MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution of Higher Education
"Far Eastern Federal University"
(FEFU)
INSTITUTE (SCHOOL) OF LIFE SCIENCES AND BIOMEDICINE (SCHOOL)

AGREED
Head of OP

_____
(signature)
Yu.S. Khotimchenko
(FULL NAME)
December 21, 2021

APPROVE
Director of the Department of Pharmacy and Pharmacology

_____ E.V. Khozhaenko
(signature) (I.O. Surname)
December 21, 2021

WORKING PROGRAM OF THE DISCIPLINE
foreign language for special purposes
Area of study 32.04.01 Public health
Master's program "Leadership and governance in public health (program in English for foreign citizens)"
Form of training: full-time

Course 1 semester 1.2
Lectures - not provided
Practical classes - 136 hours.
Including with the use of MAO - lek./pr. 136 hours
Total classroom hours - 136 hours.
Including using MAO 136 hours.
Independent work - 152 hours.
Including 36 hours to prepare for the exam.
Abstract works are provided
Coursework not included
Credit 1 semester
Exam 2 semester

The work program was compiled in accordance with the requirements of the Federal State Educational Standard in the field of study 32.04.01 Public Health, approved by order of the Ministry of Education and Science of Russia dated 31.05.2017 No. 485.
The work program was discussed at a meeting of the Department of Pharmacy and Pharmacology protocol No. 4 of December 21, 2021.
Director of the Department Ph.D., E.V. Khozhaenko
Compiled by:d. ped. Sciences, Professor Bocharova E.P.

Reverse side of the title page of the RPD

1. The work program was revised at a meeting of the Department / department / department (implementing the discipline) and approved at a meeting of the Department / department / department (issuing structural unit), protocol dated "____" _____ 2021 No. _____

2. The work program was revised at a meeting of the Department / department / department (implementing the discipline) and approved at a meeting of the Department / department / department (issuing structural unit), protocol dated "____" _____ 2021 No. _____

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I. Goals and objectives of mastering the discipline:

Target:

• mastering a foreign language by a master student as a means of solving professional problems in an interlingual environment;

• formation of foreign language and speech competencies that allow one to independently read and translate English-language literature in the chosen specialty, arrange the extracted information in the form of a translation, annotation, abstract (abstract-summary, abstract-summary, review abstract) from English-language sources.

Tasks:

1. Improvement and further development of foreign language competencies obtained in higher education in various types of speech communication.

2. The development of such communication skills that allow you to effectively usea foreign language as a means of solving professional problems in an interlingual environment;

3. Development of intercultural competence, which involves the formation of an idea of the world as a single space in all the diversity of national cultures, where a foreign language acts as an important means of international communication; education of tolerance of thinking, a culture of interaction, understanding of the commonality of tasks, which will contribute to the successful social adaptation of a specialist abroad and his effective work.

As a result of studying this discipline, students form the following universal and general professional competencies (elements of competencies).

Universal competencies of graduates and indicators of their achievement:

Name of the category (group) of universal competencies	Code and name of universal competence (result of development)	Code and name of the indicator of achievement of competence
Communication	UK-4 Able to use modern communication technologies, including in a foreign language(s), for academic and professional interaction	UK-4.1 Ability to use/apply learned technical terms and grammatical structures to work with original texts of an academic and professional nature UK-4.2 The ability to lexically correctly, competently, logically and consistently generate oral and written statements in situations of academic and professional interaction UK-4.3 The ability to form and defend one's own judgments and scientific positions in a foreign language in situations of academic and professional interaction

Name of the category (group) of universal competencies	Code and name of universal competence (result of development)	Code and name of the indicator of achievement of competence
Intercultural interaction	UK-5 Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	UK-5.1 Knows the principles of organizing public events to solve the problems of professional activity in the process of intercultural interaction UK-5.2 Able to personally participate in public events with the ability to solve problems on IT technologies in the process of intercultural interaction UK-5.3 Owns methods of organizing public events to solve the problems of professional activity, including in the process of intercultural interaction

General professional competencies of graduates and indicators of their achievement:

Name of the category (group) of general professional competencies	Code and name of general professional competence (result of development)	Code and name of the indicator of achievement of competence
Organization of public events	GPC-5 Ability to organize public events to solve the problems of professional activity, including with international partners	GPC-5.1 Knows the principles of organizing public events with the ability to solve problems in IT technologies with international partners GPC-5.2 Able to take personal part in public events with the ability to solve problems in IT technologies with international partners GPC-5.3 Owns methods of organizing public events to solve the problems of professional activity, including with international partners

UK-4 Ability to apply modern communication technologies, including in foreign language(s), for academic and professional interaction	Knows	principles of communication for solving problems of professional activity, including in foreign languages for professional interaction
	Can	solve problems of professional activity using foreign languages
	owns	skills in solving problems of professional activity, including the use of communication technologies, taking into account knowledge of a foreign language
UK-5 Ability to analyze and take into account the diversity of cultures in the process of intercultural interaction	Knows	principles of scientific and professional communication in a foreign language environment using knowledge of a foreign language in the process of intercultural interaction
	Can	use a foreign language in professional activities, evaluate foreign-language publications

	owns	Information on health issues in foreign literature, skills of free scientific and professional communication in a foreign language environment
OPK-5 the ability to organize public events to solve the problems of professional activity, including with international partners	Knows	principles of organizing public events to solve the problems of professional activity, including with international partners
	Can	take part in public events to solve the problems of professional activity, including with international partners
	owns	skills of ability and readiness to organize public events to solve the problems of professional activity, including with international partners

For the formation of the above competencies within the discipline "foreign language for special purposes» the following methods of active/interactive learning are used: practical exercises - debate, round table (preparation and discussion of abstracts), debates, essays.

II. The complexity of the discipline and types of training sessions in the discipline

The total labor intensity of the discipline is 8 credit units (288 academic hours).

(1 credit unit corresponds to 36 academic hours)

The types of training sessions and work of the student in the discipline are:

Designation	Types of training sessions and work of the student
Etc	Practical lessons
Right electr.	
SR:	Independent work of the student during the period of theoretical training
including control	Independent work of the student and contact work of the student with the teacher during the period of intermediate certification
	And other types of work

Discipline structure:

Full-time form of education.

No.	Section name disciplines	Semester	The number of hours by type of training sessions and work of the student						Forms of intermediate certification
			Lek	lab	Etc	OK	SR	Control	
	Unit 1. Theme: "Blood types" Additional text: "Cross-cultural differences in marketing drugs internationally". The	1			16		19		

	Preposition. Prepositions of Place/Direction/Time.								
	Unit 2. Theme: "A funny cure" Additional text: "Jobs in the pharmaceutical industry". The Adjectives. The Comparison of Adjectives.	1			16		19		
	Unit 3. Theme: "Job profiles, professions, departments". The Present Simple/Present Progressive tenses.	1			18		19		
	Unit 4. Theme: "A new chemical entity (NCE)"Additional text: "Drug dosage forms. Categories of drugs". The Present Perfect/Present Perfect Progressive tenses.	1			18		19		
	Total for 1 semester:	**1**			**68**		**76**		**offset**
	Unit 5. Theme: "Good pharmaceutical industry practice "Additional text: "Laboratory safety systems". The Past Simple/Past Progressive tenses.				16		10		
	Unit 6. Theme: "Preclinical testing". Additional text: "Military pharmacy". The Past Perfect/Past Perfect Progressive tenses.				16		10		
	Unit 7. Theme: "Pharmacovigilance". Additional text: "Counterfeit medicines." The Future Simple/Future Progressive tenses.				18		10		
	Unit 8. Theme: "Safety requirements" Additional text: "Packaging challenges". The Future Perfect/Future Perfect Progressive tenses Revision of all tenses.				18		10		
	Total for 2 semester:	**2**			**68**		**40**	**36**	**Exam**
	TOTAL	**1.2**			**136**		**116**	**36**	**1 semester - credit 2 semester - exam**

III. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE

Lectures are not included in the curriculum.

IV. STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE AND INDEPENDENT WORK

Course contentmake up foreign-language works of speech of a highly professional/scientific nature. Phonetics, vocabulary and grammar are updated simultaneously with the types of speech activity (reading, translation, speaking, listening, writing) on the basis of the same educational materials.

Phonetics includes a comprehensive work to improve pronunciation skills when reading aloud and speaking. Particular attention is paid to meaningful phonetic means.

The lexical minimum should be 4000-4500 lexical units, of which 3000-3500 units are vocabulary for the development of reading, stylistically neutral, scientific (in a wide and narrow profile), 1200 units of general and everyday topics for the development of oral speech.

Grammar includes grammatical topics necessary for reading, translating and editing: structures of simple common and complex sentences, allied and non-union subordination, complex syntactic constructions of scientific and business speech, passive voice, impersonal forms of the verb, turns with impersonal verb forms, subjunctive mood, multi-element constructions and etc.

The grammatical minimum for the development of oral speech includes: word order in a sentence, interrogative sentences, indirect speech, the use of functional words (pronouns, auxiliary verbs, adverbs, prepositions and conjunctions), phrasal verbs, modal verbs, modality, etc.

The practical tasks of this course are solved by the development and improvement of the trainees' skills and abilities of all types of speech activity (listening, speaking, reading, writing, translation), based on their interconnected and interdependent functioning in real scientific communication.

Reading. For successful learning of this type of speech activity, much attention is paid to the formation of speed reading skills. Reading speed is of great importance, the amount of material read and the depth of understanding depend on it. The faster the reader covers the material, the more successful the comprehension of the text is. The criterion for mature reading is the rate of reading to oneself: at the beginning of the course 120-150 words per minute with a gradual increase to 250 words per minute by the end of the course.

Due to the fact that future specialists must master all types of mature reading of original literature of various styles and genres of a highly professional /

scientific nature, the content of the course consists of original texts, articles, reviews, abstracts, monographs used for practical and independent work.

Improving the ability to read is realized when teaching search, viewing, introductory and studying types of reading, mastering which involves:

1) the formation of the ability to understand new meanings of words, phrases, passages of text, entire texts without resorting to a dictionary;

2) acquisition of text processing skills (divide the text into logical parts, draw up a plan, analyze the content, synthesize individual elements of the text, shorten the text, etc.);

3) independently formulate questions and build logically complete answers according to the content;

4) draw conclusions and generalizations based on the material read.

Speaking and listening. Priority attention is paid to improving the perception of any scientific message. When perceiving the subject of a scientific conversation, the participants become alternately listening and speaking. Understanding of monologue and dialogic speech of a professional/scientific nature is developed by undergraduates with passive and active listening, both on the basis of a tape recording, and with their own participation in a particular communication situation.

Speaking includes:

- reproduction of what has been read or heard;

- description of schemes; characterization of events and phenomena;

- speech on a given topic (short messages, presentation with an abstract or report);

- understanding of statements of a professional/scientific nature;

- participation in a dialogue or conversation with the ability to express certain communicative intentions (request-message of information, clarification-detailing, expression of one's own evaluative opinion (approval-dissatisfaction), clarification of the interlocutor's opinion).

The criterion for a mature speaking skill is a monologue statement of a professional nature in the amount of at least 15-18 phrases in 5 minutes at a normal average speech rate. In testing dialogic oral speech, the degree of reaction to the interlocutor's remarks is assessed: the reaction is instantaneous / slow, as well as compliance / inconsistency with the topic of the statement.

Translation. The development of translation skills is carried out in terms of teaching the design of information received from foreign sources, as a means of mastering a foreign language (translation from English into Russian and from Russian into English), as well as a means of monitoring reading comprehension.

The written translation from English into Russian of the original text in the specialty is being improved using a dictionary.

As a result of mastering the program, undergraduates receive information about: - the theoretical foundations of professionally oriented translation, types of translation and basic translation transformations, pre-translation analysis of the original text;

- the following types of translation: full written translation, abstract, annotated translation, oral translation from a sheet of professional texts;

- the main methods of lexical, grammatical and stylistic transformations in the process of professionally oriented written translation;

- use of dictionaries, reference books, databases, translation programs, electronic dictionaries in solving translation problems.

During the implementation of the program, undergraduates must master the skills of adequate written translation and oral translation from a sheet of texts in the direction of professional training; skills of analytical perception of information, drawing up annotations and abstracts; master English as a means of professional communication; culture of oral and written speech; demonstrate the ability and willingness to extract information from text in one language and convey it by creating text in another language and apply it in various types of professional activities.

The criterion for the formation of a translation skill is

1. Written translation with a dictionary of the original text in the direction and profile of training into Russian in the amount of 2000-2500 printed characters. Time to complete the job is 45 minutes. The form of verification is reading part of the text aloud and checking the prepared written translation.

2. Viewing reading of the original text in the specialty with a volume of 1200-1500 printed characters. Time to complete the work - 3-5 minutes. The verification form is the transmission of the extracted information in English.

Letter. The ability to write includes: drawing up a plan for reading, presenting the content in writing, writing abstracts, reviews, reviews of articles, business letters.

Practical classes (136 hours, including using MAO - 136 hours)
1 semester (68 hours, including using MAO - 68 hours)

unit 1. Theme: "Blood types"Additional text: "Cross-cultural differences in marketing drugs internationally". The Preposition. Prepositions of Place/Direction/Time. (4 pm)

Unit 2. Theme: "A funny cure"Additional text: "Jobs in the pharmaceutical industry". The Adjectives. The Comparison of Adjectives. (4 pm)

unit 3. Theme: "Job profiles, professions, departments". The Present Simple/Present Progressive tenses. (6 pm)

unit 4.Theme: "A new chemical entity (NCE)"Additional text: "Drug dosage forms. Categories of drugs". The Present Perfect/Present Perfect Progressive tenses. (6 pm)

II semester (68 hours), including with the use of MAO - 68 hours.)

unit 5.Theme: "Good pharmaceutical industry practice "Additional text: "Laboratory safety systems". The Past Simple/Past Progressive tenses. (4 pm)

unit 6.Theme: "Preclinical testing". Additional text: "Military pharmacy". The Past Perfect/Past Perfect Progressive tenses. (4 pm)

unit 7.Theme: Pharmacovigilance. Additional text: "Counterfeit medicines." The Future Simple/Future Progressive tenses. (6 pm)

Unit 8.Theme: "Safety requirements" Additional text: "Packaging challenges". The Future Perfect/Future Perfect Progressive tenses Revision of all tenses. (6 pm)

Schedule for the implementation of independent work on the discipline

No. p/p	Date/Due dates	Type of independent work	Approximate lead times	form of control
1	1-8 weeks	Preparation for practical work Preparation for the delivery of a creative assignment	25 hours	Survey before class. Group discussion. Acceptance of the creative assignment report
2	9-16 weeks	Preparation for practical work Preparation for the delivery of a creative assignment	25 hours	Survey before class. Group discussion. Acceptance of the creative assignment report
3	17-18 week	Preparing for the test, grammar test	26 hours	Test
4	1-8 weeks	Preparation for practical work. Holding - business game.	12 hours	Business game. Group discussion.
5	9-16 weeks	Preparation for practical work Preparation for the delivery of a creative assignment	12 hours	Survey before class. Group discussion. Acceptance of the creative assignment report
6	17-18 week	Preparation for practical work Preparation for the delivery of a creative assignment. Exam preparation	16 hours	Survey before class. Group discussion. Acceptance of a report on the implementation of a creative task.
		Exam preparation	36 hour	Exam

Recommendations for independent work of students

According to the program, 108 hours are allotted for independent work, which are planned for doing homework on the practice of speech and grammar in accordance with the topics of practical classes. Independent work includes individual reading of literature in English on the research topic in the amount of 200 thousand printed characters.

