределенном времени?
15. Как образуется вопросительная форма глагола to have в настоящем неопределенном, прошедшем неопределенном и в будущем неопределенном времени?
16. Сколько форм имеет глагол to be в настоящем неопределенном времени?
17. Какие формы имеет глагол to be в прошедшем неопределенном времени?
18. Какие формы глагол to be имеет в будущем неопределенном времени?
19. Как образуется отрицательная форма глагола to be в настоящем неопределенном, прошедшем неопределенном и в будущем неопределенном времени?
20. Как образуется вопросительная форма глагола to be в настоящем неопределенном, прошедшем неопределенном и в будущем неопределенном времени?
21. Что такое артикль?

7.6 Примерный список вопросов, включенных в экзаменационные билеты

Вопросы к экзамену

1. Какие формы приветствия Вы знаете?
2. Составьте диалог. Представьте, что к Вам приехал представитель иностранной компании. Представьтесь и представьте своих сотрудников, спросите его, какую компанию он представляет, какова его должность, из какого он города. Предложите чашку кофе, назначьте встречу на завтра и попрощайтесь.
3. Составьте и представьте свою визитную карточку. Вы технический специалист инженерной службы нефтяной компании «Татнефть».
4. Глагол в английском языке имеет два залога. Назовите их. Чем они отличаются?
5. Сформулируйте правило образования пассивного залога в настоящем времени.
6. Сформулируйте правило образования пассивного залога в прошедшем времени.
7. Сформулируйте правило образования пассивного залога в будущем времени.

8. Что такое причастие в английском языке? Дайте определение. Понятие Participle I и его синтаксические функции в предложении?
9. Расскажите, как образуются причастие настоящего и прошедшего времени. Приведите примеры.
10. Телефонный разговор с компанией, заказ места в гостинице, покупка билета на самолет). Составьте диалог: закажите двухместный номер в гостинице на 18 ноября, пятницу, купите билет в оба конца на самолет.
11. Правила согласования времен?
12. Каковы правила составления резюме? Вы знаете, из каких пунктов состоит резюме, что следует и не следует упоминать в резюме.
13. Каковы правила собеседования при приеме на работу? Вы знаете, что вам нужно и не нужно делать на собеседовании?
14. Дать определение косвенной речи.
15. Как изменяются личные и притяжательные местоимения в косвенной речи?
16. Как выразить приказы и распоряжения в косвенной речи.
17. Преобразование общих вопросов в косвенной речи. Порядок слов.
18. Указания, просьбы, предложения в косвенной речи. Какие глаголы помогают преобразовывать предложение? Что следует после этих глаголов?
19. Преобразование специальных и общих вопросов в косвенной речи.
20. Когда вопрос в прямой речи начинается со вспомогательного глагола be, do, have или модального глагола can, may, то вопрос в косвенной речи образуется.....(Продолжите предложение).
21. Модальные глаголы в косвенной речи. Перечислить глаголы, которые изменяются при переводе в косвенную речь.
22. Преобразование специальных вопросов в косвенной речи.
23. Опишите географическое положение, достопримечательности и государственный строй Великобритании.
24. Опишите географическое положение, достопримечательности и государственный строй Канады.
25. Опишите географическое положение, достопримечательности и государственный строй США.

8 Материально-техническое и учебно-методическое обеспечение дисциплины

8.1 Перечень учебной литературы

Наименование печатных и (или) электронных учебных изданий, методические издания, периодические издания по всем входящим в реализуемую образовательную программу учебным предметам, курсам, дисциплинам (модулям) <i>в соответствии с рабочими программами дисциплин, модулей, практик</i>		Количество экземпляров	Обеспеченность студентов учебной литературой (экземпляров на одного студента)
Электронные учебные издания, имеющиеся в электронном каталоге электронно-библиотечной системы	English.Ugrasu.ru : учебное пособие / Югорский государственный университет ; авторы-составители: М. Ю. Андуганова, С. Д. Степина, Л. А. Андреева и др. - Ханты-Мансийск : РИО ЮГУ, 2018. - 163 с : ил., портр., табл. - Систем. требования: IBM PC; Internet Explorer; Acrobat Reader. - Библиография: с.	1	1
	Невзорова, Георгина Дмитриевна. Английский язык. Грамматика : учебник для вузов / Г. Д. Невзорова, Г. И. Никитушкина. - 2-е изд., испр. и доп. - Москва : Юрайт, 2026. - 213 с.	1	1

8.2 Современные профессиональные базы данных, информационные справочные и электронно-библиотечные системы

№	Ссылка на информационный ресурс	Наименование ресурса в электронной форме	Доступность
Электронно-библиотечные системы			
1	https://dlib.eastview.com	База данных «Ивис»	Авторизованный доступ
2	https://urait.ru	Образовательная платформа Юрайт	Авторизованный доступ
3	http://www.iprbookshop.ru	ЭБС IPR SMART	Авторизованный доступ
4	http://znanium.com	ЭБС «Znanium»	Авторизованный доступ
5	https://e.lanbook.com	ЭБС «Лань»	Авторизованный доступ
6	https://lib.rucont.ru	ЭБС «Руcont»	Авторизованный доступ
7	https://ldiss.rsl.ru	Электронная библиотека диссертаций РГБ	Авторизованный доступ
Информационные справочные системы			
8	http://garant.ugrasu.ru/	СПС Гарант	Авторизованный доступ
9	http://www.consultant.ru/	СПС КонсультантПлюс	Авторизованный доступ
Профессиональные базы данных			
10	http://elibrary.ru	Научная электронная библиотека eLIBRARY.RU	Авторизованный доступ

8.3 Перечень лицензионного и свободно распространяемого программного обеспечения, используемого при осуществлении образовательного процесса по дисциплине, в том числе отечественного производства

Антивирус DrWeb;

8.4 Материально-техническое обеспечение дисциплины

8.4.1 Учебная аудитория для проведения практических занятий
учебная мебель, учебная доска

8.4.2 Учебная аудитория для самостоятельной работы
учебная мебель, компьютеры с выходом в интернет и доступом к электронной информационно-образовательной среде

8.4.3 Компьютерный класс
учебная мебель, учебная доска, компьютеры с доступом в Интернет