Independent work is necessary: for training in grammar and vocabulary of the English language; in preparation for practical exercises, tests, tests and exams; to deepen and concretize the knowledge gained in the classroom.

List of possible tasks for independent work
− Individual extracurricular reading;
− Presentation on the proposed topic;
− Preparation of an abstract, report;
− Compilation of a glossary on a given topic;
− Performing lexical and grammatical tests and exercises on the topic covered.

Individual extracurricular readinginvolves reading original texts in the specialty. Students must familiarize themselves with the content of the texts in order to fully understand them. If necessary, the texts are recommended to be translated from English into Russian. The volume of the text (texts) for self-reading is 200 thousand printed characters and requires the obligatory compilation of a glossary of terms. When carrying out this type of independent work, undergraduates must:

- get acquainted with the content of the source of information with a communicative purpose, using search, study, viewing reading;
- compose a glossary of scientific concepts on the topic;
- perform exercises to the text (if any);
- prepare a summary in a foreign language of what has been read.

Reading professionally oriented literature implies the obligatory compilation of a glossary of terms.

When compiling a glossary, students should be guided by the following general rules:

selected terms and lexical units should refer to a wide and narrow profile of the specialty;

the selected terms and lexical units should be new to the student and not duplicate those previously studied;

selected terms and lexical units should be provided with transcription and translation into Russian;

the total number of selected terms should not be less than 300 units.

One of the forms of student's independent activity is writing reports, abstracts and messages.

Essay is a written work on a specific topic. In terms of content, an abstract is a brief meaningful presentation of information on a given topic, collected from various sources. It can also be a summary of scientific work, the results of studying a problem.

An important requirement for writing essays in English is literacy, completeness of reflection and disclosure of the topic, as well as the coherence of the text. The sentences in the text are connected by a common semantic content, a common theme of the text. Very often connectivity is achieved through various special means. The most common means of communication include introductory words and expressions, repetition of a keyword and replacing it with pronouns, etc. The abstract should include such an element as the conclusions obtained by students as a result of working with information sources.

Presentation most often produced in Power Point and is a public speech in a foreign language, focused on familiarization, persuasion of listeners on a specific topic-problem. Undergraduates preparing a presentation are recommended to:

avoid reading what is written on the screen or in the abstract;

make a presentation at home;

provide difficult-to-understand fragments and comment on them;

anticipate possible questions that may be asked as a result of the presentation.

Guidelines

Extracurricular reading

Extracurricular reading involves the mandatory independent reading of authentic professionally oriented literature in order to search for the given information, its semantic processing and fixation in the form of annotations. These can be fragments of scientific monographs, articles from periodic scientific publications (both print and Internet publications). This type of work is controlled by teachers, delivered at the strictly allotted time for intermediate control and evaluated in points, which are included in the student's rating.

The volume of the text (texts) for self-reading is 200 thousand printed characters and requires the obligatory compilation of a glossary of terms. The primary sources of information are provided in their original form or in the form of a photocopy, indicating the output for printed sources and a printed version, with a link to the Internet resource for materials taken from Internet publications. When carrying out this type of independent work, undergraduates must:

get acquainted with the content of the source of information with a communicative purpose, using search, study, viewing reading;

compose a glossary of scientific concepts on the topic;

perform exercises to the text (if any);

prepare a summary in a foreign language of what was read.

Essay writing

Teaching writing involves the formation of the ability to express one's thoughts, feelings and opinions about the topics studied in the form of an essay or essay. The main purpose of the essay is to present one's own thoughts and ideas on a given topic, choosing lexical and grammatical units correctly, following the rules for constructing a coherent written text. Students should pay attention to the following:

1. The work must correspond to the genre of the essay - be a figurative presentation of personal impressions, views and ideas, supported by arguments and arguments;

2. The content of the essay must correspond to the given topic;

3. The essay should reflect the following:

starting idea, a problem in the author's inner world related to a specific topic;

a reasoned presentation of one or two main theses;

conclusion.

The volume of the essay should not exceed 2 pages of printed text.

Translation of a scientific article

(popular science and highly specialized areas)

Translation requirements:observe adequacy, compliance with the norms and rules of the Russian language, accuracy and completeness of presentation, preservation of the rules of syntax and grammar. It should be taken into account that in different languages grammatical constructions expressing the same meaning are implemented differently.

Preparation of an abstract, report.

One of the forms of independent activity of a master student is writing reports and abstracts. The implementation of such types of work contributes to the formation of the master student's skills of independent scientific activity, the improvement of his theoretical and professional training, and the better assimilation of educational material.

An abstract is a written work on a specific topic. In terms of content, an abstract is a brief meaningful presentation of information on a given topic, collected from various sources. It can also be a summary of scientific work, the results of studying a problem.

Topics of reports and abstracts are determined by the teacher in accordance with the program of the discipline. The concretization of the topic can be done by the students themselves.

The attention of undergraduates should be focused on the fact that the wording of the topic (title) of the work should be:

clear in form (do not contain unreadable and ambiguous phrases);

contain keywords that represent the research work;

be specific (do not contain the indefinite words "some", "special", etc.);

contain a real task;

be compact.

Having chosen a topic, it is necessary to select the appropriate information, statistical material and conduct its preliminary analysis. The most accessible sources of literature include library funds, and electronic sources of information (including the Internet) can also be used.

An important requirement for writing essays in English is literacy, stylistic adequacy, content (fullness of reflection and disclosure of the topic).

Presentation

The presentation is most often made in PowerPoint and is a public speech in a foreign language, focused on familiarization, persuasion of listeners on a specific topic-problem.

Undergraduates are recommended when preparing a presentation:

avoid reading what is written on the screen or in the abstract;

make a presentation at home;

provide difficult-to-understand fragments and comment on them;

anticipate possible questions that may be asked as a result of the presentation.

Requirements for the presentation and presentation of the results of independent work

The results of independent work are reflected in the following types of work: extracurricular reading, participation in an interview, abstract, essay.

Requirements for extracurricular reading

As a source, only an authentic text of scientific content according to the profile of a master student, the author or authors of which are only native speakers, should be used. The authorship of researchers for whom English is not their native language should be excluded.

Reading professionally oriented literature implies the obligatory compilation of a glossary of terms (glossary).

When compiling a glossary, undergraduates should be guided by the following general rules:

selected terms and lexical units should refer to a wide and narrow profile of the specialty;

the selected terms and lexical units should be new to the student and not duplicate those previously studied;

selected terms and lexical units should be provided with transcription and translation into Russian;

the total number of selected terms should not be less than 100 units.

Structurally, the glossary, as a text document, is completed according to the following scheme:

Title fox sheet- an obligatory component of the glossary, on the first page of which is the name of the compiler, group number, specialty direction.

Main part- written terms with translation into Russian.

Literature- initial data of the source or sources from which the material is taken.

Glossarymust be submitted as a document in Microsoft Word format on A4 paper. Typing is carried out on a computer, in accordance with the following requirements:

1. line spacing - one and a half;

2. font - Times New Roman;

3. font size - 14 .

4. text alignment - "in width";

5. page margins - left - 30 mm, right - 10 mm, top and bottom - 20 mm;

6. page numbering - in the center at the bottom of the page (for pages with portrait orientation), through, from the title page to the last page, in Arabic numerals (the first page is considered the title page on which the number is not put, on the next page the number "2" is put down and etc.).

Requirements for the interview

During the interview, the undergraduate is recommended to use the studied terminological units in speech; grammatical structures, cliché phrases; verbalize symbols, formulas, diagrams and diagrams.

During the interview, the content, adequate implementation of the communicative intention, consistency, coherence, semantic and structural completeness, normativity of the student's statement are evaluated.

Essay requirements

The essay is developed on the subject of certain issues of the discipline under study using educational, methodological and scientific literature. The essay is drawn up in accordance with the requirements of the Rules for the preparation of written work by FEFU students.

In the form of an essay, it is a short written message that has links to literature sources and Internet resources and a brief terminological dictionary,

including the main terms and their interpretation (interpretation) on the topic (question) being disclosed.

The essay is submitted for verification in electronic form, based on the conditions:

- text document in MSWord format;
- volume - 2 pages per one question of the task;
- the volume of the dictionary is at least 7-10 terms per one question of the assignment;
- typing with parameters - font 14, line spacing 1.5;
- sheet format of a text document - A4;
- *title page*(the first sheet of the document, without a page number) - according to a given form;
- *bibliography*according to the sources used in the preparation of the essay, the presence of links in the text of the essay to sources according to the list.

Requirements for abstracts, reports

One of the requirements for abstracts, reports is their volume:

- a brief meaningful presentation of information on this topic, collected from various sources - 4.5 pages of typewritten text (excluding the title page).

- a summary of scientific work:

a) an article of up to 5 printed pages is folded into an abstract of 125-200 words;

b) an article up to 25 printed pages - in an abstract of 250 or more words;

c) for larger documents - up to 1200 words.

If the original text is folded in the abstract to 1/8 of its volume while maintaining the main provisions, then such an abstract can be considered satisfactory, normal in volume.

Another requirement is the coherence of the text. The sentences in the text are connected by a common semantic content, a common theme of the text. Very often connectivity is achieved through various special means. The most common means include repeating the same keyword and replacing it with pronouns.

Often the relationship of sentences in the text is achieved with the help of adverbs, pronominal adverbs that are used instead of members of sentences, clarification of the time and place of the development of events, which were reported in the previous sentence. One of the special

coherence is the order of words in a sentence. To indicate a close semantic connection in the text, a sentence may begin with a word or phrase from the previous sentence.

An abstract, a report should contain such an element as the conclusions made by students as a result of working with information sources.

Structurally, the abstract or report, as a text document, is completed according to the following scheme:

− *Title page*- an obligatory component, drawn up according to generally accepted requirements (topic name, full name of the person who performed the work, group number, specialty direction);

− *Main part*- materials for completing tasks, divided into headings corresponding to the tasks of the work, with a hierarchical structure: sections - subsections - paragraphs - subparagraphs, etc.

− *conclusions*- an obligatory component, contains generalizing conclusions on the work (what tasks have been solved, evaluation of the results, what has been mastered during the performance of the work);

− *Bibliography*– a mandatory component, from a new page, contains a list of sources used in the performance of the work, including electronic sources (the list is numbered, in accordance with the rules for describing the bibliography);

− *Applications*- an optional component, from a new page, contains additional materials to the main part of the work.

Typing is carried out according to the general rules for the design of a glossary, essay (see above).

Abstracts and reports are submitted strictly in a certain schedule time of the educational process, and their implementation is a prerequisite for admission to intermediate control. It is recommended to accompany the protection of these works with a presentation.

Presentation Requirements

Undergraduates preparing a presentation are recommended to:

- Take into account the fact that the presentation should not be less than 10 slides;

- be sure to draw up a title page with all the initial data (full name, group number, topic name);

- comply with the design and ergonomic requirements (compatibility of colors, the amount of text on the screen);

- provide a list of sources (literature, Internet sites) in the presentation.

Criteria for evaluating the performance of independent work

*Assessment of extracurricular reading*is carried out according to the following criteria:

- annotation of the text of a professional nature;

- extracting information from texts of scientific content in the direction of the specialty;

- translation from English into Russian of professional texts.

*Interview evaluation*is carried out according to the following criteria:

- the level of grammar operation characteristic of a professional foreign language (within the program);

- understanding of information, the difference between the main and the secondary, essence and details in oral speech.

*Evaluation of an essay, report, abstract*is carried out according to the following criteria:

- use of data from domestic and foreign literature, Internet sources, regulatory information and best practices;

- the volume and correctness of the presentation in English of the extracted information, the adequacy of the implementation of the communicative intention, content, consistency, semantic and structural completeness, normativity of the text.

- absence of factual errors related to the understanding of the problem.

*Glossary evaluation*is carried out according to the following criteria:

- the connection of the chosen terms with the professional and business area of the undergraduate;

- quality of design, use of rules and standards for the design of text and electronic documents;

- the absence of factual errors associated with the choice and translation of terms.

Guidelines for organizing independent work of students (recommendations for preparing reports and independent reading of texts in English)

Psychologists and didacticists identify four varieties of independent cognitive activity of a student in the learning process. Each of them differs in the specifics of goal setting and planning:

1. goal setting and planning of upcoming activities, the student carries out with the help of a teacher;

2. only goal setting is carried out with the help of a teacher, and the planning of the upcoming work is carried out by the student independently;

3. goal setting is carried out with the help of the teacher, and the planning of the upcoming work is carried out by the student independently within the framework of the task presented by the teacher;

4. work is carried out by the student on his own initiative; without the help of a teacher, he himself determines the content, purpose, plan of work and independently performs it.

The most important means of forming students of all the listed varieties of cognitive activity is their performance of various types and types of independent work. We will focus on the types of independent work, built taking into account intra-subject and inter-subject connections of the studied material.

Types of tasks proposed for texts:

1. Read and translate the text into Russian

2. Write down lexical units in English on professional topics in alphabetical order

3. Make a plan of the text in English (in the form of statements, in the form of questions, in the form of abstracts)

4. Make a short annotation to the text

5. Express your point of view on the information you read

As educational texts and literature, original monographic and periodical literature on the subject of preparing a master's final qualification work is used.

Text 1

Electric charges only flow on the surfaces of wires?

Wrong.

During a Direct Current in a simple circuit, the flow of charges takes place throughout the whole wire. The flow is not just on the surface. If the level of current is very high, then the wire will become hot, and the current will heat up the inside of the wire as well as its surface. Thin pipes hollow make poor conductors; their electrical resistance is too high. To avoid overheating the metal we should use thick solid bars instead.

There is a persistent 'rumor' that the path for flowing charges is entirely on the surface of metals. This mistaken idea probably comes about through a misunderstanding of the nature of electric charge. After all, when electric charge is deposited onto a metal object, it distributes itself over the surface of the object. It makes sense that, since charge is only on the surface of metals, a flow of charge must take place only on the surface of metals, right? Unfortunately, the word "charge" refers to two different things. When electric charge is placed on a metal object, the added charge is just a drop in the bucket compared to the amount of charge already in the neutral metal. "Uncharged" wires contain an enormous amount of charge inside, even though they may have "zero charge" on average. Are you confused yet?

All metals contain huge amounts of movable electrons. During an electric current it is these electrons which flow. However, each electron is near a proton, and so the metal is said to be "uncharged." In a wire, electric current is a flow of "uncharged charge". Weird but true. Now if we were to place EXTRA charge upon a wire, that would be like pouring a teacup into the ocean. The "water level" would rise a tiny bit. Yet extra charges on a wire create a very noticeable electrical imbalance (they attract lint, deflect electroscopes, make sparks, etc.)

It isn't so strange that we might accidentally assume that the extra charges are the only charges on the wire. Yet in reality, electric currents happen in the "ocean" of the wire, and the extra "teacup" on the surface has little effect on the charge flow. The charge flow (current) is not just on the surface, and the whole "ocean" flows.

A second source of misunderstandings: during high frequency AC, the value of electric current in a conductor is higher at the surface than it is within the bulk of the metal. This is called the "skin effect." It is not very important for thin household wires at 60Hz. Perhaps some people heard about the Skin Effect but did not realize that it only works for very thick wires or for high frequency AC. At extremely high frequencies, the charges in a thin "skin" on the surface of large wires are the charges which move. For circuits involving high-current and high-frequency such as radio transmitters, it makes sense to use copper pipes as conductors. All the charge flow is on the surface of the conductors, so use inexpensive hollow conductors. All the heating takes place on the surface, and not deep within the metal.

Text 2.*Electric energy travel inside of wires*? Wrong.

When an electric company's distant generator lights up your lamps, the electric energy travels along the power lines at almost the speed of light. Most textbooks teach that the energy is trapped inside of electrons, and these electrons flow inside the wires. Doesn't this mean that electrical energy flows INSIDE the metal wires? Nope, since electrical energy is not trapped inside electrons. Instead the energy is made of invisible magnetic fields and electric fields which surround the electrons, and these fields surround the wires. Electrons don't flow fast like the energy does, instead they ooze along slowly to produce an electric current. But how can electrons flow slowly if the energy flows fast? It's because the energy can leap from electron to electron. indeed,

Is this confusing? Here's another way to see it. During an electric current, the wires become surrounded with magnetic field. This field IS the electrical energy. Also, whenever a pair of wires is connected to a battery or generator, the two wires become oppositely charged, and they become surrounded with an invisible electrostatic field. This field IS the electrical energy. Magnetic and electric fields exist in the empty space surrounding your lamp cord, and these fields contain the "wattage", they contain the flow of electrical energy that powers the light bulb. Electric and magnetic fields together are "Electromagnetism," the same kind of energy as radio waves and light. Those "EMFs" that people worry about; the invisible "EMFs" that surround wires and exist invisibly in our homes... that' s the electromagnetic energy which lights our lights and runs our appliances. It certainly

makes that it travels at the same speed as radio waves and light, since it's made of the exact same stuff.

So, what would electrical energy look like if we could see it? Here are some simple drawings I made. Whenever you plug in a light bulb, the energy that flows along the lamp cord is like a fuzzy sausage a couple of inches thick. It follows the two wires of the cord, then it dives into the thin filament of the light bulb. Is this a very strange description of "electricity?" Yes and no. It's the same description taught to advanced engineers in their courses on waveguides and radio physics. It's also taught to university physics students, especially if they read chapter 27 of The Feynman Lectures. But it's not so terribly advanced, instead it's just UNFAMILIAR, because so few people know about it or discuss it.

I. Work with text
Read the text and do the tasks for it
electric motors

1. Motors are used for converting different forms of energy into mechanical energy. The main part of a motor is a coil or armature. The armature is placed between the poles of a powerful magnet. When a motor is put into operation current starts flowing through the coil (armature) and the armature starts rotating.

2. Electric motors are used practically in every branch of industry, transport and agriculture. Naturally, they are produced in many different designs. They are used in industrial plants, and operate under different conditions.

3. Each motor is supplied with a nameplate which bears machine ratings: output power, voltage, the rated current, the starting current, the power factor, the efficiency, and the rated torque.

4. These motor ratings should be taken into consideration since they are necessary for the users. On them depends the length of motors' service life, which is normally equal to about 10 years, provided that the operating conditions are normal. Naturally, under abnormal conditions the service life becomes much shorter: motors operate poorly and may have different faults.

5. A faulty motor does not start, or, when it is started, it operates at an excessive speed. Its brushes may spark and its winding and the commutator may be overheated and burnt. Besides, a motor may produce an abnormal noise, etc. All these and other faults should be detected and repaired.

Choose the correct answer

a. _____ is the main part of a motor.
a) anarmature
b) a magnet
c) a winding

b. Motors have very different applications and are so produced _____.

    a) in different designs
    b) in different countries
    c) in different conditions

c. Each motor must be supplied with _____.

    a) nameplate bearing main ratings
    b) normal conditions for operations
    c) faulty devices

d. All faulty parts in a motor must be _____.

    a) repaired or replaced
    b) used for other purposes
    c) supplied with normal conditions for operation

e. Which paragraph answers the question - For what must the user know all machine ratings?

    a) 4
    b) 2
    c) 3
    d) 5

Read the text and do the tasks for it

1. Industry depends on power. The industrial development of the last 200 years has been based primarily on the exploitation of coal and later of oil. In some parts of the world the force of flowing water has been used to generate electricity. Now a new fuel and a new source of power is put to the service of mankind. The fuel is uranium and the source of power is atomic power.

2. Nuclear power plants offer a new means of making power available in regions where the cost of transport is nearing its economic limits. One of the great advantages of atomic power stations is the fact they can be built in the very region where power is to be used. As a result long electric transmission lines become unnecessary.

3. The principal components of the atomic power plant equipment are: A. The nuclear reactor. B. The heat exchanger in which the steam is produced. C. The steam turbine.

4. Atomic power stations are advantageous because of their low fuel consumption. If the capacity of an atomic power station is assumed to be one million kilowatts and its efficiency 25 per cent, only about500 kgof fuel will be required to ensure the operation of the reactors for 24 hours. A power station of the

same capacity operating with ordinary solid fuel would require 550 carloads of brown coal for the same period of time.

Questions for self-control

1. What is an electric current?

The electric current is a directional movement of electrons (negative particles)

2. What types of current do you know?

We know three types of electric current namely: direct current, alternating current

and pulsating current (oscillating)

3. What is a direct current?

It is a current, which flows in one direction only. It is a unidirectional current.

4. What is an alternating current?

It is a current, which changes its direction and magnitude with perfect regularity.

5. What is the difference between direct and alternating current?

The principle difference is in the direction of current: direct current does not reverse its direction while alternating current does.

6. What is a transformer?

A transformer is a device without constantly moving parts which transforms (changes) current and voltages from one value to another.

7. What parts does a transformer consist of?

It consists 3 of main parts (namely): a primary winding, a secondary winding and an

iron core.

8. For what purpose is oil used in a transformer?

Oil is used in a transformer for cooling and insulating purposes.

9. By what are transformers cooled?

Transformers are cooled by water, by air, by atmosphere, by oil, by gas(hydrogen).

10. What types of transformers do you know?

We know current and voltage transformers.

11. What would happen if a transformer were not cooled?

If a transformer were not cooled it would overheat.

12. What is the function of an electric generator?

The function of an electric generator is to generate current or to convert mechanical

energy into electrical one.

13. What electrical machine converts electrical energy into mechanical one?

A motor converts electrical energy into mechanical one.

14. What is the difference between the motor and the generator?

A motor converts electrical energy into mechanical one while a generator converts

mechanical energy into electrical one.

15. What properties does any electric circuit possess?

They are resistance, inductance and capacitance.

16. What instrument is used for measuring the voltage or electric pressure?

voltmeter is used for measuring the voltage or electric pressure.

17. What is the unit of voltage?

Volt is the unit voltage.

18. What is the ohmmeter?

It is an instrument for measuring resistance.

19. What is the unit resistance?

The unit of resistance is ohm.

20. What instrument is used to measure an electric current?

Ammeter is used to measure an electric current.

21. What is the unit of electric current?

The unit of electric current is ampere.

22. What device are used to protect a circuit?

Fuses, relays, circuit breakers and switches are used to protect a circuit.

23. What is conductor?

1) A substance through which electricity is easily transmitted is called a conductor.

2) A substance that offers little resistance to the flow of an electricity.

24. What is insulator?

1) An insulator is a matter or a substance through which electric current can not easily flow.

2) A substance that offers exceedingly high resistance to the flow if electric current.

25. What insulating materials do you know?

Bakelite, mica, dry, wood, glass, rubber, paper etc. are insulating materials.

26. What metals are the best conductor?

Gold and silver are the best conductors.

27. What metals are widely used conductors?

Copper and aluminum are widely used as conductors.

28. What types of generating plants do you know?

We know different generating plants such: power plants, hydropower station,

Thermal station, nuclear power plants, steam stations, tidal power stations and solar

stations.

29. What measuring instrument do you know?

We know the following measuring instruments: Ammeter, wattmeter, ohmmeter,

Voltmeter etc.

30. What is ammeter used for?

Ammeter is used for measuring the electric current.

Topics for essays and presentations

1. Analysis of foreign literature on the chosen topic of the dissertation master's work.

2. Theory and methodology of the forthcoming research on the topic of dissertation master's work in foreign literature.

3. Fundamentals of public health research

4. Current state and prospects for the development of the industry.

III. EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR STUDENTS' INDEPENDENT WORK

Independent work is defined as an individual or collective learning activity carried out without the direct guidance of a teacher, but according to his instructions and under his control. Independent work is a cognitive learning activity, when the sequence of a student's thinking, his mental and practical operations and actions depends and is determined by the student himself.

Independent work of students contributes to the development of independence, responsibility and organization, a creative approach to solving problems at the educational and professional levels, which ultimately leads to the development of the skill of independent planning and implementation of activities.

The purpose of independent work of students is to master the necessary competencies in their field of study, experience in creative and research activities.

Forms of independent work of students:

- work with basic and additional literature, Internet resources;

- self-acquaintance with the lecture material presented on electronic media in the library of an educational institution;

- preparation of abstract reviews of sources of periodicals, reference notes,

predetermined by the teacher;

- search for information on the topic with its subsequent presentation to the audience in the form of a report, presentations;
- preparation for the implementation of classroom control work;
- performance of home control works;
- performance of test tasks, problem solving;
- drawing up crossword puzzles, schemes;
- preparation of reports for presentation at a seminar, conference;
- filling out a workbook;
- essay writing, term paper;
- preparation for business and role-playing games;
- compiling a resume;
- preparation for tests and exams;
- other activities organized and carried out by the educational institution and student self-government bodies.

IV. CONTROL OF ACHIEVEMENT OF COURSE OBJECTIVES

No. p / p	Controlled modules / sections / topics of the discipline	Codes and stages of formation of competencies		Appraisal tools - name	
				current control	intermediate certification
1	Unit 1-4	UK-4.1; UK-4.2; UK-4.3; UK-5.1; UK-5.2; UK-5.3; GPC-5.1; GPC-5.2; GPC-5.3	Knows	Interview UO-1, UO-4, PR-4	offset Questions 1-31
			Can	Tests PR-1, PR-3, PR-11	
	Unit 5-8		owns	Small group work, LE-3, reading a popular science text in English and summarizing what was read	Exam, Task type 1, type 2. Questions 32-51

Control and methodological materials, as well as the criteria and indicators necessary for assessing knowledge, skills, and characterizing the stages of the formation of competencies in the process of mastering the educational program are presented in Appendix 2.

VII. LIST OF EDUCATIONAL LITERATURE AND INFORMATION AND METHODOLOGICAL SUPPORT OF THE DISCIPLINE

Main literature

1. English language [Electronic resource]: textbook / I. Yu. Markovina, Z. K. Maksimova, M. B. Vainshtein; under total ed. I. Yu. Markovina. - 4th ed., revised. and additional - M. : GEOTAR-Media, 2016. "- 368 p.

http://www.studentlibrary.ru/book/ISBN9785970435762.html

2. English for medical universities [Electronic resource]: textbook / Maslova A. M., Weinshtein Z. I., Plebeyskaya L. S. - 5th ed., Rev. - M.: GEOTAR-Media, 2015. - 336s.

http://www.studentlibrary.ru/book/ISBN9785970433485.html

3.English for medical universities [Electronic resource] / Maslova A. M., Vainshtein Z. I., Plebeyskaya L. S. - M .: GEOTAR-Media, 2014. - 336s.http://www.studentlibrary.ru/book/ISBN9785970428283.html

4. English for medical universities [Electronic resource] / Maslova A. M., Weinshtein Z. I., Plebeyskaya L. S. - M .: GEOTAR-Media, 2014. - 336s.http://www.studentlibrary.ru/book/ISBN9785970428283.html

additional literature

1.Business English: textbook / [N. A. Andreeva, M. V. Kulemekova, L. S. Pichkova and others]; resp. ed. L. S. Pichkova.Moscow Prospekt. - 2015 - 998 p.http://lib.dvfu.ru:8080/lib/item?id=chamo:744767&theme=FEFU

2..Business English for managers: textbook / E. Ya. Gorodetskaya, E. N. Evsyukova, L. A. Kuryleva; Far Eastern Federal University.Moscow, Prospect. - 2015 - 243s.

http://lib.dvfu.ru:8080/lib/item?id=chamo:791191&theme=FEFU

3. Abramova L. A., Andreeva G. V. A collection of control tasks for independent work based on the textbook by G. A. Dudkina "English for business communication": a teaching aid. Vladivostok: Publishing House of the Far Eastern Federal University - 2011 - 214 p.http://lib.dvfu.ru:8080/lib/item?id=chamo:418133&theme=FEFU

4. Gromova N. M. Business communication in a foreign language: teaching methods: textbook. Moscow: Master: INFRA-M, 2010 - 286 p.http://lib.dvfu.ru:8080/lib/item?id=chamo:294351&theme=FEFU

The list of resources of the information and telecommunication network "Internet", necessary for the development of the discipline

1. Grammar.htm - English grammar on HomeEnglish.ru: http://www.homeenglish.ru

2. English grammar on MyStudy.ru: http://www.mystudy.ru

3. Materials for learning business English: textbooks, letter samples, colloquial phrases, resume examples, dictionaries: http://www.delo-angl.ru

4. Website for English learners, students, university professors and translators: http://study-english.info

5. English Grammar Handbook on Study.ru: http://www.study.ru/support/handbook

6. Electronic dictionary ABBYYLingvo: http://www.lingvo.ru/

7. Medical Internet Resources: http://www.it2med.ru/mir.html

8. Publishing house "Medicine": http: //www.medlit.ru

9. Student library http://www.studmedlib.ru

List of information technologies and software

– Microsoft Office Professional Plus 2010;

- an office suite that includes software for working with various types of documents (texts, spreadsheets, databases, etc.);

–7Zip 9.20 - free file archiver with a high degree of data compression;

–ABBYY FineReader 11 - software for optical character recognition;

–Adobe Acrobat XI Pro - a software package for creating and viewing electronic publications in PDF format;

–ESET Endpoint Security - comprehensive protection of workstations based on Windows OS. Virtualization support + new technologies;

–WinDjView 2.0.2 is a program for recognizing and viewing files with the same name format DJV and DjVu.

VIII. METHODOLOGICAL INSTRUCTIONS FOR MASTERING THE DISCIPLINE

In the total labor intensity of the discipline 288 hours (8 RU); classroom practical training is 136 hours. The discipline provides for extracurricular independent work in the amount of 152 hours, of which 36 hours are for preparing for the exam.

The classroom schedule includes 4 hours of practical training per week. Undergraduates are recommended to plan extracurricular independent work in the amount of 2 hours per academic week.

For an in-depth study of the material of the course of the discipline, it is recommended to use the basic and additional literature indicated in the list above.

Recommended sources are available to students in the scientific library (NL) of FEFU (the list contains the corresponding hyperlinks of these sources), as well as in the electronic library system (ELS) IPRbooks (similar hyperlinks are given).

Access to the EBS IPRbooks system is carried out on the website www.iprbookshop.ru under the credentials of the university (FEFU):

Login dvfu, password 249JWmhe.

To prepare for the test and the exam, a list of questions is defined, which is presented below in the materials of the fund of evaluative means of the discipline.

IX. LOGISTICS AND TECHNICAL SUPPORT OF THE DISCIPLINE

For practical work, as well as for organizing independent work, students have access to the following laboratory equipment and specialized rooms that comply with current sanitary and fire safety standards, as well as safety requirements for educational and scientific production work.

In order to provide special conditions for the education of people with disabilities and people with disabilities in FEFU, all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilets, information and navigation support signs.

Name of special rooms and rooms for independent work	Equipment special rooms and rooms for independent work	List of licensed software. Details of the supporting document
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks village, 10, School of Biomedicine, room M 419, area 74.9 m²	Multimedia Audience: Motorized Screen 236*147cm Trim Screen Line; Projector DLP, 3000 ANSI Lm, WXGA 1280x800, 2000:1 EW330U Mitsubishi; document camera CP355AF Avervision, video camera MP-HD718 Multipix; Subsystem of specialized equipment fastenings CORSA-2007 Tuarex; Video switching subsystem: Audio switching and sound amplification subsystem: power amplifier, wireless LAN based on 802.11a/b/g/n 2x2 MIMO(2SS) access points.	-
690922, Primorsky Territory, Vladivostok, Russian Island, Saperny Peninsula, Ayaks settlement, 10, room M612, area 47.2 m²	Computer class for 22 workplaces: HP ProOpe 400 All-in-One 19.5 (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW, GigEth, Wi-Fi, W, usb kbd/ mse, Win7Pro(64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty (25 pcs.)	-

| Reading rooms of the FEFU Scientific Library with open access to the fund (building A - level 10) | HP ProOpe 400 All-in-One 19.5 (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW,GigEth,Wi-Fi,BT,usb kbd/mse,Win7Pro (64-bit)+Win8.1Pro(64-bit),1-1-1 Wty Internet access speed 500 Mbps. Workplaces for people with disabilities are equipped with Braille displays and printers; equipped with: portable devices for reading flat-print texts, scanning and reading machines, a video enlarger with the ability to regulate color spectra; magnifying electronic loupes and ultrasonic markers | - |
| Room M 420 Area 74.6 m² | Laboratory of intensive teaching methods: language laboratory | - |

X. VALUATION FUND

FOS passport

Universal competencies of graduates and indicators of their achievement:

Name of the category (group) of universal competencies	Code and name of universal competence (result of development)	Code and name of the indicator of achievement of competence
Communication	UK-4 Able to use modern communication technologies, including in a foreign language(s), for academic and professional interaction	UK-4.1 Ability to use/apply learned technical terms and grammatical structures to work with original texts of an academic and professional nature UK-4.2 The ability to lexically correctly, competently, logically and consistently generate oral and written statements in situations of academic and professional interaction UK-4.3 The ability to form and defend one's own judgments and scientific positions in a foreign language in situations of academic and professional interaction
Intercultural interaction	UK-5 Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	UK-5.1 Knows the principles of organizing public events to solve the problems of professional activity in the process of intercultural interaction UK-5.2 Able to personally participate in public events with the ability to solve problems on IT technologies in the process of intercultural interaction UK-5.3 Owns methods of organizing public events to solve the problems of professional activity, including in the process of

Name of the category (group) of universal competencies	Code and name of universal competence (result of development)	Code and name of the indicator of achievement of competence
		intercultural interaction

General professional competencies of graduates and indicators of their achievement:

Name of the category (group) of general professional competencies	Code and name of general professional competence (result of development)	Code and name of the indicator of achievement of competence
Organization of public events	GPC-5 Ability to organize public events to solve the problems of professional activity, including with international partners	GPC-5.1 Knows the principles of organizing public events with the ability to solve problems in IT technologies with international partners GPC-5.2 Able to take personal part in public events with the ability to solve problems in IT technologies with international partners GPC-5.3 Owns methods of organizing public events to solve the problems of professional activity, including with international partners

UK-4 Ability to apply modern communication technologies, including in foreign language(s), for academic and professional interaction	Knows	principles of communication for solving problems of professional activity, including in foreign languages for professional interaction
	Can	solve problems of professional activity using foreign languages
	owns	skills in solving problems of professional activity, including the use of communication technologies, taking into account knowledge of a foreign language
UK-5 Ability to analyze and take into account the diversity of cultures in the process of intercultural interaction	Knows	principles of scientific and professional communication in a foreign language environment using knowledge of a foreign language in the process of intercultural interaction
	Can	use a foreign language in professional activities, evaluate foreign-language publications

	owns	Information on health issues in foreign literature, skills of free scientific and professional communication in a foreign language environment
OPK-5 the ability to organize public events to solve the problems of professional activity, including with international partners	Knows	principles of organizing public events to solve the problems of professional activity, including with international partners
	Can	take part in public events to solve the problems of professional activity, including with international partners
	owns	skills of ability and readiness to organize public events to solve the problems of professional activity, including with international partners

Monitoring the achievement of course goals

No. p / p	Controlled modules / sections / topics of the discipline	Codes and stages of formation of competencies		Appraisal tools - name	
				current control	intermediate certification
1	Unit 1-4 Unit 5-8	UK-4.1; UK-4.2; UK-4.3; UK-5.1; UK-5.2; UK-5.3; GPC-5.1; GPC-5.2; GPC-5.3	Knows	Interview UO-1, UO-4, PR-4	offset Questions 1-31
			Can	Tests PR-1, PR-3, PR-11	
			owns	Small group work, LE-3, reading a popular science text in English and summarizing what was read	Exam, Task type 1, type 2. Questions 32-51

Methodological recommendations that determine the procedures for evaluating the results of mastering the discipline

Current certification of students.

Current certification of students in the discipline "foreign language for special purposes» is carried out in accordance with the local regulations of the Far Eastern Federal University and is mandatory.

Current certification in the discipline "foreign language for special purposes» is carried out in the form of control measures: the defense of a test, an

interview to assess the actual results of students' learning and is carried out by a leading teacher. The objects of assessment are:

- academic discipline (activity in the classroom, the timeliness of the implementation of various types of tasks, attendance at all types of classes in

certified discipline);

- the degree of assimilation of theoretical knowledge; (survey)

- the level of mastery of practical skills and abilities in all

types of educational work; (Essay)

- results of independent work (abstract)

Evaluation tools for intermediate certification

Intermediate certification of students in the discipline "Foreign Language in the Professional Sphere" is carried out in accordance with the local regulations of the FEFU and is mandatory.

Intermediate attestation of students in the discipline "Foreign Language in the Professional Sphere" provides for an oral survey in the form of answers to questions, control of attendance at classes, availability of notes.

No. p / p	Name control Events	Form control	weight Coefficient (%)	Maximum score	Minimum Requirements For admission to the semester certification
1	Class attendance	visits	6	6	3
	Performing practical exercises	RGZ	16	16	12
	Theoretical material	Abstract	6	6	3
	Independent work	Survey	6	6	3
2	Class attendance	visits	6	6	3
	Performing practical exercises	RGZ	15	15	eleven
	Theoretical material	Abstract	6	6	3
	Independent work	Survey	6	6	3
3	Class attendance	visits	6	6	3
	Performing practical exercises	RGZ	15	15	eleven
	Theoretical material	Abstract	6	6	3
	Independent work	Survey	6	6	3
4	offset	offset	0	--	-

Typical control tasks for the current certification

No. p / p	OS CODE	Name of the evaluation tool	Brief description of the estimated facilities	Presentation of the valuation tool in the fund

1	UK-4	Interview	Means of control, organized as a special conversation between the teacher and the student on topics related to the discipline being studied, and designed to clarify the amount of knowledge of the student in a particular section, topic, problem, etc.	Questions on discipline topics
2	UK-5	Essay	The product of the student's independent work, which is a summary in writing of the results of the theoretical analysis of a certain scientific (educational and research) topic, where the author reveals the essence of the problem under study, gives different points of view, as well as his own views on it.	Essay topics
3	OPK-5	Essay	The product of the student's independent work, which is in writing the results of practical experience of a particular topic, where the author reveals the essence of the problem under study, gives different points of view, as well as his own views on it.	Essay Topics

Evaluation tools for intermediate certification

Intermediate certification of students in the discipline "Foreign language for special purposes" is carried out in accordance with the local regulations of the FEFU and is mandatory.

Intermediate certification of students in the discipline "foreign language for special purposes» provides for an oral survey in the form of answers to questions, control of attendance at classes, availability of notes.

Test and examination materials

Tasks for offset

1. Delivery of extracurricular reading (interpretation of 20 pages of the original text in the direction and profile of training, translation of 10,000 printed characters from the total volume of material for individual reading);

2. The presence of a minimum terminological dictionary, including 50 terms, compiled by a master student based on the literature read in a foreign language (English) in the direction and profile of training.

3. Conversation with the teacher in a foreign language (English) on issues related to the direction and profile of training and the qualification final work of the undergraduate.

Questions to prepare for the test

1. Introduce yourself.

2. What is your major?

3. Where did you take your first training in …?

4. Why did you choose to pursue a Master degree?

5. When did you begin to take interest in research work?

6. Who is your scientific supervisor?

7. Have you ever participated in the Scientific Conference? What was your general impression?

8. What kinds of experiments are you going to make or have you already made?

9. What practical application will your research have?

10. Have you got any publications?

11. Where and when did you publish your articles?

12. How do you work at your English?

13. Have you ever had an opportunity to master English abroad?

14. What professional English literature do you read? Is it available in Russian?

15. Can you tell us what urgent needs of (physics, geology, etc.) are nowadays?

The form of the examination ticket is presented in Appendix 3.

Exam tasks

1. Reading and translation with original dictionary
text in the direction and profile of training into Russian. Volume 2000-2500 printed characters. Time to complete the work - 45 minutes. Form checks - reading part of the text aloud and checking the prepared written translation.

2. Scanning reading of the original text in the direction and
training profile. The volume is 1000-1500 printed characters. lead time work - 3-5 minutes. Validation form - transfer of extracted information to English language.

3. Conversation with a teacher in a foreign language (English)
issues related to the direction and profile of training and qualification final work of a master's student.

Complexes of assessment tools for current certification

Oral topics:

1. Scientific Events.

2. Scientific Profile.

3. My Scientific Supervisor.

4 Scientific Institution.

5. Modern Science and Technologies.

Tests:

1. Diagnostic test. (Annex 1)
2. Valid pledge. (Annex 2)
3. Passive voice. (Annex 3)
4. Modal verbs. (Annex 4)
5. Conditional sentences. (Annex 5)
6. Impersonal forms of the verb. (Annex 6)
7. Comprehensive grammar test. (Annex 7)
8. Comprehensive lexical test. (Annex 8)
9. Control tasks for the current control No1. (Annex 9)
10. Control tasks for current control No 2. (Appendix 10)
11. Control tasks for current control No 3. (Appendix 11)
12. Control tasks for current control No 4. (Appendix 12)
Reports and messages:

in directions and profiles of preparation of scientific work of a master student.

Role-playing game "Scientific Conference". (Annex 13)
Evaluation Toolkit
Interview Questions
No. 1.
- How often do you take part in international conferences?
- Is it important to participate in such conferences? Why do you think so?
Have you ever given a presentation at one?
- If yes, in what language did you present?
- Where do you usually get information about conferences?
- When you read a conference announcement, what information do you look for first?
- What are you to know about to be successful at conferences?
No. 2.
- How do you welcome people in formal and informal situations?
- How do you usually introduce yourself and others?
- What responses do you usually expect?
- What situations seem inappropriate to you?
Have you ever done something like this?
How can such situations be avoided?
No. 3.A:
- Do you agree with the quotation "A man who cannot speak well will never make a career"? Why/Why not?

- Who does it seem relevant to?
- Think of a good lecture or presentation you have seen? What was it about?
Why was it successful/not successful?
- Make a list of what makes a successful lecture/presentation.
B:
Reflect your experience and answer the questions:Did you …
- prepare thoroughly your presentation: check the meaning and pronunciation of new words?
- start the talk in an interesting way to get the attention of the audience?
- speak from notes rather than read a whole text?
- give an overview of your talk at the beginning?
- use phrases to help the audience follow your ideas?
- provide examples to illustrate complex and/or original ideas?
- provide visual support?
- invite the audience to ask questions?
- emphasize the main points by slowing down and leaving pauses?
- make eye contact with your audience?
- avoid repetitive use of "pet" words or phrases (eg so, well, OK, like)?
- use effective gestures?
No. 4.
- Do you agree with the idea "politeness is an international concept"? Why/Why not?
- How can you start a conversation at a professional event with a person you don't know?
- What things can help you decide if an article or a book is worth reading?
- What are the advantages and disadvantages of distance-learning courses?
- Give the explanation of "virtual learning environment".
- Does your chair, department or faculty have a website focusing on academic work done by its members? If yes, what does it contain?
- Have you visited such websites of other universities?
- What research institutes of your region do you know?
- What can you say about their activities?
- How do you usually search for publications you need?
- What types of published materials do you find most helpful in your research?
No. 5.

- Do you read popular science articles?
- Why? On what occasions?
- Can you define "research" and "report"?
- Have you ever worked on an international project? (When? Who with?)
- What was the project?
- What other forms of international academic cooperation do you know?
- What rules of etiquette do you know?
- Why is it important to follow these rules?
- What is e-mail etiquette, in your opinion?
- What rules are relevant to your professional life?
- What rules can you add from your own experience?
- What partnership does your department/university have?
- What is the purpose of a partnership proposal?
No. 6.
- Which of the following activities may be supported by a grant of some
kind (a research project, a visit to a university abroad to meet fellow researchers,
writing a textbook in your subject, organizing an international seminar)?
- Have you ever applied for a grant for any of these activities?
- Were you successful or not? Why?
Have you ever written a summary?
- Why is it necessary to write them?
- How long should a summary be?
- What kind of misunderstanding may take place?
- What is a topic sentence?
- Where do you find it in the paragraph?
- How often do you write articles?
- What else do you have to write when you submit an article?
- Have you ever had to write a grant application or proposal in English?
- What do you think help to get funding for an academic project?

Small group work
Exercise 1.
A. Greetings and introductions. Give the best response in the following situations:
- During a coffee break Olaf Swenson sees his colleague from the
Prague Business School;

- At the conference participants' regulation table Peter meets Val. Val and Peter have met before at international conferences. Val wants to introduce Peter to his colleague Andrew;

- Roberta and Nick are talking during lunch time. They know each other very well.

B. Starting and keeping a conversation going. Role play the following questions in pairs:

- Who/work for? – example: Who do you work for?
- Which part/country come from?
- first time in Brazil?
- know/many people here?
- How/enjoying/the conference?

How/get/here?

- Where/staying?
- often/go to/international conferences?
- How/day?
- How/flight?
- How/presentation?

How/audience?

- How/hotel?

C. Inviting speaking. Imagine that you are talking in the coffee break during the conference.

Learner A: Invite a colleague to one of the social events.

Learner B: Your colleague is inviting you to some social events. Accept or reject the invitation.

D. Read the reasons for declining invitations. Think of the ways of saying "no" in each situation:

- A:_____
- B:_____ I'm a bit tired. It has been a long day.
- A:_____
- B:_____I've already made plans for tonight.
- A:_____
- B:_____I've already had other plans. Another time may be.
- A:_____
- B:_____I'm quite busy on Monday.
- A:_____
- B:_____ I still have some work to do.
- A:_____

- B:_____ I need an early night. My flight is at six tomorrow.
- A:_____
- B:_____ I won't be here at the weekend.

Task 2.

A. Work in groups. Think of the conferences where you were sitting in the audience. Say what you don't like about some presenters' behavior.

B. What should a presenter know about the audience in order to meet their expectations? Make a list and compare it with other people in the group.

C. Work in groups. Make a list of criteria for evaluating a presentation. Present your criteria to the group.

D. Work in groups. Listen to each other's presentation beginnings.

Provide feedback using the following questions as guidelines. Make help of the questions:

Did the presenters greet the audience?
- Did they introduce themselves, the topic and the plan?
- Did they mention the time and when they wanted to take questions?
- Did they use a technique foe starting a presentation?
- Was the beginning clear?
- Did the presenters look confident?

Task 3.

A: Search online for descriptions of research programs at your university

(at other universities) and at any university abroad. Then discuss the information in

groups.

B: Search online for an English-language description of an academic course which matches your research interests.

Thendiscusstheadvantagesanddisadvantages.

Criteria for grading a student in the test for the discipline "foreign language for special purposes»

Credit score	Requirements for the formed competencies
"passed"	The grade "passed" is given to the student if he knows the material well, presents it competently and to the point, avoids significant inaccuracies in answering the question, correctly applies the theoretical provisions in solving practical issues and tasks, possesses the necessary skills and techniques for their implementation
"not counted"	The grade "not passed" is given to a student who does not know a significant part of the program material, makes significant mistakes, uncertainly, with great difficulty answers the questions posed. As a rule, the "failed" mark is given to students who cannot continue their

	studies without additional classes in the relevant discipline.

Exam Grading Criteria
by discipline "foreign language for special purposes»

Exam grade	Requirements for the formed competencies
"Great"	An "excellent" mark is given to a student if he has deeply and firmly mastered the program material, sets it out exhaustively, consistently, clearly and logically, is able to closely link theory with practice, freely copes with tasks, questions and other types of application of knowledge, and does not find it difficult to response when modifying tasks, uses monographic literature in the response, correctly substantiates the decision made, possesses versatile skills and techniques for performing practical tasks;
"Fine"	A "good" grade is given to a student if he knows the material well, presents it competently and to the point, avoiding significant inaccuracies in answering the question, correctly applies theoretical provisions in solving practical issues and tasks, possesses the necessary skills and techniques for their implementation;
"satisfactorily"	The grade "satisfactory" is given to the student if he has knowledge only of the basic material, but has not mastered its details, allows inaccuracies, insufficiently correct wording, violations of the logical sequence in the presentation of the program material, has difficulty in performing practical work;
"unsatisfactory"	The "unsatisfactory" mark is given to a student who does not know a significant part of the program material, makes significant mistakes, performs practical work uncertainly, with great difficulty.

diagnostic test

I. Fill in the blanks with the proper words.

1. He was suited for the _____ of law.

a) work b) job c) profession d) trade

2. He started _____ a business career.

a) to make b) to do c) to take

3. He has a part-time_____ selling in a jewelry store.

a) a job b) work c) trade d) craft

4. I want to do secretarial _____.

a) career b) work c) job d) duties

5. What sort of _____ did you have in mind?

b) skill b) career c) occupation d) employment

6. On no condition should _____ personnel use the equipment.

a) inexperienced b) untrained c) unemployed d) unprepared

II. Replace the blanks with prepositions if necessary.

7. He was very good _____ his hands.

a) with b) by c) in d) at

8. His younger daughter goes _____ nursery school.

a) at b) in c) to d) into

9. I am the first child in my family to attend _____ college.

a) to b) ─ c) at d) in

10. Today he works _____ Ford as a part-time computer programmer.

a) at b) for c) with d) in

11. In June he'll graduate _____Yale University and then go on to 3-yearlaw school.

a) from b) in c) at d) with

12. There have been major new developments _____ satellite technology.

a) at b) of c) in d) to

III. Replace the blanks with articles if necessary.

13. Those who do well in ___ academic work usually do equally well later in the professions.

14. At ___ school for every two hours of work in ___ classroom there will be about ___ hour of ___ homework or private study.

15. If you are to work effectively on your own, you must have ___ sustained interest in your work.

16. Those who can sell themselves best will get ___ best jobs and best salaries.

17. Job success in ___ chief way we measure our own usefulness, our worth.

18. People need contact with ___ others, although ___ amount of contact they need varies greatly from one person to another.

19. If you expect ___ full day's pay, you must give ___ full day's work.

IV. Find the mistakes.

20. Ellen will go back (1) to work as soon as she will find (2) a job she likes and feels (3) she can do (4) well.

21. Mark changed job (1) two more times to accept (2) jobs (3) with increasing (4) responsibility.

22. In (1) the production of automobiles management gave (2) directions to workers (3) who do (4) research and development.

23. Many people enjoy working (1) on a college campus where they can be associated (2) with those who are interested (3) in learning and improving themselves (4).

24. It appeared that Jonathan was offered (1) a post as (2) assistant lecturer in (3) English literature in one of the new northern universities (4).

V. Fill in the blanks with the proper verbs.

Dialogue 1.

25. A: …you any vacancies for full-time staff?

a) has b) have c) has had d) are having

26. B: What… you… in mind?

a) did have b) will have c) have had d) has had

A: Something in the domestic line.

27. B: … you … any experience?

a) did have b) will have c) are having d) have had

A: No, I'm more or less straight from school.

28. B: I can't promise anything, but I … my best.

a) 'll do b) have done c) 'm doing d) had done

Dialogue 2.

29. A: I … for a job where I can live in.

a) 'm looking b) was looking c) 'll be looking d) 're looking

30. B: What exactly … you … ?

a) will want b) did want c) do want d) have wanted

A: I wouldn't mind working in a pub.

31. B: … you … anything like that before?

a) have done b) has done c) will do d) was done

32. A: Well, I once … a bit waiting.

a) do b) does c) did

33. B: Fill in this form and I'll let you know if anything … .

a) turns up b) turns up c) turns up

VI. Match the words on the left with their definitions on the right.

34. success

35. unemployment

36. experience

37. career

38. lifestyle

39 degree

40. advertisement

41. vocational

42. salary

43.earnings

a) knowledge or skill gained from doing a job or activity

b) an academic title or qualification, usually with a grade, by a university or college to somebody has successfully completed a course

c) a public notice offering or asking for goods, services, etc.

d) the achievement of a desired aim, or of fame, wealth or social position

e) a job or profession, esp. one with opportunities for progress or promotion f) a fixed regular payment, *usually*made every month to employees doing especially professional office work

g) the state of being without a paid job

h) the way in which an individual or a group lives

i) relating to the qualification and preparation needed for a particular job

j) the money that you receive for the work you do

VII. Match the beginnings on the left with their endings on the right.

44. Success in study depends not only on ability and hard work, …

45. In my experience discussion and group work are rare among British students. Americans and Australians

a)… to talk to others about their work and their problems.

b) …and enjoying work means choosing the right career in the first place.

seem much readier…

46. It is important that people enjoy their work as much as possible…

47. High motivation speeds the performance of an easy and simple task. But in a difficult task, where alternative methods of attack are possible, …

48. Unfortunately, many older people look back on their lives and regret that…

49. Russian love education. They adore education to the extent …. that they will actually jeopardize earnings and career growth by going back into university and earning a second degree.

c) … but also on effective methods of study

d) … careful and systematic exploration of the problem is required.

e) … they did not obtain some good vocational guidance when they were about sixteen years of age.

VIII. Rearrange the following utterances in the logical order of the text.

50. You will have a good idea about what salaries are being offered for what kinds of work. (1)

51. If you get into the habit of reading the Help Wanted advertisements in your local newspaper, you will learn quite a bit about the job market. (2)

52. It will also give you an idea about what the qualifications are for the kind of work which interests you. (3)

53. You should follow up every newspaper ad which looks like it might lead to the job you are seeking. (4)

54. There are often not jobs at all, but attempts to sell goods. (5)

55. However, you must be careful. Do not apply for a job which requires youto make a deposit of money. (6)

Test
Time. Active voice

1. Look at the man standing over there. ... you ... him?
a) Do ... remember c) Are ... remembering
b) Did ... remember d) Were ... remembering

2. We ... our supper an hour ago
a) finish c) have finished
b) finished d) had finished

3. I heard the news last night, but I ... it today
a) heard c) have heard
b) haven't heard d) haven't heard

4. When I had a dog, I always ... him out for a walk
a) take c) have taken
b) took d) was taking

5. I'll come and see you before I ... for England
a) leave c) shall leave
b) will leave d) have left

6. When I ... to the radio last night, I heard a loud scream
a) listened c) was listening
b) have listened d) have been listening

7. By the end of the year he will ... more than a million miles
a) fly c) have flown
b) be flying d) have been flying

8. He ... English for three years, but he can't read even yet
a) learned c) has been learning
b) is learning d) had been learning

9. I can't have a car until I ... older
a) am c) shall be
b) am not d) shall not be

10. He took the money after I ... him not to do so
a) asked c) had asked
b) have asked d) had been asked

11. What's the matter? Why... the boy...?
a) does...cry c) has...cried
b) did...cry d) is...crying

12. While she was cooking dinner, Ann ... the table
a) laid c) had been laying
b) had laid d) was laying

13. When did you visit her? - I ... her since September

a) didn't visit c) hadn't visited

b) haven't visited d) was not visited

14. Mary ... looking for a job in December

a) begin c) has begun

b) began d) had begun

15. I ... for you at the theater at 7 o'clock

a) will wait c) shall be waiting

b) shall wait d) shall have waited

16. Look, a man is running after bus. He ... to catch it

a) want c) is wanting

b) wanted d) was wanting

17. You won't speak English well unless you ... to England

a) go c) will go

b) goes d) won't go

18. By the end of summer he ... us to speak English

a) will teach c) will be taught

b) will be teaching d) will have taught

19. When I arrived at his house, he ... to the latest news

a) listened c) was listening

b) was listened to d) has been listened to

20. I ... at this picture for 5 minutes, but I can't see you in it

a) look c) have looked

b) am looking d) have been looking

21. No, he is not here. He... just... .

a) is... going c) has... gone

b) was... going d) has... been going

22. I shall not move from here until he ... back.

a) get c) will get

b) gets d) won't get

23. Before you go to see them, they... the country.

a) leave c) will leave

b) shall leave d) will have left

24. Have you seen my bag? I...it.

a) lose c) have lost

b) lost d) had lost

25. The boy ... across the bridge when his hat blew off.

a) walked c) was walking

b) has walked d) has been walking

26. I shall be able to go swimming when it ... warmer.

a) is c) will be

b) was d) will have been

27. My small brother ... all the pie before we got back.

a) ate c) had eaten

b) has eaten d) had been eaten

28. Don't disturb her, she ... at her essay.

a) work c) is working

b) worked d) was working

29. ... you... anything? - I am listening hard but I can't hear anything.

a) do... hear c) is... heard

b) did... hear d) are... hearing

30. We... still... tea in the garden when you came.

a) have c) have had

b) had d) were having

31. Nobody ... to me since my birthday.

a) writes c) was written

b) was writing d) has been written

32. If you ever ... to China, you will see some queer things there.

a) go c) will go

b) goes d) shall go

33. She ought to stop working; she has a headache because she ... too long

a) reads c) has been read

b) is reading d) has been read

34. By next June he will ... his second novel.

a) write c) be written

b) be writing d) have written

35. I always ... a hat when it snowed.

a) wear c) wore

b) was wearing d) had worn

36. It is the third English novel he ... this year.

a) read c) had read

b) has read d) had been read

37. I don't think he will have phoned before he ... .

a) arrive c) will arrive

b) arrives d) has arrived

38. I see that you ... a new hat.

a) bought c) had bought

b) had bought d) had been bought

39. We ... coffee every day when we were in France

a) drink c) have drunk

b) drank d) had drunk

40. Where are the children? They ... computer games.

a) play c) are playing

b) plays d) have been

playing

41. This is the best film I have ... seen

a) still c) never

b) ever d) so far

42. This shoe ... to Mr. Brown, I think.

a) belongs c) belongs

b) is belonging d) are belonging

43. Plants die if you ... water them.

a) wouldn't c) wouldn't

b) don't d) haven't

44. This time tomorrow they ... in the train on their way to Chicago.

a) will sit c) will be sitting

b) are sitting d) have been sitting

45. I ... hardly... speaking with a porter when the phone rang again.

a) finished c) had... finished

b) have...

finished

d) was... finished

46. That morning she went out after she ... somebody.

a) have phoned c) have phoned

b) had phoned d) was phoned

47. I saw the light in your window as I ... by.

a) passed c) am passing

b) have passed d) was passing

48. ... it ... raining yet?

a) did... stop c) has... stopped

b) is... stopped d) had... stopped

49. I can't find my umbrella. I think somebody ... it's by mistake.

a) took c) was taking

b) takes d) has taken

50. If you ... late, I can walk with your dog.

a) will be c) is

b) shall be d) are

51. We are going to Antalya as soon as we ... taking our final exams.
a) are finished c) 'll finish
b) had finished d) finished
52. He ... rich.
a) is not c) has no
b) does not d) has not
53. My dad has not read the newspaper yet, ...?
a) isn't he c) did he
b) has he d) hasn't he
54. Where is Jane? - She ... to the shops. She'll be back soon.
a) went c) has been
b) has gone d) had gone
55. Your sister used to visit your parents quite often, ...?
a) didn't she c) didn't she

Test
Time. Passive voice.

1. You ... when you see the view.
a) amaze c) were amazed
b) amazes d) will be amazed
2. The day before yesterday we ... to the restaurant by Tom Jenkins.
a) are invited c) invite
b) were invited d) invited
3 Look! The bridge...repaired.
a) is being c) has been
b) has been d) has been
4. Are you married? Yes, I ... .
a) do c) was
b) am d) are
5. Will these clothes ... on Saturday?
a) make c) be make
b) made d) be made
6. What ... the tourist ... when you passed them?
a) was... shown c) was... being
shown
b) were... shown d) were... being
shown
7. Ann ... such strange shoes lately.
a) bought c) has been bought
b) was bought d) had been bought
8. Jane didn't know about the change of plans. She...
a) didn't tell c) didn't tell
b) hadn't told d) hadn't been told
9. What ... in the Art Museum when you visited it?
a) displayed c) was displayed
b) had displayed d) was being
displayed
10. She ... hardly ... the news when she ran out of the room.
a) has... told c) has... been told
b) had... told d) had... been told
11. We couldn't use the Xerox this morning. It ... .
a) repaired c) has been repaired
b) has repaired d) was being

repaired

12. Why didn't you go to the doctor after you ... .

a) told c) had told

b) had told d) had been told

13. The visitors... by us at the station tomorrow.

a) meet c) are met

b) are meeting d) will be met

14. The thief ... a fair trial and sent to prison.

a) gave c) is given

b) was given d) gave

15. The house ... up for summer and the old gardener will look after it.

a) locks c) is locked

b) locked d) will be locked

16. All the dinner ... before they finished the conversation.

a) was eaten c) has been eaten

b) was being

eaten

d) had been eaten

17. The box ... for the last hundred years.

a) didn't open c) has been eaten

b) wasn't

opened

d) had been eaten

18. I ... for something I didn't do.

a) am punished c) has been

punished

b) was punished d) had been

punished

19. He saw that the table ... into the corner.

a) has been pushed c) has been pushed

b) was pushed d) had been pushed

20. I can't bear it. The piano ... far too loudly.

a) is played c) is being played

b) was played d) has been played

21. The chickens ... today.

a) was not eaten c) has not been

eaten

b) were not

eaten

d) have not been

eaten

22. She said that some ink ... on her carpet.

a) was spilled c) has been spilled

b) were spilled d) had been spilled

23. a) The door has been already closed

b) The door has already been closed

c) The door has already been closed

d) The door has been shut already

24. a) The article beautifully has been written

b) The article has beautifully been written

c) The article has been beautifully written

d) The article has been written beautifully

25. a) Will be finished the book next month?

b) Will be the book finished next month?

c) Will the book be finished next month?

d) Will the book next month be finished?

Test
Modal verbs

1. She had to get up at half past six, ...?

a) had she c) did she

b) hadn't she d) didn't she

2. The line is busy. Someone ... the telephone now.

a) must use c) must be using

b) must have

used

d) must have been

using

3. You ... go out in the rain now, you have a headache.

a) must c) don't need

b) needn't d) haven't need

4. My feet are wet. I'll ... to change my stockings.

a) must c) be

b) have d) should

5. He had to tell the truth, ...?

a) had he c) did he

b) hadn't he d) didn't he

6. I don't see Martha anywhere; she...very early.

a) must be left c) must have left

b) must be

leaving

d) must have been

leaving

7. The weather was bad, and we ... walk in the park.

a) could c) were not able

b) couldn't d) were allowed to

8. I'm afraid you'll go there alone, darling. I have such a headache.

a) have c) be to

b) have to d) be allowed

9. Ann ... work hard to master the language, didn't she?

a) must c) had to

b) have to d) could

10. Where is Tom? - He ... in the library now.

a) must study c) must be studying

b) must have

studied

d) must have been

studying

11. This carpet was priced at & 500, but I ... get a discount because of this small mark in the corner.

a) could c) was able

b) couldn't d) was able to

12. We'll ... run if we don't want to be wet.

a) have c) be to

b) have to d) be allowed to

13. I ... go swimming when it is warmer.

a) could c) shall be able to

b) was able to d) will be able to

14. You will ... speak Spanish in another few months.

a) can c) be able to

b) may d) be allowed

15. Little children like books with large print. They ... read them more easily.

a) must c) can

b) have to d) should

16. ... I speak to Jane, please?

a) should c) must

b) may d) ought

17. It will be dark soon. I think I ... take a taxi.

a) must c) 'll have to

b) am to d) 'll need

18. Everybody will ... work hard if they want to pass exams.

a) must c) have

b) must to d) have to

19. Ann ... eat less, she is too fat.

a) must to c) mustn't to

b) should d) shouldn't to

20. He ... play chess when he was young.

a) can c) was able

b) could d) was allowed

21. She ... play the piano when she is better.

a) can c) will be able to

b) will be able d) will be allowed

22. He needn't do that, need he? - Yes, I'm afraid he ... .

a) needs c) does

b) must d) is

23. I don't ... tell my husband such things; he's a born gentleman.

a) allowed to c) have to

b) ought to d) able to

24. My doctor says I ... eat meat, but I needn't take his advice if I don't want to.

a) have not c) didn't have to

b) don't have d) mustn't

25. When I decided to come back to the hotel, I ... ask a citizen to show.

a) had to c) was allowed

b) was able d) was allowed to

Test
Conditional sentences

1. If you ... come too, it would be very nice.
a) can c) was able to
b) could d) were able to
2. If she ... the telephone, she would never have heard the good news
a) answered c) had answered
b) didn't
answered
d) hadn't answered
3. We ... the play better if it had not been so long.
a) enjoyed c) have enjoyed
b) should enjoy d) should have
enjoyed
4. You ... speak English better if you study harder.
a) had to c) would be able to
b) would be able to d) would be able
5. If I ... a ghost, I should try to frighten all the people I dislike.
a) am c) were
b) was d) shall be
6. If you had done as I told you, you ... .
a) succeeded c) would succeed
b) had
succeeded
d) would have
succeeded
7. If I had lost the spectacles yesterday, I ... read the letter now.
a) could not c) were not able to
b) was not able
to
d) should not have
been able to
8. If men ... only more reasonable, there would be no more war.
a) was c) will be
b) were d) would be
9. I ... to meet you at the station if I had known you wanted me to.
a) should go c) should have gone
b) would go d) would have gone

10. I should never have known the answer if you ... it to me.

a) do not
whisper

c) have not
whispered

b) did not
whisper

d) had not
whispered

11. If I had one million dollars, I ... a yacht.

a) shall buy c) should buy

b) bought d) would buy

12. I'm sure she will do well if she ... to the University.

a) go c) went

b) goes d) would go

13. If the dog ... us, we should have never heard the burglar.

a) would not
wake

c) has not been woken

b) didn't wake d) had not woken

14. Blackpool ... ideal for a holiday, if there were not so many people there.

a) were c) would be

b) will be d) would have been

15. The child would have been killed if the train ... quickly.

a) didn't stop c) wouldn't stop

b) hadn't stopped d) wouldn't have
stopped

16. If we had some bread, we ... some bread and cheese if we had some cheese!

a) could have c) could have had

b) were able to
have

d) had had

17. We are going to play tennis this afternoon if it ... raining.

a) stop c) stopped

b) stops d) will stop

18. If you could type, you ... a job easily.

a) get c) should get

b) got d) would get

19. I ... sooner if I had known you were here.

a) came c) should come

b) would come d) should have

come.

20. Tell him he must visit the Tower if he ever ... to London.

a) go c) will go

b) goes d) would go

21. My uncle could help us if he ... here

a) is c) were

b) was d) would be

22. If they hadn't told us, we ... the way.

a) didn't find c) shouldn't find

b) hadn't found d) shouldn't have

found

23. I shall have to buy a thick coat if the weather ... colder.

a) get c) will get

b) got d) got got

24. If the weather were nice, we ... go to the country.

a) could c) were able

b) was able to d) should be able to

25. If he buys a house for $8,000 and sells it for $11,000, he ... a good profit.

a) make c) will make

b) makes d) would make

Test

Impersonal forms of the verb

I. Choose the correct translation.

1. He is used to having money.

a) He used the available money.

b) He is used to having money.

c) He used to have money.

2. It is worth buying.

a) It's a worthwhile purchase.

b) This is the purchase price.

c) It's worth buying.

3 It is no good talking about it.

a) It is not good to talk about it.

b) It is useless to talk about it.

c) This is not a good conversation.

4. I stopped reading.

a) I stopped reading.

b) I stopped to read.

c) I stopped reading.

5. Do you mind my paying the bills?

a) Do you mind if I pay the bills?

b) Do you mind paying my bills?

c) Are you wondering how to pay my bills?

II. Choose the correct answer.

6. He didn't mind … the bills

a) paying b) paying c) to pay d) to paying

7. I stopped … for the bank two years ago.

a) work b) work c) work d) work

8. He was running and then stopped ....

a) to smoke b) to smoke c) to smoke d) to smoke

9. We didn't like the idea of … the budget.

a) planning b) being planned c) to plan d) plan

10. I am not used ... .

a) to manage b) to manage c) to manage d) to manage

11. These goods are not worth ... .

a) buy b) to buy c) buying d) to buying

12. He did the exercises without … any mistakes.

a) making b) to make c) being made d) to be made

13. What is the reason … expenses?

a) to cut b) to cut c) to cut d) being cut

14. Try to avoid … extra expenses.

a) to make b) make c) making d) of making

15. They denied … the money.

a) stealing b) to steal c) against stealing d) stolen

III. Put the Participle in the correct form.

16. _____ a foreigner, she needs a visa to stay in this country.

a) having been b) being c) being

17. _____ a hotel, they looked for somewhere to have dinner.

a) finding b) having found c) found

18. The old man was walking along the street _____ to himself

.a) talked b) having talked c) talking

19. _____ people of various ages, they found out what services people expected from a state.

a) having interviewed b) interviewing c) interviewed

20. The money _____ in the robbery was never found.

a) having been stolen b) being stolen c) stolen

21. _____ this case, we touched upon many interesting problems.

a) having discussed b) discussing c) discussing

VI. Give the correct translation of the underlined construction, choosing the right variant. State the function of the Infinitive in each case.

22. Now it is time to get to know some aspects of the world on which you live

and

work.

a) present;

b) become famous;

c) to know (to get acquainted).

23. Farmers brought raw materials to them to be made into finished products.

a) to turn them;

b) to make them;

c) to do.

24. On this way the things people needed came to be made, not in homes but inspecial workshops.

a) started doing

b) began to be manufactured;

c) came to do.

25. January 5, 1769 is the date often used to mark the beginning of this movement.

a) notes;

b) to mark;

c) which notes.

26. Huge amounts of power are required to run the machines.

a) is required in order to activate;

b) requested to be activated;

c) require activation.

27. They must see the needed raw materials arrive at the proper time.

a) to arrive at the proper time;

b) that raw materials arrive at the right time;

c) to bring raw materials on time.

V. Choose the right variant of translation. Mind the construction "Nominative with the Infinitive" (Complex Subject) and "Objective with the Infinitive" (Complex Object).

28. Everyone considers managers to perform different tasks.

a) Everyone thinks that managers solve various problems.

b) Managers think they are doing a variety of tasks.

c) Managers are considered to be required to perform various functions.

29. Managers are known to face different problems.

a) Managers know that they face various challenges.

b) Managers are known to face different challenges.

c) We know that managers face various challenges.

30. Modern production is supposed to satisfy our needs.

a) It is assumed that modern production satisfies our needs.

b) Modern production must meet our needs.

c) We believe that modern production satisfies our needs.

31. Mankind is sure to make use of solar energy in the near future.

a) In the near future, mankind will use the solar energy.

b) Mankind will definitely take advantage of solar energy in the future. energy

c) Mankind is confident that in the near future it will use solar energy.

Test
Complex grammar

1. There is ... information about this event.

a) many c) a few

b) much d) few

2. Great Britain consists of ... parts.

a) someone c) somebody

b) any d) anybody

3. We'll come if it ... raining.

a) stop c) will stop

b) stops d) stopped

4. No news ... good news

a) is c) were

b) are d) have

5. This is ... bedroom.

a) Jane and

Mary's

c) Jane's and Mary

b) Jane's and

Mary's

d) Jane and Mary

6. He was invited to pay ... official visit to Great Britain.

a) a two-day c) second day

b) two-days d) two-day's

7. This girl is not.. old as she looks.

a) that c) such

b) so d) this

8. She was busy and could not listen ... the radio.

a) for c) to

b) at d) on

9. ... you ... your friend have made a great progress in English.

a) both... and c) so... as

b) as... as d) and... and

10. It ... raining. Put on your raincoat.

a) was c) were

b) is d) has

11. It will be late when we ... home.

a) shall come c) come

b) will come d) came

12. She didn't know where he ... his key.

a) had put c) had put

b) puts d) is putting

13. Hardly had they left the house when the thunderstorm ... out.

a) broke c) had broken

b) has been broken d) had been broken

14. Who...America?

a) did discover c) has discovered

b) discovered d) had discovered

15. The sun is shining brightly, ... ?

a) is it c) does it

b) isn't it d) doesn't it

16. ... do you like a cup of coffee?

a) can c) should

b) shall d) would

17. The power of knowledge ... placed in the hands of people.

a) need c) has to

b) is to d) should be

18. I have never heard ... .

a) she sing c) her sing

b) she singing d) her sang

19. I expect the delegation ... later.

a) arrive c) shall arrive

b) to arrive d) would arrive

20. He asked me where ... going.

a) am I c) I am

b) was I d) I was

21. I don't like ... jokes.

a) this c) her

b) hers d) her's

22. John has ... finished his work.

a) still c) already

b) often d) sometimes

23. We want our exams ... over.

a) be c) was

b) to be d) were

24. You play the piano ... I do.

a) much better

than

c) more good than

b) better then d) more good then

25. I don't eat butter and ... does he.

a) either c) also

b) neither d) too

26. ... clock ... a hundred rubles.

a) this, cost c) these, costs

b) this, cost d) these, cost

27. Mary didn't write any letters and ... ... Nora.

a) so did c) either did

b) also did d) neither did

28. In 1999 the Petrovs ... London.

a) visited c) have visited

b) has visited d) had visited

29. I'd like to tell you the news. ... ... very interesting.

a) it is c) they are

b) there are d) these are

30. Look out of the window. It...hard.

a) snow c) snowed

b) snows d) is snowing

31. He ... shown new works of this painter last week.

a) was c) will be

b) were d)

32. We made ... ... his new poems at the party.

a) he read c) him read

b) he to read d) him to read

33. Mary told me that she ... to Moscow.

a) goes c) hadn't gone

b) hadn't gone d) won't go

34. She ... ... at 7 o'clock every day.

a) usually get up c) usually get up

b) gets up

usually

d) usually gets up

35. I wondered if he ... jump into the river.

a) is able c) can

b) is able to d) could

36. I was looking ... gloves everywhere but I couldn't find them.

a) at c) for

b) to d) after

37. When ... the civil war ... ?

a) did, end c) has, ended

b) did, ended d) had ended

38. I can come tomorrow if he ... me.

a) invited c) invite

b) invites d) will invite

39. What... you... at 5 o'clock tomorrow?

a) will, do c) will, be doing

b) would, do d) will, have done

40. If you buy any more books, we ... any place to sleep

a) don't have c) won't have

b) didn't have d) shan't have

41. Don't call on me. I shall... Moscow by noon

a) leave c) be left

b) be leaving d) have left

42. The bridge will ... by tomorrow morning

a) be built c) have been built

b) being built d) having built

43. He wanted to know which bus...

a) would she take c) she takes

b) she would take d) she is taking

44. I'll post the letter ...

a) by me c) oneself

b) myself d) myself

45. ... man has his own faults

a) Some c) Every

b) Both d) Everybody

46. A number of students ... present at the meeting yesterday

a) was c) has been

b) were d) would be

47. His eyes were as bright as ...

a) her c) mine

b) my d) our

48. Your institute was founded in 1948, ...?

a) didn't c) did

b) didn't d) does

49. ...money has been spent for the education this year

a) a few c) a few

b) little d) many

50. He is often laughed ...

a) on c) above

b) at d) about

Test

Complex lexical

1. Choose the best alternative to complete the sentence.

1. It is necessary to ... the date and place of the next session.

a) name b) fix c) state d) give

2. The working group ... the Program for the Symposium.

a) wrote b) designed c) developed d) organized

3. Registration ... can be paid at the place of registration.

a) money b) payment c) bill d) fee

4. The session lasted without a ... from 9.00 am to 11a. m.

a) interval b) stop c) recess d) break

5. The chairman proposed a seven point ... for the meeting.

a) plan b)agenda c) item d) chart

6. Some papers were ... during the open meetings of the working group.

a) read b) given c) presented d) held

7. ... of no more than 150 words must be included for all presentation.

a) essay b) articles c) compositions d) abstracts

8. ... reports should comprise an accurate history of the work of the organization during the previous year.

a) every-year b) year c)annual d) year-old

9. The symposium ... will be published by Oxford University Press.

a) works b) papers c) contributions d) proceedings

10. ... for participants may be reserved on the campus .

a) living b) living c) dwelling d) shelter

I. Choose the best option to fill the gaps.

The College is open to ...11... workers from all countries that are ...12... of the United Nations or UNESCO. The main purpose of the Center is to help research workers from ...13... countries , but graduate students and post-doctoral scientists from advanced countries will ...14... be welcome to ..15... the college. As the College will be conducted in English, ...16... should have an ...17... working knowledge of that language. ...18... the limited ...19... of space for the practical exercises, the ...20... participation will be limited to 60.

11. a) science b) research ... c) investigation

12. a) participants b) people c) members

13. a) developing b) rising c) growing

14. a) although b) also c) though

15 . a) attend b) visit c) go

16. a) members b) guests c) participants

17. a) adequate b) good c) available

18. a) because b) thus c) due to

19. a) presence b) existence c) availability

20. a) whole b) total c) all

II. Match the verb on the left with a word on the right to form word combinations.

Use each word once only.

21.To make a) pace

22. To speak b) a speech

23. To give c) control

24. To do d) arguments

25. To pay e) exercises

26. To feel f) session

27. To have g) tension

28.To attend h) attention

29. To change i) presentation

30. to arrange j) in public

IV. Below you will see two letters concerned with booking hotel rooms. Put the correct word or phrase in each blank. Choose from the following list.

Use each item once only.

a) Available	b)meet	c) reasonable rates	d) suitable
d) Brochure	e)pleasure	f) require	g) training sessions
h) full board	i) provide	k) requirements	l) urge
m) hesitate	n) quotation	o) single	p) without delay

A.

We intend to hold ...31...for our representatives at the end of May next year and are looking for a hotel which provides ...32...facilities. Our ...33...are as follows: 1 room for lectures capable of seating approximately 50 people 5smaller rooms for seminars capable of seating 10-12 people 50-60 ..34...rooms with bath. If you can ...35.. these facilities, we would be pleased to receive your 36...for 3 nights...37...starting with dinner on Tuesday and finishing with lunch on Friday. We look forward to hearing from you.

b.

Thank you for your letter of 6th September, inquiring about our conference facilities. I have enclosed our ...38...and price list. As you will see, we should be able to...39...your requirements at what we consider to be very...40.... At the moment our room are still ...41...for the end of May, but I would ...42...you to make your reservation...43... as this is a popular time of the year. If you ...44... any

further information, please do not ...45... to contact me.I hope that we shall have the...46...of welcoming you to our hotel.

CONTROL TASK 1
Words to be remembered

hospitality- hospitality edge-outskirts, edge

shelter estate property

to provide care-provide assistance to retire-resign, on

retirement

to exist-exist savings-savings, savings

to coin-create folk- folk, people

ancient-ancient to regard-count

to provide food-provide food dens of vice-brothels

overnight accommodation-overnight crime-crime,

crime

courier-courier penalty-fine, punishment

contemporaries-contemporaries impose-impose, appoint

inn theft theft thief

to be fit for-to be fit forgery-fake, swindler

1. Read and translate the text

The word hospitality comes from "hospice", an old French word meaning to provide care and shelter. The first institutions of this kind, taverns, had existed long before the word was coined. In Ancient Rome they were located on the main

roads, to provide food and fresh horses and overnight accommodation for officials

and couriers of the government with special documents. The contemporaries proclaimed these inns to be fit for a king. That is why such documents became a symbol of status and were subject to thefts and forgeries.

Some wealthy landowners built their own taverns on the edges of their estates. Nearer the cities, inns and taverns were run by freemen or by retired gladiators who would invest their savings in this business in the same way that many of today's retired athletes open restaurants. Inn-keepers, as a whole, were hardly the Conrad Hiltons of their day. Inns for common folk were regarded as dens of vice and often served as houses of pleasure. The owners were required to report any customers who planned crimes in their taverns. The penalty for not doing so was death. The death penalty could be imposed merely for watering the beer.

2. Give Russian equivalents to the following words and expressions

to be located, overnight accommodation, to be run by, to impose a penalty, to be coined, to be subject to, to invest in, common folk, dens of vice, to be fit for

aking, the Conrad Hiltons of their day, to serve as houses of pleasure, to water thebeer.

2. Give Russian equivalents to the following words and expressions

to be located, overnight accommodation, to be run by, to impose a penalty, to be coined, to be subject to, to invest in, common folk, dens of vice, to be fit for a king, the Conrad Hiltons of their day, to serve as houses of pleasure, to water the beer

3. Give English equivalents to the following words and expressions

descend from, provide care and housing, ancient Rome, official, contemporaries, thieves and swindlers, outskirts of the estate, retired gladiator, common people, owner of a brothel, impose punishment, hotels and taverns.

4. Put different types of questions and answers them

1. The word hospitality comes from*"hospice"*. (Alternative question)

2. In Ancient Rome the taverns were located on the main roads. (special question)

3. The contemporaries proclaimed such inns to be fit for a king. (General question)

4. The owners were required to report about any crimes in the inn. (to the subject)

5. Inn-keepers were hardly the Conrad Hiltons of their day. (Disjunctive question)

5. Finish each sentence according to the text

1. Inns and taverns were run by freemen or by retired gladiators who would

2. Taverns were located on the main roads, to provide food and fresh horses and …

3. The death penalty could be…

a) imposed for watering the beer.

b) invest their savings in this business.

c) overnight accommodation for officials and couriers.

6. React to the following statements using "No doubt", "I doubt", "On the contrary", "Sure", "I hope you are right", "I agree"

1. Inns for common officials were regarded as dens of vice.

2. Inn-keepers were hardly the Conrad Hiltons of their day.

3. Inns for common folk were often served as houses of pleasure.

7. Translate into English

1. The word hospitality in French means to give

attention and shelter.

2. Nowadays, athletes who have left the sport as a business

open restaurants.

3. Tavern owners were punished if they did not report crimes.

8. Give a summary of the text

Annex 10
CONTROL TASK 2
Words to be remembered
service charge overseas
grateful - grateful, noble tip - tip, hint
overwhelming - overwhelming keen - strongly
willing, deep
headache - headache, hindrance awkward - awkward, difficult
beforehand - in advance, in advance generous -
generous, noble
to appreciate-to be grateful insult-offend, offend
to assume-consider, allow housemaid-maid
loath - unwilling, reluctant theater usher - theatrical
bailiff
to include-contain, include bus driver-bus driver
to take up a collection
1.Read and translate the text
Tipping

If you are traveling overseas on holiday, the preparations may seem overwhelming—so the last thing you are likely to worry about is tipping. You could

regret that, however, once you are sitting in the back of a taxi, wondering how much to tip, if at all.

In India, for example, you could have saved yourself a headache by finding out beforehand that you should round the taxi fare up to the next 10 rupees and give porters 10 rupees a bag; if the concierge got you your taxi on your way out to dinner, he would appreciate five rupees; and at dinner it's appropriate to tip 10% of

the bill, unless a service charge is included.

Tipping in developing countries and Asia is perhaps the most confusing. Not only do customs vary hugely, but there are often ethical and cultural factors to consider. Keen to avoid an awkward situation, many tourists will be generous.

However, this strategy might not be as acceptable as you would think.

In many cultures, for example particularly in Asian and Pacific countries such as Japan, tipping as actually perceived as an insult. You could even end up breaking the law-in Vietnam, tipping is illegal.

At the other end of the spectrum are countries where tipping is a way of life.

The first word many travelers to Egypt learn is baksheesh (tip), and anyone dealing

with or helping tourists will expect a small tip, say, 5 or 10%.

When traveling in Europe, it's easy to assume tipping customs will be the same everywhere. But this isn't necessarily so. take restaurants. Some include service charges; others don't.

Even if there is a service charge, you may be expected to tip a little extra. In Denmark, tipping isn't expected in restaurants at all. In Belgium, Finland, Hungary, Iceland, Norway, Portugal, and Sweden, you should tip 10%, but only if there's no service charge. In Austria, the Czech Republic, France, Germany, Greece, Holland, Italy, Luxembourg, Spain, and Ukraine, you should tip 5% to 10%, even if there's service charge.

Tipping has never been the custom in Australia and many are loath to have it start. Hotels and restaurants do not add service charges but it is a widely accepted practice to tip a waiter 10-12% for good service, although many Australians consider it sufficient to leave only $3 or $4. It is not necessary to tip a hotel doorman for carrying suitcases into the lobby, but porters could be given $1 a bag.

Room Service and housemaids are not tipped except for special service. Taxi drivers do not expect a tip, but you may want to leave any small change. Guides, tour bus drivers, and chauffeurs don't expect tips either, though they are grateful if someone in the group takes up a collection for them. No tipping is necessary in beauty salons or for theater ushers.

2. Give Russian equivalents to the following words and expressions

to travel overseas, to worry about, to save oneself a headache, to round the taxi fare up to, to confuse, to varyly, awkward situation, insult, theater ushers, Room Service, to be a custom, widely accepted practice, service charges, hotel doorman

3. Give English equivalents to the following words and expressions

regret, beauty salon, maid, reluctant to start anything, tipping traditions, consider it sufficient to leave a small tip, developing countries, bus driver, ethical factors, be grateful, in advance

4. Put different types of questions and answers them

1. In India at dinner it's appropriate to tip 10% of the bill. (Alternative question)

2. The first word many travelers to Egypt learn is baksheesh. (special question)

3. Tipping in developing countries and Asia is the most confusing. (to the subject)

4. You could even break the law-in Vietnam, tipping is illegal. (General question)

5. Australians consider it sufficient to leave only $3 or $4. (Disjunctive question)

5. Finish each sentence according to the text

1. In many cultures, for example particularly in Asian and Pacific countries …

2. It is not necessary to tip a hotel doorman for carrying …

3. You could regret that once you are sitting in the back of a taxi …

a) you wonder how much to tip, if at all.

b) such as Japan, tipping as actually perceived as an insult.

c) suitcases into the lobby, but porters could be given $1 a bag.

6. React to the following statements using "No doubt", "I doubt", "On the contrary", "Sure", "I hope you are right", "I agree"

1. Keen to avoid an awkward situation, many tourists will be generous to give tips.

2. In many countries you should tip 15% to 20%, even if there's a service charge.

3. If the concierge got you your taxi on your way out to dinner, he would appreciate three rupees in India.

7. Translate into English

1. The issue of tipping is most uncertain in developing countries and Asia.

2. Although tips are not considered the norm in many countries, any local resident is happy to receive a small reward for his work.

3. In Asian and Pacific countries, tipping is considered an insult.

8. Give a summary of the text

Appendix 11
CONTROL TASK 3
Hotel Sacher Salzburg
1.Read and translate the text
New words and word combinations to be remembered
metropolis-center of business and cultural life
to cease-stop
to delight - to delight
to charm guests - charm guests
luxury interior-luxury interior
to reside-live
comprehensive renovation
embrace
sumptuous wall hangings - luxury tapestries
perfect compliment - a great addition
ambience-atmosphere, environment
superior room
superior and deluxe junior suite
executive suite
room fittings
amenities
handicapped people - people with disabilities

Hotel Sacher Salzburg is located in the very heart of Salzburg, the city of Mozart, directly on the banks of the River Salzach. This metropolis of music and culture never ceases to delight and charm guests from all over the world and the exclusive Hotel Sacher Salzburg offers you the perfect basis for a comfortable stay in Salzburg.

The luxury interiors, living tradition and atmosphere as well as the view onto the wonderful Old Town of Salzburg are a few reason why many members of royal families, the aristocracy and statespersons, as well as artists and guests in Salzburg

for the Festival choose to reside in the Hotel Sacher Salzburg.

After comprehensive renovation, the hotel now encompasses 113 rooms and suites. There are decorated with original works of art, antiques, valueable carpets and sumptuous wall hangings. We place particular value upon the best possible comfort and the most up-to-date technology such as air conditioning and W-LAN

available in every room.

Since 1988, the hotel has been run by the Guertler family and is the perfect compliment to the Hotel Sacher in Vienna, fusing modern comfort with traditional

luxury.

The Sacher Hotels in Vienna and Salzburg are acknowledged worldwide as being the best hotels within the luxury category in Vienna and Salzburg. They are famous for outstanding service with that extra personal touch in an exclusive ambience with a certain Austrian claim.

Mission – the approach of the Sacher Corporation

Our Corporation has exceeding well-devised convictions and ideals, already laid down decades ago. We fuse tradition with a steady development in the most up-to-date servise, corresponding to the modern-day requirements for luxury, lifestyle and individuality of the discerning guest.

Our task is to work at a profit so as to be able to make the necessary investments for the future. High quality standards are ensured on the hand by investing into our infrastructure and on the other hand by flexible, creative and competent staff. Our staff works in teams and also independently-making good use of their professional, social and emotional proficiency- and thus ensuring the highest level of satisfaction in guests and business partners alike.

Many of the 113 rooms and suites were recently renovated. Even though no room resembles another, they all maintain the traditional and exclusive flair of our hotel.

The categories, Standard, Superior, Deluxe and the luxurious suites differ in size, though not in technological equipment and amenities.

Every room is different and was personally arranged with much love for detail by the owner, Elisabeth Gürtler. She paid special attention to the combination of tradition, comfort, luxury and state-of-the-art technology.

Historic works of art, antiques, frescoes, silk-lined walls and elaborate carpets distinguish the interiors of our hotel. The newly opened Executive Suites offer the ultimate in comfort and flexibility to our guests.

categories

standard room

In a living space of 20 to 25 square meters (approx. 215 to 269 square feet), our Standard rooms offer all the amenities of a 5-star deluxe hotel.

superior room

Our Superior rooms offer all the luxuries you would expect from a 5-star hotel.

deluxe room

Between 35 and 40 square meters (approx. 376 to 430 square feet) in size, the Deluxe rooms offer all the amenities of a 5-star deluxe hotel.

junior suite

The Junior Suites are among the most popular in our hotel. They are between 40 and 50 square meters (approx. 430 to 538 square feet) in size and are particularly elegant.

Superior and Deluxe Junior Suite

The Junior Suites are among the most popular in our hotel. They are between 40 and 50 square meters (approx. 430 to 538 square feet) in size and are particularly elegant.

executive suite

The new Executive Suites feature a very generous room size of 60 to 70 square meters (approx. 645 to 752 square feet) and have the benefit of particularly elegant interiors.

Superior One Bedroom and Two Bedroom Suite

The Superior One-Bedroom and Deluxe Two-Bedroom Suites are between 80 und 130 square meters (approx. 645 to 968 square feet) in size.

Deluxe One Bedroom and Two Bedroom Suite

The Deluxe One-Bedroom and Superior Two-Bedroom Suites are between 80 und 130 square meters (approx. 645 to 968 square feet) in size.

Presidential Suite

This is ultimately the most luxurious way to reside in our hotel.

The view over the city of Salzburg from this suite is spectacular.

Room prices are different it depends in availability of hotel and tourist season standard room approximately costs about 300 euro.

Elegance and generosity, combined with state-of-the-art facilities and equipment, provide all the comfort of a luxury hotel. We are looking forward to welcoming you as a guest of our hotel and to making your stay as comfortable as possible.

Room fittings

Individually controllable air conditioning
Digital TV with flat screens and 150 TV channels
High speed Internet access, wireless LAN
Telephone
Balcony (selected rooms)
safe
mini bar
hair dryer
bath robe
Make-up mirror
smoke detector
bathroom scales

220V plugs

Hotel facilities

Conventions for handicapped people

health club

non-smoking rooms

Business Room with computer, fax and photocopying facilities

In addition, all our guests receive an Original Sacher-Torte-Cube as a welcome gift.

Services

24-hour concierge: tickets for the theatre, opera and concerts (apart from Easter- and summer festival), limousine transfers, sightseeing trips, excursions, rental cars, courier services, airplane tickets, postal service, post cards, newspapers, magazines, etc.

24 hour room service

Child care: the concierge can organize babysitters

Medical care: the concierge can organize doctors

Dogs: dogs are welcome, but some fees are charged

Laundry services:

Normal: ready the next day, closes at 6:00 pm

Express: same day, closes at 6:00 pm (if handed in before 9:00 am)

Weekends and public holidays: no dry-cleaning available

Safes: there are safes in each room as well as at the reception (24-hour service). free of charge

Parking available

Money exchange only for hotel guests at the reception

Car rental and limousine service can be organized by the concierge

There is a fitness center with modern equipment, sauna, solarium and steam room for guests at the Hotel Sacher Salzburg.

Only the Original Sacher-Torte is produced according to this original recipe:

The basis is a chocolate cake, thinly coated by hand with best-quality apricot jam.

The chocolate icing on top of it is the crowning glory. The Original Sacher-Torte tastes best with a portion of unsweetened whipped cream, complemented perfectly

with a "Wiener Melange" (coffee with milk) from the Original Sacher Cafe.

You can buy the Original Sacher-Torte in one of the four Sacher shops or at the Confiserie in Vienna, Salzburg, Graz or Innsbruck. As well, you can also order an Original Sacher-Torte via this website. The delivery via courier service takes

only a few days and can be exported throughout most of the world. Try yourself the unique taste of the Original Sacher-Torte and surprise friends, acquaintances and business partners with this exclusive gift.

The name Sacher has always stood for exclusivity, quality and Viennese charm. The Sacher Corporation runs luxury-class hotels in Vienna and Salzburg as well as cafés in Vienna, Salzburg, Innsbruck and Graz. In our confiserie, you can chose from a wide range of exclusive Original Sacher products, including the world famous Original Sacher-Torte.

Superior Room 550
EUR
Deluxe Room 650 EUR
Top Deluxe Room 805
EUR
Junior Suite 1080
EUR
Executive Suite 1820
EUR
One-Bedroom Suite 2550 EUR
Two-Bedroom Suite 3280 EUR
Madame Butterfly Presidential Suite 5920
EUR
Magic Flute Presidential Suite 5920
EUR

2. Give Russian Equivalents to the Following Words and Expressions

metropolis of music, exclusive hotel, luxury interiors, choose to reside, comprehensive renovation, exclusive ambience, standard room, superior room, deluxe room, junior suite, superior and deluxe junior suite, executive suite, superior one bedroom and two bedroom suite, deluxe one bedroom and two bedroom suite, presidential suite.

3. Give English Equivalents to the Following Words and Expressions

be centrally located, delight and enchant guests, royal family, modern technology, traditional luxury, style

life, individuality, spoiled tourist, special attention, flexibility,

copiers, stolen, non-smoking rooms, babysitter

child, car rental, original recipe.

4. Put Different Types of Questions and Answer them

1. The staff of the hotel fuse tradition with a steady development in the most up-to-date services. (special question)

2. Our task is to work at a profit so as to be able to make the necessary investments for the future. (Alternative question)

3. Our staff works in teams thus ensuring the highest level of satisfaction in guests and business partners. (Disjunctive question)

4. No room resembles another, they all maintain the traditional and exclusive flair of our hotel.(General question)

5. Elisabeth Gürtler, the owner, paid special attention to the combination of tradition, comfort, luxury and state-of-the-art technology. (to the subject)

5. React to the Following Statements Using "No Doubt", "I Doubt", "On the Contrary", "Sure", "I Hope you are Right", "I Agree"

1. Standard rooms offer all the amenities of a 4-star deluxe hotel.

2. Our Superior rooms offer all the luxuries you would expect from a 4-star hotel.

3. The Junior Suites are among the least popular in our hotel.

4. Room fittings don't have minibar, hair dryer, bath robe and make-up mirror.

5. The view over the city of Salzburg from this presidential suite is spectacular.

6. The name Sacher has always stood for exclusivity, quality and Viennese charm.

7. Room prices are different and depend in availability of hotel and tourist season.

8. The newly opened Executive Suites offer the ultimate in comfort and flexibility to the guests of this hotel.

6. Finish Each Sentence According to the Text

1. The staff of the hotel places of particular value upon the best possible comfort and the most up-to-date technology …

2. The luxury interiors, living tradition and atmosphere are a few reasons why

3. There is a fitness center with modern equipment, sauna and steam room…

4. You can buy the Original Sacher-Torte in one of the four Sacher shops or

5. In our confiserie, you can chose from a wide range of exclusive Original Sacher...

a) for guests at the Hotel Sacher Salzburg.

b) products, including the world famous Original Sacher-Torte.

c) at the Confiserie in Vienna, Salzburg, Graz or Innsbruck.

d) such as air conditioning and W-LAN available in every room.

e) many members of royal families, the aristocracy and statespersons choose to reside in the Hotel Sacher Salzburg.

7. Explain in English

original recipe, thinly coated by hand, crowning glory, unsweetened whipped cream, website, courier service, unique taste, exclusive gift, luxury-class hotel, Magic Flute Presidential Suite.

8. Translate into English

1. The hotel suites offer all the amenities of a five-star hotel.

2. Hotel Sasche Salzburg is located in the heart of Salzburg, the city of Mozart, on the banks of the Salzach River.

3. Luxurious interiors, living traditions, atmosphere, as well as a view of the amazing old city of Salzburg - that's why royal families and statesmen choose this hotel.

4. You can buy original cakes in one of the cafeterias in Vienna, Salzburg, Graz or Innsbruck.

5. The name Sasha is always associated with high quality and Viennese charm.

9. Give a Summary of the Text

Appendix 12
CONTROL TASK 4
1. Read and translate the text
Abela Hotel, Monaco

The Abela Hotel, its architectural lines as agreeable as the view overlooking the Princess Grace rose garden, lies right on the sea front. To enter the lobby with its marble, pastel shades, and discreet lighting, is to appreciate modern luxury and traditional splendor. A warm welcome is the order of the day. The cheerful and efficient staff anticipate your every need, and the service is second to none. Being the perfect hosts, we have reserved one floor exclusively for non-smokers. There is

an elegant brasserie, evening music in the lobby-bar, a gift and newspaper shop, a

shuttle bus service, and a multitude of other services at your disposal. True Monaco-style luxury at three-star prices. Your room will delight you with its cool,

fresh décor, cable television, electronic mini-bar, and individual air conditioning.

To us, traditional hospitality is achieved through discreet efficiency and comfort.

What could be better after an afternoon shopping or long hours in the conference

room?

The Conference Package includes:

Air-conditioned conference room with natural light;

Baize table coverings; flipchart;

Mineral water on the table during work sessions;

Note pads and pens;

hospitality desk with direct-dial telephone on request;

Two coffee breaks: coffee, tea, and orange juice served;

3-Course Lunch: entrée, main course, dessert. Wine, mineral water, and

coffee included.

The Abela Extras

A coordinator will be on hand at all times to ensure the success of your

conference. We will take care of all your transfers, and make any arrangements

you like for excursions, leisure activities, and evening events.

The Abela Hotel Monaco invites you to try a fresh approach to business: work hard in the morning, unwind in the afternoon. We will lay on all the facilities and technical assistance you may need for your conference sessions. Then let us

put together some special afternoon events-using our extensive knowledge and experience of what this exciting region has to offer and ensuring you enjoy it to the full.

*A smile of welcome*offers: helicopter transfer from Nice Airport, a 'welcome' cocktail, room gifts for guests (a bottle of fine wine, a basket of fruit, local souvenirs). Besides you can be involved into entertainment: A wine and cheesy party, Musical dinner parties with menus, table decorations, and music themed together: Classical, Provencal, Italian, Gypsy, New Orleans, Lebanese, Caribbean.

Excursions aboard luxury, air-conditioned coaches to take in the local sights, such as: the old village of Eze, the port of Villefranche, etc. everything is offered to the visitors.

2. Choose the best answer

1. The Abela Hotel has the lobby-bar, a gift and newspaper shop, a shuttle bus service, and a(n) … of other services at the disposal.

a) assembly b) multitude

c) mass d) diversity

2. A warm … is the order of the day in the Abela Hotel.

a) comfort b) welcome

c) welcome d) swimming pool

3. Any person can reserve a floor … for non-smokers.

a) absolutely b) fully

c) used d) exclusively

4. The cheerful and efficient staff … your every need in the hotel.

a) agrees b) expects

c) coordinates d) organizes

5. Your room in the Abela Hotel will … you with its cool, fresh décor, cable television and electronic mini-bar.

a) enjoy b) ensure

c) delight d) give the opportunity to

6. Individual … is given to any room of the hotel.

a) relaxation b) car

c) training d) air conditioning

7. A … will be on hand at all times to ensure the success of your conference.

a) coordinator b) resort representative

c) hotelier d) reporter

8. Traditional … is achieved through discreet efficiency and comfort.

a) welcome b) hospitality

c) kindness d) generosity

9. The Conference … includes two coffee breaks: coffee, tea, and orange juice served.

a) Package b) Tour

c) Service d) Mail

10. The staff of the Abela Hotel make any … you like for excursions, leisure activities, and evening events.

a) preparation b) arrangements

c) activities d) schedule

11. The Abela Hotel Monaco invites you to try a … to business.

a) style b) line

c) fresh approach d) chance

12. A smile of welcome offers a 'welcome' cocktail and room gifts for …

a) people b) support staff

c) children d) guests

13. Excursions aboard luxury, air-conditioned … to take in the local sights are offered to the visitors.

a) coaches b) airplanes

c) river boats d) bicycles

14. The Abela Extras offer a coordinator to be on hand … to ensure the success of the conference.

a) sometimes b) at all times

c) seldom d) often

15. Abela Hotel is located in Monaco located near ...

a) Spain b) Germany

c) France d) Austria

Keys 5: 1-b,2-c,3-d,4-b,5-c,6-d,7-a,8-b,9-a,10-b,11-c,12-d,13 -a,14-b,15-c

Role-playing game "Scientific Conference"

1. Game concept

Target: consolidation and verification of professional competencies accumulated by undergraduates during the period of work on the topic "Scientific Conference": own lexical material on the topic, successful and systematic ability to follow the basic standards adopted in scientific communication in the state and foreign languages.

Handout: cards describing the roles played.

Preparatory stage:

1. Work with vocabulary on a given topic.

2. Distribution of roles. (The teacher presents a list of roles and explains the tasks of each participant).

3. Undergraduates think over the performances, in accordance with the chosen role, develop a game plan).

Main stage:

Conducting the game.

2. Roles:

- scientists;

-Secretary;

-Press-officer;

- chair person;

- Guests.

3. Expected result(s)

- mastery of lexical material on the topic "Scientific Conference";

- mastering the technologies for evaluating the results of collective activities to solve scientific and scientific-educational problems, including those conducted in a foreign language;

- mastery of various methods, technologies and types of communications

when carrying out professional activities in the state andforeign languages.